Thirty-eighth Annual

NATIONAL CONFERENCE OF ACADEMIC DEANS

July 22-25, 1984

"The Role of the Dean in the Search for Educational Excellence"

Oklahoma State University
Stillwater

Department of Educational
Administration and Higher Education

Office of the Vice President for
Academic Affairs and Research

THIRTY-EIGHTH ANNUAL

PROCEEDINGS

of

THE NATIONAL CONFERENCE

OF

ACADEMIC DEANS

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"THE ROLE OF THE DEAN IN THE SEARCH FOR EDUCATIONAL EXCELLENCE"

Conference Coordinators
Thomas A. Karman
John J. Gardiner

Oklahoma State University

Stillwater, Oklahoma

1984

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PREVIOUS CONFERENCE THEMES AND CHAIRMEN

Year	Theme	Chairman
1941	Problems of the Dean	Charles Prall, Commission on Teacher Education, American Council on Education
1948	Implementing the General Education Program	Clyde M. Hill, Chairman Department of Education, Yale University Graduate School
1949	The Human Element in College and University Administration	Dexter M. Keezer, Director Department of Economics McGraw-Hill Book Company
1950	The Evaluation and Improvement of Teaching	Russell M. Cooper, Assistant Dean College of Science, Literature and the Arts, University of Minnesota
1951	Defining, Activating, and Evaluating institutional Objectives	Sidney Hook, Professor of Psychology New York University
1952	Emerging Patterns in Higher Education	Emil Leffler, Dean Albion College
1953	The Challenge of the Gifted Student	Emil Leffler, Dean Albion College
1954	The Functions of the Dean: His Duties and Relationships	Wendel S. Dysinger, Dean MacMurry College
1955	The Dean in Initiating and Shaping Institutional Policy	Ernest G. Hildner, Jr., Dean Illinois College
1956	Plans and Specifications for Meeting the Challenges of the Next Decade	W. Francis English, Dean University of Missouri
1957	What is Effective Teaching?	E. Ray McCartney, Dean Kansas State College
1958	Evaluation of Student Achievement	Merrill Patterson, Dean Marietta College
1959	The Excitement of Learning	Frank W. Clippinger, Dean Drury College
1960	Building Basic Values	William L. Dunn, Dean Lake Forest College

PREVIOUS CONFERENCE THEMES AND CHAIRMEN
(continued)

Year	Theme	Chairman
1961	Direction in Higher Education, Our Responsibility	H.B. Smith, Dean Hardin Simmons University
1962	Unity and Diversity in Higher Education	Robert B. Kamm, Dean Oklahoma State University
1963	The Campus Intellectual Climate	Ivan B. Stone, Dean Beloit College
1964	The Role of the Academic Dean	Emerson Shuck, Dean Ohio Wesleyan University
1965	Tomorrow's Teachers and Professors: Our Responsibility	Alfred R. Neumann, Dean University of Houston
1966	Campus Conflict and Confluence	Leo L. Nussbaum, Dean Austin College
1967	Organizational Structures for Improved Intercommunications	Karl E. Limper, Dean Miami University
1968	The Challenge of the Next Decade	Robert P. Ashley, Vice President Ripon College
1969	Changing Roles in the Academic Community	Elsworth P. Woods, Dean Drake University
1970	Decision Making on the Campus	Harold J. Haverkamp, Dean Hanover College
1971	Accountability	Joe P. Harris, Dean Southern Methodist University
1972	Achieving Academic Quality with Reduced Budgets	Robert H. Farber, Dean DePauw University
1973	Evaluting Performance	William L. Stamey,Dean Kansas State University
1974	New Pressures on the Dean	Dan T. Bedsole, Provost and Dean Austin College
1975	Problems and Potentialities of Lifelong Learning	Adrian H. Danne, Dean University of Missouri, Rolla
1976	Faculty Development	C. Robert Haywood Washburn University

PREVIOUS CONFERENCE THEMES AND CHAIRMEN
(continued)

Year	Theme	Chairman
1977	The Job of the Dean: Present and Future	Lawrence L. Graves, Dean Texas Tech University
1978	Liberal Education vs. Career Education: Antagonists or Bedfellows?	Thomas B. Brewer, Dean East Carolina University
1979	Revising the Dean's Sights of the Four R's	A. L. Langvardt Hasting College
1980	Academic Job Satisfaction Varieties and Values	Jane F. Earley, Dean Mankato State University
1981	The Dean and the Students of the Eighties	Charles E. Martin, Vice President for Academic Affairs, Mississippi College
1982	Funding Realities vs. Academic Quality	C.K. (Bud) Williamson, Dean Miami University
1983	Qualities of Academic Leadership	William J. Watt, Dean Washington and Lee University
1984	The Role of The Dean In The Search for Educational Excellence	James V. Reese, Dean Stephen F. Austin State University

THIRTY-EIGHTH ANNUAL NATIONAL
DEANS' CONFERENCE

JULY 22-25, 1984

OKLAHOMA STATE UNIVERSITY

THEME: THE ROLE OF THE DEAN IN THE SEARCH
FOR EDUCATIONAL EXCELLENCE

SUNDAY, JULY 22

4-7 p.m. REGISTRATION. SUITE 215, STUDENT UNION

7:00 p.m. DINNER MEETING OF THE 1984 PLANNING COMMITTEE. REGENCY ROOM, STUDENT UNION

8:00 p.m. SESSION FOR NEW DEANS - COUNCIL ROOM, STUDENT UNION

Jane F. Earley
Mankato State University
Mankato, NM

Annette Chappell
Towson State University
Towson, MD

9:00 p.m. MEETING OF DISCUSSION LEADERS AND RECORDERS. REGENCY ROOM

Room 215 is open for spouses and deans without conference duties. See list of Stillwater restaurants for off-campus Sunday dining.

MONDAY, JULY 23

8-9 a.m. REGISTRATION. SUITE 215, STUDENT UNION

9:00 a.m. OPENING SESSION. CASE STUDY ROOM 1. Spouses are invited.

PRESIDING: James V. Reese
Stephen F. Austin State University
Nacogdoches, TX

WELCOME: William Sibley
Assistant Vice President for Research
Oklahoma State University
Stillwater, OK

KEYNOTE ADDRESS: Ernest L. Boyer - "Excellence: The College and the School"
President, Carnegie Foundation for the Advancement of Teaching

MONDAY, JULY 23 (Continued)

10:15 a.m. COFFEE BREAK: FOURTH FLOOR HALLWAY. Spouses are invited.

10.45 a.m. DISCUSSION. CASE STUDY ROOM 1

DISCUSSION LEADER: Annette Chappel
Dean of Liberal Arts
Towson State University
Towson, MD

RECORDER: Neil Hattlestad
Dean of Fine and Applied Arts and Sciences
University of Central Arkansas
Conway, AR

12.00 Noon LUNCHEON

2:00 p.m. SECONDARY PLENARY SESSION. CASE STUDY ROOM 1

PRESIDING: James V. Reese
Stephen F. Austin State University
Nacogdoches, TX

ADDRESS: "The Academic Dean and the Reform of the Training of Teachers—The Education Dean's View"

SPEAKERS: Lorrin Kennamer
Dean, College of Education
University of Texas-Austin
Austin, TX

Donald W. Robinson
Dean, College of Education
Oklahoma State University
Stillwater, OK

2:45 p.m. COFFEE BREAK: FOURTH FLOOR HALLWAY

3:00 p.m. DISCUSSION. CASE STUDY ROOM 1

DISCUSSION LEADER: John G. Nemo
Dean of the College
College of St. Thomas
St. Paul, MN

RECORDER: William J. Nunez, III
Dean of Liberal Arts and Sciences
Missouri Western State College
St. Joseph, MO

4:15 p.m. MEETING OF THE 1984 PLANNING COMMITTEE. COUNCIL ROOM

6:30 P.M. FAMILY BUFFET. STARLIGHT TERRACE

TUESDAY, JULY 24

9:00 a.m. THIRD PLENARY SESSION. CASE STUDY ROOM 1

PRESIDING: James V. Reese
Stephen F. Austin State University
Nacogdoches, TX

ADDRESS: "The Academic Dean and the Reform of College Curriculum"

SPEAKER: M. Thomas Jones
Associate Dean of Arts and Sciences
University of Missouri-St. Louis
St. Louis, MO

Myron Marty
Dean of the College of Liberal Arts and Sciences
Drake University
Des Moines, IA

10:15 a.m. COFFEE BREAK: FOURTH FLOOR HALLWAY

10:30 a.m. DISCUSSION. CASE STUDY ROOM 1

DISCUSSION LEADER: Wilkes Berry
Dean of the College of Humanities and Fine Arts
Texas Woman's University
Denton, TX

RECORDER: C. Gwin Morris
Vice President for Academic Affairs
East Texas Baptist College
Marshall, TX

12:15 p.m. LUNCHEON

1:30 p.m. FOURTH PLENARY SESSION. CASE STUDY ROOM 1

PRESIDING: James V. Reese
Stephen F. Austin State University
Nacogdoches, TX

PANEL: "The Direct Interface of the Disciplines and Public Schools— A Panel"

Connie Spreadbury
Assistant Dean
Stephen F. Austin State University
Nacogdoches, TX

Robert Graalman
Director of Special Programs
Oklahoma State University
Stillwater, OK

Lawrence A. Davis, Jr.
Dean of Arts and Sciences
University of Arkansas
Pine Bluff, AR

Thomas R. Preston
Dean of Arts and Sciences
North Texas State University
Denton, TX

2:15 p.m. DISCUSSION. CASE STUDY ROOM 1

DISCUSSION LEADER: David M. Hart
Dean of Mathematics and Science
Central State University
Edmond, OK

RECORDER: Bob Dowell
Dean of Humanities
Pan American University
Edinburg, TX

3:00 p.m. COFFEE BREAK: FOURTH FLOOR HALLWAY

3:15 p.m. FIFTH PLENARY SESSION. CASE STUDY ROOM 1

Discussion session on meeting format and recommendations from the assembled deans.

(Evaluation forms to be distributed)

4:15 p.m. JOINT MEETING OF THE 1984 AND 1985 PLANNING COMMITTEES. COUNCIL ROOM

7:00 P.M. CONFERENCE BANQUET. BALLROOM

PRESIDING: James V. Reese
Stephen F. Austin State University
Nacogdoches, TX

ADDRESS: "An Honest Report Card"

GUEST SPEAKER: Frosty Troy
Editor
The Oklahoma Observer

WEDNESDAY, JULY 25

9:00 a.m. SIXTH PLENARY SESSION. CASE STUDY ROOM 1

"How to Stay Out of Court (or Jail): Case Studies and Questions"

Kennneth L. Davidson
Assistant Legal Council
Oklahoma State University Board of Regents
Stillwater, OK

Martin A. Reif
Associate Dean of Liberal Arts and Sciences
Wichita State University
Wichita, KS

Leland Bartholomew
Dean of Arts and Sciences
Fort Hays State University
Fort Hays, KS

RECORDER: Bill F. Little
Dean of Arts and Sciences
Southwest Baptist University
Bolivar, MO

10:20 a.m. THE GAVEL PASSES TO GEORGE TADE

10:30 a.m. BON VOYAGE COFFEE BREAK. FOURTH FLOOR HALLWAY

William A. Sibley

On behalf of President Boger and the Executive Group I wish to welcome the new ones here for the first time and you who have been here before. It is a great privilege for us to host the Dean's Conference. It has been very good for us, and from all the reports I have had over the years it has been very good for the participants, too. So we look forward to your stimulating our deans and us, perhaps, stimulating you somewhat. I heard the other day that deans work like beavers. They get in the mainstream and dam it up. So maybe we can undam a few streams. You also have a treat in store for you in Ernest Boyer. I have heard him several times and I think you will enjoy him greatly.

We, too, at Oklahoma State are looking for excellence. In a number of areas we think we have achieved that. We have state-of-the-art equipment and a very large laser facility and land set facility for satellites. I think we have a good general education core program which some of you may be interested in. If at any time during your breaks you need any information on this type of thing, obviously your hosts are available, and I am also available at 101 Whitehurst. I would be happy to show you some of the research facilities or talk to you about general education. We trust you will have an excellent meeting and, if you need anything, just ask Dean Robinson because he doesn't dam up the mainstream; he keeps it moving.

KEYNOTE ADDRESS: "Excellence: The College and the School"

Ernest L. Boyer

Suffice it to say that I am enormously delighted and deeply moved to be here and to share this occasion with George Tade, who inspired me to become committed to teaching and to education. I am to him forever grateful. One of the regrets I had during my days in the deanship many years ago was that it was not possible for me to participate in this conference, which I think is now in its third decade and has been one of the truly landmark experiences for the continuing education of those in college administration. I extend my congratulations to Oklahoma State University and all of you who have made this such a remarkably stimulating experience for the leaders of the nation's universities and colleges.

As everyone in the room certainly must know by now, it's been about 14 months since the National Commission on Excellence in Education announced boldly the nation was at risk and said that we were engaged in unilateral disarmament. Twelve months after that report was released, the President of the United States assured us that suddenly the nation's public schools were being fixed. The truth is, of course, that our public schools were never quite as bad as the hyperbole would suggest. Indeed, after we completed our own study in high schools from coast to coast, I became convinced that the schools deserve not just "F's," but "A's" as well. Indeed, it was my conviction then and now that the American public schools, when they're working well, are not only the best in the nation but the most outstanding in the world. We often hear references to the Japanese schools. I have a daughter who teaches in those schools and two grandchildren who attend and, while I understand the successes that come from sharply focused goals and clearly established yardsticks for achievement, I also have observed firsthand what I think is the personal trauma that is experienced in a system in which the human component, and indeed creativity, is not highly prized. I am only suggesting that in our search for school renewal we do not look for models from abroad, but rather try to live up to the aspirations that we ourselves have more explicitly designed. We do not need better models—we need rather to make more effective the objectives that we ourselves define.

I also became convinced on a more personal level that most of the school critics could not survive one week in the classrooms they so eloquently condemn. I am convinced that, in some communities at least, the public school is the most stable, not the least stable, institution in the culture. All of us have been repeatedly reminded by the press of the toboggan slide of the SAT's scores that began in the early 1960's, that continued to plummet downward for perhaps 15 or 16 years, and that then began to level off. What's not being remembered very frequently is the fact that it was during this decade—the so-called "Killer Decade of the 60's"—that every institution of this nation was being battered and abused. The schools felt the pathology of the disintegrations of the family, the community, and the institutions that surround them.

As most of you know, I happened to have spent most of my life in higher education, and during the decade of the 1960's—when my hair was jet black—I was locked in and locked out of offices; I was shouted down by students; I was trying to control riots on the campus; we had our midnight confrontations, and I was reflecting on whether to call in the state police, and I must confess to you that in the dark hours before dawn, it did not occur to me to check the SAT's.

I understand that this fall the NIE is going to release its sequel to A Nation at Risk in which they are going to take some potshots at higher education, and they are digging out the GRE's to see if they can find an equivalent story for us that matches A Nation at Risk. This, perhaps, will be called The University at Risk. The GRE scores tell a fascinatingly mixed story during the '60's and into the '70's. The Graduate Record Exam verbal scores have gone down to match the SAT's, while at the same time, the mathematics score has gone up almost in a spread eagle fashion. I don't know how to explain that, although some of my friends have suggested that the influx of foreign students has perhaps been responsible for the stability of the mathematics while the verbal continues to go down. In any event, there will be this fall, I predict, a shifting of the spotlight to higher education, and the debate about quality and excellence will land squarely on our doorstep. I'll have more to say about that later on, but for the moment let me make the point that the schools in my judgment have not been the least healthy institutions in the culture. In fact, as we went from school to school, I was impressed that often the schools were being asked to do what the home and the community and the church had not been able to accomplish, and they are torn between the academic goals that are made explicit in these reports and the social expectations that increasingly cause them to turn to the human anguish that they very often see among their students and to engage themselves in counseling and guidance, trying to stabilize young people who are confused and often beaten and battered by the system. To put it as simply as I can, I feel deeply that a report card on the schools is a report card on the nation, for schools are no stronger than the homes and the parents and the communities of which they are a part. I also conclude in the quiet of this pleasant seminar in Oklahoma that the keys to school renewal apply equally to higher education. In the moments you have assigned to me, I should like to give four or five examples of the strategies I think are needed to strengthen public education and, if I might be so bold, I think they apply equally to the nation's campuses as well.

First—and some of you may have heard me say this before—we concluded our report on public education with the conviction that the first priority is to develop critical thinking in all students through the mastery of language. The National Commission report gives great precedence to math and science, and it lamented the fact that we are losing the high-tech race. I don't deny that we have entered a dramatic new era called "The Technology Revolution," and it will shape our lives forever for better or for worse. I only say that we kid ourselves if we assume that math and science are the central problems; it has to do with the mastery of language. Indeed, I think in the big debate we have confused a specialized with a generalized problem with the culture. Certainly this nation must find a better way to tap the outstanding talent who will be the scientists and engineers and who help us manage the technological questions of the future, but at bottom, all students must become skilled in the effective use of language—not only for personal empowerment but for cultural wisdom too. It is for that reason, then, that we conclude in our report that language is probably the most important and most neglected academic program in the public schools today. As we went from school to school, I was absolutely shocked at the incapacity of the students—not only in the written, but in the oral use of language.

I am convinced that the language is not just another subject, it is the means by which all other subjects are pursued, and until we understand that in education, we will not achieve the critical thinking expectations of our students. If I thought I were talking only about our schools, I would not be so forthright on the point, but I spent almost 30 years in higher education, and it has been my experience that our classrooms are generally places of student acquiescence in which they are not critically engaged in what Mortimer Adler calls "the Socratic method" as they are forced to examine with great care the precision of their thinking. Now happily of course, educators have great help

from God--language is imprinted in the genes. It is one skill that, in my judgment, makes us truly human and sets us apart from all other forms of life. It begins, of course, in the early moments when the first breath is taken by a child.

My wife, who is a certified nurse-midwife, insists that language begins in utero, as the unborn infant monitors the mother's voice. After all, water is an enormously good conductor, and it is absolutely true that the child hears sounds in the environment and monitors the voice because we can hear ourselves talk internally all the time. The child hears those vibrations through the body, and my wife insists that after birth the child turns almost instinctively to the mother to see the face behind the voice and establishes bonding in the first moments after birth. I believe that my wife is right, but for the skeptics I only need to remind you that language begins with the first breath of birth when the child receives signals from the outer world, and then with gurgles, and then with phonemes crudely formed, then with utterances we call words, and then with sentences, the miracle geometrically expands as this undifferentiated bundle we call life begins to sort out the symbols in the culture, takes reality, and makes it meaningful. Now that I am a grandfather and can observe this process more objectively, I have to tell you that I am absolutely in awe of the mystery of this process, one that we so carelessly take for granted as breathing, and yet it is to me at the heart of those who concern themselves with pedagogy and the teaching of our children.

I was fascinated some few weeks ago in reading an essay by Louis Thomas, the Chancellor of the Sloan Kettering Cancer Center in New York, and if you have not been introduced to his elegant essays, leave the conference, buy the book, and curl up in a bed, and you will be richly enriched. One of Thomas's essays was speculating on the curiosity he has had for a long time about the dependency of children for many years on their parents while other forms of life soon after birth go bounding off. We happen to live in Princeton, New Jersey, where we have a few deer. I can look out my back window quite frequently in the morning and see deer scurrying off into the woods, and the other evening, almost poetically it seemed, a day after our own grandchild was born, I looked out the window, and there was a little deer not more than a day old, the legs still wobbly, skittering over the hill while the mother stood I thought somewhat pensively and watched the fawn escape. As I was holding a little bundle in my arms who was absolutely helpless, I wondered why this dear remained so closely attached to me while that deer went bounding off, and then I reflected on Louis Thomas' essay in which he said that it suddenly occurred to him one day that, in the human species, childhood is for language. To me that says it all. I think God worked it out so the human species stayed close to adults to play with language and become empowered with the symbol system which makes us truly human. The deer did not need language; the deer needed strength in the context of its world. But in the human world it is language that empowers. If we do not understand that as parents and as teachers, we have denied our children the most essential element of all. Indeed I firmly believe that any child who can speak and listen, can read and write, demonstrates the empowerment that is in place. When children come to school I think classroom teachers should build on the marvelous symbol system already well in place.

Let me say that, while the big debate about school improvement for the past twelve months has been on high school, let the record show that in my opinion we are either going to succeed or fail in the quality of education in the early years of schooling. There is a readiness about language, and if it is not established in the early years when the potential is the greatest, all of our efforts for compensatory education will never fully compensate for impoverishments in language in the early years of learning. Those of us in colleges and universities have made this sad effort to compensate for early failure, but I can only say that our priorities should be to encourage the schools in the

most supportive way and encourage the citizens of this country to give greater priority to the early years of learning, for if the strength of language is not established then, colleges can never adequately do the job when students come to campus.

Here I should pay tribute to Miss Rice, my first grade teacher, who was one of the four great teachers in my life. One other is in this room today—if you don't mind taking second billing to Miss Rice, Professor Tade. She's not here, but for a moment let me say that on the way to school on my first day in Dayton, Ohio, a hundred years ago, I walked with my mother. On the way I asked if I would learn to read that day, and my mother said, "No, not today, but you will before the school year is out." I've often thought of that question, and I think children do go to school to learn to read. They want to break the adult code and figure out what all those secrets are about. On the way my mother said, "You won't learn to read," but she did not know Miss Rice, who stood at the classroom door half human, half divine. Indeed, I thought for months she just ascended every evening to the heavens and then descended into the classroom everyday to teach. To add to the mystique, she was called a maiden lady. In Dayton, Ohio, it was against the law to teach and be married at the same time. In any event, Miss Rice met her 28 frightened, anticipating children and after a pregnant pause she said, "Good Morning, class—today we learn to read!" We spent all day on four words—"I go to school." We sang them, traced them, recited them, we even prayed them. She had worked out this little prayer, "Dear God, thank you. I go to school." Incidentally, I did hear that the one prayer acceptable to all faiths is "Dear God, don't let her call on me today!" Well, I ran home that night 10 feet tall and announced to my mother, "Today I learned to read." I hadn't learned to read that day—I'd learned to memorize, but Miss Rice had taught me something much more fundamental. She had taught me that language was at the center of a piece of learning and that language was the key.

If I could have one wish today, it would be that we would somehow in the nation's colleges and schools understand that critical thinking means the empowerment through language. That would help our children understand the magic and the miracle of the skill that makes us truly human and fulfills the scriptural description of the human race as being a little lower than the angels. We stress writing in our report because it is through clear writing that clear thinking can be taught. How many times have you said you know exactly what you think only to try to put those thoughts on paper, and then there is nothing there but mush. Students in our classes should be able to test their thoughts, freeze them on the paper, and then through good mentoring be able to try and try again. It is the only means I know to try to sharpen the analysis of the mind—through the spoken and the written word. We urgently need more time in colleges and schools for students to be guided in their self-expression, and in our report we also say that students should learn that we communicate not just with words but in nonverbal ways as well.

In fact I would like to say a word in praise of silence. I don't think we have adequately helped our students understand the power of the absence of noise. Muzak, to me, is an obscenity that haunts us everywhere. We have not understood that, as Miss Rice said on more than one occasion, "Silence is not a time just to keep order in the room; it is a period when we can listen to ourselves." To put it simply, we do not take time just to listen to ourselves, and we hardly listen to each other. Silence, it seems to me, does what Japanese understand in art. That is, for the elegance of a cameo to be understood, it needs space that avoids distraction. It has also been demonstrated in speech that the pause that comes before the important word is the most important element of all, and yet somehow we are uncomfortable with our silence. My grandfather had it just the other way around. He assumed that silence was the normal relationship, and you only interrupted it when you had something of substance to convey. I would wish

our students in the classroom would understand the beauty and the essentialness of silence, and yet we often use it as a discipline and punishment rather than a reward for learning.

Communicating nonverbally also means communicating through music and the dance and visual arts. One of the tragedies that occurs in the formulation of education in this country is that these more subtle and exotic symbols are called the frills, and it is only when we make the grunts and groans through the esophagus, mouth, and tongue that we think we have somehow captured feelings and ideas. Anyone can communicate with sticks and stones and grunts and groans, but it takes a civilization to use music, dance, and the visual arts to capture the subtleties of feelings and ideas. I further believe there are feelings and ideas that can only be conveyed through the richness of these other symbol systems that we have. Again, we are little lower than the angels precisely because the heartbeats that we have and the insights of the head are conveyed through these powerful methods of communicating that only man and woman have understood and created.

In some airport I was glancing through the New York Times and was absolutely stunned when I read an interview with Victor Weiskopf, Nobel Prize winner and perhaps one of the greatest living physicists of our time. The interviewer was asking him to explain the "Big Bang Theory." I don't have an idea what the "Big Bang Theory" is except that it is a kind of view of how the universe emerged and all of life. I felt tremendous comfort and exhilaration when I read that Weiskopf said, "If you want to understand the 'Big Bang Theory,' listen to the works of Hayden." I read it again, and that is what he said. Here is one of the hard scientists saying, if you really want to understand this, go off and listen to Hayden. Now you begin to get a feel for the "Big Bang Theory." Now it proves what I have felt for so very long—there are ideas and feelings that can only be captured through the works of Hayden. If I were to say "Hallelujah, Hallelujah" these funny grunts would land like lumps of clay. But if you give me the Mormon Tabernacle Choir, then I have a message.

Still, we tell our children that these capacities to capture feelings and ideas so powerfully are frills, and all you can use to communicate are grunts and groans. The more we send that signal, the more we are sending civilization back to the cavemen days when we did communicate with sticks and stones. Dictators understand better than school boards that when you want to control a civilization you don't just censor speech; you control arts as well because they know that through painting, dance, and the visual arts you can send messages more powerful than words. I'm suggesting, then, that in our search for excellence, if I had one wish it would be the centrality of language, and if I had one measure it would not be the SAT. It would be the student's capacity to express himself with clarity and precision. To me that is the only measure of excellence because it cuts across the disciplines and discovers whether information can be used. Yet we have reduced our educational system to True/False tests and squiggles on the paper that tell you nothing about how the person thinks, because even well trained chimpanzees can put X's on a paper. It is for that reason that we say every high school graduate should be required to write a thoughtful essay, and those of you who admit high school graduates, in my judgment, should ask not for an SAT score which, frankly, is a meaningless number as far as I can understand, but rather to find out if the person is effective in the use of language and the capacity to express his or her ideas with clarity and precision. I wish that every child's first day of school would have some teacher who would say "Good Morning, class—today we learn to read!" I think the future of the schools of this nation would be fixed in that one stroke.

Second, and coming much closer to the mission of the college, we say in our report that to improve our schools we must redefine a core of common learning. It is my opinion that for far too long we have stressed individualism in our culture and have failed to help our students understand the points that connect us and bring us all together.

Some of you may have heard me describe an event that happened when I was Chancellor of New York about 14 years ago. I had a trick when I was an administrator. I'd put my third class mail in a pile on my desk, which created the impression of being very busy. At the same time I could turn to it very quickly when I wanted to avoid the crappy pile of day-to-day memoranda that kept flowing in like the sewers of Paris every day. It was a Monday morning, and since I had no stomach for the job, I turned reflexively to the third class mail that piled high on my desk.

The top item was the Stanford student newspaper. I was intrigued that the Stanford faculty had decided to re-introduce a required course after abolishing all requirements three years before. I was also intrigued that it was a required course in Western Civilization. What really struck me, however, was that the students at Stanford were enormously offended by that action. They were so offended that they put an editorial on the front page and bordered it in black, which suggested the grimness of the moment. Among other things the students argued in the editorial that to require a course at Stanford was an illiberal act—a fascinating definition of liberality, I thought. Then they closed the editorial in a blockbuster statement—how dare they impose uniform standards on nonuniform people. I was both amused and deeply troubled, and I have never shaken that declaration to this day. In fact, it was that single sentence seered into my mind which caused me to traipse off to Cambridge and write a little book called Educating for Survival with Marty Caplan who now writes Mondale's acceptance speeches. Some of us win, others lose.

I wondered if it were possible that, after 14 or 15 years of formal education, some of the brightest students in this country have not discovered that while we are non-uniformed we still have some things in common? Have we taught our students that they are isolated islands with no connections? What kind of madness is this in which we convey that education simply is a grab bag that in no way has cohesion? What is the future of a culture in which there are no connections and no shared visions? To me this is a profoundly important problem that will make or break not only the schools and colleges in this country but the quality of civility itself.

During this same period, I encountered students in Fredonia and Stony Brook and every campus that I visited. Inevitably I would have a student protest one thing or another, and occasionally it got around to requirements on campus. Frequently a student at the back of the room, staring at me in a cold and uncaring way, would ask how dare I impose my requirements on him. First of all, I had the sin of being an administrator in the university, and second I was over thirty, God forbid. His statement was that we had nothing in common. Finally in an act of desperation on one occassion I said to one student that the very fact that he was arguing so eloquently with me that we had nothing in common suggested to me that we must have enough in common for me to understand his arguments that we have nothing in common. It was madness to assume that we were so unconnected that there were no points of closure, but that is reinforced by the disintegrations on the campus every single day.

I have a simple premise to put to you. It is just as wrong to teach students that we are all different and unconnected as it is to teach them that we are all uniform and alike. Yet for years colleges and universities and schools have had a curriculum which said to the students, "Hey, you're all the same." The equal fallacy is to say that we are

all so different that there are no points of connections that we seriously can affirm. The simple truth is that we are all alone, and we are all together. We are all isolated, and we are all dependent. The educational experience should make both of those realities clear to the students; so they are not ignorant as they go out into a life in which they have to do two things: affirm their individualism and understand their interdependence. That to me gets us to the core of common learning. In my judgment, the challenge of education now is to look for those points of connection which are so authentic that students will understand that the future of their relationship in a civilization will depend on the wisdom of our examining the common agenda.

While math, science, and technology are at the heart of this common agenda, I would affirm strongly the need to think of our human heritage, the institutions that we have created, our shared literature, and the arts. All of these it seems to me tie us together. I further believe that these common themes transcend a given culture and indeed are global, and I do worry that in the emphasis on school renewal the push should not only be national but global. Several years ago my wife and I flew from John F. Kennedy Airport in New York to a Mayan village where we met our son and his Mayan wife. We had traveled not just a thousand miles but a thousand years. For several hours I sat around an open fire with our new daughter's family, wondering if we had anything in common. I was caught in the same dilemma as the students. But as the embers died I discovered we could indeed send messages to one another, although more visual than verbal to be sure. We could recall the past and anticipate the future which I believe is a God-given characteristic that only we as humans share. I discovered the Mayans do have laws and mores and traditions. They can enjoy the arts. They had a civilization that flourished a thousand years before white man put foot on this shore. And of course at the most fundamental level we could share love and faith and hope.

Again, back to Louis Thomas who wrote on one occassion that, if this century does not slip forever through our fingers, it will be because education will have directed us away from our splintered dumbness and will have helped us see our common goals. I am suggesting that in our search for excellence we do not need more Carnegie units. We need a larger vision to discover the integrations that in fact are the interdependencies. We do not need more technology; we need more wisdom regarding the knowledge that we have. That, it seems to me, is the intense obligation of those engaged in formal learning. We are not providing courses of study without some central opinions about the priorities of that offering and also about the points of integration on which I think the future of the human increasingly depends. So my themes for the schools it seems to me are relevant to colleges as well. Can we give priority to language, define it broadly, and can we use that language to explore the areas of common discourse which E. D. Hearsh at the University of Virginia calls the cultural literacy as well?

This brings me to priority number three, and that is the centrality of teaching. It is embarrassing to say it, but the simple truth is that our schools will be fixed not by requirements from above but rather by the revitalization of the people in the classroom who touch the students every day. When I concluded our study, I was deeply troubled by the working conditions of the teacher. As a matter of fact the problem is not salary; it is the sense of losing power and influence and having more requirements but less recognition for the day-to-day conditions. The litany is endless and depressing; one hundred thirty students in a given day; frequently no time for preparation; yard duty and cafeteria duty that might infringe on what free time one would have. One teacher said "I've taught here seventeen years, and I move my books and coat and hat every single hour."

My pet peeve is the PA system which interrupts mindlessly through the day. I was in one class where the PA system belched out its idiot announcements telling the class that Johnny's lunch money has now arrived if he'll scurry to the office. If that teacher would have said to the class that he had had enough and was going to march to the central office, I'd have joined the march--my passivistic inclinations not withstanding. There is an unbelievable mindlessness to being interrupted by a voicebox in the room, and many of these are two-way, so that the central office can monitor the noise. Several teachers told me that frequently they would be chastised in front of students for the confusion the central office heard in the classroom. You tell me about 1984. I've declared 1984 as the year when we will switch the PA systems off all across the country; it will be our attack on Orwellianism in our schools. That one task alone, that one step alone, would somehow be a start on the road to recovery by giving at least modest dignity to those teachers.

I do not wish to romanticize the teacher. I have seen bad teachers, and we know they are there. I am frequently asked by people in the press when are we going to get rid of bad teachers. I say that is the wrong question. The first question is "When are we going to reward the good ones?" I have a central premise to present. It applies to colleges and schools. No institution is made healthy by being preoccupied with what is wrong any more than an individual retains his or her health by being preoccupied with failures. The only way to renew an institution is to start to affirm what is right and build on that foundation. Once that has been established, then you are able to use it as leverage to evaluate those that do not measure up. I say to the people of the press, "Look, I don't go around saying how do we get rid of all the bad reporters. You have your Pulitzer Prize Winners; you have your Neman Fellows. I am reading all the time about the winners. I don't read about the losers except on rare occasions. Yet when I pick up your newspapers I am aware that all you are worried about is condemming the bad. Is there any story about affirming the good?"

It is a simple premise of the human experience that we can only succeed as reaffirmed success, and I believe that is the key to school renewal. I further believe that colleges and universities have one central role to play in trying to save this profession we call teaching. I assure you that all the bad signals we send the students about the teaching profession convince students it is the last thing they should consider doing. As long as we keep sending negative signals, we shouldn't then criticize the schools; instead we should try to affirm what I think to be the most important profession in the world.

When we visited campuses, and my own memory is very clear on this, it was the teaching profession that was the least honored and the one that gifted students were encouraged to avoid. Yet, how can universities sit back and cluck cluck about school failures when we have been drying up the pool of talent? I think universities should give summer fellowships to outstanding high school students who are going to be teachers and should develop a three or four week seminar in which the issue of teaching is the central focus. After all, the future teachers are in the classrooms in the high schools today. Rather than deny and fret about the future, why don't we start successfully to recruit some of our ablest students. I was a high school junior when a teacher said to me, perhaps in an act of carelessness, I would be a good teacher and asked me to help with the class the next spring. That absolutely blew my mind. I don't think we understand what it does to a young person when a model of authority and respect gives a signal that you're good enough to be a teacher.

I was talking to Tim Healy, who is president of Georgetown, about this several years ago, and he told me a story worth repeating. About three years ago, he looked at all the incoming freshmen at Georgetown and was intrigued that about fifteen were from

Bronx High School of Science, which is a pretty nifty public school in New York City. He called them to his office one afternoon and talked to them about their high school and why they decided to go to Georgetown. He had a pleasant session with a handful of brilliantly effective students, and near the end he asked if they could all agree on one teacher who was outstanding in their high school. After a few minutes of consultation, they all agreed on one teacher who had been outstanding. Healy thanked them, and he called the school to make sure they hadn't named a janitor or someone who in fact may have been the most influential one of all. He confirmed there was a teacher at Bronx by that name who had been there for seventeen years and was absolutely outstanding with the students. That evening Healy called the man at home and said he was Father Healy, President of Georgetown University. After a moment's pause, the guy called his wife and said there was a kook on the line. Father Healy said it was for real and that he had it on good authority that the man was outstanding as a teacher. He said he would like to invite the fellow to Georgetown's commencement the next spring and give him an honorary degree for the contributions he had made. There was total silence, but the teacher showed up next spring with his family.

They gave honorary degrees to some unworthy sorts, a process I understand full well. But then Healy said at the end he would like to give an honorary degree to a teacher in the public schools who for seventeen years has given himself to the coming generation. Healy said he couldn't have imagined the spontaneity of the response. He said the audience just stood and with a single emotion expressed gratitude and satisfaction for the act. He said for one fleeting moment the students in the audience could reflect on teachers they had had. For one fleeting moment the parents could think about the obligation they had to support the outstanding teachers in the schools, and for one very fleeting moment he said the faculty could remember that education had not begun with them.

I was at a commencement at a college in New Jersey about six weeks ago. They had asked the students to nominate a high school teacher who had changed their lives, and the president said the nominations came pouring in. They established a committee of students, faculty, and school teachers to sort through the pile of nominations, and they chose a teacher who was on the platform with me that day. She was the chairman of the math department at Asbury Park High School, was working on a doctoral degree at Rutgers, and had taught for fifteen years. She stood and for eight minutes gave a soliloquy on the teacher in the classroom today, which had the elements of agony as well as ecstacy, and as far as I was concerned that was all that should have been said even though the governor of New Jersey gave a speech. Her's was the speech that really mattered. Here were 5,000 people looking at a living, breathing, beautiful teacher, expressing so authentically her feelings of why she loved teaching, and also the anguish that she felt. We need to start sending positive signals about the centrality of teaching and try to reestablish to some extent the dignity of what I think is the most important task to be fulfilled.

Now I would like quickly to say a word about the students, which is the fourth priority that I submit—first language, second decor, third the teacher, and finally a sense of commitment. I think this has relevance to colleges and universities as well. I completed our report with the conviction that we have not a school problem in this nation but a youth problem. Time and time again we have heard students say that they felt neglected and unneeded, unconnected with their families. To put it simply, they were socially adrift. As far as I can see this is the first time in human history in which the younger generation seems unconnected with the economic, social, and familial structures of the nation.

I think our future is imperiled unless we find a way to start building earlier a sense of involvement and responsibility among the young. The sad fact is that the high school is about the only place where it is still all right to be a teenager in our culture, except perhaps in the shopping malls where you can wander around for days without being noticed by adults. To put it as simply as I can, I am troubled by the generation gap, the sad distance between the older people and the coming generation. The fact is that days and weeks and years can go by with young people not having any sense that they are valued or that their energies can be directed toward some worthwhile end. It is a sickness which lasts for twenty years, and it cannot then be overcome in twenty days after graduation. It teaches a suspicion as well as an unconnectedness and a lack of responsibility that I think spreads seeds of disaffection through the culture, a whirlwind I think will be reaped in the days and years ahead.

My wife's mother lives in Harrisburg, Pennsylvania, in a retirement village which has had the common sense and good fortune to have a day care center at the village. Occasionally I've been there in the morning when 50 little three, four, and five year olds show up. Their first assignment is to go to the bedridden patients in the retirement village and take a little flower greeting or a washcloth and say good morning. I don't think we understand what it does for a five year old to be the one to bring greetings to an aging person, or what it is for an aging person to be greeted, not by a hurried nurse, but by a little child who says good morning. It is sad that we have to institutionalize this, but we are not maintaining generational connections.

It so happens that in addition to the school teachers I have mentioned, the two other greatest teachers in my life hardly went to school. My Grandmother French and my Grandfather Boyer both had three years of formal education, but it was my grandmother who was always in the living room when I came home while my mother and father worked to keep us fed and clothed during the Depression. She's the one who knew my hurts as well as my hopes. It was my grandfather who lived to be one month short of one hundred years who prayed for me when I was four. The earliest memory that I have is when I had pneumonia. My mother told me they thought I was dying, and I remember grandpa who was there. Then I contrast that with a student I talked with who said that she got a job last summer at McDonald's. It didn't pay very much, and the work wasn't very interesting, but then again for a time it was a way of doing something useful. I thought it was a sad comment that usefulness is defined as pushing Big Macs at McDonald's.

The entrepreneurs of our society have discovered while the young people are being neglected by the social institutions, the fast food industry gives them short-term jobs at low wages to put money in their pockets and designer jeans and record companies take the money from them. The largest and most successful economic structure in our nation is the youth culture, where we have entrepreneurs who know there are young people in society, but schools and other social institutions and families seem increasingly to ignore them. John Gardner said on one occasion there is a great sadness in any culture that has no vision larger than oneself. It is for this reason that in our Carnegie report we propose a new Carnegie unit. Since we invented this term sixty years ago, I figure we can be imaginative in destroying it.

The Carnegie unit is a term of voluntary service for high school students, a time when they would work with perhaps day care centers or hospitals or libraries or retirement villages, even in the school itself. What strikes one in the high school is that the students do not think of school as their place. Sure, it is where they come to meet their friends, but they have no sense of responsibility for making the high school work. That's why you see grafitti on the walls. Is it possible that our older students could start

teaching younger students that they could be brought into the pedagogical process, and is it possible that is the way we could recruit good students for tomorrow? I just suggest that we have all of these adult institutions while meanwhile we have an army of young people who seem unconnected with the larger world. I believe we cannot have healthy schools nor can we have healthy colleges with pathology among the young, and it is my conviction that our students urgently need a sense of mission. Now I don't think you can dump them on a high school overnight, but why not start some programs and then have end-of-the-year banquets in which we celebrate the service of some young person and bring in the others who have been helped. We have athletic banquets in which we honor those who have defeated someone, literally defeated them and destroyed them psychologically or athletically. Is it beyond our imagination to have end-of-the-year celebrations to honor those who have helped someone?

H. L. Lindsay wrote on one occasion that it is the world's one crime that babes grow dull. Young people should understand that we are destined to die, but the tragedy—or the crime as H. L. Lindsay put it—is to die with convictions unshared, with energies undirected, with visions unfulfilled, with commitments unestablished. I think we need to look at what I believe is also the pathology on colleges and universities today in which we have literally millions of young people who are thrashing around without any inspirations as to larger vision. They rack up their units and fill out the score cards, but they are never being asked to think about who they are and how their energies can be directed toward those who urgently need help.

A final thought brings me back to Earth around where this current reform debate is going on, and I think this is relevant for colleges as well. I do believe that we must end up discovering that schools are human enterprises. While we increase requirements and maybe lengthen school years, we really are talking about the attitudes of people. I remember when I learned a very simple lesson very late in life, which is probably a good epitaph for me. "He learned a little late." When I was considering being chancellor of SUNY, it was a sprawling enterprise. There are now 64 campuses. When I took over, there were 72, but we gave 8 of them to the City University of New York. The only one I started was Empire State College. We had enough traditional colleges, and we thought we might try one where people could go to college without building up a great big monolithic system, and that has been going quite well. When I was considering becoming chancellor of the State University of New York, my friends ridiculed the institution and discouraged me from taking on the job. They put it quite simply: there is no such place as SUNY. Well that one really stopped me, and I had to realize they were right. You had a campus in Fredonia, something down in Stony Brook, something up in Potsdam, but there is no SUNY there. Then it suddenly hit me, and I've lived with this to this day. There are no institutions except those we carry in our heads. I came back to my friends and said there is no New York State. Where is New York State? It is in our heads. The United States of America is in our imagination. Sure you can find a little piece of paper here and there, but you can't put your arms around it, you can't touch it, you can only dream it and think it.

Whether you have a healthy or an unhealthy institution has to do with what people think about the institution, what their thoughts are. Do they think that this is a real place, do they think it's working, do they think it's good, are they committing themselves to it? That's an idea, that's not a place. So the question of whether the State University of New York existed, to come back to my dilemma, was an attitudinal problem, not a spatial problem. The question of leadership was this: how can I create those signals in people's heads that will cause them to say a) there is such a place, b) I think it is working, and c) it is working on their behalf. That to me is the essence of leadership—the shaping of attitudes. To put it as simply as I can, school renewal is people renewal.

The definition of school improvement has to do with the way people feel about themselves in relation to the task they have to do. If you take that little story about SUNY and convert it to the schools, the question before us is not how can legislators "impose more requirements," but rather how can teachers and principals and students and parents begin to regard the schools as their own responsibility.

In the end, what I am concerned about is the attitude. When the dust has settled and the experts on leave from Mt. Olympus have returned to the clouds in the high and holy hills, when all this is over, we are going to have a teacher in the classroom who either feels that he or she is worthy or defeated. If they are left with more paper, they are going to be more discouraged, and this reform movement will have destroyed and not enhanced the public schools. I think there is an enormously important obligation for people in colleges and universities to find ways to start investing in the people, to give the signals to the public and the teachers and the parents that this is an institution that deserves our full support, and we are going to find little modest ways to say "thank you very much."

One of the last things I did as commissioner was to call in a group of students from across the country and talk to them about their schooling, and at the end of the day I asked how many of them had had a teacher who changed their life forever. Every hand went up. And then I asked how many of them had ever thanked a teacher. Not one hand was raised. Finally one of the young women with a bit of embarrassment said, "It's not the thing to do." I said, "Now you have put the whole problem in perspective! Here you have just described to me that someone has absolutely changed your life, and you have also said that you are all too cool to say thank you." Then I asked how many of them would go into a classroom everyday while 40 people stared at you as if you were a brontosaurus warmed over and walk solemnly from the classroom day after day, week after week. Finally you would say "I quit. I can't continue to give time and energy and commitment if there are no signals in response." That's the most human response one could expect. I asked that before they graduated to promise me one thing: that they were going to take a teacher to lunch instead of have one for lunch. They all agreed they would.

There is no magic or miracle. I don't know of any brave new idea to improve the public schools. I am convinced, however, if we can clarify the goals and understand the importance of language, if we can redefine the core of common learning that connects us, and if we can give some sense of inspiration to our students as they work and also, give recognition to the teachers who try to do their work, then we're going to have good schools in this country. Our commitment is deep, and we do believe that education is a civil religion for America. We do somehow believe in the future of our children more than any other nation, and I believe if we have this vision of school as a human enterprise, the prospects are enhanced.

I don't know how many of you saw Bill Buckley's "Firing Line" about six months ago when he interviewed Mortimer Adler—it was like two tarantulas in a bottle. Bill Buckley was trying to press Mortimer on his book called The Paideia Proposal, which has a fairly high standard of achievement but also calls for excellence for all students. Buckley was very skeptical of this, and near the end of the show in desperation he said, "Mortimer, what makes you think all children can learn?" And Mortimer—never at a loss for words—stuck his finger in Buckley's face and said, "Bill, I'll tell you something. I'm not confident that all children can learn, but you're not absolutely confident that they can't. I'd rather live by my hope than by your doubt." I thought, "sic 'em." Then they went to a commercial, and Bill Buckley was momentarily in his place. In the end, I am really saying that is what this nation's vision of education is all about. I cannot guarantee that

we are smart enough to design a system in which every student will be stimulated to full achievement. I only know that the moment we start shaping our institutions and our public policies more on doubt than hope, that is the moment I think our future is in peril. One of my favorite authors, James Agee, wrote that marvelously autobiographical novel A Death in the Family about his own father's early death. But he wrote on one occasion "With every child who is born under no matter what circumstance, the potentiality of the human race is born again." I believe that is really what educators are all about. They have this innocence about the potential of the student, and I think that is really the essence of great teachers.

I have tried to suggest this morning, while I have talked about a school problem and tried to indicate priorities, that these are the same issues that confront all of education. We say in our report that education is a seamless web, and I would hope that out of this great debate we could somehow bring our schools and colleges together. We all need to understand that the children in the schools today will be the students on the campuses tomorrow. Rather than being distant and somewhat cynical of our colleagues, I would wish that we could help affirm them because 16,000 school districts are essentially powerless. They need very much the help and inspiration that comes from the voices of universities and colleges across the country. If we can help think through priorities with them and above all try to give some recognition and inspiration to the teachers, then I have great optimism about the future and about the quality of the schools.

Thank you very much.

REPORT OF DISCUSSION GROUP I

Monday, July 23, 1984. 10:45 a.m.

Discussion Leader: Annette Chappell, Townson State University
Recorder: Neil Hattlestad, University of Central Arkansas

Annette Chappell-

When I agreed to serve as discussion leader, I viewed myself as the traffic cop who would try to keep from interposing myself between you and Dr. Boyer. Since he is not here, I am going to try to keep us talking to one another instead. Perhaps that is as it should be, since one of the rewards of getting together to confer with each other is the chance to exchange ideas, to get to know each other better, and—as Jane was saying last night at the session for new deans—to have a chance to know who you can rely on when you get in some of those tight spots (when you feel as though you want to give someone a quick call and say "Help! This has never happened before to me. Has it happened to you?"). I will try to scan the room and keep things moving in such a way that everybody has a chance either to ask or answer as they wish, so please do wave your hands.

John Wakeley-

I responded very well to the positive nature of what Boyer said about finding good things and stopping criticism and so forth. One of the problems I experienced at my institution is that its connections with the schools in Memphis get almost no press at all—very little newspaper, very little television. I will mention some of the programs later.

Martin Reif-

I believe, as Dr. Boyer said, there is nobody in the whole world who will pay teachers adequately. Maybe in a few years we can find enough parents in the city who are convinced that there really are teachers knocking themselves out to be effective.

Wallace Jamison-

The Chamber of Commerce of Jacksonville, Illinois, does something. It is not very much, but it is an interesting thing. They get the biggest apples they can find, great big Washington apples. They send an apple to every teacher in the college, high school, and grade school every year. The Chamber then hosts a dinner, attended by all new students and new teachers at every level, primary, secondary, and college. Every new teacher is honored at this banquet, and they are hosted by a member of the Chamber of Commerce.

I must say that we do not get an enormous amount of publicity, but I would say rarely does a week go by that there is not an article in our local paper that has to do with education. The public school system does not get as much press as the college does, because we have information going into the paper all of the time. Still there is something about the local school system I would say pretty close to once a week. Somebody has to work on this. I do not think it happens automatically. Somebody has to work on it to get that information in.

David Johnson-

What we have done seems to get results. The public relations office is now directed by a former professional in the newspaper business who has a significantly greater number of contacts.

Cal Ledbetter-

Our journalism class sends students to each of the college deans (we have 10 college deans at the University of Arkansas, Little Rock). They give pretty indepth interviews, write it up, a journalism professor will correct it, and then they will send it into the paper. We get maybe five or six good articles out of it. These are articles that are really about what is going on about the university.

Ralph Kennedy-

Maybe you have heard too much about business colleges already. Our business department and its students for the last two years have sponsored a Free Enterprise Day in Siloam Springs. This last time they had exhibits from, I suppose, 20 industries, and they managed to talk Sam Walton of WalMart into coming over to speak. They got a lot of publicity, because there was a great deal of community interest in what they did. The activity or fair was done not on the campus but in town in the community building. That has been an activity that we have not had to ask for publicity.

James Reese-

One of the things Dr. Boyer said in two or three different ways that disturbs me and also makes me kind of squirm in my seat is this idea of being negative about things. If there is anyone in the world more guilty in terms of condemning the public school system than college professors, then I do not know who the hell it is. It is something I keep trying to overcome. Does anybody have any ideas about what we might do among our own faculty to improve this situation?

William Stamy-

As usual, I do not have any answers. I can focus the question even more personally though. This last spring I was asked, for reasons I don't know, to be on a committee appointed by the State Superintendent of Public Instruction to help formulate a plan for the state of Kansas to improve education for the gifted. His idea was to hold a summer institute with the state paying for bright young people to attend. The committee was made up of a junior college president, people active in public organizations, a principal of a private school in Kansas City, and two of us from higher education, a woman from Kansas University and myself. Those people did not recognize that my colleague from KU and I might have some of the answers. We came in with a plan well formulated whereby the state superintendent, or some committee, would select one of the institutions of higher education to run such a program. We knew how to do these things, —indeed we have at Kansas State a summer gifted program that I am very proud of. They are doing similar things at KU and maybe some other institutions.

But the people who were there, none of whom was connected with higher education except one president of a junior college, not only did not recognize our track record, but they were very firm in their idea that the one thing that could not happen was to turn it over to higher education. Moreover, if these young people were going to learn from any summer program that would be set up, it must be in the hands of high school teachers,

because college professors just do not care. This is totally false. There are some college professors who do not care. We have on our campus, and you do on your campuses, people who do care very much and could work with 15 or 16 or 17 year olds and do a marvelous job. But the perception is not there, and as I examined my own thinking, I thought we could do it, and we really would not need any help from high school people. I was just as guilty of this blind viewpoint as the people there. The point is, there is a lot of learning that has to go on here if we are going to do anything to help the high schools and the elementary schools do a better job of preparing the people whom we are complaining about.

Cal Ledbetter-

We are going to try to do something next year. We have a history professor who is going to try to start a kind of intellectual exchange between our university and the public school. A college professor, for example, might go out to public schools and give a lecture on a particular subject. The other thing he has in mind is to have a liberal arts faculty seminar, about once a month, with at least two public school teachers coming over to talk to our faculty about various concerns.

Elsworth Woods-

A number of years ago I was a friend of the assistant superintendent of schools in Des Moines. Up to that time we left communication with the public schools largely up to the College of Education, so that any contact with the public schools and Drake University was always through the College of Education. But through this friendship, we came to the conclusion that maybe they ought to meet with the liberal arts people. Thus, we set up a series of meetings that lasted about three years during which the chairs of the various departments in the Des Moines public schools met with university faculty. I saw quite a change in attitude on the part of the people in the College of Liberal Arts.

Lynn Sherrod-

This is not to excuse the problems we have, but it has been my observation that a lot of the complaining that college teachers do about their secondary and elementary school colleagues results more from frustration than anything else. Some of the frustration they perceive is a result of mediocre administration. The source may be observed when you find a high school principal whose highest calling is to organize the pep rally and break in with the announcement.

Jane Earley-

This whole conversation troubles me somewhat, because I heard in Boyer's talk another kind of accusation, and it was much closer to home. Within our own institutions, it seems to me we have not done the things we so easily discovered that others have not done either. I look at what he talked about in terms of making connections, in terms of connecting within the institution, in terms of shared knowledge, in terms of shared endeavors, in terms of service, and I don't see that. I see us still competing, and maybe I see it worse as we begin to experience the severe enrollment crunches and start looking toward our own individual survival. I find it harder these days to encourage interdisciplinary work on the part of the faculty and the students. It takes more effort to get something like that done. I am anxious to hear about the success you have had so I can borrow from them to try to report them quietly and encourage others to do the same. It seems like we are still in that mode of competing against each other. If we do

something, then the business college will move perhaps where education is or who knows what other unit. Right now, we seem to think that is still all right without looking at the kinds of common threads that will make the whole process of education work and be of benefit to us as part of the civilization. Am I alone in feeling troubled about that and seeing that within our own institutions rather than outside?

Jewell Friend-

We addressed that issue in a way not at Tennessee State but at Southern Illinois University where I was until a year ago. I wrote a grant proposal to bring together high school teachers and college faculty for a six-week program of intensive studies during the summer. It brought together English teachers, historians, anthropologists, and political scientists. We set it up with basic cultures that we treated—American Indian, Jewish, and Chicano. In two of the areas, there were non-university people running the program. The outstanding person in American Indian cultures was a woman who taught in a local high school. The Jewish part was done by two people, a dentist and a rabbi who was quite a scholar in American history. They came on campus, and they exchanged ideas as a result of that. By the way the whole thing was funded by the SIU Foundation and the Chamber of Commerce jointly. There were people from high schools coming to the college, and people from the college going into the high schools. It does bring these people together in some ways. What the outcome will be, I have no idea. What we do is draw from the community, the high schools, and the university, bringing them together as a group.

James Reese-

We have talked a lot about depending on people who are interested and willing to sacrifice, and of course that is what we do all the time. We abuse the same people all of the time. For example, I think improving the quality of the public schools is one of the most important things that my school ought to be doing. But as I think about it, I do not think I have ever said one word to my faculty to the effect that if you do something good for the public schools, by God you are going to get a merit raise. This is something we are going to consider. I think if we do not give some leadership from the dean's level, there is no motivation—unless the guy happens to be so strange that he prefers to help out the public schools rather than writing that journal article.

Thomas Preston-

I wholeheartedly agree with Jim that in some universities publication is extremely important, and work with the public schools is not built into the reward system. We in fact are discouraging faculty. I would like to give an example of what I think did work, and it speaks both to what Jane was asking about and to what Jim asked about earlier. If we do relate to the public schools in any way, I think we have to start quite frankly at the ground level with our faculty. Five years ago when I was at the University of Wyoming, where I was the chair of the English department, I got together with my counterpart in the college of education—English education—and we talked about some of the new important things happening in the English curriculum, in English literature, and in critical studies around the country. We focused our interests in science fiction, literature, and the high school curriculum. We tried to relate that to the tradition of the past in the study of the hero. He and I offered a summer institute under the sponsorship of a grant. We invited teachers in the high schools from the states of Wyoming, Colorado, Nebraska, and Kansas, and limited it to 25 people. The participants' tuition was paid. It was a six-week intensive seminar that we taught together. The idea was for these teachers to go back to their schools and introduce the same thing into their school

curriculum with their teachers, and we would go to the schools about three times a year to participate as joint teachers with them as they taught their teachers. It was an extraordinarily successful venture. Teachers in one of the high schools in Wyoming even wrote a book on sentence dividing, which they shared with the teachers throughout the rest of the state. But these high school and elementary and middle school teachers in effect became the teachers of the teachers in the high schools, and we were facilitators by that time.

Robert Morin-

Let me offer a few somewhat scattered comments, but they all center in one way or another around the question of the role of the College of Liberal Arts or Arts and Sciences in teacher education. Our attention is focused on this because we write planning statements and also because we have a president who is now saying that the condition of the university (mainly the involvement of the whole campus in teacher education) is a strength that should be maintained.

In the dozen or so years that I have been dean, we no longer hire people with education degrees, and we no longer hire people in our college whose primary interests are in education. Now we have people who have strong disciplinary interests, strong research backgrounds. They do not bring to the classroom the same kinds of interests held by the people who were there years ago. The folks are doing their own thing now. So if we are honest about it, the primary thing that we can do to educate an historian best is to give that student the best history we can give him or her, and the same holds for the other disciplines. The nature of the evolution of the institution is such that the disciplinary areas move away from an emphasis on and a concern about teaching educators, because we do not hire that kind of person anymore. We still do inservice things, and we still teach methods classes and the like, but now we do not have anybody in the college with primary interests in education.

I think what I hear is what Jane was saying before—we are becoming more and more specialists who do not even understand or interact with other disciplines even on our own campuses, much less in any kind of meaningful way with the high schools that are feeding the students to us. Maybe that is a weakness in fact. Although we see it as a disciplinary strength, it may be an educational weakness.

Jane Earley-

We need to examine our roles in search of educational excellence, and what I can do most is turn my attention to the arena in which I have a responsibility for acting. That is to take the people who teach history to our own students and say they must look at that in a context that is not so narrow. They must look at teaching English in a context that is not as narrow as when you and I were trained in graduate school. If we keep narrowing, pretty soon we will be down to a pinpoint focus, and nobody is going to be interested.

Eugene Ryan-

We have a number of secondary teacher education programs in the College of Arts and Sciences, and we aim to keep strengthening them. Just this summer, for instance, we hired a new person in math education, and she is in the math department, with three colleagues. We got into trouble with NCATE. We lost our accreditation because they thought our teacher education programs were too diffused. We came up with a quick fix on that and got accreditation back a year later by telling them that all these people in

the College of Arts and Sciences really were in some sense under the direction of the Dean of the School of Education. It seems to me that we have gone through a long period where we argued this point. Many of the mathematicians, for instance, desperately wanted to get the math education people out of the Department of Mathematics and back into the School of Education. I resisted that and still do. Yes, we want these people to learn mathematics, and we want the people in math education to be good mathematicians while at the same time recognizing that they have this special mission -- to train secondary school teachers. I like our program. It is doing many of the things that we have been talking about today, so we do not have that clearcut distinction between people in education and people in the discipline. I think there are some very healthy crossovers there, and I am supporting that.

I think one notion for faculty is that they have to explore what is important about the discipline that they teach. They have to explore particularly what the general importance of the discipline is, and we urge them to try to explain to their colleagues and students what is important about the discipline and why anyone should study it. I carry that over when faculty argue for departmental needs. I ask them why is it important to foster the history department or the chemistry department, not simply to take that for granted. Most faculty find their common elements when they dig deeper and try to explain what the general significance is and why their colleagues in other fields should care about their discipline. They begin to find points of contact. If you simply suggest that people add their specialties to others, you do not find commonality.

Myron Marty-

Three weeks at Drake University have not dulled my reflexes, which were sharpened during four years at the National Endowment for the Humanities. When I hear people talk about proposals for this and proposals for that, I think I would like to make a couple of observations and mention a couple of NEH programs that should be of interest here. One observation is that one-shot efforts really do not do it. What you have to do is establish relationships that continue over a period of time. The specific section in the division of education programs, elementary school area, is titled collaborative projects.

The purpose is to find activities that bring colleges and schools together in ongoing relationships over a period of years. The one variable that is essential, if a collaborative project will work, is that you have to have the top people involved in it. That means the president of the college or university and the superintendent of schools. The programs that I want to mention at the Endowment include a special initiative underway right now, and if you call 786-0373 they will send you all the material on it. It is the teacher preparation initiative. It is not intended for teachers who are in the market, but rather for those who are engaged in the preparation of teachers. Its purpose is to involve liberal arts colleges in the preparation of such teachers. Now that can be a collaborative relationship with the school of education, but it is intended to foster the involvement of arts and sciences people in the preparation of teachers, in these cases they would have to be in the humanities.

Coming back to something that started this whole discussion, I might make reference to the fact that high school teachers can get recognition, and colleges and universities perhaps should be sensitive in their own communities to the people who deserve it. There is a program funded to the tune of I do not know how many hundreds of thousands of dollars per year, but they give about 100 fellowships to high school teachers for independent study in the summer time. It pays the high school teacher $3,200 to study and read in the summer time. There are many summer seminars now for high school teachers that have been enormously successful, and I think we ought to be urging

high school teachers to get into that. There are summer institutes that are funded by the Division of Education programs that are not only aimed at intellectual stimulation but work on pedagogical aspects as well.

Thomas Preston-

I want to underscore what Myron is saying. What we did in Wyoming was supported by the National Endowment for the Humanities. Before we actually got the program going, we had the public and vocal support of the state superintendent of public instruction (who was very much in the middle of it), the support of all of the local school superintendents around the state, and the support of the president of the university. While we were on a grassroots level with the faculty, thoroughout the state we had the superstructures endorsing and supporting this idea.

Robert Morin-

We are right back to what Jack Wakeley and Martin Reif were saying at the beginning of this discussion. If you do not have community recognition and support, then it is not going to be an attractive profession for students.

THE ACADEMIC DEAN AND THE REFORM OF THE TRAINING OF TEACHERS - THE EDUCATION DEAN'S VIEW

LORRIN KENNAMER
University of Texas - Austin

As you know, the last year and a half to two years have been more exciting than deans of education are willing to admit. There have been 10-12 national studies pointing to the problems and issues of our public schools and what should be done and what is not being done. It has been a time of self-examination, a lot of questioning, and a lot of searching for villains, in the good old American tradition. It has been a time that has made one search out the comments of Yogi Berra. One of his great statements concerning a baseball game is that it is not over until it is over. One quote I like especially pertains to a lot of what deans of education have been going through lately; 90% of this game is half mental. I leave that to the math majors. Someone asked Yogi what time it was. You mean now? Or asked him what his cap size was. He said I do not know, because he was not in shape yet. He has become one of my favorite philosophers.

As all of you know quite well, we have had a central problem facing us, facing American teachers, and it seems to focus on a lack of clarity in many ways as to what is the purpose of our public schools, our elementary and secondary schools, public and/or private. We are not so clear anymore as to what the purpose is. If what we mean by schooling is more than just mere schooling, do we know what we're about? The Puritans knew what they were about, and they knew what they expected in their schools. I think to a great extent we have left our teachers, kindergarten through grade twelve, in a drift. They know what their responsibilities are, they know they are primarily cognitive but how much are they custodial, how much social? Are they supposed to produce good students, or good citizens, or both? So really, our purposes have gotten much less clear.

The texture of life in these United States has changed profoundly in the past four decades. Teachers are no longer the most educated people in the community, and they no longer are the chief agents of social change. With the advent of mass secondary education in 1890, 7% of youths ages 14-17 attended schools. By 1945 it was 69%, and by 1980 it was 93%. Seventy-two percent graduated. Between 1950 and 1980 the proportion of families headed by a single parent, usually the mother, grew from 7 1/2% to 20%. By 1982, 66% of mothers with school age children held full- or part-time jobs versus 35% of the mothers in 1951.

There is a new array of subjects on the scene we did not count on a few years ago. The proportion of students with credit for driver education grew from less than 1% to 59%; credit for marriage and adult living as a high school class grew to 59%. Along with this, there were declines in what we would call the academic subjects. The U.S. economy is increasingly urban and demanding a mobile work force. Parents wanted the schools to do more. TV became the nanny and the friendly neighbor to the children. Watching TV went from virtually none in 1950 to approximately 29 hours a week by 1980. Teachers were looked at and variously deemed too experienced, too stupid, too old, too boring, too strict, too lax. Some undoubtedly were. But then, as now, the narrow criticisms often miss the fundamental question, the question of purpose and function.

How much, realistically, can be asked of the schools, and how clear are we as to what we want them to do? We held a conference last week on our campus. We have 1,078 school districts in Texas, small, medium, and large. We were fortunate to have nearly 600 of the superintendents in attendance. One of the most innovative and

interesting superintendents of the entire group was one of our speakers, Superintendent Billy Reagan of the Houston Independent School District. He made some very interesting points, from his vantage point at the helm of a district which is charged with the education of more students than the states of Arkansas and New Mexico combined. Superintendent Reagan sees both the risk to the nation of poor education and the possibilities for great advances. Children in his schools are very different from what tradition might hold. Dr. Reagan said that his district of 189,000 youngsters is now 80% minority with Hispanics being dominant. Of this, 33,000 do not speak English as their first language, 22,000 served by that district are handicapped, 75% come from homes where one or both parents work, and 40% of the students are from single parent homes. "Are you going to get all of the SAT's up to 1,005 using current methods?" he asked. Last year the district had 1,000 children from El Salvador, and he expects that to go to three thousand by August. Incidentally, there are 84,000 Vietnamese in the city of Houston. Further complicating the educational picture in the Houston area is mobility, because 40% of the kids move every year from September to June, he said. We have schools that have 100% turnover. He said, "If you have a child in your classroom for at least six months, I will hold you accountable, but how can I hold you accountable if you only have them for six weeks?" It is going to get worse he believes, and he sees mobility as the greatest encourager of dropouts, and it is not an issue that we have dealt with at all, he says. Where the teachers will come from is perplexing. Fewer are graduating from colleges. He sees the supply being cut further by the testing program now underway. "I thought the legislature would have the intestinal fortitude to deal with time on task. Not really. We still have the shortest school day, the shortest school week, and the shortest school year of any industrial nation in the world." So that is one school district in the state of Texas.

As you all know so well, we have districts of various sizes, problems, and issues around the nation. I would call to your attention a very interesting, small publication called Demographic Imperatives published by the American Council on Education, Implications for Education Policy. I like it very much because it will give a conclusion or an observation, and then it will raise a policy implication. It is a fascinating, clear, brief, sharp publication.

A recent issue involves what is happening to our population, which I find fascinating. For the first time in the history of the United States, we now have more people aged 65 and over than we have teenagers, in absolute numbers. You are beginning to see a few things showing up in the advertising world, such as a little bit less emphasis on jogging and little bit more on power walking. The average age of the white population is growing older, while that of the minority population is much younger. I am not going to read you much of this because I do not want to take all the challenge out of it. You might want to order a copy. By the year 2000, 53 of our major cities will have a majority minority population. In the state of Texas, the city of Austin is the only large city left that has more majority school children than minority, and that is only by 51%. That will tip over within the next year, and the major cities of the state I live in will have a majority minority school population.

One of the implications, and this one gets very close to home for those of us who are barely over 39 or 40, is that personal and national self-interest requires that the majority population—that is most of us in this room—address the needs of the minorities, for no other reason than self-interest, although there are better reasons. For example, the retirement income of people who work today, majority and minority, will depend on the productive employment of minority young people who are in school now, as will the future economy and military. If the minority young people are not in school now, we are

in trouble in the immediate future because they will be the backbone of the work force of this country, and if they are poorly educated we will pay the price, all of us.

Up to this point in time, my comments have been addressed to mainly one purpose. When we say schools, there is great variety; the Houston example, from the large urban schools to the small rural schools, to the medium sized schools. They differ greatly, and their issues and problems differ greatly. Yet, we tend in all these national studies and national reports to generalize as if they are all alike and can be dealt with similarly. I might add that is also the way people think about colleges of education. For example, there are 65 colleges, public and private, in the state of Texas that have approved programs to prepare teachers. Although they vary greatly, yet they are all generalized about as if they are all the same and as if the student bodies are all the same. There is great variety and yet these national studies, and there have been many, have tended to make it sound as if everything is alike. From these approximately 12 national studies that I have picked out from various sources, nine general points are focused on. These are national studies, and I guess the most widely known is A Nation at Risk. You had a speaker this morning whose study for Carnegie resulted in a book on the American high school; you have had many other studies. First, they have expressed an urgency to take action now. Second, they have all agreed that there is a need for higher expectations. Third, these studies have recommended more emphasis and higher standards in basic literacy in math, science, English, social studies and computer knowledge for all students, with foreign language for most students. Fourth, the need for more and better use of time is a common theme. There have been many requests for a longer school year and better use of time during the school day.

In our state, there is a gentleman named Ross Perot who chaired the state committee on public education. One of the most effective presentations Mr. Perot made in moving about the state was talking about one of the children in a vocational program who was absent, I think it was 46 class days one year, because he had a chicken that he took around to fairs. He said, "Can you imagine how many class days he would have missed if the chicken hadn't died?" He was very effective with that chicken. There has been a lot of concern about the length of school days and with comparisons with Japan and Germany, and yet when I quoted from Billy Reagan, our particular legislature backed off from those issues.

Fifth, they have recited the need to attract and retain highly talented teachers, and we need to do that. You have all heard many, many times that we no longer get the brightest of the women into teaching, for they now have other alternatives. They are taking them, and wisely so. As the result, we are having real problems attracting excellent people.

Sixth, these studies have mentioned the need to extend the partnership with business and parents and for those groups to play a more direct role in the schools. Seventh, the reports have recognized a federal responsibility for leadership in funding although the primary responsibility resides at state and local levels. The current administration in Washington has emphasized heavily that the resources must be found at the state and local levels, but nonetheless they have said they are performing the federal role by calling attention to problems through their report A Nation at Risk. Eighth, the reports recognize that quality and equality are not mutually exclusive, that great gains have to be made in access to education. They have been made but this must be pursued with a renewed effort. And ninth is the need to develop a concensus on a more limited mission for the schools.

We have asked the schools to do too much. But we are still not very clear about what we are asking them to do. It is a real puzzlement as I started out. Now it seems to me that these commissions have agreed on these nine general points, but there are about six things they have omitted. First, these reports have done little to recognize the nature of youth in our society. They have tended to think they all must be alike and really have not addressed what our youth are really like today and what concerns them. Second, there has been a touch of wishful thinking in these reports suggesting that all these reforms can be accomplished without significant investment of public resources. They have not addressed what it is going to cost to do these things. It has just gotten everyone stirred up. Third, there tends to be a lack of recognition of the great achievements the schools have made in the past number of years, and there have been many. The Dallas County Texas School Administrators Administration asked me to make a speech last spring at their final meeting. They gave me the topic to address. I found it interesting because it made me do some things I had not done recently. They said they wanted me to come and talk to them about what is good about American schools. They had about had it with all the problems and issues and wanted someone to see what they are doing right, and there is a lot to be told.

Fourth, the reports tend to minimize the value of education extending beyond economic and civic purposes. There tends to have been much more of relating success at jobs rather than the total value of education. Fifth, they have ignored special populations almost completely. Where have we discussed the needs of minorities, young people in the urban ghetto areas? What can be done and what must be done for these people? When you look at the population trends and developments, the greatest single number of students coming our way will be minority students. You have in the city of Los Angeles now at grade two approximately 60% minority. This issue is not addressed at all. What about handicapped children and the issues and problems we are confronted with in educating the handicapped? That is an issue not addressed by any of these reports. It is as if these types of students do not exist and it is a major gap in these studies. Also, how do we finance what must be done? What will be the changes in the governance structure? While there have been studies which have gotten people interested and aroused, there has not been a clear statement regarding what the next steps should be.

There is one thing that has come from all of this that I would like to end with. I think these studies have given rise to a concern that has always been there, and I understand the concern, but yet I have been puzzled by it. Stated much better than I can, this concern is found in the preface of a very interesting book by Doc Howe formerly of the Ford Foundation, now at Harvard. This is an interesting booklet, called American Graduate Schools of Education, which is the result of a study done by Harry Judge of Oxford University. After about a year of visiting various colleges of education, he invented a composite of education deans, whom he calls as a group Professor Rosencrantz. After Professor Judge has explained what is happening in the graduate schools of education, he then has Professor Rosencrantz rebut him. It is a very interesting brief, and Doc Howe's preface is along the lines of what I would like to end with.

There exists today nearly an automatic knee jerk reaction among liberal arts deans and more importantly among liberal arts faculty, for the faculty tend not to have as broad a perspective as deans. Deans do have a broad perspective. I need to say that to you so at least you will hear it one time during your term as a dean. There is a feeling among arts and science faculty that somehow colleges of education have a special type of suspicion about them. I am puzzled over that. We have a committee on our campus,

which is writing its final report. It consists of four people from liberal arts, four from education, four from natural science, and four citizens tried and true. They have been looking at our teacher education program. At times it has been something like a grand jury, even a "runaway grand jury." There have been a few on that committee who I think are incapable of seeing a college of education as a professional school. It is not a college of liberal arts. It is not a college of arts and sciences. I am puzzled and there will be a brief little essay in the Education Review this fall, if the editor is courageous enough to run it, where I try to give some reasons why. But this I have borrowed heavily from Bob Howsom, a friend of mine at the University of Houston. I would like to just mention a few comments about this little graph.

Discipline	Professional	Professional Practitioner
	Valid Knowledge Continuum	University Systems & Faculty
Knowledge of Production		Application of Knowledge

This is nothing new to you, for it is only a continuum from knowledge production to the application of knowledge. If you start with the "traditional," you cannot say either biochemistry or microbiology is "traditional" as a discipline. Disciplines do come into existence. To the far right on the application of knowledge side, we have the professional practitioner. Then, in the middle we see the professional school, which is to develop our professional skills. We do not seem to have great difficulty understanding the professional practitioner in relation to colleges of agriculture. We recognize that the county agent will be on the far right, working with the farmer in the field. The county agent was a great American invention. All the knowledge on this campus related to agriculture is of no avail if it stays in the labs and libraries. It has got to get out on the land. And that is where the invention of the county agent is so unique. The agent takes that knowledge and applies it to practice. But now that county agent is trained in the professional school, the college of agriculture, and everyone understands clearly that the county agent must have work in botany, microbiology, and so on as part of his/her training. The school of agriculture has its responsibility to help future practitioners understand basic concepts of botany, but they do not need to be the basic researchers in botany. But county agents must know how to relate botany to practice in the field.

Going further, we do not seem to have much difficulty in applying the professional concept to engineering. We have a college of engineering that must be related to the college of natural sciences as well as to the departments of mathematics, physics, and chemistry. The engineer in the field must apply those basic disciplines to practice. I have kidded with our dean of engineering, saying, "Ernie, you surely have a lot of methods courses in your catalog." We have a few, and we hear about it all the time. He asked me why anyone who has a math major can't go immediately into the high school and teach math, since they know mathematics. I responded by asking if he will let anyone who has a math major build a bridge, since they know the math. He says I am being ridiculous, for they can't build a bridge. But if they can't build a bridge, why do we think they can teach a kid?

We all have a lot of learning to do. There have been a lot of misconceptions. There have been a lot of criticisms that teachers do not know their basic fields sufficiently, and I would be one of the first to say that one must have majored in the discipline being taught. They must take the same major as the person who majors in the discipline whatever career end results may be. But the end result of the faculty member of the professional school has a different, not better, not worse, but a definitely different role to play. The person in a professional school is interested in the application of knowledge, which gives rise to other types of applied knowledge but which is not

responsible for the furtherance of that discipline. That responsibility resides with your colleagues. But I think we can understand the professional schools in business, pharmacy, nursing, education, and engineering. Education may be unique in some respects compared with other professional schools, but it still has a different role which we play with different kinds of skill.

In the state of Texas, and I end on this, we have had our special commission, we have now had our special session of the legislature, and those of us in the academic world have taken a serious loss. It has not been spoken about yet, but it is there. I will just mention that Oklahoma has done a better job of this than we have in Texas. But those of you from Texas might read House Bill 72, the bill signed by the governor a week ago. Because what HB 72 does, the teacher of the immediate future having a bachelor's degree can leave your campus and spend 30 years teaching without ever returning to your campus again. They have that choice. The choice is in the bill. It is built in at every career ladder level. It is built in at every certificate level. To make it even worse, there are three words that are in the bill at every career ladder level, every certificate level. Those three words are "advanced academic training." I spoke at two different subcommittees against that and was a flaming failure. I assumed advanced academic training was always reserved for universities and colleges. In the state of Texas that is not true anymore. HB 72 says you will go to the college campus if you are a teacher and wish to improve yourself and to move up the certificate and career ladders. You can either go to a college campus or, a big OR, or you can take "advanced academic training." Where? At the local school district or at the education service center. We have a new ball game on our hands in higher education in the state of Texas. The bill has dealt us out in many ways. We will have to deal ourselves back in. There is a lot of change, and we are going to have to hang together better or we are going to hang separately. I grew up in Kentucky where the state motto is, "Together we stand, divided we fall." And we have been so divided that we have taken some falls. Best wishes.

THE ACADEMIC DEAN AND THE REFORM OF THE TRAINING OF TEACHERS - THE EDUCATION DEAN'S VIEW

DONALD W. ROBINSON
Oklahoma State University

What I am going to try to do, in just a very few minutes, is simply bring you up-to-date with some of the things that have been going on nationally in teacher education, especially in the large 103 doctoral-granting universities with Colleges of Education. Hopefully, you will be able to see where we think we are going in the field. Let me underscore what Loren said: in a sense we do not purport, in the College of Education, to be able to prepare teachers alone—but we do claim leadership and responsibility while stressing the need for strong support from colleges of arts and sciences if effective programs are to be maintained. We also believe that whatever kind of society we have depends upon a strong educational system. The experience of Texas also points out that, if we are going to have a strong educational system, those of us in education, at any level and from any perspective, must work together — and we must speak together.

At the outset, I would say that the teacher education reform movement did not begin with the publication of A Nation at Risk. The real teacher education reform movement, we believe, began about 1975 with concerns expressed by deans of education in state universities. Of course, we still have not completed the agenda; but even worse, some of our efforts have not been fully publicized.

Now to provide a summary of some of the things that have been happening nationwide in the past year or two. Under the category I would call "more rigorous teacher certification standards," one should note that 25 states have now established literacy and basic skills testing programs for teachers. It is hard to be against motherhood and apple pie; but I really don't know where I stand personally on this particular score. No one can enter a teacher education program who has not met the entrance requirements and the retention requirements of the institution of higher education they are attending, and they must successfully complete the same or an even more extensive general education program than students in most other programs. Therefore, I have some difficulty in acknowledging the need for tests of basic skills for teachers and not for people in other fields. Perhaps that is defensive—but, at any rate, 25 states have now established literacy and basic skills testing.

Some 30 states have established slightly different "competency testing programs." Oklahoma was one of the first. Under this category we are referring to states which have now adopted or are in the process of adopting special testing programs prior to certifications or licensing of the future teachers' knowledge of their subject matter field. I support this movement—and, I think, every dean of education supports it fully. We also support testing pedagogical knowledge; but incredibly, some state departments of education don't! One of the hallmarks of a profession is, of course, testing prior to the profession—and not everyone passes.

An entry program, or what we would call an internship program, has now been established in 10-12 states. This is different from student teaching, because it refers to more of a mature internship that takes place after the student has completed the baccalaureate, or, in a few states, the fifth year and requires supervision in the first year of teaching. In Oklahoma we implemented that program with supervision which, I think, is very wholesome and reflects the characteristics of the education profession—if you

recall Loren's schematic. The supervision is done by a faculty person from an institution of higher education, a master teacher, and a school administrator.

This is a movement which is continuing to gather steam. Some three states (Arizona and Maine are two that have already implemented it) have eliminated permanent certificates. I would characterize the movement that has just taken place in Texas as a step backwards. Some 15 states have implemented more rigorous, continuing, professional development requirements. Typically, the regulations are written to encourage the person and/or the district or the state to require the person to continue his/her professional development—as do physicians in the practice of their profession—in their discipline and also in advanced study of new developments in pedagogy—and there are many! Typically, programs of this sort equate to a requirement of 12-15 academic hours every five years.

More rigorous entrance and exit requirements for teacher education is a very general movement. Let me quickly cite the averages of the 103 doctoral-granting schools and Colleges of Education in the nation. Typically, on the average, we now require a 2.5 grade point average, although 25 percent of the institutions require a higher grade point average. That G.P.A. is not simply in professional education; it is not simply overall grade point average. It is broken down in terms of a 2.5 in the major teaching field in professional education and overall. These 103 institutions require, as a norm, 51 hours of general education. Typically, and I support Loren's point of view, we require a minimum of 35 hours in the teaching field before we recommend certification. This requirement is contrary to the rhetoric and much that has been in the popular press. In terms of professional education, the average is only 30 hours. That is less than a major—and I would be less than candid if I did not stand before you and say we believe that is inadequate to do our job in terms of the professional component (the middle half moon in Loren's schematic).

Typically, we now require about 150 clock hours of pre-student teaching field-based experience. This is one of the criticisms of the practicing arm of the profession. Teachers and the teachers' associations too often allege our students did not know what to expect or had no enculturation at all to the school setting prior to the student teaching semester. Some recent research casts doubt on the value of extended school-based experience—but that is another lecture.

Obviously these kinds of things, as you know in your institutions, are not things that could have been put in place in one year between last August and now. All of these adjustments were well underway prior to the publication of A Nation at Risk and other reports. Another development unsettling to many—but not to some of us—is really a move toward an extended program. It is not a "tacked on" fifth year; rather as recommended in the Carnegie report, it is an internship year of study of professional education after completion of the baccalaureate. The movement underway, in a sense, is to establish post-baccalaureate professional schools of education. This change would make—as in law and medicine—a two-or-three-year post-baccalaureate program a requirement for all who enter the education profession.

People who are somewhat surprised by that movement often cite that education is a young profession. Yet, recall that in 1900 a high school education was still all that was necessary to practice medicine. In the past 50 years no field defining itself as a profession has made less progress than education—if progress is measured by breadth and length of training. In law, in 1929, four years of scholastic preparation, but not necessarily a degree, was all that was required. In 1979 it was seven years, 40 percent of

which was in professional training, methods. In engineering in 1929 it was four years; now it is really five years—with 55 percent of that being in professional training. In pharmacy it was two-four years; now it is five-seven years. In nursing it was a diploma program, now a degree is the norm and moving to five years. Optometry was a proprietary school with a three-six week program in 1929. Now 14 accredited schools of optometry require six-seven years of preparation, culminating in the first professional degree. In education it was four years with 23-25 percent of it being in professional training. And now it is still four years with 23-25 percent being in professional training.

Those of us who are deans of education, when we feel defensive, do quote the fact that very few people claim that teachers are inappropriately prepared. However, we will agree with our critics who say that they are many times inadequately prepared. There simply is not time in the curriculum, because we do believe in the strong general education base. We also believe firmly in the need for grounding in the discipline, but there simply is not time to do it all within the confines of a four-year program.

Another significant national development that we think is negative and likely to further harm the quality of teaching in the schools is the alternative certification movement. Here I refer to the "New Jersey Plan" which allows people to teach without any semblance of prior professional training and vests authority in the local school district! This movement is developing because of two different sets of forces.

One force is a shortage of teachers in some few fields, and the other force is what Loren alluded to—the low quality of the individuals in teacher education. There has been one statewide study in California that tends to refute this, and we are replicating it here at O.S.U. Cohen, a social psychologist, studied 17 of the 19 California State University campuses. He matched samples of 2,500 students drawn from teacher education programs with non-teacher education students drawn from the same or similar majors in the institutions. He simply did not find support for great significant differences in grade point averages of the students in teacher education versus those from non-teacher education drawn from the disciplines. In fact, the grade point averages between the two groups were very close.

We have completed a study here in which we have compared the test results and G.P.A.'s of graduates of secondary teacher education with non-teacher education majors--and we find support for the notion that there are no significant differences. In other words, the great gap in ability of graduates that was reported in A Nation at Risk, which was a political document, simply may not exist. That is not to say that we are not concerned; we do feel we have to attract more of the brightest to teacher education.

Well then, with a very broad brush treatment, these are some of the things going on nationally that will impact directly on schools of education and which will also impact on you as one of our partners in the preparation of educators.

REPORT OF DISCUSSION GROUP II

Monday, July 23, 1984. 3:00 a.m.

Discussion Leader: John G. Nemo
Recorder: William J. Nunz III

John Nemo-College of St. Thomas

I would like to open our discussion this afternoon by reminding you that before you speak everyone is to tell us who they are and what school they are from. I am sure the discussion should be a lively one. When a group of academic deans get together with two deans of education, I can imagine there should be quite a bit of discussing.

Leland Bartholomew -

I have a question for both of the deans. The state of Texas was the genesis for the law that permits inservice kinds of experiences instead of formal college training for recertification purposes. How did that come about?

Lorrin Kennamer -

There was a committee called the Special Committee on Public Education appointed after the last regular session failed to come forward with teacher raises in the legislature. The committee had approximately four members appointed by the Lieutenant Governor, four members by the Speaker of the House, and four members by the Governor. There may have been one or two others, but that is basically how the committee came into existence. Some people were members of the legislature, some were school board members, and one was a dean of education, and the committee was chaired by Ross Perot.

Leland Bartholomew -

There was a similar moment in Kansas, although it is not quite as far-reaching as yours. I had the impression there was a lot of lobbying by the teaching community.

Lorrin Kennamer -

In Texas, there were all types of lobbying. Mr. Perot personally retained four on his own payroll. He spent personally a little over a million dollars during the special session to hire lobbyists to do what was necessary to get his program through. He also had some of his own staff, so it was a very, very intensive effort. The teachers' associations were in it, and out, and then finally out except for one. In fact, of the teachers' associations involved, those not going along with the committee were finally told there would be no merit pay in the bill. Since they had opposed the idea of merit pay, they then agreed to support the committee, but in the last 24 hours of the special session they learned that the way the career ladders were written, it was "a rose by any other name is a rose." They saw it as merit pay, and three of the four associations withdrew their support. Consequently, we have only one teachers' group that is in good standing right now with the political "in" group. The teachers turned out to not be very effective. In fact, in the state of Texas it may well be this last session of legislature proved very clearly that the various teacher groups, the various school administrator

groups, and colleges and universities really had no power. Whatever power they had was so dissipated and lost that they were very ineffective.

Glenn Eaves -

Mississippi College. I want to ask Dean Kennamer about the requirements before the recent recertification bill in Texas. What were the requirements before this bill was passed?

Lorrin Kennamer -

I do not have those details, but basically in terms of the major change, the requirements were based heavily upon semester hours taken and completed successfully on college campuses.

Glenn Eaves -

I am wondering if, for example, six hours were required every five years, could they be in anything, or were they set up so that at least three hours of the six would have to be in the subject matter area?

Lorrin Kennamer -

If they were accumulating hours because of the local school district pay schedules, they could enroll in anything. It could have been in something not related to the teacher's current assignment, because the teachers could use the hours to get an additional certificate rather than taking work to become a more effective classroom teacher.

Glenn Eaves -

I am wondering about the reaction to this previous program. It may have been that most teachers were simply getting six more hours in education courses every five years and that Perot and his group felt this was inadequate.

Lorrin Kennamer -

The mood at the time was that methods courses in education were, kindly put, inadequate. Later in the committee's diliberations, Perrot told me personally that he found there is no one supporting colleges of education. He said maybe there were one or two things the colleges could do, and during the last special session, Representative Hammond introduced House Bill #9. It would have taken colleges of education and cut them off at the knees at least. It said there can only be student teaching in two courses in education for a program to be approved. If there were additional work, the program would not get approved. That fit the philosophy of Perot and the people he was supporting. Neither he nor his committee ever invited anyone to appear on behalf of professional education. Some did, but they insisted. That gives you another measure of what the committee was feeling and thinking.

Bob Morin -

...the University of Northern Iowa. What do deans of education want from colleges of Arts and Sciences?

Lorrin Kennamer -

I would like for the College of Arts and Sciences occasionally to hire a faculty member who has an interest in what the public schools are doing. It does not have to be their first interest. I want the Department of History to hire an historian; I want the Math Department to hire a mathematician, but occasionally if they could hire someone who has at least some interest in knowing what goes on in their discipline in the schools. If you can have a few of those in the department, they become your counselors, your contacts, your help. Next we would like to have courses in those disciplines offered late in the afternoon or on Saturday mornings, and in the summer. Finally, we want legitimate academic courses in those fields, but courses that would be for the citizen who does not plan to major in that discipline, who wants to know more about that discipline, and is not going to graduate school to get a graduate degree in that discipline.

Ed McGlone -

...Mississippi State University. Let us assume we do hire some who are interested, and I think most of us have, and they are critical concerning the way things are done in the College of Education. What is your response to that?

Lorrin Kennamer -

If they are constructive criticisms, I think it would be marvelous. In fact, the first thing I would want to do is give them voting rights in the College of Education. Right now we have approximately 30 people across the campus who are not in the College of Education, who do not get any rations or quarters from us, who are not in any of our departments, but they do have voting rights in the College of Education faculty meetings. We invite them to our faculty meetings and call them Associates of the College.

Ed McGlone -

I am sure your answers are true for the Austin campus; on other campuses that is not just what deans of education want. They want an endorsement of a philosophy that some of our faculty question. I have yet to see the evidence that professional education courses—that is, work beyond practice teaching, the two courses in child and adolescent psychology, and something in theory and philosophy of education—are necessary to produce effective teachers. It is very hard to raise that question.

Lorrin Kennamer -

I think you have put your finger on one of the major problems: there are very few faculty in colleges of education, up until just now, who have been clear and articulate about what they are about. I have a colleague who has been surveying the research that has been done over the last number of years on what effective teaching is. It is very complicated and at times a mushy kind of research. Through his survey he has identified, I think, six broad performance areas in which an effective teacher must have skills. He has subdivided those six performance areas at this point into 100 specific teaching behaviors. There are other subject-specific behaviors that the math teacher needs to know math, but these are generic teaching behaviors. Now, good methods courses or good work in professional courses build and should build on those kinds of data so that there will be better ways to organize and better ways to present. But, education has not been very good at describing what it does.

Jack Wakeley -

I would like to hear Dean Robinson on the last two questions.

Donald Robinson -

We need a positive debate, if you will, among and with the faculty. Nothing is more detrimental in terms of creating an attitude in a young person, a young adult who is considering being a teacher, than "Oh yes, you are going to do that, are you? And you are going to have to go over there to the College of Education and take those bad courses." I would underscore what Lorrin has said, and I will cite some things that we are beginning to talk about here. We support faculty in the disciplines who have a positive interest and attitude in schools and who understand the milieu of the schools. Like Lorrin, I did not begin life as a teacher educator and, believe me, the milieu of the schools is very important. It does require people who know more than the discipline; sensitivity is important. Picking up on the point of faculty who have criticisms of us, I think it is fair to say that we welcome criticism. If you would look at the composition, for example, of the Council on Teacher Education here, roughly 40 percent of the seats on that Council, are open to people who are from the arts and sciences disciplines. Perhaps it would be defensive in a sense, but perhaps the response of the faculty in arts and science education would be the same as if the faculty in education had criticisms of what people were doing in history.

Now let me tell you some of the things that we do not have in place here. We are beginning a series of discussions with our College of Arts and Sciences mutually arrived at, and we are going to try to look at the general education program in terms of setting some classes which might even be almost honor classes for students in education, to highlight the importance of them. We are going to try to develop a series of cooperative projects recognizing that we can not prepare teachers without the departments in the College of Arts and Sciences, but also recognizing that there is value added by the professional school.

Lorrin Kennamer -

There are students who might have some interest in being a teacher for a short while in their young career, if it were the decent thing to do. But who wants to go over there and get a teaching certificate, because you know what kind of people go over there. Along this line, this fall we are starting an honors program for people who wish to be high school teachers in science and mathematics. We are recruiting them on our own campus. We do not know how well we will do yet, and we do not have enough money for the scholarships we are trying to use as bait. We are going after the bright student in any of the sciences that are taught in Texas high schools. We want science majors who have a 3.0 overall and a 3.5 in the major. We want the best and the brightest.

We hope to raise some monies; so we can help them as students, and we hope we will get at least two years of their young life when they will be teachers. Look what we have gained if we get them two years in the American high schools. Then they might go to graduate school to get their Master's or go on to other careers. We do not think they have to make teaching a life-long career. If we can just have them in the American schools for a couple of years, there will be great, great gains and what we hope to gain from it is to let the word get out that the very best students in very sound academic disciplines are preparing to be teachers. That is just what we need.

We are not saying reduce one hour of their work; they will not even take our degree. They would be taking a regular B.S. degree in the College of Natural Sciences. But we want them to take, in lieu of certain electives, some work in education and some honors courses we have set up. We are hoping that they grow for psychological reasons as much as anything else. The young, bright people might be willing to do that.

Dick Cording -

...from Sam Houston State. One of our problems is getting advisors to advise people to go into education. It is very difficult for us in mathematics and physics to encourage the bright students to get an education when salaries are low and teaching environments less than ideal. For some advisors, it is even an ethical question because of all the opportunities that are open in other fields. It is difficult for us to handle that. Is salary really the basic problem?

Donald Robinson -

Well, salary is not the only problem, but I think that is something that we as citizens have to face. There is a great disparity between teachers' salaries that we citizens are willing to pay through our taxes and the salaries that very mediocre graduates from many programs can earn outside of teaching. I often say that very few people who enter education at any level could become wealthy. But the difference is that the person entering teaching cannot even look to a decent middle class income before they are 40 to 50 years old. Salaries have to go up, but we cannot neglect either the conditions of teaching or the professional environment.

Rutledge McClaran -

...East Texas Tech. I think they made some valid points on some of the negative parts of this bill. But there were some very positive parts of House Bill 72. The salary for beginning teachers is up from $11,000 to $15,200, which is about a 36 percent increase. The career ladder does pay 2-4-6 thousand dollars more for something that is judged to be better performance, as well as other factors. It is yet to be determined how that is going to be tested and measured, but it was a wide-sweeping bill that had a lot of positive aspects to it—equalization, for example.

Lorrin Kennamer -

Equalization, of course, is a very good point of the bill, and if they had not passed it we would be in the courthouse. Take all the valuation of property in the Edgewood District of North San Antonio, divide the lump sum into a number of students, and you have $27,000 tax valuation per student. Now, you take the other extreme, a little county district down near the King Ranch, where it has $12,000,000 valuation per student. That is the range, and we say equal education for all. They had to make that gap somewhat less.

Wally Jamison -

...Illinois College. I think the problem is much deeper than just a suspicion of the education departments. The problem is a suspicion on the part of many universities about teaching at all. What do you do in a university? What you do in a university is research, and teaching is treated as an aside. Your real reward system favors research and publication. While universities say that we stand for high teaching, the way in which they handle it certainly belies that. Maybe the little college is not going to be the

solution to the problem after all, because our college is just a liberal arts college. We have no research program, although our people do research. We have one of the highest publication rates, but that is not the reward system. The reward system is to teach. If you come down to the bottom edge of the student evaluations semester by semester, that is going to have a real impact upon any kind of salary increments you get.

Let me give a reaffirmation of both of these deans. First, the top two people in our Department of Education have doctoral degrees from Oklahoma State. And they have really done us a great job. About 10% of our graduates every year go into teaching, but the largest committee, the largest faculty committee we have is the Teacher Prep Committee. The chair of our department came to me saying he had specific people he wanted on that committee. He wanted them from the sciences, from history, from the social sciences, from English, from every single field in which we certify. In some cases, I had to bring them in kicking and screaming, but I got them in. That has made a real impact upon the faculty's perception of our Teacher Education program, because such a high proportion of the faculty are on the Teacher Prep Committee. They know some of the problems which the Education Department confronts, and in that one stroke a lot of people now support their side in the normal faculty politics of the case, which has really turned our program around. We conceive of the work of the College, not as Arts & Sciences here and Teacher Prep over there, but as one ball game, so the mathematician also teaches the teacher prep program in mathematics and the methods course in the social sciences is taught by an historian.

Mary Rohrberger -

...from OSU. I do not know how many of you have been in touch recently with freshman students who come in from the high schools. I have had a few experiences lately that demonstrate that the students have an actual scorn for teachers. Truly, they had one or two good ones that they recall, but generally they scorn them. Mainly they scorn teaching, because they can not imagine why anybody would want to do that for so little money. Now, money, of course, has its particular value in our society, and we measure ourselves in terms of the amount of money we make. I am not sure there is an advantage in asking teachers in the system whether money is a factor, because those people already made the commitment and adjustments to teach. I think we need to ask the people who did not go into teaching. I really think that money is an extremely important thing in solving this problem.

Donald Robinson -

Just a footnote. First, I do not argue that only large universities can prepare teachers. It does, though, take a commitment even if you move to a first professional school model. I think that there can certainly be a foundation, but you pointed out the importance of a commitment to the importance of this profession as in your case and in other pre-professional fields that you support. Of course, the whole teacher education reform movement means that we have always considered education as a second income. Our economy of schools, if you will, is built on education as a second income profession, and the pushes and the pulls now to improve and upgrade education mean that it no longer can be viewed that way. Furthermore, your point relative to status is very important. I could not help but recall a paper that I wrote some time ago. A wide range of engineering professors receive a higher salary than education professors, and one reason is that engineers in the marketplace earn more than teachers. They call it market demand, and that was preceded by some sociological research which pointed out that that has a lot to do in our society with the perceived status of the field and of the profession.

Lorrin Kennamer -

Wally Jamison's college does not sound as though it is making a major mistake that so many colleges make when they try to act like a university. Universities have made so many mistakes in their own right that it is a tragedy when other campuses try to copy them. Because we have that problem you described very well, and that is part of my earlier answer when I said I hoped there would be several faculty members hired in the department who have some interest in teaching.

We know that in a university we cannot ask the majority of the faculty in any department to have this kind of concern because their purpose is to do just as you described—to further their discipline and to have them and their colleagues nationally and internationally known. That does not give them the information, or the time, or the rewards to spend hours in the local high school. I sometimes despair that we have to go to a university to get teachers for the college-level course, because colleges are a different animal from a university; the reward system is different; the interest is different. If you do not like people, if you do not like to teach, friend, then this is the wrong place for you. But what amazes me is how many people go through the university system who really want to teach but are not encouraged to teach.

I call universities about a proposed candidate, and what I get is that he is a fine young scholar, that this man or woman has real potential. If I asked about teaching, they will say they are not very sure because they do not have any contact, but they suppose that they would be good teachers. They have not got the foggiest notion what teaching is. All they know is that this student has a good potential to crank out papers that nobody is ever going to read.

I am reminded of a conversation I had with young people the other day. They were deploring the fact that there are 14 majors at the undergraduate level in botany at UT-Austin and they were wondering what they were going to do about their career. I asked if they had ever thought about preparing to be a science teacher. The idea of a young person who is a good student in the sciences and in mathematics spending a year or two helping our schools is not new to me. Maybe people think you either go into teaching for life or you do not go in at all. I would hope that the real bright ones for a year or two or three might be willing to teach in the various disciplines.

John Nemo -

I would like to ask a question of our two guest speakers this afternoon. So far we have been talking about what to do with the undergraduate who might have an interest in going into teaching as a career, and this morning we listened to Dr. Boyer talk about what should be done to work with the teachers who are already in the classrooms. Obviously those of us who are deans know there are not a lot of jobs. Certainly in Minnesota there are not a lot of jobs for high school or even grammar school teachers. We are bound by ethics or conscience to say that this is not an area where employment is highly probable. But there is a whole other side of this discussion that we have really ignored this afternoon, and that is those people who are already out in the classrooms. What role do you see the academic deans having in working with you to work with those people? I think, if we direct our efforts solely at working with young teachers coming out, there is no hope at all for our educational system.

Donald Robinson -

In the first place, we have to talk more together, because I think the continuing education of the teacher requires both of us. There are many models in place. If you go back to the crises of the late fifties, you will find we did come up with a very fine model through the NSF Institutes in which courses in the disciplines, not lesser courses, were designed to meet the needs of the high school, say, physics teacher. And maybe not just the high school physics teacher, but the teacher who would be teaching advanced physics versus the teacher who would be teaching physics in Beaver, Oklahoma. I think we need dialogue. It is more difficult in universities as opposed to strong liberal arts colleges. We need you to encourage your faculty and departments to participate with us in the development of appropriate discipline-oriented coursework for the people in the field. I think that is a major element. Lorrin said earlier, that the only time the teacher in the field has to take their coursework is in the summer, and in the evening, or on Saturday. Now for whatever reason you malign the faculties in education, that is when our faculty teach most of their graduate courses—the evenings, and weekends. That is a bridge we have to cross together, because we need your courses especially tailored and offered at times unpopular with faculty to teach, but at times when the audience is there.

Lorrin Kennamer -

Yes, the market is out there, and of course, most teachers who are going to be teaching for the next twenty years are already teaching. Since we touch just a little bit by going after the teacher in preparation, we need to find your colleagues who would be interested in developing and presenting work to some people who would like to be brought up-to-date. Goodness knows what opportunities there are to help different people learn what the microcomputer can do in relation to what they have been doing and what they might be doing in the future, not that it is going to solve all of our problems like some people think. I did a count a year ago, and 43 percent of our courses in our college of education group come after 4:00. We do not do as much Saturday morning as we used to, but we are willing.

Donald Robinson -

One thing we both have to learn is that we are working with a group of people who view themselves as professionals, yet we tend to teach them as though they were still undergraduate freshmen. It is more than just simply the content; it is how we teach.

John Carrier -

...East Texas State University. I think most Arts & Sciences deans would agree that the market is there, but we are not sure what the market is for or what the teachers coming back are going to be asking for. This goes back to an earlier question that was asked about the thrust, say in Texas, for these alternate options of college courses. I have been following that development for a number of years and sense (though I can't really verify this) that there is a strong thrust by the teachers themselves and from local school administrators to deliver continuing education in some kind of package. My question is—supposing they were willing to offer a package on Friday, Saturday, after hours. What is it they are going to come back for? What is the design of these special courses or special packages that are just a little bit different and are designed to fit the needs of public school teachers either on emergency certificates or coming back to enhance their professional credentials? That is the debate that is going on now in our joint meeting of the Professional Education Faculty and Arts & Sciences Faculty as we

think about the army of people who are going to come back for professional development. What kind of professional development?

Lorrin Kennamer -

I suggest you add a third group to your discussion, like you do with market analysis. You need your Arts & Sciences people, you need your Education people, and you need one or two mid-management administrative people from two or three school districts. Let them say what, and if they can not answer, let them go out and find out and come back and tell you. We stand ready to offer some things that are needed, but you are going to have to tell us what you need. It is much easier to go to prison, it is much easier to go to the hospital, to get in and out of either, than it is to get in and out of our campus. We only take people in at certain times of the year, and then you have to apply for that time, and you have to send this here and that there. It is difficult. But if you can, set things up where you say a group of people interested in a topic can come at a place where we will register them and get everything done right then and there. And, what is it you need? Do some market analysis as to what career plans need to be finished out. Figure out what sequence you need, so that if a person starts something now he or she will know that in the next two years it can be finished. If you do a little surveying, you will identify what the market needs and will be able to deal with the sequencing and the timing of the package.

Donald Robinson -

Some of the market will be people who will be attempting to retread or to get certified in another field. They will need to be taught at an adult, professional level in terms of the alternative. They will need relatively basic courses, building block courses, in the new field. If I were retraining, I would be looking for the state of the art, in terms of courses—not taught down to me—the state of the art, the latest developments in the field. That is another market that we do not really reach. The courses that would meet the needs of most secondary teachers best probably are a little broader in orientation, which sometimes is interpreted as being less rigorous. It is not.

Given the realities of the reward system and the fact that you are dealing with people who have maybe even advanced degrees, they would want courses at the graduate level. It is very difficult to get the person into a true freshman or sophomore level math course. There is no question about that for a lot of reasons. There is no easy answer.

Lorrin Kennamer -

I think of the former National Defense Education Act Institutes and NSF, also. They were dealing with people who had, in many cases, minimum academic training but needed some additional training and updating. The kind of course patterns they developed could be copied.

Donald Robinson -

Teacher Corp was a good example where we melded graduate study with field work. I think the beauty of the professional school is that we can think of things differently. If we begin thinking in terms of the first professional degree, then I think we get out of the stereotype of "graduate," meaning advanced academic degree level. I think that is one of our problems. We could solve this problem a lot easier if you and I did not think of it in terms of the advanced academic degree model; i.e., a master's degree leading to a doctorate as opposed to a first professional degree.

Tom Jones -

...University of Missouri, St. Louis. I would like to return to a point that was raised earlier. It concerns the question of resources. Clearly, if one is going to change the status and prestige of being a teacher, particularly at the primary and secondary level, the question of resources comes immediately to the fore. The salaries are clearly too low; incoming freshman whom you have talked about made it very clear that they see right now that society does not value teaching very well, so it is not a prestigious field. Nothing is going to happen until we finally begin to move the resources and value the services of teachers in a way that is consistent with the way we value others in certain professional areas that we have mentioned already. I guess my question is, has anybody done studies which would suggest the kind of resources we would need to make a major overhaul of our value system and the way we view our teachers? Do you have any idea what it would take, what kind of a commitment would be required on the part of either individual states or the nation as a whole?

Lorrin Kennamer -

In the state of Texas in the special session we had, we said we wished to raise the entry salary to $11,200 and minimum foundation program to $15,200 beginning first-time-on-the-job-teaching salary.

Tom Jones -

Does that move everything else up?

Lorrin Kennamer -

Partly, and then to say we wish to have career ladders which would be $2-4, maybe $6,000 bonus, if you achieve certain levels. But, the financing would only be enough money to pay 30% of the teachers to be at those advanced career levels. So to get 30% of your experienced teachers to be at higher career levels, and to raise the beginning salary to $15,200, if spread over 3 years it would be about 4 billion dollars.

Donald Robinson -

As a smaller example, Oklahoma passed the Teacher Education Reform Act a few years ago. One part of that was a mandated increase in beginning teachers' salaries from $9,500 to $11,500. It also mandated an additional $1,000 for the first time for teachers who had a master's degree. If you look at that dimension of it, it cost the state 60 million dollars. And it was just the start, because we are still way behind. You can look at another dimension which I happen to be playing around with right now, and that is the cost of implementing the professional school model, and it actually would cost the state less than we now spend in terms of program budgeted attributed costs. Since it would reduce the numbers of people who enter Teacher Education by about half, you could move toward a professional school model for certainly no more than marginal additional costs. The 60 million is just for beginning salaries.

Leland Bartholomew -

I would like to return to the possibility of offering special courses for people who are in the field. I get requests of this kind from my Dean of Education and my

colleagues. I am in a school where we will definitely do whatever we can to address this kind of market. The trouble is that it is not a kind of market for it is a multiplicity of things. I mean you are talking about maybe 20 different content areas, and you are talking about advance degree possibilities, new certification and renewal. It is just spread out all over the place, and when you try to address one segment of that market, you are talking about very small numbers—at least in western Kansas. That is what makes it difficult for us. It is not that we are unwilling to do it or that the faculty will not do it. They will; it is just that the numbers are so small, it is not feasible.

Tom Knight -

...West Virginia University. Would it be too critical to suggest that the problem may not be in the structure at all, but sharing the classrooms. In other words, might we generalize selling such as the following: chemistry teacher from Morgantown High School teaching Introductory Chemistry for us on a regular basis, I mean, one-fourth every semester, because we do not have enough graduate students to teach our Introductory Chemistry? Or when I was at Penn State, a Penn State history faculty member taught an Advanced History course in the State College High School. Are there any opportunities of this sort in developing genuinely collegial relations, such as one would find in European countries such as France, where one crosses the line on various occasions?

Donald Robinson -

I think it is an idea whose time has come.

Lorrin Kennamer -

We have one professor who volunteers every morning during the regular school year. At 8:00 he teaches a Junior High Math course free of charge, because he wants to keep his hand in. That frees the teacher to work that period with special students. That is just one little example, but what you do remind me of is a young man who we have in Science Education who has been working with us mainly in terms of developing an honors program. He found a very interesting thing—and this will not be news to you—one of the reasons why young teachers quit is that they feared they would not be able to teach an advanced course for many years. We have gotten promises from personnel people in major districts in Texas that if we can get these honors programs up and running, they will hire our products. That is no big deal. They are so desperate for anything that walks, that I know they will hire our product. But, we want them to know that we will be in touch with them, if and when they hire our product, and they will make a promise. That promise is that one of the assignments of that honors graduate will be an advanced course in his or her first year of teaching. Then we will be willing to direct our honors graduates to their school district. We are working with the regional office of the college board to try to get more advanced placement courses in Texas, for we are running way behind the northeast or the southeast, for example.

Cal Ledbetter -

...University of Arkansas. I think in many colleges particularly Freshman English courses cannot be staffed with full-time faculty. What we do is get public school teachers to teach at night and early in the morning, as long as they have a master's degree.

THE ACADEMIC DEAN AND THE REFORM OF COLLEGE CURRICULUM

M. Thomas Jones
University of Missouri-St. Louis

When Jim asked me to talk, he asked if I knew of institutions which had recently changed their curriculum and individuals who could talk about those changes. We discussed a number of institutions and possible speakers. Our conversation ended on the note that we at the University of Missouri-St. Louis had made several attempts to change our curriculum. However, the changes which took place over a long period of time were not extensive, but if he could not find someone to speak, whose institution had made more extensive changes, I agreed to serve as a backup speaker and talk about our situation. I am here to share our experiences with you in the hope that they may be of some benefit to you and that you will find our case study helpful as you consider curricular change at your institution.

In order to appreciate and understand better the events I am going to describe, some background information on the University of Missouri-St. Louis will be helpful. We are one of the four campuses of the University of Missouri. We were established in 1963 and became a part of the University of Missouri system at that time. Our prior history only goes back two more years. The first juniors were admitted in 1965, and the first class graduated in 1967. We have just finished our 21st year. Much of our philosophy of higher education has been borrowed from the University of Missouri system, and our early development was profoundly affected by being a part of that system. We continue to argue internally whether that is a good thing for us. But one cannot deny that a great deal of what happened to us was due to the fact we are a part of a larger system. We did not develop in a vacuum as we might have otherwise.

The University of Missouri-St. Louis with a total enrollment of 11,500 students is a middle sized university. We are not a megaversity. On the other hand, we do have a number of schools, some professionally oriented, such that if you demand that the institution as a whole accept some concept of general education, you must make compromises in order to bring everybody into the tent, so to speak. If there is a message to be derived from my talk, that is part of it.

What are the other schools at the University of Missouri-St. Louis in addition to the College of Arts and Sciences? There are four other schools that are undergraduate in nature: Business Administration, Education, Nursing, and the Evening College. The first two admit students to the College at the junior level. Nursing is a capstone program which draws its junior-level students from the junior colleges and the local nursing schools. The Evening College has no faculty of its own. It draws its faculty and support from the College and the other three undergraduate schools. The Graduate School is organized in a manner similar to the Evening college, and the School of Optometry offers a four-year post-baccalaureate program which completes the list of schools. The latter are not relevant to our discussion today.

As the new kid on the block in 1963 and through the early seventies, the University of Missouri-St. Louis had to establish its reputation in a city which already had two private universities (St. Louis and Washington) with reputations for excellent, high-quality programs. We used both institutions as role models. Some suggested that the view of the general faculty and the view of the administration regarding quality (i.e., excellence) were compatible, and both groups moved forward, acting on that commitment. As a consequence, in the first five years of the institution's existence, the

general education requirements were very highly structured (55 out of 120 hours were specified). In addition, there was concern that students demonstrate competency in basic skills (i.e., in the areas of communication and mathematics). This scheme worked reasonably well for the College of Arts and Sciences but caused trouble for the Schools of Business Administration and Education, whose programs were also highly structured. Consequently, the general education requirements were modified in 1967-1968 to accommodate the needs of the latter two schools.

Briefly, the general education requirements which took effect in the Fall of 1968 reduced the number of specified hours from 55 to 42. The hours were to be distributed across the three divisions of the College of Arts and Sciences (i.e., Humanities, Social Sciences, and Science/Mathematics). The State of Missouri requires students to pass a course in American History or American Government which was part of the required 42 hours. The College required all its graduates to pass a non-Euro-American course. The foreign language requirement was understood to be a foreign language/ mathematics/ statistics requirement. The original idea was if a student took an A.B. degree he or she would need to have a foreign language, and if he or she took a B.S. degree there might be some substitute relating to mathematics and statistics. In practice, these requirements were not quite as demanding as they might look on paper, because students were allowed to double-dip. For example, a student could, to meet the breadth of study requirements, also count the non-Euro-American course as a social science. Over the years, there have been attempts to tighten up (i.e., to reduce the amount of double-dipping) but with little success.

In the late 60's and early 70's, when large numbers of universities and colleges, including many recognized leaders, liberalized their curricula, the University of Missouri-St. Louis made only minor changes. This can best be understood as a continued commitment of the faculty to establish and to maintain the reputation of the University as an institution committed to high programatic quality. The general feeling was that Harvard, with its well-established record of excellence, could experiment but that a newly established institution, with essentially no reputation, should move much more conservatively, which it did.

By the late 70's, however, a number of faculty, including the Dean of College of Arts and Sciences, began to feel that the general education requirements needed to be restudied and rethought. These feelings may have been encouraged more because others were doing it, than because there was a strongly felt need for change. In the 1977-78 academic year, the College Curriculum Committee was asked to take a look at the then existing requirements and to bring suggestions to the faculty for change, if needed.

The Curriculum Committee carried out its charge and reported back to the college faculty in the spring of 1978. Two proposed changes were accepted by the College faculty.

1. A Junior level writing requirement was approved.

2. A requirement that all graduates receive a passing grade in a mathematics course at the level of college algebra or higher was approved.

Several other changes which were in the nature of tightening up the general education requirements (i.e., which would have required students to enroll in a broader range of courses) by removing double-dipping and which would have forced somewhat more structure on the general education requirements were voted down by the College faculty.

The first change approved by the College faculty was ultimately approved by the University Senate. The second was not. The reason why the second proposed change failed to receive full campus approval is relevant, instructive, and prophetic. At that time, all undergraduate schools with the exception of the School of Education, had such a requirement. The School of Education argued, successfully, that if such a requirement were imposed upon their graduates, they would lose many of their undergraduates to other schools of education which did not make such demand of their students. The issue is not moot because the State Board which certifies teachers in the State of Missouri will soon be making such a demand of all students wishing to become certified to teach in Missouri at all levels of primary and secondary education. However, the important lesson was that faculty committees indicated, for the first time, that curricular considerations might be tempered by non-academic concerns.

The Dean of the College of Arts and Sciences and many of the College faculty felt that the then just-completed review by the College Curriculum Committee was not the thorough restudy of the general education requirements that they had hoped for. Thus, the Dean suggested and the faculty agreed to form a task force to review the general education requirements "root and branch" (the dean was a biologist). The task force, which began its deliberations in the fall of 1978, included one representative from each department (then 16 in number); but it included no one from outside the College, even though the general education requirements were campus- or university-wide and not specific to the College of Arts and Sciences.

In the fall, when the task force began its deliberations, it was warned not to talk only to itself (i.e., not to become isolated from the faculty as a whole) but to be sure to keep the faculty informed and, hopefully, in tune with the committee's ideas. Not only did the committee not do this, but it also became more homogeneous in view and purpose. Those who felt strongly about a need for change sought membership on the task force, and those who initially found themselves on the task force and did not agree quickly resigned. However, the task force did what it had been asked to do. It did take a good, hard look at the concept of a general education, of a liberal education, and at how such might be embodied in a set of requirements at the University of Missouri-St. Louis. I paraphrase from reports of the task force.

> The charge of the task force was taken to heart. The task force met weekly for nearly two years. During the autumn of 1978, the task force conducted the broadest possible discussion of what "general education" is. Does our society, does our University have any shared notion of what makes an educated person? The task force thus spent several months as a seminar: discussing models of general education at other universities (e.g., the Rosovsky program at Harvard), current articles on the "back-to-basics" movement, chapters from Alfred North Whitehead's The Aims of Education and Other Essays, and position papers from members of the task force.
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> In January 1979, the task force turned to the consideration of the alternative forms which the program might take. This led to discussions of the strengths of our present requirements and need for revisions in them; of fundamental and innovative change in general education, stressing entirely new courses and inter-disciplinary study; and of the traditional core curriculum in which all students must take certain courses specified by the college. From these discussions, the task force developed the outlines of a general education model for the University of Missouri-St. Louis.

A general meeting of the College faculty was called in March of 1980 to discuss the general education model proposed by the task force but not to vote it up or down. The proposal is summarized in the attached table. Although it was not intended to take a vote on this proposal, it was immediately apparent that the proposal did not have faculty support. The only part of the proposal which produced much support was the idea that there should be no double-dipping in meeting the general education requirements. Recall that this idea did not receive approval of the College faculty in May 1978.

While it is difficult to be precise about the reasons why the College faculty reaction was so cool toward the proposal put forth by the task force, the ideas shown below are offered as contributing factors. The program was felt to be too highly structured. Each year something like 36-40% of the students who enroll at the University of Missouri-St. Louis are new to the campus (i.e., freshman or transfer students), and such a plan might be very difficult to administer. The proposed requirements might adversely effect enrollment.

The task force regrouped and came back to the faculty with several proposals, the most important of which was that the task force be continued as an ad hoc committee for the next two years.

> The purpose of continuation would be: (i) to draft white papers for faculty discussion concerning new requirements or faculty concerns; (ii) to work toward the establishment of a voluntary pilot program as the first stage of any new requirements, to test the ideas involved; (iii) to work with the administration on a report on the feasibility (e.g., economic) of any innovations proposed.

This proposal was approved by the College faculty. The Dean indicated he intended to invite representatives from the Schools of Business Administration and Education to participate in the deliberations of this new committee.

When this new committee began to meet in the fall of 1980, it consisted of 18 members from the College, as the College now had 18 departments. Although invited to participate by appointing members of their faculty to the committee, the participation by representatives of the Schools of Business Administration and Education was minimal. Dean Robert S. Bader was present at the organizational meeting of this committee. He shared the following views with the committee: There were reasons for not being optimistic about faculty acceptance of "significant changes" in general education requirements (e.g., lack of strong faculty support for last year's proposals, younger faculty less interested in general education, most hiring now in "professional" areas where there is less interest in general education). He concluded that the committee must seek alternatives in addition to the current general education requirements. For example, Dean Bader suggested that the committee might want to consider expansion of the current Sophomore Honors program.

The committee continued to meet during all of the 1980-1981 academic year and into the 1981-1982 year. A member of the faculty from the School of Education also began to meet with the committee. The committee reploughed some of the same ground as its predecessor committee and also ploughed some new ground of its own. In the spring of 1982, the new committee was ready to test its skill in convincing the faculty to modify the existing general education requirements significantly.

The new committee offered three different proposals for the faculty to consider. The proposals required 12 single-spaced typwritten pages for their presentation. Two

proposed extensive revision of the existing requirements. The third, which built upon the existing requirements, proposed less significant changes. Not suprisingly, the faculty found the latter to their liking, gave their approval in May of 1982, and the committee was disbanded.

The newly-approved proposal was sent to the University Senate for its review and approval. It is at this stage that changes such as these would, if approved, become requirements for the whole campus. It is also at this point that the other schools of the university must give their approval. A Liaison Committee was appointed from the College in order to educate the other schools on the campus and to facilitate the movement of the proposal through the Senate.

The Senate Curriculum and Instruction Committee began its review of the proposed changes in the fall of 1982. It was at that point that the other schools on the campus were asked to comment specifically upon the proposal. This took the better part of that academic year. The activities for the next year and one-half are very nicely summarized by the letter of the 1983-1984 chair of the Senate Committee on Curriculum and Instruction to the College of Arts and Sciences in March, 1984.

> On May 5, 1982, the College approved the document, "Proposal to Revise General Education Requirements." At the request of the C&I Committee, to which the proposal was forwarded, a General Education Liaison Committee of the College met with the various academic units to discuss the proposal. Each unit subsequently responded in writing to C&I. No unit supported the proposal as passed by the College. A subcommittee of C&I worked with the College's drafting committee to design a compromise document which was disseminated on 5/13/83. Out of that effort: Business supported the compromise document; Evening, Education and Nursing opposed the compromise; and the College voted to reffirm its support for the original document. Hence we see no concensus justifying our making a recommendation to the Senate for a change from the present general education requirements. We would be pleased to take to the Senate a proposal for change in the general education requirements but only if there is support from all of the academic units for such change.

Where do we go from here? One option is that the College could on its own decide to tighten its general education requirements. I doubt that it will.

What have we learned at the University of Missouri-St. Louis as a result of our deliberations about general education requirements? Major changes do not appear eminent. However, we do have a better understanding of what we collectively want to take place during the education process, and we have seriously looked at and thought about our general requirements even though the resulting changes have been relatively few in number.

This has been one of the most difficult talks I have ever had to give because it does not have a strong positive conclusion. On the other hand, I am not ready to say we did not learn anything from the process nor that it was not worth doing. I have tried to look at our experience in a positive light. But even so, some of us at the University of Missouri-St. Louis have been left with the uneasy feeling that, perhaps, we could have done more.

THE ACADEMIC DEAN AND THE REFORM OF COLLEGE CURRICULUM

Myron Marty
Drake University

I have been at Drake for two weeks, and before getting there I was on the staff of the National Endowment for the Humanities for four years. I did not know until this morning that I was supposed to talk about curriculum reform at Drake University. This is something I am not prepared to do, since I have not had a lot of time to plow the fields there. I would like to begin by bringing you Paul Magelli's regrets over his not being able to be here and also to pay tribute to the other dean who is listed in your roster as being from Drake University, and that is Elsworth Woods. Elsworth was Dean of Drake from 1955 to 1971; then he taught for 11 or 12 years, before coming back to be interim dean for the past year. When Paul Magelli asked him to be the interim dean, Elsworth said if Ronald Reagan could be President of the United States in his 70s, then he could be interim dean at Drake in his 70s, and nothing would please him more than for both of them to be permanently retired in 1984.

Somebody told me the role of the dean is clear. You just have to understand where you fit into the picture. He said the role of the president is to speak for the university, the role of the faculty is to think for the university, and the role of the dean is to keep the president from thinking and the faculty from speaking. There is more to deaning, of course, than that. My task this morning is to talk about the role of the academic dean in curriculum reform. I have long had an interest in reform as a historical phenomenon, the phenomenon of the reform impulse in America. It is the phenomenon that was described by Henry David Thoreau when he wrote, "Now if anything so ail a man so that he does not perform his functions, especially if his digestion is poor, if he has failed in all his undertakings hitherto, if he has committed some heinous sin and partially repents, what does he do? He sets about reforming the world." I have been interested in the role that religion has played in reform, in the role the Enlightenment has played, and in the basis that the Declaration of Independence has provided for reform in the United States. I have been interested in the way in which elements in modern parties can sometimes be described as the party of memory and the party of hope and in the conflict between the immediatists and the gradualists and between the utopians and the practical reformers. I've been fascinated by the way in which reformers are perceived as disturbers of the peace. So when I tried to find a way of going at the topic that I am to address here today from an angle that you may not have thought about, I decided to cast academic reform into the model of reform in other areas.

What I really am doing here is putting to work what is known as Holman's homily, which says, "When in doubt, make it stout, out of things you know about." That is my starting point. I come at it from the point of view of the historian. I have hanging on my office wall the little statement of Thomas Fuller, who said, "History maketh a young man old without either wrinkles or gray hairs, privileging him with the experience of age without either the inconveniences or affirmities thereof." I am able to put myself back through the years of history as an historian and to think about the concept of reform. Today, then, my purpose is to apply that particular interest in social reform to the issue of curricular reform and to draw upon my experiences, both at Drake University, where I have begun to get some insights into what curricular reform is all about, and especially at the National Endowment for the Humanities—where we saw the problems and the plans of many institutions involving curriculum reform. After a while you see a pattern in these applications, and you get a sense of what institutions are up against, and what I observed and sensed will be reflected in my remarks here.

I begin by quoting Emerson, who said that the history of reform is always identical, it is the comparison of the idea with the fact. What does this say regarding the role of the dean in curriculum reform? The first thing it says is that the role of the dean is to have some ideas. The ideas pertain to what needs to be done in regard to such things as a core curriculum, general education, the general issue of curriculum requirements, to increasing requirements across a program, to what needs to be done as far as external forces are concerned. The dean has to have some ideas regarding what needs to be done in there and in other areas and why it needs to be done. The dean needs to have ideas about the effects of enrollment changes, of external demands on the college or university, and of student interests.

The dean not only has to know what needs to be done but also has to have some ideas about how to do things. Do you do it through established committees; do you do it through new committees or new commissions; when do you use external consultants; when do you go for external funding; what kind of external funding should you go for? The dean has to have some ideas as to who can do it. Who are going to be the leaders in the process, and who are going to be the pluggers? Where are the allies going to be, how do you cultivate the allies, how do you make the most of them, how do you build new alliances, and how do you make the most of the new alliances? The dean needs to know, to have ideas about what would be the consequences of undertaking the reform effort that is under consideration, and know how the ideas that are brought to the task are rooted in a clear sense of mission. They are not something that you draw out of a hat. They are shaped by the kind of experiences that you have had that relate to the mission of your college or university. They are learned from others, they are learned from reading, from conferences, from conversations.

A wise man was once asked how you become a wise man, and he said that wisdom is the product of good judgment, and good judgment is the product of experience, and experience is the product of bad judgment. Some of your ideas come from bad judgment. I told that to the dean of our Law School the other day, and he said I had it wrong. He said it is the fool who has to learn from his own bad judgment; it is the wise man who can learn from the bad judgment of others. When you read or go to conferences or talk with others, you must sort things out, always with the purpose of coming up with ideas. You ought to be just brimming with ideas. Ideas are the product of reflection, and one of the real tragedies of our society is that we do not spend enough time thinking. Although we are always out trying to absorb, we do not think things through enough for ourselves. I know that's true of me. I quote Thomas Paine, who once said, "I never quote, I always think for myself." I wish I could say that of myself.

To give ideas focus, the role of the dean is to provide some ideals, something to stand for. You stand for quality, you stand for improvement, you stand for a sense of progress, and you stand for an intolerance of nonsense. I had an economics professor once who said that if in that course he could just convince us that we should disabuse our minds of nonsense, he would have accomplished a great deal. You all probably know the book Teaching as a Subversive Activity by Postman and Weigartner in which they wrote that the most important task of the teacher is to ensure that their students leave the classroom with built-in, shock proof, crap detectors. Deans need them too, for the role of the dean is to have a high intolerance for nonsense. That's an ideal.

You must have, I think, a sense of the ideal of a curriculum. A curriculum must be understood as a regular course of training. It is rooted in the word "currere" which means "to run." It is therefore a running course on which one advances one step or one stride at a time. Something that takes a dash here and a dabble there is not a curriculum.

Further, I think we can give the word curriculum a more vivid image if we associate it with the word "curricle," which is a two-wheeled carriage drawn by two horses. Can you imagine a one-wheeled curricle, a one-wheeled curriculum going around in circles? My ideal is a two-wheeled, balanced curricle: a curriculum that is practical and concrete and relevant on the one hand and theoretical and abstract on the other. I ran across a description the other day of what the humanities ought to be at times. It said that the humanities—if they fill their proper place in the curriculum—ought to be aggressively irrelevant.

I think another ideal you need to have is grounded in a sense of what it means to be a liberally educated person. I have drafted a statement of my own, which I will not introduce here, on my definition of a liberally educated person. I get this definition out every now and then, read it, and ask myself now how well my institution is living up to the ideals that are expressed in that definition.

I think you need to have an ideal that goes along the lines of what Howard Bowen advanced in his book The State of the Nation and The Agenda for Higher Education (Jossey-Bass, 1982). He asked, what if students want only a practical, vocation-oriented education? People are not qualified to make good judgments about education until after they themselves have been educated, he said. Accordingly, "the duty of educators is not to respond suppinely to the demands of government or the marketplace, but rather to provide education that people would have chosen had they been educated or would have preferred in retrospect after they had been educated. The duty of higher education is not to cater to the values that partially-educated people will bring to colleges, but rather to raise the level or quality of these values. The educator is a professional who is entrusted by society to provide appropriate content and method to the end that students will ultimately become well educated persons." That is an ideal.

Next, it is the role of the dean in curriculum reform to cultivate ideas. This involves creating a climate for the exchange of ideas, encouraging individuals and groups to offer them, establishing forums for exchanging the ideas, and offering strategies for acting upon these ideas. People are not going to come up with ideas if they see no response one way or another. The dean should cultivate his own ideas, if he can get away with it, but those are constantly being reshaped by the ideas of others. Henry David Thoreau once said, "Build your castles in the air. That's where they belong, and then spend your life putting foundations under them." That is in a sense what a dean is doing all the time.

To quote Emerson again, "The history of reform is always identical, it is the comparison of the idea with the fact." And so it is also the role of the dean, to have the facts that pertain to curriculum reform. Facts can be put into various categories, internal and external, historic, current, and future, and they can be used in planning. For example, there are facts pertaining to enrollment. Going through a faculty file last week I ran across a letter that was written 32 years ago. It was a letter from the president to this man saying he really was sorry about the fact that the faculty was not able to get a salary increase last year, but the enrollment had dropped 30% from its peak year. The president did say the future was bright. It was helpful to me to see that some of the things that the university has been through in recent times have happened before. Mark Twain said, "History doesn't repeat itself, but it rhymes." So having some historical facts is helpful.

The dean must have the facts regarding staff capabilities, about who can do what. If you are going to increase foreign language requirements, for example, or if you are

going to make that part of the liberal arts degree requirements, do you have a foreign language department that is capable of providing the students with what they need in that area? If you do not, how are you going to get the staff you need? Or if you decide to go ahead with an inadequate staff, what are you going to be doing to the students? You have to know something about the institutional resources that are available for the ideas you have in mind. Those are facts. You have to know something about student interest. What do they want, and what do they need? You have to be thinking about the future. You have to have a sense of the plan and where things are going. I'm fond of quoting Howard Nemerov who once said, that "the future is in the lap of the gods—and they are standing up to see what is going to happen." We ought to be working hard to give them something worth looking at. The external facts that the dean has to be familiar with are what works, and what does not, what has been tried elsewhere, what is going on at another university, and how he can learn from it. What are the facts there? What is the marketplace demand or what will it accept?

Among the facts that have to be known by a dean are what resources can be raised externally. How does the National Endowment for the Humanities work? How does the National Science Foundation work? How does the Department of Education work?

I had lunch a week or two ago with a senior vice president of Banker's Life of Iowa, and we talked about another kind of facts. He said that he wished they would be able to convince more students that what they are looking for in business is people with good education in the liberal arts and sciences. I think that colleges and universities often make mistakes in their assumptions as to what business is looking for. I hope to have him come to campus to host a session for students called "Life After the B.A." He will be talking about how the B.A. that he earned about 40 years ago has played a part in his career in Banker's Life.

It is the role of the dean also to have some plans and strategies for narrowing the gap between the facts and the ideals. This calls for handling plans and strategies like a manager rather than an administrator. I doubt if there is anyone in this room who has not read George Keller's book Academic Strategy. The best line in the book is the one in which he gives the difference between an administrator and a manager. He says an administrator is one who sees to it that things happen right, and a manager is one who sees that the right things happen. Now the ideal, of course, is to see that the right things happen right. Strategies have to take into account the facts, the ideas, and the ideals that I have outlined above. They have to have a sense of long-term goals as well as the short steps necessary to achieve them.

Another role of the dean is to have a clear understanding of what reform is. When I used to teach reform, I would ask the students to conceive of the ideal society as a perfect circle. I would draw a perfect circle on the board, and then I would invite the students to come up and decide whether it was a perfect circle or not. Somebody would go to work on it and try to correct it. Then we would label what was wrong with the original circle with terms that described what was wrong with society. Other students would come up and say the circle was dented in too much and would try to fix it, again referring to social issues or problems. Eventually we had all these labels on the circle, which had been "re-formed" many times, and then I would point out that every time somebody wants to correct an imperfection in society there is somebody else who doesn't see that as an imperfection and begins pushing at it from the other side. I think that is the kind of sense you have to have—realizing that this ideal you are working for is in a changing state all the time, that people will work to correct it, and that they will see the imperfections differently than you do.

To correct imperfections inspires resistance on any issue. Should you require lab sciences? Should there be a humanities core? What are you going to do as far as computers in the curriculum are concerned? There will always be somebody pushing on the other side when you try to make corrections. Consequently, the role of the dean has to be to understand resistance to reform.

Some resistance to reform is simply the result of inertia. Microcosmographia Academica by F.M. Cornford, written first in 1908 and published many times, should be required reading for anybody in administration. He said there is only one argument for doing something; the rest are all arguments for doing nothing. There is a natural resistance to reform. James Russell Lowell once said that not a single change to better our human understanding has ever taken place which wise and good men have not opposed. Of course you know Wilson's famous comment about curriculum reform when he was president at Princeton. He said that curriculum reform is much like moving a graveyard. To us, it is just a bunch of old bones, but to someone they are dear. Resistance is inheritant in the nature of the professoriate. Professors are not really agents of the institution, for they see themselves as individual entrepreneurs operating in a franchise relationship with the institution. They are granted a place to work and a share of the trade, but the standards y which they operate are the guild standards of their disciplines. When I say "they," I include me, in my years as a professor.

Resistance is also inspired by the character of reformers, at times. In The American as Reformer (Harvard University Press, 1950), Arthur Schlesinger said the reformer is apt to be self-righteous, untidy in dress, truculent, humorless, and to have a single-track mind and an almost ostentatious liking for the hair shirt and matyrdom. Because he is frequently so indiscriminate in his choice of causes, taking on all comers, the underdog appears to have him on a leash. In addition he is often a failure in his own business, and—though a strident lover of mankind—he may neglect his family and shirk his neighborhood obligations. Such qualities in reformers turn people off to reform.

I would like to illustrate what resistance to reform amounts to. Arthur Schlesinger, in this great little book published 30 or 40 years ago, quotes the story about Arla and a medieval town. As I read this little story, listen to all the forms in which resistance to reform can be apparent. He says, Arla, the youthful heroine, listening in bed one morning to the multitudinous clocks that studded the steeples, towers, and streets, suddenly realized that they never struck at the same time. How then, she wondered, could the people know when Christmas, then approaching, would actually begin? Hardly able to wait until her own tiny bedside clock told her to get up, she sallied forth with it to appraise the townfolk of the situation. (Here is the reformer at work.)

"Good morning, sir," she curtsied to the sacristan of the church, "you should know that your clock is eleven minutes too fast. Won't you please set it straight?"

"How good of you little Arla," he growled, "but aren't there other things you would like to set straight? How about moving those pillars so as to make it easier for people to come in? Or turning over those great beams in the roof to give the room a fresher appearance to the ceiling?" Arla, rebuffed but not disheartened, hurried to the town square, where the stone figure sounded the hours with a hammer.

"If you please sir," she said to the bent caretaker, "your clock is a little off. The stoneman sometimes strikes seven minutes late."

"Child," he replied weightily, "for one hundred and fifty-seven years the thunder and lightning have roared and flashed around the clock; kings and queens have come to

throne and passed away. Yet through all this time that stoneman has stood there doing his duty. Of all the things that are able to lift an arm, he alone is left. And now you, a child of thirteen, would ask me to change what has not been changed in a century and a half and seven years!" Arla, nonplused, trudged on to the tiny shop of the cobbler with the clock above the door.

"Your clock," she informed him gently, "is the most irregular in all Rondaine. Sometimes it strikes twenty-five minutes late, sometimes not at all."

"Ah," returned the cobbler, "it is clear that you have never been a shoemaker, or you would know that customers get angry when their boots aren't ready on time. So when I am behind, I set back the hands and people gladly wait until I am finished. Sometimes I have to stop the clock altogether." "Then you will not make it go right?" she asked. "That I will do with all cheerfulness," he answered in true Emersonian spirit, "as soon as I can make myself go right. The important thing should always be done first." Arla next plodded to the covered bridge, which had a clock at either end.

"Do you know sir," she said to the bridge keeper, "that the one at this side is two minutes faster than the other?" "You are as wrong as wrong can be," snapped the venerable man. "Though I be too deaf to hear them strike, I have often looked at this one, and afflicted as I am with rhematism, have hobbled to the other end of the bridge and have always found the clock there exactly like it."

Now increasingly discouraged, Arla wended her way along a dusty road to the great country estate in the outskirts. There the attendant in charge of the clock listened with mounting horror to her request. "The altering of the time of the day," he declared solemnly, "is a matter not to be considered lightly. If you set back the hands even as little as ten minutes, you will add that much to time that has gone. No human has any right to add anything to the past. On the other hand," he continued, "if you move the hands forward you take away that much time from the future. These are matters with which mortal kind should not trifle." Though Arla sensed something wrong with his reasoning, she could not put her finger on it, and decided to appeal to a little old lady whose clock was the slowest in all Rondaine, but the good wife bristled at the thought.

"Never in my life," she cried, "have I been so spoken to! My grandfather lived in this house, and that clock was good enough for him! My father and mother lived in this house, and it was good enough for them! I have always lived in this house; and it is good enough for me! Sooner than raise my hand against the clock of my ancestors I would cut it off!" "But," ventured Arla timidly, "I don't doubt your clock is a good one. I only meant that you could make it better." The little old lady, moved by the tears in Arla's eyes, answered more kindly, "Child, you do not know what you are saying and I forgive you. But remember this: never ask persons as old as I to alter principles that always governed their ways."

Determined upon one final effort, Arla proceeded to the great town hall, where an iron donkey chimed the hours by kicking a bell. The custodian listened patiently, and then looked grave. "The donkey," he explained, "is a very complicated mechanism, depending on a great many wheels, and cogs, and springs, and these are subject to expansion and contraction due to heat and cold. There is no way to make the donkey keep better time, unless the citizens should buy new works for the clock, and that is not likely since all but yourself seem perfectly satisfied." "I suppose that's so," Arla sighed, "but what a pity that all the clocks in Rondaine should be wrong!" "How do you know they are?" he inquired. "Because none of them agrees with my own little clock." She proudly handed it to him, and he took it away for a moment. On returning it, he shook

his head. "I have compared your timepiece with my sundial," he announced, "and find it ten minutes slow." "What!" she exclaimed with dismay, and then more slowly, "I'll stop comparing other clocks with mine. If the people don't want their's to keep good time, there's nothing I can do about it." "Especially," chuckled the custodian, "since you can't be sure your own is right."

These objections to reform, Schlesinger says, have a familiar modern ring. In today's terms, the burgers were "rugged individualists" united against any move to tinker with the existing order. The sacristan deemed Arla a revolutionary who, if gaining her present object, would seek to uproot other cherished institutions. The attendant of the stoneman rested his case on immutable custom. The cobbler found justification in economic self-interest. The bridge keeper flatly denied anything was wrong. The caretaker of the country estate sought refuge in sounding abstractions. The little old lady took offense at the insults to her forebearers and the technically minded keeper of the iron donkey raised innumerable mechanical objections. Though everyone had his special reason, the group occupied common ground in condemning the reform as an infringement on personal liberty and a ruthless attempt at regimentation.

If you are going to narrow the distance between you and the resisters, you have to have something more than a quiver full of ideas, more than a barrel full of facts, and more than an understanding of an opposition to reform. I have listed about five things I think one needs as a reform leader. One thing you need is patience. Mr. Dooley once said that cussing was the greatest invention of mankind ever, because until cussing was invented there were two alternatives, fighting and running. By chance, after I had decided to use that quote, I picked up a book with an essay in it on patience. The author said that patience is one of the greatest gifts of God to man because without patience there are only two alternatives, fighting and fleeing. I thought that it was quite ironic that I would find cussing and patience seen in a similar light.

The second thing I think you really need is some impatience. In the introduction to his book, Cornford says that nothing is ever done until everyone is convinced it must be done and has been convinced for so long that it is now time to do something else. I call that "Cornford's Law." That is the sort of thing you need to have inscribed on your office wall to keep yourself from falling into a trap. Cornford also enumerates the arguments used here against doing something. One of them rests on the law of precedent. That is one argument you will run into—we shouldn't do that since that will set a bad precedent. Every public action which is not customary is wrong, or if it is right it is a dangerous precedent. It follows, says Cornford, that nothing should ever be done for the first time.

A third quality is persistence. Here I am reminded of the 32-year-old black student I had in class about fifteen year ago. He was a top-notch, first-rate student, and I still stay in touch with him. He was a mail carrier, and we got him a Danforth Foundation Urban Fellowship. He went on to get an MBA degree and now teaches at the college where I taught, but only part-time, because he does not want to give his job up at the Post Office. That is his culture, he says, and that is where he feels at home. One day I gave back a test, the first test, four or five weeks into the course. The students complained that I was too demanding, that I did not know what it was like not to know, and that nobody had ever made demands on them before. As I was trying to reason with them and explain all of this to them, I could see Walter fidgeting in his seat, since he wanted to get on with what we should have been doing that day. When the students left, a few of the better ones hung around and told me not to worry about it, and not to take it so personally. Walter waited until they were all gone and then he said, "Hey Marty, the mailman that stops for every dog that barks never gets the mail delivered."

Another thing you need, I believe, is a tolerance for distractions. That is the thing I am going to have to work the hardest at acquiring. You get four and five deep into distractions. You are working on one thing and shifting to something else, and then to something else again.

I think you also need a sense of humor. You need to sit down and read Cornford's book once in a while, or read the book where I got "Holman's homily," a book called Malice in Blunderland by Thomas Martin. It starts out as variations on Murphy's Law, but it has other applications as well.

What I have tried to do is to give you a generalized view with some specifics on the meaning of curriculum reform. Maybe next year, if I am able to come back to this fine conference, as I hope I will be able to, you will be able to ask me how well I was able to live the roles that I have laid out for you here this morning.

REPORT OF DISCUSSION GROUP III

Tuesday, July 24, 1984. 10:30 a.m.

Discussion Leader: Wilkes Berry
Recorder: Gwin Morris, Recorder

In the discussion which followed the presentation by Dean Thomas Jones and Dean Myron Marty on the subject of "The Academic Dean and the Reform of the College Curriculum," the topics included:

1. Barriers to curricular reform;
2. Roles of various groups in curricular reform;
3. Principles and procedures affecting curricular reform; and
4. Academic issues involved in curricular reform.

Barriers to Curricular Reform

In discussing barriers to curricular reform the discussants cited various factors including:

1. Faculty resistance;
2. Administrative resistance;
3. Departmentalism;
4. Accrediting agencies; and
5. Traditions

Roles of Various Groups in Curricular Reform

In addressing the roles of various groups in curricular reform, the participants suggested that successful reform must include:

1. Administrative impetus and support;
2. Faculty involvement at several levels;
3. Common goals;
4. Mutual benefits;
5. Consensus; and
6. Sound educational philosophy.

Discussants were in agreement that administrative impetus and the ability to reach a mutually beneficient consensus (essentially, "something for everyone") were key elements in reaching success in curricular reform. There was also general agreement that the curriculum was a major domain of the faculty and that, therefore, faculty involvement was also essential.

Principles and Procedures Affecting Curricular Reform

Participants suggested several principles and procedures which favorably affect success in curricular reform. These included:

1. An appropriate method for selecting the membership of the Curriculum Committee;
2. Basic support by the various groups to be affected by the proposed reform;
3. Consideration of traditional precedents;
4. Consideration of external forces, especially the accrediting agencies; and
5. Basic agreement as to the characteristics of the "liberally" educated person.

With regard to the selection of the membership of the Curriculum Committee, there were examples of successful committees which had been appointed, elected or both. What emerged was agreement that the selection process should be clearly understood by all groups involved.

There was considerable discussion of professional accrediting agencies and the need to take the external standards of these agencies into account. Many expressed concern with the increasing rigidity of the accrediting groups and the infringement of these groups into peripheral areas such as budget, class load, etc.

With regard to agreement as to the goals of curriculum in developing a "liberally" educated person, most discussants suggested that the academic institutions set objectives for the curriculum, then develop a curriculum to achieve those objectives.

Academic Issues Involved in Curricular Reform

Most of the discussion on academic issues revolved around the topics of general education requirements; minimum standards in written communication and mathematics; foreign language requirements; and computer literacy. With regard to computer literacy, most shared that their institutions were instituting courses introducing students to the essentials and benefits of the computer. Most agreed that computer literacy for faculty members was a necessary prerequisite to integrating computer literacy across the curriculum.

Participants contributing to the discussion of this topic included Leland Bartholomew, George Boyd, John Carrier, Annette Chappell, Wayne Cogell, Richard Cording, Stephen Day, Bob Dowell, Jane Early, Ralph Fagin, Jewell Friend, David Hart, Neil Hattlestad, Ralph Kennedy, Thomas Knight, Cal Ledbetter, B.F. Little, Don Looser, Charles Martin, Bill Nunez, Charles Peterson, Thomas Preston, James Reese, Martin Reif, Gene Ryan, Martin Sage, George Tade, Jack Wakeley, and Ellsworth Woods.

THE DIRECT INTERFACE OF THE DISCIPLINES AND PUBLIC SCHOOLS - A PANEL

Connie Spreadbury
Stephen F. Austin University

I wish to speak about one way in which universities and public schools can interface directly. It is a program which we offered for gifted fifth graders that we are excited about. As universities we have a responsibility to help public schools develop programs for gifted children. The research indicates that, if gifted children are not given special attention, they tend to drop out of high school, and if they drop out of high school then we, as universities, are the losers because we lose some of the brightest kids for our honors programs.

Stephen F. Austin State University is a medium size university with about 12,000 students; we are located halfway between Houston and Dallas, but we are surrounded by small communities with small schools. In 1981, when we began our program, none of these schools had developed any programs for gifted students. They were aware of the need for these programs, but they had not yet done anything. So our Vice President for Academic Affairs called together nine faculty members from throughout the campus to be the nucleus of the Committee on Programs for Gifted and Talented Children.

The first thing the committee did was to establish its objectives, and these included both long-range and short-range objectives. The first objective was to serve our leadership role; we wanted to bring all of the schools together to start working on this common need. Second, we wanted to provide an enrichment program; we did not want to do their job, but we wanted to help them do their job better. We also wanted to reach the children at the time when they were beginning to make career decisions, which, for gifted children is about the 5th grade. We also wanted to provide an arena in which the children could interact with each other, because in a small school there may be only a few children who are gifted, and as a result they may think they are very unusual, that there are no other children like themselves. We wanted them to work and learn with other gifted children. We also wanted to familiarize the children with our campus, so that in seven years they would select us as the university of their choice and become part of our honors program. This was our long-range goal.

As a result of these objectives, we developed a one-day enrichment program that we call "Fabulous Friday." We try to make it truly fabulous for the children involved, so that they will remember us for seven years. We want to make a good impression—impress them with the modern facilities, the capable faculty, and the friendly atmosphere of the people on the campus.

There are several issues that should be considered in developing such a program. First is the cost. Last year we invited 215 children and budgeted $1,000 for the program. We allocate $50 for each session, but we had only 15 sessions, so that cost us only $750 and left us some money for little extra things for the program. The faculty, of course, volunteer their time. The only thing they get is a free lunch. We charge the schools $4 for each child as a registration fee, which pays for the lunch for the faculty, the children, and the sponsors. It really does not cost a whole lot when you are thinking in terms of long-term recruitment and the positive public relations that we get for the money.

Another issue that is involved, I think, is the type of instructional sessions that a university should offer. You only have one day to make a lasting impression, and at the

same time, you want to fulfill a need. There are several types of sessions which we found to be popular. The program most in demand is Personal Computing. The public schools always ask for programs using computers; one year we even offered Music and Computers, and that session filled up immediately. The schools are also getting computers, and kids are coming to Fabulous Fridays much more literate than they were four years ago when we first offered the session on personal computing. Other sessions which are requested are in the science areas. We are dealing with small schools, and since small schools usually do not have science laboratories, anything in the sciences such as biology or chemistry are popular. We have a planetarium, so we can offer a session in astronomy; we have a geology department, so we take them on a field trip; we have archeology, so every year the students participate in a dig.

Anything with career orientation will also be popular because, as I said, gifted children start about the 5th grade to make career decisions. These children are the ones who are going to go to medical school and law school. They are also going to go into business, so there is a tremendous demand for anything in that area. The public schools also want something in the fine arts, the humanities, and the social sciences; although there is not much demand for these sessions, we put students in them, and the sessions go over very well. We will keep on offering them.

One of the nice things about a one-day enrichment program is that you can offer the same sessions year after year. We have offered the business session and the medical session four years in a row, and they still fill up. You can add a few new sessions every year as you think of something that you want to offer. I also think it is important to have departments join together to offer sessions. We have several sessions that we are pleased with, because they are joint programs. For example, the scientific technology session is really biology and chemistry together. They demonstrate and show the use of sophisticated computer equipment. Sociology and political science have a session on law, the courts, and the police. Four of the departments in business have joined together to offer a session called "What would you do with a million dollars?" That is always in demand. We think it is good for morale and results in a very creative, innovative program.

I think probably the most important issue is the selection of the faculty who participate in the Fabulous Friday program. Several criteria are involved. First they have to be able to work with children, and for our program the children are eleven-year-olds. Not everybody can work with that age group. We have found that not even people who have eleven-year-old kids of their own are guaranteed success at teaching them. The second criterion is finding the people who can work with the gifted. Most of us work with average students and are not used to working with the gifted. Since gifted children catch on very quickly; you do not have to repeat. They also ask a lot of questions; they give very creative responses; they are very exploratory. For example, if you put them in front of a computer, they are going to explore the in's and out's of that machine. They are very determined; it is as if everything in life is a puzzle, and they are determined to solve it. I had one faculty member last year who was overwhelmed by the students. I walked in on the middle of his session, and he said it was very different because they asked questions he could not field; they gave him answers he did not know how to cope with. It almost overwhelmed him. This was his first experience in working with us on Fabulous Friday. I hope that he will continue, because he will know what to expect next year.

I think it is very important that you find those faculty members who have something to offer to the gifted, who can enthusiastically translate their subject into experience, and who will not lecture for eight hours straight to eleven-year-olds. Finding

those who can provide hands-on experience, who can give the children materials to take home, and who can talk to them at their level are all very important criteria in the selection of the faculty.

Another issue is the selection of the children and the teachers. When we started the program, we worked with the superintendents who passed on the information to the principals who then selected the teachers. Now of course it is much easier for us. We just contact the teachers of the program directly, because they are the same teachers and the same sponsors who return year after year. We also offer a sharing session for the teachers. This is one way in which we serve our leadership role. In the first year, the teachers wanted to learn how to develop criteria for giftedness. When they returned the next year, they had all developed their criteria, and they now wanted to know what we do with the children they had identified as gifted, so we had a sharing session on that topic. The sharing sessions have to evolve as the program progresses.

When you offer a one-day sharing program, you can offer it anytime of the year. That is much easier than a summer program or a weekend program. You select the time that would be best for your campus.

I think it is also very important to have two coordinators from two different backgrounds. You need one from elementary education. That person has been invaluable to us, because we at a university do not know how the public school system works. We do not know the teachers; we do not know the principals, we do not know the school year; we do not know the vacation times, and that person does. In fact, that person helped us a whole lot, including developing our evaluation questionnaire. We had to write it at the level of the 5th grader, and we did not know how to do that. He checked the vocabulary and the phraseology. You also need a second person who knows the equivalent information about the university campus. This person should know the politics of the campus, know the annual calendar, know the faculty, and be able to come up with programs and also talk to the staff.

I think another thing which is very important is to have the top administration involved, to have them open and close the program. The teachers have told us how impressed they are that the administration gives so much support to this type of program. It is also important to have some deans involved. We have the Dean of Education, the Dean of Liberal Arts, and the Dean of Applied Arts & Sciences involved. The deans provide faculty members who teach the session, and that administrative support has been very important. There was a discussion this morning in another session about whether things start at the bottom or at the top; this program started at the top; it was the vice president who initiated it. We are very pleased with what we have accomplished. It has improved faculty morale; they like working with a new age group; they find it challenging. And I think the teachers have also been very pleased with it. But I think I am most pleased that we have served our leadership role and, as I started out saying, universities have that responsibility.

THE DIRECT INTERFACE OF THE DISCIPLINES AND PUBLIC SCHOOLS - A PANEL

Robert Graalman
Oklahoma State University

At OSU during the past four years, our college has initiated programs in several areas which signify our attempt to grapple with a variety of problems, questions, and realities. Some of those can be described as follows. We would like to do our part to share in the excitement generated by many of the national reports on education. Specifically, as many have pointed out, we subscribe to the notion that quality in education will improve when cooperation at all levels becomes the norm instead of the exception.

Second, we were being asked by teachers, parents, and young students to design special programs, summer camps, and a variety of other experiences which I will describe for you. We were to apply our faculty resources in new ways to fulfill OSU's already significant extension function. Third, while it is sometimes tempting for many of us to ignore this, the "new business" of the college (such things as recruiting and public relations, to name just a couple) dictated that we show our product to our various publics—potential students, citizens of our state who wonder just what it is that we do, and the law makers who are determining the fate of education in Oklahoma. Fourth, there was a feeling that, as educators, it was our obligation—yet also an opportunity for us—to design special programs which just might make a difference, if not in the larger sense, then perhaps in the life of one young person or other non-traditional learner. We have been very pleased with the results of our special programs. For instance, we have been cited by the College Board as one of the thirteen model programs for school/college cooperation around the country. I would like to describe briefly for you some of the programs which seem to be working the best for us.

First, we are regularly offering summer programs for gifted, talented, and college-bound learners, 7th grade through junior year in high school. We began two years ago, on the recommendation of several area parents and some of our faculty, to plan a three-week academic camp. The students who were identified as gifted and who applied arrived on our campus for three weeks of what I consider to be very rigorous study in the fields of English (mainly composition with a little bit of literature as well), mathematics, and computer graphics. There were two very appealing aspects of the computer graphics course. Since we are concerned with trying to express the interdisciplinary value of education, we found that this course, which was designed by a computer scientist and an artist, went along with those goals, and the students responded to it very well. That program ran successfully for two years. It did not run this summer, because the costs have gone out of sight, and we are trying to find other ways to fund and to run the same kind of program.

That first group of junior high students who were on our campus taught us much, and one of the things that they taught us was that in spite of their very adequate and very gifted status as students, many of them were very unsophistocated in international affairs and current events. For our second program, we decided that we wanted to design something that would help fill that gap in their knowledge. The second course was also a three week summer camp, but for high school students. The courses that these students took were World Geography and Culture, German Language and Culture, and what we call Mathematics and Public Issues. All of the camps have the same kind of structure with the students in class four or five hours a day, living in the dormitories

with counselors, and participating in the various social and recreational activities on our campus.

A new program which we attempted to run this year but were not quite able to get off the ground was one that we call "Warriors, Priests, and Peasants: The Dynamic Society of the Middle Ages." To abbreviate, we just call it our "Medieval Studies Program." This was to be a two-week program in which every student would take a course in Medieval History and then choose one of four project groups in Medieval Literature, Medieval Art, Science or Alchemy and Mathematics. While we were discouraged that, because of high cost, we were not able to run this program this year, we are very proud that the program was funded at $50,000 by the NEH and will be run next year. So we should be able to offer a tuition of $150 for what promises to be a very exciting program.

In addition to these more structured and more extensive programs, we are also running summer programs which consist of tours and lectures for three or four days. We are going to try to serve the local area better by having a variety of classes but yet not having to provide dormitory space for these students. In the long run, we hope to have something like a family vacation whereby a whole family can take Computer Science, Theater, Foreign Language, etc.

There are, of course, as I am sure you are aware, many problems involved when we try to offer these kinds of programs. The first one that I would point out to you is, of course, financing. For the first two years, the dean's office put out a very high amount of money to make sure that these programs ran well. This year we have not been able to do that, and the cost per student went up to about $1,000. Obviously, we didn't get very many applicants. We are going to try to restructure the program slightly to bring down the cost. There is always outside funding to be hoped for, and we think that the programs in some shape or form still have a very bright future.

Other than that, I would just suggest a problem that has already been mentioned once today, and that is the problem of identifying "gifted students." Even after our two years of experience, we are not quite sure who Oklahoma's gifted students are and whether or not we should be designing programs for those who are extremely high achievers, for those who are "gifted students," or for those students who do very well in school, who intend to go to college, and who could profit very much from the kinds of programs that we have. Those are our problems that must be grappled with almost yearly, because you find many people who argue both sides very enthusiastically. Our current thinking reflects the debate; but we also are convinced that a long-known educational constant holds true: as long as you focus much attention on any student, that student will perform well.

A second area of programs which we are very pleased with is one which sends our faculty on the road to speak to various groups in Oklahoma. We have a School Speaker Showcase. That consists of faculty who go directly to the schools to talk about their academic areas. We have another speakers' bureau which consists of faculty who do not necessarily go to the schools but who go to civic clubs and community functions to speak about topics of mutual interest. Finally we have something which we have been very pleased with that is called the academic proficiencies team, or our Arts and Sciences Competencies Team. This group consists of a variety of Arts & Sciences faculty who go to the public schools to speak with administrators, faculty, and/or students, whatever the school would like to have. Our best success from our competencies team has been in our dealings with a school in the Panhandle of Oklahoma, Beaver High School. We spent a

day with them talking about upgrading writing skills, upgrading general education, etc. Out of that meeting, Beaver established a "school before school" program in which a group of specially selected students was invited to participate in six courses which supposedly would prepare them better for college. The reports on their entrance exams into college and on their success (this was two years ago) in college have been very gratifying. The Competencies Team has a great deal of flexibility. We can go into schools just to talk about writing, or we can run the gamut from writing to mathematics to social studies to science. We try to provide the schools exactly what they feel will best help them reinvigorate their curriculum or inspire their faculty. It's been very rewarding for us as well, since it helps solve the traditional problem of lack of communication between the public schools and the college.

Finally, I would mention a new program which is now possible from OSU because of new technology on our campus. The University has what is called an "uplink," which means that we can not only receive teleconferencing from other campuses and other locations around the world but that we can broadcast programming as well. It occurred to us, because of our experiences in Beaver and other schools, that we might be able to assist them in their programs for the gifted and in their general enrichment areas as well if we could provide Arts & Sciences programming from this campus. At the present time, we have 20 Oklahoma schools who have signed up for a five part series beginning next fall for the cost of $300. What they need to do is either buy a receiving dish or get cooperation from their local cable company. The first program will consist of a discussion of what Arts & Sciences faculty expect from students in the way of writing. There will be a prepresidential election program next fall which combines the work of a mathematician and a political scientist. Beginning next spring, we will have several others, including presentations from the world of geology, the world of chemistry, the world of biology, etc. We truly believe that of all the programs that we have designed, this one has as much potential as any to make a significant change in the state.

There are many other ways that I could describe the excitement generated by these activities, but rather than go on too long, I would summarize them according to my observation of the various groups involved in these programs. First it is very rewarding to see the enthusiasm which has been generated among our faculty who experienced the freedom of designing new courses, the excitement of dealing with a different kind of student, and a better understanding of the common problems and goals of education at all levels in our society. Second, we think that our programs help people in the state of Oklahoma to recognize that what we are doing here does indeed have a great bearing on the kinds of things that they do in their own lives. Finally, we believe that we are helping students who participate in these programs to prepare for college and to make plans about their careers in ways that can be beneficial to all of us.

Thank you.

THE DIRECT INTERFACE OF THE DISCIPLINES AND PUBLIC SCHOOLS - A PANEL

Lawrence A. Davis, Jr.
University of Arkansas - Pine Bluff

It is a common practice for one component of the academic community to blame the apparent failure of our educational system on other entities. This allows each of them to continue with impunity, without addressing what has become a national crisis: the alleged failure of our schools to provide America's youth with the necessary knowledge and skills to maintain our international leadership role. The Division of Arts and Sciences at the University of Arkansas at Pine Bluff (UAPB) is acutely aware of our mandated missions as a Land Grant Institution—to pursue research, to provide public service, to teach, and to participate in extension activities—but we have chosen to step to the cadence of a different drummer. The path we have chosen is in concert with the administrative leadership of the University and its faculty, and our commitment is to acknowledge what is often referred to as "the seamless web of education." We are attempting to reach out to our colleagues and students in the public schools. This reaching out has culminated in the development of several programs within the Division in which the University and the public school system collaborate. These cooperative ventures are intended to address our joint responsibility for providing quality educational experiences. The number of programs and the level of participation in them is limited at this time. However, the long-term objective is to involve all departments of the Division and to maximize the interaction of the faculties of the University and the public schools, thereby strengthening our natural linkages.

The various programs of the Division are the following: the Weekend Science Academy; Saturday's Child; ArtFest; Summer's Child; Visiting Professor of English; and COSINE (Cooperative Services in Education). Other programs of the Division, which I will not discuss in detail and which are not as well-structured, deal with assisting the public school teachers in developing computer programming skills, participating in the state-wide program "Olympics of the Mind," being involved with the Governor's Schools, and having various lectures on our campus in which public school teachers participate.

The Weekend Science Academy. The Weekend Science Academy is a program which has involved over the last two years 50 seniors from area high schools in educational enrichment activities. The students studied and completed topics in Biology, Computer Science, Infra-red Spectroscopy, and Nuclearmagnetic Resonance Spectroscopy. The instructional staff consisted of three from the UAPB faculty and one from an area high school. Students attended two 15-week sessions which included classroom activities, laboratory exercises, seminars, a science Olympiad, and field trips. The program, funded by the United States Department of Education, provided a modest stipend for the participants. The objectives of the Weekend Science Academy included the development of a pool of minority students—although the program was not limited to minority students—who were highly motivated toward and well-informed of the scientific and technical areas. We also wanted to develop, in concert with the public school sector, a permanent mechanism through which minority students could be channeled into the sciences and/or technically related areas. We are attempting to track the students; however, the evaluation of the effectiveness of the program is as yet incomplete.

Saturday's Child. This eight-week program is held twice during the school year and provides instruction in art for 25 elementary school students, ages six through 12. The program was designed to expose the students to a wide range of creative activities, including painting, printmaking, drawing, sculpturing, and work in ceramics, papier

mache, and collage. The students are provided an opportunity to observe professional artists at work and to interact with them on an individual basis. The objective of this program is to interest students in the arts and to expand their knowledge base. Supported primarily by tuition fees, the program provides a number of tuition scholarships for students from subaverage socioeconomic backgrounds.

ArtFest. ArtFest, sponsored by students and faculty of the Art, Music, and Speech and Drama Departments, is a two-day festival which involves UAPB faculty and students, faculty and students from the public schools, and individuals from the community. Held on the campus quadrangle surrounding the Alumni Belltower, the program spotlights a different theme each year. The most recent ArtFest focused on the Arts and Cultures of the UAPB students and faculty. Art exhibitions, demonstrations, American fashions, dancing, dramatic skits, games, open talent competition, a variety of musical performances by various choirs and bands, ethnic music and fashion, and displays of international dishes were all featured attractions. An art competition, open to all area elementary, junior and senior high school students, and double-dutch jump rope competition for elementary and junior high school students were on the schedule of events. The competitions were judged, and trophies and/or ribbons were awarded to the winning performers. The ArtFest not only brings public school teachers and faculty to the campus for two days of entertainment and learning, but it also enables them to become more familiar with the university and its multi-racial faculty.

Summer's Child. Summer's Child, unlike its counterpart Saturday's Child, provides classes in music, theatre, art, and dance. The public school participants, ages five through 12, are divided into three age groups: five to seven year-olds are the yellow group; eight to ten year-olds are the red group; and 11 and 12 year-olds are the blue group. Each group attends class for an hour each day during the two five-week sessions. In the theatre class, the students learn basic theatre skills, acting, and doing impressions. They learn to use imagination and creative expression and also about physical theatre and what it takes to assume the role of various characters. Instruction in basic ballet, modern dance, and jazz dancing are part of the students' educational experience. In the music component of the program, the students learn to make and play simple musical instruments. An average of 100 students per year participate in Summer's Child.

Visiting Professor of English. This program, which is to begin this year, is funded by a grant from the University of Arkansas Board of Trustees and the Arkansas Department of Higher Education. It provides support for a one-year position in the English Department for a teacher from the public school sector. The teacher will teach lower-level freshman and sophomore composition courses, assist in the writing laboratory, and serve as a regular member of the English Department during the employment year. The objective of this program is the formulation of a cooperative relationship between UAPB and school districts in southeastern Arkansas through the mutual sharing of resources. It is the intent of this activity to establish a medium of communication, which will assist in the attainment of a common goal—to improve the quality of education in the state of Arkansas.

COSINE. Last, COSINE is a companion program to the Visiting Professor of English. It is designed to facilitate a quality, mutually beneficial educational program in the mathematical sciences. The visiting public school teacher in the Department of Mathematical Sciences will have the opportunity to select a teaching schedule of 12 hours from the areas of basic mathematics, intermediate algebra, college algebra, trigonometry, and general college physics. The objective of this program is to foster

understanding and cooperation between the teaching faculties in the mathematical sciences at both the secondary and post-secondary levels. These programs, as discussed, represent a part of the Division's effort to reach out and strengthen linkages with our counterparts in the public sector, thus ensuring that the "seamless web" really is seamless and that the quest for quality education is truly a joint enterprise.

THE DIRECT INTERFACE OF THE DISCIPLINES AND PUBLIC SCHOOLS - A PANEL

Thomas Preston
North Texas State University

Yesterday when we had our discussion with the Dean of Education at OSU and the Dean of Education at the University of Texas at Austin, we detected the tremendous defensiveness of colleges of education, and at Texas this is particularly true since some of the things that Lorrin was talking about in terms of the Ross Perot committee really put the College of Education in the limelight—bad limelight—unfortunately or fortunately depending on how you are looking at it, when he accused all the colleges of education of being basically worthless. He did this before the Texas legislature and before the whole state of Texas. He did exempt our College of Education at NTSU, so I guess I have to note that for us.

But one of the things that I think has come out in yesterday and today's discussion is that for the last 20 or 25 years there has been an enormous sense of isolation between colleges of arts and sciences or liberal arts colleges and the high schools particularly. The tradition of colleges of education being heavily involved in the training of teachers, the knowledge of the high school system and the elementary school system, the tradition of going out to the high schools, supervising teachers and so on has kept the professors in the college of education at least in close touch with the secondary and elementary system. This is not true for a lot of colleges of arts and sciences, perhaps until recently. Connie alluded to that when she said they had to bring someone in just to tell them what the school day was in the high schools and the elementary schools. This I think has been a real failure on the part of colleges of arts and sciences. The "seamless web" that Larry referred to I don't think is truly existent. The idea of the continuum of the profession from K-13 is more ideal than a fact with the colleges of arts and sciences.

One of the things that has usually happened, at least in my experience and perhaps in yours, is that when colleges of arts and sciences first start to get involved with the schools, particularly with high school teachers, there tends to be a kind of condescending attitude toward the high school teachers, treating them, if not as inferiors, at least as people with less knowledge whom we must tell what to do to get those students up to par, so that when they come into our classes they will be truly educated and ready to go from where we are. Of course, the teachers don't particularly appreciate this and, in fact, rebel against professors from colleges of arts and sciences "telling them what to do." I talked to the chair of my English Department shortly before coming here, and he was informing me about some of the things that they were trying to do in the English Department in relation to the high schools in the Denton area; he pointed out the delicate position he was in in dealing with the chair of the English Department in the Denton High School. She was very suspicious of him and was afraid he was trying to tell her teachers what they ought to teach in English in order to bring them up to snuff. That's a real problem we face when we try articulation or interface programs.

When I arrived at the University of Wyoming over 13 years ago I discovered that, except for one or two of the old-timers in the English Department, most of the professors did not know any of the English teachers in the state. They didn't even know the chair of the English Department in the high school in Laramie, and yet supposedly they were our products, most of them. I thought the best thing to do was to find out who they were, so I undertook a visitation of the state. As you know, the state of Wyoming is very small in population but very large in geography. I got in the car and drove to nearly every high school in the state, visited with the high school English teachers, and then

insisted that my faculty join the Association of Teachers of English, go to the meetings, participate, and so on. The result was that when I left Wyoming, whenever an English teacher had a problem or some curricular matter that he or she wanted to deal with, the principal or teacher would call the Department of English at the University of Wyoming rather than calling the College of Education. This is not to knock the College of Education, I don't mean that. But there was a beginning of an identification of the profession of English within the state of Wyoming. I think this can be achieved by all the disciplines in the colleges of arts and sciences, but it does take an enormous amount of work, including joint projects such as the one I mentioned yesterday in passing, where I joined with my colleague in English education to offer a summer institute for high school teachers.

Most colleges of arts and sciences don't have a tradition in articulating or interfacing disciplinarily with the high schools and/or the elementary schools, yet organizations like the Carnegie Commission for the Advancement of Teaching have been insisting that we must do this. We have the Adopt-a-School program that you have read about perhaps in Change magazine or the Chronicle. We have the long series of articles that appeared over the last couple of years, particularly in Change, referring to some of the things we were talking about this morning in the general education programs. Universities and colleges have begun rigorously and vigorously to reform their general education programs, and precious few ever even talk to the high schools to find out how the changes are going to affect the high schools, what it is going to mean, and what the students are going to have to take. Colleges of arts and sciences drop this bomb out of the blue and expect everyone in the state to say, "Isn't that wonderful," when in fact what we may have done has totally disrupted their whole curricular structure without any lead time for change or liaison.

I noticed in the recent issue of The Administrator that more and more articulation is occurring. For example, Massachusetts has formed a partnership between the Five College Consortium and several school systems in western Massachusetts (if any of you want more information you can write to them). Increasingly we are entering into this land of interfacing, and I think we have to be careful of how we do it. We have to be generous and open, and we're going to have to work with our colleagues in education in a carefully articulated way.

What are the reasons for articulation among the disciplines in colleges of arts and sciences and the high schools? Well, we can talk in terms of ideals if we want to, and there are lots of educationally sound ways to talk. The seamless web is one, and I happen to agree with it. Most of them are quite selfish and self-serving, however.

The most obvious, idealistic point is for the continuity of the seamless web, or at least the creation of it, if it doesn't actually exist. We need the continuity of the professions and the disciplines from the elementary schools right through the university. That is an ideal which perhaps is self-serving, but it might be effective with our colleagues in the high schools and the elementary schools in terms of curricular change, particularly in helping them to adapt state of the art knowledge in the ways that are appropriate for their level of instruction. Another advantage of good articulation is very self-serving—the recruitment of students and the recruitment of the teachers themselves, perhaps for our own graduate programs, for those of us engaged in graduate programs.

Now I will turn to a few very pragmatic examples of disciplinary interface that go on at North Texas State. Some of these are not going to be shocking or new to you.

Most of you probably do them anyway. Then I would like to close with a couple of comments about the problems that are involved.

In the College of Arts and Sciences at North Texas State, the History Department has been very much engaged in interfacing with the high schools in the state of Texas, particularly with the north Texas region, through two or three different kinds of programs. One that is perhaps the most well-known is a history contest which is sponsored by the Department of History for the students and high school teachers in the region. We have about a hundred participating high schools and some 1700 students who descend on the campus on a Saturday in April to take tests in Texas history, U.S. history, and world history. Awards are given at the end of the day. The whole department helps, including wives, husbands, children and whoever they can drag in. They devastated one of the buildings the last time—there was a trail of doughnut crumbs from one end of the campus to the other. But there was very good student and teacher participation and a chance for the historians to visit with former teachers, former students of theirs who are now teachers in the high schools, and to get acquainted with some of the students.

Another thing that the History Department does is to operate a center for teaching. It is a center which involves in-service training programs where about a dozen sessions are held a year with various members of the department going out for in-service programs; sometimes they will hold conferences on campus; they publish a newsletter about three times a year.

During the summer there are also two institutes offered in history. One is the Institute in U.S. History, and the other is an Institute in Texas History. These are three-week, all-day type programs for academic credit. A majority of participants in the seminars are teachers from throughout the state who, when they come to campus, will take further graduate courses or graduate study toward a master's or doctoral degree.

The Political Science Department has emulated the history contest, starting last year. They have a Political Science Contest Day, but they have only reached about 90 students so far, far below the 1700 the History Department brings in, but they are starting, and they are trying to get this program going as a way of working with the teachers in social studies in the high schools.

Two years ago, the Interpersonal and Public Communication Department started a summer debate institute. The purpose was to bring the high school students who were involved in debate to the campus to live for a week with their teachers and coaches and to go over the debate point that was to be used nationally the next year.

The Mathematics Department at the University, in conjunction with the Mathematics Department at TWU, has for several years sponsored a math day, which alternates each year between TWU and NTSU. It consists of a series of lectures and discussions by faculty members to advanced-level students in mathematics in the high schools. I am told this means those who have completed Algebra II or Trig. They reach about 1,300 students every year, and some 50 schools are involved, but there is not a contest per se as in the History or Political Science Departments.

Then in the Language Department at North Texas State University, there has been the annual Fete Francais, which involves a great number of high schools in the north Texas region and approximately 1,000 students. Here, students in the high schools—and even in some elementary schools—are involved in art, music, drama, poetry, and dance.

They come to the campus to exhibit their wares and to receive prizes, trophies, and so on. They spend a whole day on the campus.

I guess the piece de resistance of this kind of disciplinary interfacing occurs with our Physics Department and a day called "The Physics Olympics." I suspect it is similar to the Olympiad Larry was referring to. The Physics Olympics began in Pittsburgh, Pennsylvania, when Carnegie-Mellon University students stretched surgical tubing between the sides of a football field goal post, attached a pouch, and to the surprise of the football team, launched water balloons great distances. This activity, later called "gazorching," formed the nucleus around which many other events were added to create the Physics Olympics. At NTSU, the Physics Olympics includes gazorching, as well as many other events, including egg drops, the mouse car race, Coke bottle music, bridge building, calculator relays, physics quiz, and Ferme questions. They bring to the campus every year about 400 students and their teachers.

One of the most exciting events, I thought, was the bridge building contest, where students compete as teams to build bridges made out of very small pieces of wood. They are put to the test of weight—how much weight it will take to break the bridge in half. These students become intense, very excited about this competition, and it is a very thrilling thing to watch.

They even have an official set of rules for each of the contests; North Texas publishes them, and everyone must follow the rules. When they come, everything is tested out as though they were entering a real Olympics game. One of the most exciting things about this, however, is that the whole thing, for the last five years, is organized by the undergraduate and graduate students, not by the faculty. The faculty itself does not get in until the last day, when they serve the honorific positions of judges and so on for all of the events. But it is primarily the students who have organized this. They get in contact with the high school teachers and with the high school students themselves.

These are the main programs that occur right now in the College of Arts and Sciences. There are some problems, however, interesting problems. While these disciplinary interfaces have been going on for several years and among these five or six disciplines, when I started to do some research with each of these departments to find out about the details of these particular events, I discovered that there has been absolutely no follow-up whatsoever with any of them. In other words, the event occurs in a vacuum. The teachers and the students come and are very excited about it. There has never been in any one of the cases any of our professors going out to the high schools that, say, competed in the Physics Olympics to talk to the students or to visit with the teachers. So that in fact, we have no idea whether the recruitment we suspect they incur does occur, or what kind of possibilities have occurred, say, with the teachers who might be coming back for further studying. So, really, it's occurring in kind of a vacuum, and we do want to change this.

Now, the problem of changing it, and the problem of encouraging more of this kind of interdisciplinary interface, gets us back to a problem that Jim Reese raised yesterday, and that is the reward system. Before I left North Texas, I sat down for an hour with the faculty member in Physics who is primarily responsible for the day of the events, although he himself, as I said before, does not get involved in all of the preliminaries. I asked him about these follow-ups—what did they do and all that—and he had to admit that they didn't do anything. I asked, "What would it take to send you out, or somebody else out, to talk to the teachers, to have year-long, sustained contact?" He said there would have to be some way to build it into the reward system. Now, yesterday, Wally gave us a dressing down, particularly those of us in the universities that offer doctoral

programs, by suggesting that all we are interested in is research, that we count the publications, weigh them, and throw them up the stairs, counting how many are at the top. I don't think that's really true in fact. Maybe it is the ideal which is aspired to by universities with strong graduate programs, but we know the research which says less than 10 percent of the whole graduate professorate in the United States actually publishes. Even in a department that is famous for its research, probably two or three people will be famous for research and make the name of the department. The majority of faculty in that department are not publishing.

It seems to me that the majority of most departments and disciplines, since they do not publish, are more dedicated really to teaching and perhaps service, and we do have those three categories—teaching, research and service in deciding merit. I would suggest that we start thinking about different kinds of reward systems even within the same department, or even negotiate contracts. I offered this as a possibility to the Physics professor whom I was speaking with. What if I say to Professor X this year, "We will contract with you that we're not interested in your research this year. You are going to take on the physics faculty and students in the north Texas region. That will be the prime thing you will do, be evaluated for, and receive merit pay for." He said, "Great." Maybe reduce the teaching load just as we often do for research.

I think we've got to start being more flexible in the way we actually apply the merit system and the way we talk about it. People talk as though all in the department are doing research, but many members are in fact excluded. Are we saying that three-quarters of our faculty don't belong, aren't part of the situation? I think this is patent nonsense. But we certainly make them feel that they don't belong, that they aren't a part, if the only thing we reward is publication. I think we have got to look to other ways, and if we want to articulate with the high schools and if we want to have the continuum, we can have within a university, even one that claims to be a research university, different ways of rewarding. But we have to be explicit about it, and we have to contract with our individuals. If we don't, I think we are kidding ourselves if we really say that these institutions are primarily research, and that all we do is research.

I ask any one of you to look at your faculty and ask and answer honestly about your best research department: how many are really publishing? And then ask the second and most important question: how many are publishing anything worth writing in the first place? Thank you.

REPORT OF DISCUSSION GROUP IV

Tuesday, July 24, 1984. 2:15 p.m.

Discussion Leader: David Hart
Recorder: Bob Dowell

John Nemo-

We have had a policy for about the past ten years of allowing high school students, any high school student on the recommendation of the teacher or the principal and an agreement with one of our instructors, to take one of the courses taught on our campus for $50, which is quite a bit cheaper than the normal fee paid by our students. We have some 10 to 15 students a year, I would say, from local high schools, availing themselves. It works quite well, and quite often some of our instructors are dumbfounded to discover that one of the best students in their class would be a high school sophomore.

Cal Ledbetter-

Another terrible problem we face is that the kind of action is triad. Research is number one, teaching is number two, and service is down there at the bottom.

Tom Preston-

I think it is a real problem, and I think we have to attack it by starting with many of our faculty who are not doing research and getting them involved with high schools and high school students. Often they are the ones who are most interested in this kind of work. We also need to reward them for this service.

Jim Reese-

I think you can also get someone who is not interested in hard research to develop special programs for high school students. If you can get the professor involved in something like this, you can then prod the person into writing a article for a pedagogical journal.

Ralph Fagin-

I have a couple of questions. How do you get continuity when the students are running an olympic program? And second, I wonder if we need to build all these reward systems for the faculty?

Tom Preston-

For example, physics club and the physics honors society use the olympics as a project, and they do that as a way of getting students interested in physics. You are probably as well aware as I am that the actual number of majors in physics, chemistry, and biology are precious few. Although these are the most costly programs in arts and sciences, there are only 10, 15, or 20 undergraduate majors. Furthermore, this is one of the ways they have fun, for they make a big game out of it. The faculty come just on the one day, a Saturday, and volunteer their time. But the follow-up could involve a lot of time on the faculty's part.

John Carrier-

We have also been very much involved in these kinds of activities, but after watching younger departments do this kind of activity for several years and having the same problems, either faculty do not have enough time to do that, or they do not want to get involved in it. It is good work, it is necessary work, and it is the kind of thing that ought to be done, but not by itself. We should also explore ways of getting in touch with school superintendents, teachers, and other organizations. A lot of the special programs seem to me to have the Barnum effect. It does produce a lot of excitement, a lot of energy for the teachers, students, faculty, and sponsors. But I have got a gut feeling that the effect is very superficial. We may try to initiate these things when we find we haven't been active as a school. Everyone wants to be involved, students and teachers and schools, but I wonder if that is not a distraction more than an answer.

Bob Graalman-

There is an element of truth in what you say. The programs that we have run have generated a lot of excitement for the students, but we have found that the parents and teachers, who are on the fringes of the programs, are most excited by the programs. They ask the most questions, come for open houses, and when they leave, say, "Gee, Johnny has had a great time, but I wish sometime you would have something like this for me." I think what you say has a lot of merit to it.

Larry McNeal-

I think it is good we can generate a lot of excitement with academic programs. We have done it with athletics for so long. We will run a summer program, for about 800 youngsters this summer, and our primary purpose is to stimulate them. We call it "Adventures in Learning." We do not start at any certain point, and we do not try to get to a certain end point. Faculty do fun things in order to stimulate those kids and to encourage them to enjoy learning, to do a better job at high school, and to take some electives. In Arkansas, about 40% of the high school students go immediately to college, and we are trying to encourage them to consider our college. Consequently, we offer it on our campus and work through the student counselors.

Connie Spreadbury-

Since we start with 5th graders, we hope it'll be an ongoing program. We intend to bring the first group back this year as ninth graders. Then we want to bring them back for another enrichment program again when they are in the 11th grade.

Leland Bartholomew-

We have a band camp that is sort of the same sort of thing. During the course of the camp's existence, the demographic bulge has gotten younger and younger. We find ourselves dealing with younger kids, and the persistence is not really that good.

Jim Reese-

I want to follow up on Tom's idea about the importance of college people getting with high school teachers in an atmosphere of equality. One of the finest examples I know of is the Arkansas District Teachers Association. They run a first class meeting

that it is just about half professors and half public school teachers. Over the years they have developed good rapport. I think it is one of the most healthy organizations that I have ever seen for this kind of bridge building.

Glenn Eaves-

We do a couple of events that I think are very good in this regard. One of them is our Science and Math Tournament that has been going now for many years. About 1400 high school students in physics, chemistry, biology, and mathematics come onto campus every year for two days to take exams in two of those four areas. The winners, the top ten percent, receive scholarship offers. For students who score well or are planning to teach mathematics, we offer ten scholarships. Then there is a Creative Writing Workshop, which attracts about 100 students. This has only been going about 2 years now, but we do feel it is underway successfully. Their creative writing work is judged, and the top ten are awarded scholarships. We feel this is developing better rapport with the high schools, and the Science and Math contest has proven to be a very effective way for recruiting quite a lot of students.

Rutledge McClaran-

I realize that recruiting is the main goal of a lot of these programs, and most of the programs we have talked about involve bringing groups of students-especially gifted students-to the campus. But what are some other things you have done to take programs out to the schools? Or is it simply easier to bring the people to campus?

Tom Preston-

The problem is precisely the reward system at least in the universities. It takes an awful lot of time if you send faculty out.

Rutledge McClaran-

When you talk about interface, it should be a two-way thing. What are the schools providing you? We are looking here mostly, not at interface (a two-way street) but at a one-way street. Maybe that is because we can only initiate things from this end, but what are our real motives?

Connie Spreadbury-

I think part of the problem is exactly what you have said. It is easier to bring students to campus. One of the things we do is to go out to the schools with a science mobile, which means we load all the equipment in the van and take it out to them. It takes practically all day to do that, and is probably more expensive if you go to a lot of schools, because of the gasoline costs and transportation costs. It is just more difficult.

Tom Preston-

In Wyoming, the schools would invite us to come and visit with them and to tell them about the state-of-the-art things going on in our particular discipline. That would excite students in their classes, and the high schools would send students to the university to major in English. But high schools rarely initiate it.

Martin Reif-

I think there is a question of the real motives. In our place, I don't know about yours, our admissions people welcome them when they come there. Individuals, including myself, get invited to talk on our subject matter. But I think the most obvious thing is that there is nothing at all interesting for the kids in the high schools. They want to get out of school and go somewhere else. If there is one thing we are faced with every year, it is hundreds of high schools seniors who should be taking their enrichment courses in high school but who are taking all the units they can from us in preparation to going to college, because they have only two or three classes, high school classes.

Lawrence Davis-

I think that the program we have in which we invite two high school teachers each year to teach on our faculty and to become regular members of the department will give us some direct input from high schools into our programs.

Jane Earley-

I have made a couple of speeches on our campus this fall and last spring about the fact that the Arts and Science people in the institution are the first to throw rocks at people teaching in the public schools. They are the last ones to defend the public schools, but those high school teachers were the students that the college faculty prepared by and large. I am tired of hearing about how the College of Education and its departments did poorly with these students; I think it is our fault very squarely.

David Hart-

A number of us represent a variety of different disciplines. I am a chemist by trade, or I was before I got to be a dean. In the American Chemical Society in the last few years there has been a very healthy development of bringing high school teachers into the professional organization. That is a new development in chemistry at any rate. They are even allowed now to publish in the Journal of Chemical Education, which has special columns for them. They are allowed on our professional programs. At least in chemistry we are recognizing that we do have colleagues in the public schools. Would any of you care to comment on your own disciplines in this regard? Do you allow high school teachers to speak at the American Psychological Association meetings, or whatever?

Martin Reif-

As far as I know, all history organizations at the national level allow and, in fact, they encourage people who are high school teachers and college teachers to become involved; they have sections for them; they have journals on teaching of history; and they often participate.

Cal Ledbetter-

We have the Arkansas Political Science Association, and while the membership is open, people who participate are basically college academics and politicians. Although public schools teachers are welcomed, I have never seen one of them attend. Maybe that is the problem in a nutshell.

AN HONEST REPORT CARD

Frosty Troy
Editor
The Oklahoma Observer

Thank you very much and good evening. It is always an honor to be welcomed back. I guess that is the greatest compliment you can have. For me, it is kind of fun to be on the campus of Oklahoma State University. I have a lot invested in this institution. In fact, next month I will have two children here. My daughter has been here for a couple of years; my son will be a freshman at this institution. That is sort of a puzzle for me because I'm a product of the Benedictian nuns through high school and then a Presbyterian university. My kids, I guess, are going to become Protestants, but whatever happens, it will be all right.

Of course I always count it a joy to be anywhere among a group of people who treasure and value education and, of course, everybody does who is here tonight. The fact is, earlier this evening when I arrived, I was walking down the hall and came in the East door. As I came down the hall, I heard a lot of laughter and a lot of applause. It was the Rotary Club of Stillwater. I love to go to Rotary Club meetings, because my hobby is listening to arteries harden. I stood outside the door for a second, and I just loved it, because the speaker was extolling the athletic virtues of Oklahoma State University, which other than football, are considerable. I thought to myself, because he got a great roar of approval and applause from those businessmen, would not it be wonderful someday, someday just for the hell of it, to have a university where you could fill a stadium on some sunbaked autumn afternoon with the kids who did academically well. Just fill a whole stadium with those kids on that football turf and let them hear some applause.

I spent most of this day and a good part of yesterday, doing research on a cover story for the upcoming issue of the Oklahoma Observer. The title of the piece is "Our Slandered Schools." I stress that we have been able to accomplish much in education in all of its forms, private, public, vocational, technical, whatever. A lot of people claim there are shortcomings in the system, and that is really kind of a shame. It is as though you had a beautiful garden, but all the people whose apartments faced it were blind. It is not that the garden isn't there. It is not that your Chrysler Imperials or whatever beautiful roses you grow are not there, are not blooming, and are not gorgeous. It is just that a lot of people do not see them. In this country today, a lot of people in positions of political leadership and even in education leadership do not see what we have.

One of the things that I do is run around the country and talk to a lot of business groups, particularly after the Nation at Risk report came out. I enjoyed that very much. I spoke to the senior management at North American Rockwell, American Airlines, Tennessee State Chamber of Commerce, wherever I could go, wherever I could get an invitation. What I would tell them is the true story of education in this country, where we really are vis-a-vis what you read or what you hear or where people say we are.

Frankly I am a little depressed right now. I happen to be in a state where we are making great cutbacks in education. The recession has come to Oklahoma, after we had about seven or eight years of unbounding and terrific prosperity. I was going all over America telling people about Oklahoma playing catchup and about how far we have come, how fast we have come, how much we were investing in education, and how it was already paying off. Then things get a little tough. The economy slows down, tax

collections dive a little bit, and where do the penalties fall? Where do we start the cutbacks? We start the cutbacks in education. Incredible. Incredible that we would shoot ourselves in the foot, because that is exactly what you do when you cut educational funding.

I know there are some Texans here, and I do not want to hurt their feelings, but at mid-term last year my daughter called me from the University here. She is not usually a very emotional person, but she was pretty upset. She said, "Dad, I would really like to transfer." And I said, "Why? You love OSU. What are you talking about?" She said, "No I think I really would." The cutbacks had come, and they were taking the professors' phones out, among other things, and on a campus with over 20,000 students it is pretty tough to make a personal appointment. A phone is pretty handy. She had taken some exams on overhead projectors, because they were short on paper. I do not have to tell you about the average professorial handwriting do I? It is worse than a doctor's. She was pretty unhappy, so I said, "Go ahead and apply and see what you can get." She applied at four or five universities around the country. She is a bright girl, and she was accepted everywhere she applied. She called me back, and she was telling me about some of her letters of acceptance. She said, "Dad, I am thinking about going to Texas." I said "Honey, if you do that I will cut you off without a penny." Well, bless her heart, she stayed and fought. I told her that what we need are not people who cut and run, but people who stay and fight when the misfortune comes and times get tough. "What would have happened if Grandfather Troy had simply packed up during the Depression and left? He did not. He almost lost his hospital, he was a surgeon, and people were paying him on credit, if they were paying him at all. They brought fruit and vegetables, and the old Italian family used to bring gallons of wine, and grandfather would wait until they drove off, before he would go pour it out, for he was a cardcarrying dry. What if grandfather had left? What if Grandfather and Grandmother Hopkins had given up on the farm out at Lone Wolf. People should stay and fight."

She said, "Dad, I am just a student." How many times have you heard that? "I am just an academic dean," "I am just a teacher," "I am just a student." Gee, I am just one small newspaper editor. Come on. It starts with one person. The problems we have in public education and private education and vocational-technical education in this country today are going to have to be addressed individually. There is not going to be any great wellspring. I told Marti, "Shame on you, you certainly do not sound like my daughter." She said, "What would you do?" I said, "I would get a job on the newspaper and raise hell. You can always raise hell on a student newspaper." So she went down and applied, and she called back two days later and said they accepted her. But she said, "I have got a real problem, Dad, they will not let me raise hell." I said, "You never get to raise hell your first day." One of the things they did to save money around here was to reduce the hours the library was staying open. I want you to know Marti is the one who hounded the librarian and hounded the president of the University and hounded anyone else that would listen. She wrote the story saying that was a mistake and to find the money somewhere else because the library was going to stay open. So she made a gain. Small, you say? But I will tell you what—it made her feel great.

I see people walking the halls of our legislature. They have been walking the halls of the legislature in Arkansas and Texas and Alabama and Louisiana and Mississippi and all over this country fighting individually for decent funding for education in this country. And why not? It is grossly underfunded. I simply cannot believe that a man of the stature of the President of the United States could allow the words to escape his lips that we were not getting our money's worth in public education in this country. What planet does he live on? That's simply not true. That is incredible. Last year we spent

$3,004 per kid in public schools. It took us $212,000 a man to keep a private in the United States Army. We spend $38,000 a head last year in this country to keep a kid in an eleemosynary institution. Now when I was a kid we called that reform school. Now they call it an eleemosynary institution. Our prisons in Oklahoma? Last year we spent $14.4 thousand each to keep those kids in prison. I say kids, because the average convict in this country last year was 26 years of age. So where we are putting the money is almost dead last, where it is the most important. Do not tell me we are not getting our money's worth in this country.

By the way I was very defensive after the Nation at Risk report came out. But I have quit being defensive about it. I have gotten extremely offensive about it. Quite to the contrary, what people really ought to do is extoll the virtues of the systems they find. You can actually talk about what is wrong without ruining the system. I believe the level of criticism that education is living with in this country is creating a climate of anti-intellectualism, that, if you will pardon my French, scares the hell out of me. When it is popular from the highest reaches of this land, from Madison Avenue and Park Avenue, from Wall Street and the White House and the halls of Congress and from the largest pulpits and the largest congregations in this country to badmouth education over and over and over again, then we have got a serious problem. Anytime you run into a people with a deep and abiding anti-intellectualism, it is just a matter of time until all of those armies of the night start forming. They formed in the history of civilization all over the world. They can form in this country too. We think we are immune, but we are not. Let me give you some examples. I do not know what you do on Sunday mornings, but I am an early riser. I am a 5 o'clock scholar. My son finally talked me into taking cable TV, and we get 30-40 channels. I never saw so much garbage in one little box in my life. About a year or so ago, I was flipping through the channels—have you done that early in the morning on Sunday? Do you know what is being preached to literally hundreds of thousands if not millions of people about education in this country? Do you have any idea about what people are saying about literature? Have you turned on the TV and watched Jerry Falwell talk about public education being a place of darkness? Have you heard Jimmy Swaggart describe public school teachers as satanic? Have you heard of higher education as the wellspring and the fountain of a godless secular humanism that is destroying and eating the heart and the soul out of this country? I know what you are saying, "Hey, don't pay any attention to those folks." You had better pay attention to those folks. You had better be listening to that kind of criticism, if it is going into hundreds of thousands of homes. They are hearing that over and over again.

I flipped the TV on the other day and caught the 700 Club. Have you heard that guy? That was incredible. Any similarity between what happens in education and what he was talking about is purely coincidental. But that does not make it any less damaging. He obviously has not been around some of those institutions that he was criticizing. No wonder people are developing such a low opinion of education in this country. I was in Virginia recently and asked this guy who picked me up at the airport, "Where is Jerry Falwell's outfit?" He told me Liberty College, Liberty School and all that stuff. I said, "Is that very far? I would love to go down there because I would love to debate that guy." Would I love to get him one on one. His vision is to close public education tomorrow. Just shut schools. They ought to be shut.

What is he talking about? My church, the Catholic church, cannot assimilate 40 million kids in the Catholic schools, and I do not want them going to what passes for Christian academies in this country. It is incredible what passes for their brand of education. Have you been in one of those lately? Well, I have in Oklahoma City, because I was doing a television show and a minister got angry with me and called me on the

phone. In 15 minutes I was at his front door. Let me tell you something, if that is your vision of America, we don't share the same vision. I pulled into that little gravel parking lot and walked in there and saw what they were doing to those kids. Have you looked at that? Have you seen the little carols? Have you seen the little tape recorders with the little head sets? And the little Christian flags on the top of the desks? Have you watched the mothers patrolling and not a certified teacher in that room, anywhere. It was all prepackaged, right out of Texas. All prepackaged. If you want to ask a little question, you raise the little Christian flag. I did not know we had our own flag. I am a Christian, but I did not know we had a flag. I will tell you what the flag ought to be. It ought to be surrender, it ought to be white, because you are surrendering any hope that a lot of those kids will ever have, if you call that education.

The Benedictians used to give me a lot of misinformation which I had to relearn, obviously, but along the way I had four years of math and four years of science and four years of history and four years of art and four years of music. You had four years of everything. I was there the day, believe it or not, Sister Mildred, the principal, when school started my senior year, said that we were going to have an elective this year. All the kids clapped. They had electives at the public school for years, but we didn't have any electives. Everybody just clapped, and Sister Mildred said Sister Virginia had just got back from the City College of New York and was now able to teach this subject. She said, "All right, all you kids who want to take trigonometry, raise your hand." Good Lord. I had two crazy brothers who did it. Both went on to become math majors, too, and they were good at it. But that was an education. That's what we all ought to value.

I love our diversity. I love the fact that you can go to a private school, go to a public school. All of them ought to be adequately funded. But they all ought to be education. Right now all the badmouthing in this country is heading in the direction of the public schools despite the fact that massive reforms have been underway long before Ronald Reagan took the oath of office. In fact just 38 states have now adopted higher and more stringent requirements for graduation, and Oklahoma is one of them. Teacher competency is going to be a common everyday occurrence. We are already saying in Oklahoma that not anybody off the street can now be a teacher, thank God.

Let me tell you where the critics are going to come to next. They are coming to your place, and they have a right to show up. That cup ought to be passed around. I know the questions they are going to ask: if our teachers are so bad, where do we get them? That makes it a whole new ball game, doesn't it. Where do we get them? I am not saying that the teachers you produce are necessarily bad, if your institution happens to specialize in that area. In Oklahoma we have institutions that should not be permitted to turn out teachers, but they are. This is true all over the United States, I think.

In Oklahoma, 70% of our classroom teachers have taught 10 years or less. The turnover has been terribly great, and one of the reasons is that we do not value them and we do not pay them any money. One of the reasons they do not have any prestige is that they do not have any prestige in your institution. Do you know what we spend the least amount of money educating in the United States of America in higher education? A teacher. That's the least amount of money we spend. You can go on to any university campus, and some dean and some department will be raising hell to get money for some esoteric research program or some marvelous new degree or some great discipline that hasn't existed there before. The old education department is just limping right along. Just limping. We've got to turn it around. If we really value education, it has got to be number one.

But right now, it is in vogue to compare school systems. Everybody loves to compare the public schools with the private schools, and now the popular thing is to compare them with foreign schools. Let us talk about Japanese public education for a minute. Gayla Pitt, who is a friend of mine working in Japan for a private contractor for the federal Government, has done a series of articles for me analyzing Japanese public education. You would not want your kids close to a Japanese school, even taking into consideration the cultural differences. Their education program stinks. From the time those kids are big enough to walk, they are taught, or rather they are simply aimed toward a test. All they are ever instructed toward is to pass a test. The real difference is the fact that they have a suicide rate at the junior high level that would take your breath. One of the reasons is that everything you do there is aimed at getting you into high school. You have to take a high school exam, and then when you get into high school, everything is focused on making that university exam. The plain truth is when you get into high school, it is hard. They do go to school seven hours a day, six days a week, and the average child, beginning from the time he starts school, will be tutored a minimum of two hours a day in addition to his regular work in school. Then we compare the test scores of our 16-17 year olds with their 16-17 year olds. That is not fair because only about 10-15% of their kids make it into high school and the rest of them do not. It is a system based totally on elitism. Right now, because they have a terrific and booming economy, they have got plenty of jobs for all those kids who do not make it.

An American professor who went over to Japan taught not just at Kobi University but also at Osaka University, because he thought Kobi was a mistake. He said those were the crummiest universities in the world. Most of the kids do not come to class; most of the professors do not teach their contracts out. They sign a contract promising to teach a minimum of 44 hours a week, but they do not. Do you know where the Japanese youngsters are trained for their jobs? In business. Their real education comes in business, on-the-job training. Vocational-technical education.

So you come back to this country, away from those European and Japanese models that are supposed to be so great. I am not knocking them; if that is what they want, let them have it. You come back over here, where are we? In my judgment, we are just about the cream of the crop. Does that surprise you? Does that shock you? Have you lived with the criticism for so long that you cannot accept the really good news? It really is good news. We send more kids to more universal free public education than any other country in the world. We graduate more from high school than any other country in the world. We send a higher percentage of our kids to higher education than any other industrialized nation in the world. We graduate a higher percentage from college. We do a pretty darn good job. Furthermore, we are the only country of any size that turns around to its handicapped young and says, you can have your share of the American dream too. That little girl may learn how to button her coat. She may learn how to block letter her name and go to the potty. Let me tell you, for that little American child named Holly, whom I did a story on once, that is a higher education. That's Harvard for her. We owed her an optimum opportunity in this country, and she got it. When school takes up in the fall, we will have about 3.5 million of those kids in this country being educated. We do not hide them in the closet. We do not hide them in the attic. We do not put them in the cellar. We give them an opportunity, and no other country of any size in the world does that. It makes me very proud. It makes me very proud of what we have been able to accomplish.

Now, did we lose our way for a while? Have we been as tough as we ought to? Of course not. Everybody should have known that, beginning in the mid 60's and continuing into the 70's, the age of permissiveness was going to affect the schools. What I am tired

of hearing is everybody blaming it on the teachers. Teachers do not pick curriculum. Teachers do not hire other teachers. Teachers do not fire other teachers. Teachers do not pick the textbooks. Teachers do not decide how many hours a day they are going to teach. That just simply does not happen. Furthermore, today we have such shortages in math and science that half of the teachers in the country are not even certified in that discipline, so they don't even get to pick their disciplines anymore.

We ought to make a free market for educators at all levels. That free market ought to dictate that they are paid what they are worth. A Nation at Risk said you could teach twelve years and average $17,000. I think their statistics were a little out of date. The figures I have got are the average teacher with twelve years makes about $18,500 a year in public education. By the way, believe it or not, in private education, it is much lower than that. Well, what do we want? No wonder the President wants prayer in the public schools. Hell, they're not going to have a prayer, if they do not get some money. How do we turn that around? Well I will tell you what we did in Oklahoma. We passed a temporary sales tax in the name of education and then spent half of it somewhere else and ended up raising most of the taxes for new roads. We have got to make a child as attractive to the Chamber of Commerce as a mile of asphalt. Somehow or another we have got to get through to the business community and convince the movers and shakers in every community wherever we are that education is the best investment we'll ever make, although a lot of them don't have to be sold.

If you come to a community like Stillwater or probably your hometown where you have a big education investment, most people really value education. That is not true across this country. Thirty five percent of all the school bond issues were defeated last year. One of the wickedest things abroad in this land today are the Gray Panthers who are now turning on schools, because their kids are out of school and even their grandchildren are out of school. They do not want to pay a dime. Not in property tax, not in any tax. They simply do not want to support public education any longer. Yet, if we do not support public education, what are we going to do with the 40 million boys and girls? Jerry Falwell cannot take them all. The Benedictians do not have room for them. Where are they going to go? They cannot go back to the farm, because there are not any farm jobs any more.

Although Oklahoma is generally regarded as an agricultural state, only four percent of our gross state product is agricultural. It provides fewer than 50,000 jobs in this state. Everything is high tech. That is where the world is going, and we had better jump on while it's going. To do that, it is going to require a whole lot more investment in education than we have been willing to do before. But before people are going to invest, you have to do a sales job. When you read anti-educational editorials, you are going to have to write a letter to the editor, and you are going to have to have the guts to sign your name. You are going to have to tell the editor in your letter, he is wrong and you are going to have to cite the facts. You are going to have to have the courage to stand and really deliver for education. I do not care whether you are private or public, for we are all in this thing together. We may quarrel as a family inside about tuition tax credits or something, but when it comes to the value of education, we better have a united front.

A couple of weeks ago, my daughter and I were in Washington, where she was an intern for a second time. She took me down to the aerospace museum. Go see it. If you really want a lift in this country, if you really want to feel good about America, go see that museum. I know museum sounds terrible, but it is not a museum, folks. It is the living history of this country—from the time that man first had a dream that education could make us better to the time that we put the first foot on the moon. And we can go

beyond that. We can do it, if we really believe in education. That does not mean every kid is going to be great and every teacher is going to be terrific and every college is going to be perfect. What we do is play the odds in this country; we always have. Thomas Jefferson was right. You go for the most. You educate the many, because everything a democracy ever hopes to be depends upon what happens in those classrooms.

...What we have got to do is stop sitting around waiting for a President who is pro-education again. You know why Japan is beating our brains out technologically don't you? This year they are spending ten percent of their gross national product on education. You know what we're spending? Six point eight percent. We are down from 8.4% from the time Reagan took his oath of office. I am not political, and I do not care what his politics are, but the man is anti-education and that is tragic, because this is the time we really ought to be putting bucks in education. So how do you do it? You get to the folks. You talk to them. You are educators, that is what it's all about, you cannot hide, and I cannot hide. When you start speaking up, some people will get pretty unhappy with you. Some of them really do not like it. A lot of people in the business community say we are not getting our money's worth yet, and you hear all the snide, nasty remarks, but you just keep on truckin'. I am proud of you and of what you do; I hope you are also proud of it. I am serious. I hope you are not jaded, I hope you have not been at it so long, had so many differences with the faculty from time to time, have had so many papers to shuffle, so many bureaucrats to move around, so many drawers to empty, and so many reports to fill out that you forget what is truly important. What is that? People first. Or, for education, "Students first, stretch them, make them count." You may not get the most out of them, not everybody does, but somebody will.

I stand before you as living proof of that. I will tell you this little story and then quit. I was one of eleven kids in a big Irish Catholic family. I was number six—talk about middle child syndrome? Until I was fourteen years old I thought I was Chinese, because all they ever called me was "Hey you." Worse yet, my dad was a jock, and my brothers were jocks. I had three brothers who were state golden glove boxing champions, one was a national AAU boxing champion, and two were national AAU diving champions. I came from a family where my brothers had their names and pictures in the papers constantly—and then there I was. I could turn sideways and you couldn't see me. Since my father was the president of the boxing club, I went out for boxing to get a little attention from him, and I remember I was in the second round of my first fight when my dad walked over to my corner and said "Son, do you plan to hit him back?" And I said, "Well, Dad, I am not really mad at him yet." He said, "Get out of there." And that ended my boxing career.

Then one day in the sixth grade, a teacher sent me to the supply closet to get some construction paper, and when I got in there I forgot the color. I could hear her coming, and I knew I was going to get it, because she was a tough cookie. And sure enough she walked in there, pushed me by the shoulder, and said, "Get out of the way, dummy, I will get it myself. By the way, I saw your poem in the school paper, Frosty, it was good. Have you ever thought about being a writer?" And she was gone. One teacher, one remark on an old hot day in a little old town in southeastern Oklahoma. No one ever saw anything in me before. I was even afraid to send that poem in, because everybody would say if you write poems, you have to be a sissy, right? But they printed it, and it was pretty good.

From then on, all I wanted to be was a writer because one teacher saw something in me. Do not tell me about the value of education. Now I have got a brother who is a doctor, a brother who is a lawyer, a brother who is a helicopter pilot, a brother who is a

successful businessman, and a brother who is a bum. We have something of everything in my family. I have even got a sister who is a teacher. But I never knew what I was going to be, never had any idea until that teacher saw something in me. What a glow. From that time on, I started filling little notebooks, reading Ernie Pyle, and I started reading the paper. I had never read the paper before. I started reading the paper, believe it or not, because of what one teacher saw in me. Oh, what a difference she made in my life.

Let me tell you, I was a combat correspondent for the Pacific Stars and Stripes, covered the Marines on the east cost of Korea. When I came home and finally got a little education, I showed up at the Tulsa Tribune, and it is no brag to tell you I filled two trophy cases over there. I won every journalism award you could get and was nominated for the Pulitzer Prize while I was on that paper. I was the workingest, goingest, blowingest little dude you ever saw and could I handle words.

Then in 1970 my wife and I bought the Observer, which used to be a little Catholic paper, that went defunct. When I rewound it and started it over as a different publication, I wanted to know where that teacher was. When I got that first issue off, I wanted her to see it. What a difference she had made in my life. She was retired on her brother's farm in east Texas, and I got the address from the mother house in Tulsa. I mailed her two copies, and I did not fold it in half—I got a big piece of cardboard. I mailed the papers to her, and she marked them up and mailed them back. Now that is education, folks. "Dangling participle, Frosty, clarity, clarity, too many words, shorter paragraphs." That is what she thought I wanted; she is retired, but she is still teaching. That is the beautiful thing about education; you are an educator all your life.

I hear people talk about the godless humanism of the public schools, yet public schools provide more Sunday school teachers than any other profession in the United States. Public schools cloth more naked kids; we did it in our little clothing closet. Kids would come to school with no underwear and no socks and no shoes and no winter coats, and let me tell you, you could pay the national debt with what teachers put in little poor kids' pockets to go to the museums and to eat and to have little things. Do not tell me about Christianity; do not tell me about God; God lives in education. If you want to see the hungry fed in this country, do not look to the churches, but to those hot meals in the schools. Often, even in middle class homes, it may be the only hot meal that that kid gets that day.

So I am proud of what we have been able to accomplish, all of us, both public and private. I still pay,my little tithe to my little parochial school, because I think that is a viable alternative. But I put my kids in public schools and a public university, because I wanted that feeling of diversity for them that I did not have. It is a wonderful country, we have a lot of options. I tell you what, old Thomas Jefferson was right; everything we are to hope to be depends on what happens in those classrooms.

Thank you very much.

"HOW TO STAY OUT OF COURT (OR JAIL) CASE STUDIES AND QUESTIONS"

Kenneth L. Davidson
Oklahoma State University

Martin A. Reif
Wichita State University

Leland Bartholemew
Fort Hays State University

Recorder: Bill F. Little

Case Study One -

Martin A. Reif - Wichita State University -

The case deals with a member of the faculty sexually harassing a member of the student body and being caught in a compromising situation. We wanted to have the case investigated by a faculty committee and also to have the other safeguards necessary for this person's protection under the law. In the end, the charges were not contested, and rather than have this permanently on the record, he was given permission to resign from the university, which he asked for through his attorney. Part of the bargain was that all those who were aware of the facts would not talk about them. But in Kansas there is a professional organization of clinical psychologists, and when the woman who had been the object of harassment went to receive treatment, she told her doctor all the facts of the case. He, in turn, stated that the former faculty member should be prevented from being a clinical psychologist in private practice. Then, all those on our faculty who are clinical or community psychologists, who belong to the organization and who had undertaken to uphold the laws of that organization, were asked to testify about the case.

They feel they cannot go counter to the instructions of the Board of Regent's counsel, but neither can they go back on the ethics of their profession. It is further complicated by the fact that the former member of the faculty has filed job applications, and in the due course of time, the chair received requests to evaluate the work of this person as a member of the faculty. He again consulted the attorney who handled the case and was told neither to affirm nor to deny. We are not certain that we are allowed simply to sweep requests for recommendations under the table. It is at least our impression as faculty members and employers that you must answer them. I do not know whether you have to answer them positively or whether you have to state more than the facts that so and so was employed between these dates. Such a recommendation also speaks for itself. So nothing at all has happened. It has caused a great many headaches. There are ethical questions and legal questions in some conflict here, and we really do not know how to answer them. As a lay person I think I have stated them as well as I know how.

Ken Davidson - Legal Counsel, Oklahoma State University -

The first question I will try to address is the matter of answering employment inquiries, although there is another dimension—the reactions of others and the crossfeed with each other. I cannot identify a basis for any legal obligation to reply with

facts when you are asked for information about a former employee by an inquiring prospective employer. In the context of this case study, you could acknowledge the employment background inquiry, but decline to go into any details about the person's previous performance because of internal reasons. I could not recommend saying more than that. In our scenario, there was an agreement, a contractual agreement, to refrain from making comments about the person's previous performance. It is important to live up to that agreement. Liberty interests affecting a person's professional reputation could very well call into play the requirement to hold a hearing in which the affected faculty member would have a chance to clear his or her name. That has not been resolved clearly in the courts, but I think it is likely that liberty interests would call into play a requirement for a due process hearing of some kind.

If the professional, licensing organization within the state, through some vehicle of statute, does not have subpoena power, I think the agreement with the university could bind the professional license-holding faculty members not to attend and provide information gained in the course of their duties with the university. If they have knowledge that was gained because of what the person was doing on the side, outside of his normal business with the university, I think they could legitimately be witnesses concerning his standing with the professional organization. Unless there is subpoena power, though, I think it would be voluntary on the part of the professional organization members. In that context you could put the university in a position of breaching its agreement with the released faculty member. If it were happening on our campus, I would be looking at exactly what the standing of the professional organization was and its ability to compel attendance of its members at disciplinary hearings. If I find it is voluntary entirely, then I would be advising our faculty members that they ought not attend, if their information was gained purely through their relationships with the university.

There is another dimension here—defamation. In this case, if you made a truthful reply to the request for a recommendation, unless you have some kind of an actual duty rather than a custom you are following, you are opening yourself up to defamation. If it is not an official duty, if you are a state institution, you are probably not going to have the statutory privilege of making that statement. If the university takes a position that it will acknowledge and reply to as truthfully as it can all letters of inquiry from external employers, that would make it a duty of yours to make that kind of reply. But if the state university (I continue to say "state" because that is the context we work in) makes an incident of employment for an administrator to acknowledge and truthfully reply to these kinds of inquiries, you could probably make those statements with some degree of privilege from a defamation suit. You have to be informed about the statutes in your own state about whether there is such a privilege or qualified privilege to be immune from lawsuits of defamation. In Oklahoma we happen to have that kind of a statute. If statements that are made in the course of official proceedings, or in connection with the performance of official duties, defame or are believed to defame an individual, they can sue us, but we can immediately assert the privilege of the statute. Then it should go no further than the initial stages of such a lawsuit. The same privileges apply to faculty members who might be writing letters for tenure and promotion.

Let me take it one step further. If someone in Missouri asks someone in Oklahoma to write a letter, and if then the person in Missouri decides the letter has defamed his character, that would have to be a federal case because of diversity of jurisdiction. If it were one of my faculty members who was accused of defamation, I would assert that the Federal Court in St. Louis should give recognition weight to the laws of Oklahoma and that the laws of Oklahoma would treat this as a privilege occurrence, presuming that

Oklahoma State University had at least an implied duty on the part of the faculty member, because the custom of higher education is to cooperate in such a topic as promotions and external reviews and such. Given that implied duty, I would do everything I could to try to make it job-related and try to get the Federal Court in St. Louis to give weight to the Oklahoma privilege.

Charles Martin - Mississippi College -

A faculty member of our law school makes a point never to write a letter of recommendation for a student without specific written authorization from the student. If he gets an unsolicited request, he simply says, "It's my practice not to do that." In this case with the faculty member, could we do essentially the same thing by using a very carefully worded letter that says "Under the terms of our policy here, I would not be able to give this information without specific written authorization from the professor as to what information should be released about him." He could decide what he wants to request in writing to be released. You know he is not going to request that you give the details of the scandal, so at least you have gotten it off of your back.

Ken Davidson -

I think that is a legitimate approach, although then you let the perpetrator be the controller of information. But I do not have any objection to that approach. We had a professor who was dismissed because psychological problems affected her service to the students. We discussed with legal counsel how we were going to react to requests for recommendations, and counsel said the best thing to do would be to indicate how many years the professor was at the college, and then say on the recommendation of legal counsel that we are not at liberty to discuss the effectiveness of this instructor's participation in the college. I actually used that approach, and I do not think I am open to any type of litigation because I didn't say anything, but in fact I said an awful lot. If I were at the other end of the phone, that is exactly what I would want to know. If I call another dean and get that kind of response, it shows there is trouble down the line. I do not know what it is, but I know there is trouble down the line, and as deans, we have all the trouble we need; we don't need any more.

Annette Chappel - Towson State University -

When we have had cases like this which are serious and which, because of the nature of the problem, we wanted to keep fairly confidential, our legal counsel always advised us that the confidentially cannot be absolute. We inform the person that a written record of what has happened—the allegations, the proceedings, and everything else—is maintained by the university. It will never be used or divulged unless there is some legal necessity to do so. But there may indeed come a time when there is one.

Martin Reif -

There is a sealed record of this case in the academic vice president's office, and it is available if any legal authority has to have it. Nobody is hushing up anything, and nobody particularly wants to protect the person, but we do feel there has to be a fairness, and we do not want to get into more trouble than we have been put into already. The university never looks good when anything like this happens.

James Reese - **Case Study Two**

This is the case of the good, tenured professor who is reported in the newspaper for having purchased stolen goods valued at $100,000. What do you do when you read it in the paper? What do you tell the president when you get to campus?

Our position was that the man has been indicted, not convicted, and there was no reason to think there was any danger to the students. We let him stay in the classroom, knowing the trial was going to come up that summer. When he was convicted, he requested a leave of absence, and we suspended him without pay and began termination proceedings under moral turpitude. He is now suing us for the pay between the time when the termination proceedings began and when the Board of Regents actually dismissed him.

Ken Davidson -

The administration's needs in this kind of a context are to be able, given substantial evidence, to act, to suspend from duties, those individuals who have conducted themselves in a way that they are not entitled to be further trusted in performance of certain duties. Persons discharging classroom duties need to exhibit a higher level of trustworthiness than one who is performing independent research and who does not come into frequent contact with students. Although, no doubt, there is going to be a lot of discussion about it suspension without pay is going to be a feature of new regulations. I think it is important that you not bind yourself in waiting until conviction if there should be such an event. I think what I would do, given this factual circumstance, is to ask the administrator to conduct an administrative inquiry. You can legitimately conduct such an inquiry just as well as the DA can to determine facts. Is it an administrative inquiry in which you ask the faculty member what happened. It is true what they say in the newspapers? Try to get some evidence, so you can make an intelligent decision on what to recommend to others for the continuation of the relationship.

If you are the faculty member, you are measuring and balancing. Do you want to avoid going to jail? Do you want to keep your job? There is a whole system of measurements and trade-offs that you are going through in your assessment of how to react to your employer's request for information about the accusation. The employee can decline to give you information, which leaves you with a problem of suspicion. But you probably are not going to act on pure suspicion, at least I would advise any administrator not to act on pure suspicion. You ought to have substantial evidence, before you act on any matter. As a dean, try to gain evidence about what has occurred, from the individual, from police reports, from witnesses to the occurrence, or from agents from within the university. For example, you can talk to the comptroller to see what evidence there is about a false travel claim or something like that. There are all kinds of sources of evidence that a dean could use to try to gain access to actual evidence. What you are concerned with is the actual conduct, and if you cannot come to a conclusion about what truly has happened, you ought not to act. That is my advice. Now once you get to the point where you can make that kind of a determination, then you have got options, and those options would be determined by regulations in your handbook: for example, suspended with or without pay, or continue until you use a termination hearing. There are many possibilities.

I do not recommend taking at face value the word of either a police officer or the prosecuting attorney regarding a person's guilt or innocense. What you need in order to

make a judgment is access to the true evidence, not reports of the evidence. Make your own independent assessment.

William Stamey - Kansas State University

Mr. Davidson, you were saying something about a well-respected faculty member who misbehaves. One of the things that troubles me about all of this is that in other professions, one misbehavior will disqualify you, isn't that right in the legal profession? In our profession, we keep saying people ought to have more than one chance. "He has been a great researcher, and although he is engaged in sexual harassment from time to time, he is still a great researcher." That sounds funny, but that is exactly the kind of thing we hear. I'm bothered by this, and I think our handbooks ought to demand the highest standard of professional practice on the part of the educators.

Annette Chappel -

My institution was one of the places where the so-called great imposter taught who was finally run to earth in Pennsylvania and prosecuted on the grounds of falsification of public documents, because he was using several other people's names in his teaching career. I understand from a colleague at another institution that he is out of jail again and is applying for jobs all over the country, presumably in his own name now. The perpetrators apparently feel that it is OK to err once in a while; they are still professional faculty.

Charles Martin -

There is no question among us about what to do once he is convicted; it is that interim that we are talking about. My initial reaction is that this has been in the papers, and that there are grounds for suspending with pay without any real judgment as to guilt, pending determination of facts. But there is another consideration that I think has to be evaluated in each case. Anytime a professor is pulled out of a class in mid-semester, you have disrupted the learning process of some students. Is it better for the students to put up with somebody under a cloud during the rest of the semester, or is it better to pull him out?

James Reese -

We spent a great deal of time rewriting faculty handbooks and at the same time rewriting the student rules to try to take care of all kinds of situations. I think you had better go back and read your rules to see what you have got written in your handbooks. For example, is moral turpitude clearly defined?

Ken Davidson -

It depends on the institution, and usually you have to link together some concepts to find a definition of moral turpitude in the average handbook. Moral turpitude is defined in the legal dictionary and under AAUP standards. You could also have a definition of moral turpitude in your own handbook. Outrageous conduct is the general standard I think that we're dealing with.

Jane Earley - Mankato State University -

I have a problem with this particular case study. It is of course an enormous problem of great magnitude, as is personal harm and all that. But what about something

like shoplifting? I find that comes up more readily. I open my local paper and see a small item about one of my popular and tenured professors. He is cooperative and hard-working and held in high esteem, but for the second time in two years he has been arrested and agreed that he did shoplift. He shoplifted a pack of cigarettes both times. And he doesn't smoke; they were for his wife.

Jim Reese -

We had a case similar to that, and we essentially put the professor on notice, saying that we were concerned and required that he receive psychological help. We also requested that we be given a prognosis report from wherever he got the treatment.

George Tate - Texas Christian University -

If an institution were to suspend with salary, and if the person is convicted and then appeals and perhaps appeals again, does the suspension with salary continue to the first conviction or through the entire appeals process, which might run for months or longer?

Ken Davidson -

I think you could exercise the prerogative of the university at the point of the first conviction subject to restoration of back pay and benefits, if there should ultimately be a total acquittal through the appellate process.

Charles Martin -

We had to ease a student out of school rather reluctantly, because there was at least the potential of liability to the institution. I am thinking of a case that has made its way through the courts where a student threatened another student in the registration line, but the campus security person said not to worry about it. Then he did it again, and then the person really did shoot the other student. The institution was held liable, because of the first threat which they ignored.

Ken Davidson -

I think we have a really high responsibility in terms of maintaining physical integrity of our students and our faculty. If one of us threatens a colleague, I think a supervisor has a duty to make sure that safety is going to be the primary consideration. Either find out it was a joke, find out if the guy has a mental problem and needs to get counseling, or if he just needs to be sternly disciplined and suspended or whatever is necessary. I think that one of the overriding duties we have is safety to the students as well as to the people coming onto the campus.

Martin Reif - **Case Study Three**

The facts here are as accurate as I can relate them to you. This came through the affirmative action office and has to do with where the prerogatives of a department end, and at what point does one have to tell other people what they are doing. When this fellow was hired, he told the Department head that he had a bad back. Later, he requested a special desk, and the request was denied. Then he asked for a special desk chair, with the same result. Eventually he was recommended for termination, with the department claiming he was a poor teacher. The faculty member said he was being

discriminated against because of a physical handicap that was protected by Section 504. Question: Was the department's denial of a special desk and chair failure to provide adequate accommodations for the handicapped?

Ken Davidson -

There are handicaps, and there are qualified handicaps. Qualified handicaps are the ones that federal law protects in employment. We can have a transient handicap, such as a sprained ankle, that is in one sense a handicap, but it might very well not be covered by Section 504 of the Rehabilitation Act. The definitions and the federal regulations are difficult to grasp. I have not completed my own attempt at that yet; so if anyone else has something they could contribute to this question, I would yield. The standards and the federal regulations that I have defined so far and does it interfere with a major life process? I don't know if feeling back pains sitting in a straight chair would qualify as a major life function. I wish I could be more helpful on this.

Annette Chappel -

It seems to me there is another element in this case that we have not addressed, and that is that the faculty member apparently never used the word "handicapped" until he was dismissed. He did not approach the department initially saying he was a handicapped person who needed some special equipment in order to be able to perform his duties. Had he put it on that basis to begin with, the department might well have found it in its budget to supply what he was asking for. The faculty member appears to be claiming a significant handicap rather late in the game here in order to muddy the waters.

Ken Davidson -

When you have a faculty member who is experiencing some discomfort or some perceived short changing in the way of working conditions, I think one has a duty to conduct a preliminary inquiry as to what the facts are and to make a record--however informal--of what was brought up and what the resolution was. If we are talking about trying to test the veracity of reasons given for non-renewing someone because of their poor teaching performance, I think that there is a duty on the part of the college, if it knows that there is a potential discriminatory reason in the wings, to examine what documents it can, to talk to the department head, and to find out if these are superficial. If it comes to the attention of the college, and I am assuming in this case the college would be the supervisor of the department's actions, the college needs to test the truthfulness of the reasons given by the department. If there is any hint that a prohibited reason might be the true reason for taking an adverse action, then the college would be obligated to intervene on behalf of the faculty member and in order to protect itself.

Thank you for making this part of our program a success.

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