

DOCUMENT RESUME

ED 244 539

HE 017 242

TITLE Public Hearing on College Admissions and the Transition to Postsecondary Education (Chicago, Illinois, June 23, 1982).

INSTITUTION National Commission on Excellence in Education (ED), Washington, DC.

PUB DATE 23 Jun 82

NOTE 293p.; For related documents, see ED 225 996, ED 227 096, and HE 017 237-244.

PUB TYPE Legal/Legislative/Regulatory Materials (090). -- Reports - Descriptive (141)

EDRS PRICE MF01/PC12 Plus Postage.

DESCRIPTORS *Academic Standards; Access to Education; Admission Criteria; Advanced Placement; *Articulation (Education); *College Admission; College Choice; College Entrance Examinations; *College Preparation; College School Cooperation; *Educational Quality; Hearings; Minority Groups; Postsecondary Education; *Secondary Education

IDENTIFIERS *National Commission on Excellence in Education

ABSTRACT

Perspectives on admission to college and the articulation between secondary school and postsecondary education are addressed in a 1982 public hearing. It is noted that there are two patterns: flexible admissions and inflexible admissions practices. Inflexible admissions places the emphasis on admissions, rather than the desired intellectual development. Attention is directed to high school preparation and pros and cons concerning the advanced placement program. Additional topics include: college entrance requirements and procedures for improving upon admission standards; the impact of social, political, and economic influences on the type and quality of educational programs; the question of whether raising admissions standards influences high school and elementary school curricula, support services for students to help them choose the right school and the right major, confusion regarding college admissions requirements, open door admissions, admissions and articulation at Catholic schools, the role of standardized tests and recent research on testing conducted by the Educational Testing Service, Hispanic problems and the opportunity for higher education, and views of teacher associations concerning quality education in public schools. (SW)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

Transcript of Proceedings

ED244539

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE017242


S K S Group, Ltd.

Official Reporters

132 Nassau Street

New York, N. Y. 10038

(212) 962-5167

NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Public Hearing on College Admissions and
the Transition to Postsecondary Education

Roosevelt University
430 South Michigan
O'Malley Theater
Chicago, Illinois
June 23, 1982

The above-entitled matter came on for
public hearing at 8:30 o'clock a.m.

APPEARANCES:

ANNE CAMPBELL, Commissioner

EMERAL A. CROSBY, Commissioner

NORMAN CHRISTOPHER FRANCIS, Commissioner

MILTON GOLDBERG, Commissioner

ROBERT V. HADERLEIN, Commissioner

GERARD HOLTON, Commissioner

JAY M. SOMMETT, Commissioner

I N D E X

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Page

Public Statements by:

Clifford Sjogren 16
Dean of Admissions, University of Michigan

Ralph McGee 30
Principal, New Trier Township High School, Winnetka, Illinois

Alice Cox 41
Assistant Vice President for Student Academic Services, University of California, Berkeley

George H. Stafford 49
Dean of Admissions, Prairie View A&M University

Fred A. Hargadon 63
Dean of Admissions, Stanford University

Margaret MacVicar 75
Professor of Education and Associate Professor of Physical Sciences, Massachusetts Institute of Technology

1 Opening remarks by Mr. Rolf A. Weil,
2 President, Roosevelt University:

3 Members of the Commission, distinguished
4 guests, on behalf of Roosevelt University, I would
5 like to welcome you to Patrick O'Malley Theater,
6 and I will take advantage of being at the microphone
7 by just telling you for a very few short minutes a
8 little bit about Roosevelt University and this beautiful
9 building.

10 Roosevelt University made educational
11 history when it was founded in 1945 on the principle
12 of equal educational opportunity for those of ability
13 regardless of race or creed, which was a very avant-
14 garde concept. In fact, our faculty was the faculty
15 of the former YMCA College in Chicago, which became
16 defunct because the faculty, with one exception,
17 resigned from that institution over the issue of
18 equal opportunity.

19 And we are, of course, particularly
20 happy that other academic institutions around the
21 country followed the ideals of Roosevelt University,
22 so that today, in that regard, thankfully, we are
23 not unique anymore.

24 I would also like to say that
25

1 Roosevelt University, although not a very selective
2 institution in terms of its input, is very selective
3 in its output. And, indeed, we are very proud of
4 the fact that, according to data of the National
5 Academy of Sciences, Roosevelt University ranks in
6 the top five percent of baccalaureate source institu-
7 tions in the United States, and for a young institution,
8 founded in 1945, we think that's quite an accomplish-
9 ment.

10 You happen to be in a National Historic
11 Landmark building, and I think you might be interested
12 in knowing that this building was constructed over
13 a three-year period in 1887 and 1889 by the architects
14 Sullivan and Adler, who were the founders of the
15 Chicago School of Architecture.

16 The chief draftsman on the job, who
17 I might say did not have a college degree in order
18 to do the work, was Frank Lloyd Wright. He was
19 apprenticed to Sullivan.

20 The building had a very avant-garde
21 concept. Initially it was to be a combination of
22 hotel, opera house, and office building.

23 Even back in the late 19th century,
24 there was recognition that opera houses weren't going
25 to make money, and the theory was that the hotel and

1 the office building were going to finance the opera
2 house. I hate to have to tell this, but the plans
3 went wrong; the hotel went broke, the office building
4 was soon surpassed by more modern ones; and, in fact,
5 this building went dark in the late '30s, and reopened as
6 a United States Servicemens' Center. And some of
7 you -- although I guess no one here is old enough --
8 may have slept in this building when it was a U.S.O.

9 The building is a landmark for two
10 different reasons. One, for the architectural reason.
11 For example, it rests on floating foundations, criss-
12 crossed railroad ties, and no steel frame, no caissons
13 down to bedrock.

14 If a TNT bomb explodes down the block,
15 other buildings will collapse, but this one will sway
16 in the wind. I have warned our students not to test it.

17 (Laughter)

18 The building, of course, also is known
19 for -- and if time permits for the Commission to take
20 a tour, I will be glad to arrange for one later in the
21 day -- we have a 4,000-seat opera house, which we
22 have restored and which is now in operation, known as
23 the Auditorium Theater.

24 We have restored the old dining room,
25 now a library reading room. It's known for its

1 ornamental plaster work and gold stencil work.

2 The reason why it is a landmark is
3 because two Presidents of the United States have been
4 nominated in this building. The first was Theodore
5 Roosevelt, by the Bull Moose Party in 1912, and the
6 first one was Benjamin Harrison in 1888, before the
7 building was completed. They put a temporary roof
8 over the theater and Benjamin Harrison was nominated
9 here.

10 We are named, however, not after
11 Teddy Roosevelt, but Franklin D. Roosevelt, who died
12 in April of '45, just a few months before we opened
13 our doors.

14 So, with this tradition of quality
15 and excellence at the university, I think it is most
16 appropriate for the Commission on Excellence to meet
17 here. We are fortunate, in Chicago, that the
18 Commission and the Queen of Holland both arrive on a
19 day when we ordered the right weather. So I wish
20 the Commission success in their work, and we will do
21 anything we can to make you comfortable.

1 Opening remarks by Mr. Harold Wright,
2 Secretary's Regional Representative, Region V:

3 My name is Harold Wright. I am the
4 Secretary's Regional Representative for the Department
5 of Education, Region V.

6 I would like to extend to you a welcome
7 on behalf of the staff of the Region, and hope that
8 this is an excellent hearing for your project.

9 We are also happy that the weather
10 has cooperated and given you one of the better days
11 in Chicago. It would have been somewhat disastrous
12 back in January, but your plan has worked out well.

13 We do want to assure you that if there
14 is anything that we can do to make your stay more
15 comfortable, please do not hesitate to call on us,
16 and we will be pleased to help you.

17 Thank you very much for being in
18 Chicago..

19 MR. GOLDBERG: Thank you very much to President
20 Weil and to Harold Wright.

21 My name is Milton Goldberg, the
22 Executive Director for the Commission and its staff,
23 and I would like to thank our hosts and hope that
24 many of you who have come to be with us today have
25 the opportunity to spend as much time with us as

1 possible, because we feel that these meetings are
2 very, very useful.

3 The topic before us today is clearly
4 one of national concern. More and more communities
5 across the country are paying considerable attention
6 to the issues that will be before the Commission today.

7 Briefly, let me say that the Commission
8 has already had a series of hearings around the
9 country on matters such as funds for education,
10 teacher education, language and literacy. We are
11 still holding hearings in the fall on education and
12 work, and on the education of the gifted and talented.

13 So, today's hearing forms a kind of a
14 center for hearings both before and after this one,
15 that will be all equally important.

16 I would like to take a moment to
17 introduce to you the members of the Commission who
18 are present, and there will be one or two others
19 coming in a little bit later on, and we will meet
20 them at that time.

21 To my immediate right is our Chairman
22 for the day, Gerard Holton, who is Professor of Physics
23 and the history of science at Harvard University.

24 To his immediate right is Jay M. Sommett,
25 who is a teacher of foreign languages at New Rochelle

1 High School in New Rochelle, New York, and also was
2 last year's -- and I don't know if his term is up yet
3 -- National Teacher of the Year.

4 MR. SOMMETT: Ten more days.

5 MR. GOLDBERG: To his right, Emerald Crosby,
6 a principal of Northern High School in Detroit,
7 Michigan.

8 And to Emerald's right, Robert Haderlein,
9 who is the immediate past president of the National
10 School Board Association.

11 Later on this morning, we expect to
12 see Norman Francis, who is the President of Xavier
13 University, who will share with Gerard Holton the
14 co-chairing responsibilities of this hearing.

15 And Anne Campbell will be coming in
16 in a little while. She is the Commissioner of
17 Education for the State of Nebraska. She is another
18 Commission member that will be with us today.

19 Thank you, and we look forward to a
20 very, very interesting hearing.

21 MR. HOLTON: Dr. Goldbert, ladies and gentlemen,
22 I welcome you with great pleasure to this fourth
23 public hearing of the National Commission on Excellence
24 in Education.

25 The topic is "College Admissions and



1 the Transition to Postsecondary Education," and I
2 think we are off to a marvelous and appropriate start,
3 because it's precisely the time that we were supposed
4 to get started on this part of the program.

5 I was just thinking as the mikes went
6 on how technology interacts with the actual doing of
7 intellectual work, and it is great that at certain
8 wonderful public appearances that, let us say, at
9 the Gettysburg Address, nobody had to set up mikes
10 ahead of time.

11 But now that we are here I can say
12 that we are off to an excellent start in keeping our
13 time, and this is partly, I'm sure, the planning of
14 Dr. Antoine Garibaldi and Dr. Cliff Adelman, who
15 are the real powers behind the scenes here, and whom,
16 as staff coordinators, I must thank on behalf of
17 the Commission.

18 Also, thanks to our hosts at
19 Roosevelt University and the McArthur Foundation.
20 Sincere thanks to all.

21 By way of background, I want you to
22 know that the Commission was established last August
23 for secondary education, in response to the widespread
24 public conception perceived by the Secretary that
25 equality of American education has been undergoing a

1 severe decline in recent years.

2 The Commission is charged with issuing
3 a final report to the American public and to the
4 Secretary by March of next year. In his charge to
5 us, the Secretary solicited the support of all who care
6 about our future, as he put it, and called on us
7 to help him fulfill what he called his responsibility
8 to provide leadership, constructive criticism, and
9 effective assistance to schools and universities.

10 Today's hearing on college admissions
11 and the transition to postsecondary education is
12 only one of many activities which the Commission has
13 scheduled. In addition to this hearing, the list of
14 such meetings includes the following topics: quality
15 of education, and science, language, literacy, and
16 foreign language instructions, teacher education,
17 education and the student's life work, education for
18 the gifted and talented students.

19 In parallel to such hearings, the
20 Commission is organizing symposia and forums on
21 specific topics, and also commissioning a number of
22 papers related to educational quality.

23 It is also receiving a good deal of
24 information and suggestions through the mail. Our
25 hope is that all of this will be filtered, discussed

1 severe decline in recent years.

2 The Commission is charged with issuing
3 a final report to the American public and to the
4 Secretary by March of next year. In his charge to
5 us, the Secretary solicited the support of all who care
6 about our future, as he put it, and called on us
7 to help him fulfill what he called his responsibility
8 to provide leadership, constructive criticism, and
9 effective assistance to schools and universities.

10 Today's hearing on college admissions
11 and the transition to postsecondary education is
12 only one of many activities which the Commission has
13 scheduled. In addition to this hearing, the list of
14 such meetings includes the following topics: quality
15 of education, and science, language, literacy, and
16 foreign language instructions, teacher education,
17 education and the student's life work, education for
18 the gifted and talented students.

19 In parallel to such hearings, the
20 Commission is organizing symposia and forums on
21 specific topics, and also commissioning a number of
22 papers related to educational quality.

23 It is also receiving a good deal of
24 information and suggestions through the mail. Our
25 hope is that all of this will be filtered, discussed

1 in the Commission's own meetings, and finally, through
2 some grand act of alchemy, crystalized in the form of
3 recommendations in our final report.

4 Moreover, we hope that the process
5 which I have described will, within the limits of
6 time and human frailty, give us as broad an opportunity
7 as possible for interested members of the educational
8 community and the public to bring to our attention
9 their views regarding problems and remedies.

10 The official charter of the Commission
11 asks us to not only devote ourselves generally to
12 the pursuit of excellence in education at all levels,
13 but direct our attentions specifically to issues such
14 as the following. And I am quoting, essentially,
15 from the charter.

16 Assessing the quality of teaching and
17 learning in our nation's public and private schools,
18 colleges, and universities.

19 Comparing American schools and colleges
20 with those of other advanced nations.

21 Study relationship between college
22 admissions requirements and high school curricula
23 and standards.

24 Identifying exceptionally effective
25

1 educational programs, and searching for sources of
2 their success.

3 And assessing the degree to which
4 major social and educational changes in the last
5 quarter century have affected the student's achievement.

6 This morning we are privileged to hear
7 from a number of distinguished experts on major
8 aspects of our topic. In order of appearance, our
9 witnesses will be Mr. Clifford Sjogren, Ralph McGee,
10 Alice Cox, George Stafford, Fred Hargadon, and
11 Margaret MacVicar. I shall see that each of them
12 is properly introduced as their turn comes.

13 Each of them has kindly agreed to
14 prepare a paper, and in many cases has provided very
15 extensive detail and discussion in these papers.

16 These papers and other supporting
17 materials will have been precirculated to us, as Com-
18 missioners, to help formulate our questions. In
19 line with procedures developed at previous hearings,
20 we are keeping the proceedings quite informal. Each
21 presentation will be a summary of the prepared text
22 this morning, taking between 10 and 12 minutes. The
23 full texts, of course, will be included in the written
24 report of the hearing and will go to each of the
25 Commissioners not present today.

I/14

1 After each paper will be a very brief
2 opportunity for each of the Commissioners to ask a
3 clarifying question on the subject of the paper.

4 Following all the presentations,
5 approximately one hour will be available for
6 Commission questions and for discussion among this
7 morning's panel.

8 After lunch, starting about 1:00, we
9 shall hear from nine other scheduled witnesses. I
10 shall give the list after we convene.

11 During the period from about 3:30 to
12 5:00, there will be an opportunity for members of the
13 audience to be heard. And it will be useful if we
14 heard brief testimony on specific tested examples
15 or thought-out proposals for increasing educational
16 excellence.

17 In order to plan effectively this
18 late afternoon session, those interested in presenting
19 such testimony should fill out an index card with their
20 name, affiliation, and topic to be addressed. Index
21 cards can be picked up at the entrance of the
22 auditorium on my right.

23 Please turn in your index card to the
24 person at the desk by 11 a.m. We will try to
25 announce the order of testimony for this late afternoon

1/15

1 session before we break for lunch.

2 In addition, and because only a limited
3 number of individuals can be heard during such a meeting,
4 we invite everyone, in testifying, to submit such
5 testimony in writing to the Commission's office in
6 Washington until about July 23rd.

7 And now to this morning's testimony,
8 the importance of which is clearly reflected in the
9 precirculated papers which I have seen.

10 I would like to ask everyone who
11 speaks today to take an example from the Royal
12 Institution procedure in London. When a speaker is
13 asked to give a lecture at the Royal Institution,
14 he is locked in for some time in a little room before
15 he goes on or she goes on the stage. And in that
16 little room there isn't much else except a crystal
17 on a mantelpiece, and next to it a pickle jar of
18 barnacles. And you are told to study these carefully
19 and to be as clear as crystal and stick to your subject
20 as tenaciously as a barnacle.

21 Let's start in this spirit.

22 Dr. Clifford Sjogren, would you please come and
23 tell the audience, as I hope each of the testifiers
24 will do, very briefly what you do, and then your
25 ten or so minutes. There will be an electronic

1/16

1 beeper which will remind you when the ten minutes
2 are up. There is also a clock here.

3 PUBLIC STATEMENT
4 BY: CLIFFORD SJOGREN.

5 Thank you.

6 My name is Clifford Sjogren, Director
7 of Admissions at the University of Michigan, and
8 Immediate Past President of the American Association
9 of College Registrars and Admissions Officers.

10 I will briefly summarize and supplement
11 my written testimony. I shall go beyond the admissions
12 field with my remarks, as I feel that we, in the office,
13 in the field of admissions, have a unique perspective
14 on this very important issue, and I would not want
15 to confine my remarks simply to SAT scores and grade-
16 point averages.

17 I will talk about the real, and sprinkle
18 in a little bit about the ideal.

19 Some of what I say will be controversial.
20 I certainly invite your remarks.

21 First, so you will understand my
22 general attitudes about higher education or education
23 generally, I would like to share some thoughts with you.

24 I think the U.S. educational plan --
25 and it is a plan, not a system, in this country --

1/17

1 has served this Republic very well. It's a plan
2 that is characterized by great diversity in programs
3 that are offered, and in the people who are enrolled
4 in those programs.

5 It's characterized by accessibility.
6 Anybody can enroll, from any particular educational
7 background, age, socioeconomic status, or whatever.

8 I feel that it's characterized by a
9 very high degree of quality. I think in this country
10 we have turned out some of the world's best, in terms
11 of their contributions to such areas as economics,
12 science, the professions, arts, and many other areas.

13 Some chose to compare our educational
14 system with some of the great systems of Europe, such
15 as the system of Germany and others.

16 I think the basic difference in those
17 educational systems is in the nature of the certificates.
18 A French baccalaureate and degrees from Germany and
19 England all involve guarantees that certain knowledge
20 has been achieved, whereas our degrees simply indicate
21 that maybe a certain standard has been achieved. There
22 is no guarantee on the U.S. certificate that any has
23 been achieved.

24 I think you have to look beyond the
25 U.S. certificate and a myriad of things that will be

1/18

1 talked about this morning and in other forums to
2 determine what is quality in U.S. higher education.

3 However, I feel that the best that we
4 turn out of this country compares favorably with the
5 best that is turned out by any other country in the
6 world.

7 Our system is characterized by its
8 flexibility and resiliency. For evidence, one only
9 needs to look at, for example, the creation of the
10 great Land Grant colleges and the changes brought out
11 by national standardized testing at the turn of the
12 century, or the response to the World War II veterans.

13 So American education can respond to
14 national and important issues if we want it to do so.
15 And today I think we are coming up against another
16 set of problems.

17 I think we need to have innovative
18 responses to a critical issue, and that is the issue
19 of excellence in U.S. education.

20 What is the role of admissions in this
21 issue? First, a perspective.

22 Questions are often asked as to who can
23 get into colleges and universities, or who is being
24 kept out of colleges and universities. I submit that
25 anybody with a minimum high school certificate and

1 "D," for dog, a "D" average, can get into several
2 hundred colleges and universities in this country.

3 If a student has a "C" average, he
4 can probably get into the majority of colleges and
5 universities in this country.

6 With a "B" average, probably they can
7 get into all but, maybe a hundred to two hundred of
8 the institutions.

9 But with an "A" average, that may not
10 by itself be good enough to get into one of the 30 or
11 40 most selected institutions in the country.

12 There are some definitions that we
13 should keep in mind. "Open door admissions," means
14 that you all come. It is clearly open doors. Anybody
15 with any certificate, or even without a certificate,
16 can come.

17 Frequently those open door institutions
18 are referred to as "revolving door institutions."

19 All too often, they are easy-in and
20 easy-out.

21 "Selective admissions," that means that
22 there are some criteria which are used. Possibly
23 high school rank; maybe test scores, grade-point
24 average.

25 And so a student must meet a certain

1/20

1 standard in order to get in.

2 And of course, "competitive admissions"
3 means that only the best of those in a selective
4 admissions situation are admitted; maybe one out of
5 two or one out of five or seven out of eight.

6 At any time that you have rank and
7 standings, and taking the best, then you have a
8 competitive admissions situation.

9 The primary admissions criteria are
10 the high school record, unquestionably the best
11 predictor of academic behavior, since previous academic
12 behavior predicts future academic behavior, but the
13 high school record goes beyond the grade-point average.
14 It goes into an assessment of the quality of the
15 school from which the student is graduating, and
16 certain assessments of the quality of those courses
17 that a student has elected, whether they are acceler-
18 ated, enriched courses, or whatever.

19 The standardized tests are very important
20 in admissions, particularly in competitive colleges,
21 and also in selective colleges.

22 Standardized tests are not so predict-
23 able when used alone, but tremendously helpful when
24 used properly with other things. One of the greatest
25 uses of standardized examinations is that, when properly

1/21

1 displayed by the institution, standardized tests will
2 give a student a pretty good idea of the intensity
3 that he or she might face enrolled at that particular
4 institution.

5 Other criteria for admissions decisions
6 include involvement in activities. And, yes,
7 employment is an activity and a significant activity,
8 when a student says "I couldn't participate in
9 activities because I worked after school."

10 Certainly the student's statement,
11 interviews, recommendations from others, all of those
12 come to bear on the admissions process.

13 There are two patterns: the flexible
14 admissions practice, and the inflexible admissions
15 practice. One provides for guaranteed admission for
16 a given grade-point average or high school percentile
17 rank or test score or a combination of those criteria.

18 Inflexible admission practices usually
19 specify certain high school scores, requirements.
20 There is usually no consideration given to the quality
21 of the high school or the courses elected by the
22 student.

23 Inflexible admissions places the
24 emphasis on admissions, rather than the desired
25 intellectual development. It creates an unfair sorting

2/22 1 process when the number of qualified candidates--and
2 that's in quotes--exceeds the places available.

3 Inflexible admissions is an efficient
4 way to do the wrong thing.

5 The open door admissions policy is
6 inflexible.

7 Inflexible admissions encourages
8 mediocrity by setting low admission standards and
9 goals.

10 Flexible admissions practices, on the
11 other hand, are those in which the institution seeks
12 the best students available. They either take the
13 best prepared academically, and the best motivated,
14 by using multiple admissions criteria and a careful
15 analysis of those criteria.

16 Flexible admissions recognizes accel-
17 erated course work at the high school, but specific
18 courses are generally not required.

19 Relevant outside school activities,
20 including work, are considered.

21 Academic prizes for mathematics or
22 debate or creative writing means something.

23 A good statement and positive recommenda-
24 tion will support an admission.

25 Also, of course, flexible admissions

2/23 1 grades and test scores are important.

2 The grade-independent schools of this
3 country, the ones that we hear about, the prestigious
4 institutions, practice flexible admissions. Unfor-
5 tunately, all too few of our large public research
6 institutions do practice flexible admissions. But
7 those that do tend to turn out more than their share
8 of leadership of this country.

9 A few words about high school preparation.

10 I believe in special treatment for
11 special students, academically talented students. I
12 don't mean just the gifted students, but in one school
13 there might be 20 or 25 percent of the students, up
14 to as many as 75 percent of the students in some
15 other schools, in some of private preparatory schools
16 it could be as many as 100 percent of these academically
17 talented special students, who would be identified
18 early and directed into rigorous high school programs.

19 In most countries between 15 and 30
20 percent of the young people, the school leaders, are
21 considered the educational elite. Those go on to
22 college. In our country, over 50 percent go on to
23 some kind of associate degree or baccalaureate degree
24 program.

25 Out of that, then, emerges this

2/24

1 educational elite that we have. I submit that we
2 should start earlier in identifying these students,
3 and give them a more rigorous educational program.
4 And the curriculum, then, should be much less flexible
5 for those students than it is now. And I will talk
6 about this in more detail.

7 The students should keep all of their
8 postsecondary options alive. And the way to do that
9 is to enroll in courses with a good distribution of
10 the five basic discipline groups: English, a second
11 language, a science, a social science, and mathematics.

12 They should have at least three or four
13 years in each of those areas. I am talking about
14 the special students that rank in 25 percent up to
15 75 percent in these various institutions.

16 Less talented students would be placed,
17 then, in the more flexible program, and could move up
18 as their competency has improved and been demonstrated.

19 I would like to comment on a controver-
20 sial topic, college credit for high school students.
21 I will simply state my opinion on this, and invite
22 your responses at a later time.

23 I believe that the Advanced Placement
24 Program should be expanded and available in every
25

2/25
1 high school in the United States. It requires a
2 few good teachers. It is flexible, low cost. It's
3 well conceived.

4 It's a certificate of proven educational
5 integrity, standardized, with well-defined subject
6 matter, widely recognized.

7 As one author has written, "A solid
8 and sensible program."

9 College credit is important, but more
10 important is the experience that one gets in an AP
11 course. Also, we should continue to examine and
12 expand the international baccalaureate. Time does
13 not allow me to go into detail, but this is a complete
14 high school curriculum of substantial depth, based
15 on European standards. The idea goes beyond mere
16 achievement in the subject matter into scientific
17 inquiry, reasoning, problem solving, analysis, and
18 the foundations of theory of knowledge.

19 This program is now in about 50 schools
20 in the United States. It's reasonably priced. And
21 I think that that idea also should be pursued.

22 A third means by which students can
23 get credit earned in high school is a recent practice
24 of some colleges to certify high school teachers as
25 adjunct college instructors. I do not support this

2/26

1 plan. I like the standard of high level courses in
2 high schools, but I do not feel college credit should
3 be given because a teacher has spent two or three or
4 four weeks on a college campus, and thereby can be
5 given the rank of professor.

6 I think you're effectively removing
7 the twelfth year, a very important year for college
8 preparation, by this plan.

9 Dual enrollment in community colleges
10 usually is another way by which students can get
11 credit while still in high school. That has some
12 attractive financial benefits, but once again it lowers
13 the level of preparation before college admission.
14 I do not support dual enrollment programs.

15 I feel that the best way to achieve
16 the baccalaureate is with standardized, predetermined
17 standards, which would be much more effective than
18 either of those programs.

19 Dual enrollment in the community college
20 is certainly all right if the school cannot offer the
21 course. If AP was not available, then that would be
22 certainly the case.

23 Some may say this is an elitist attitude,
24 that this is okay for the suburbs, but what about the
25 average folks out there. I can only suggest that

2/27

1 students are seeking intellectual challenges from all
2 segments of our society. I can state, in fact, at
3 two unique schools in Detroit, Hass Technical High
4 School and Renaissance School, have attracted large
5 numbers of students from throughout the city not
6 because they are tempted by the fact that they might
7 get some cheap college credit. In most cases they
8 don't. But there are rigorous, intellectual programs
9 for these students, and I think we must encourage
10 this kind of a program.

11 I would like, if I may, to take just
12 a couple minutes -- or is my time up?

13 MR. GOLDBERG: Why don't you take about two minutes.

14 MR. SJOGREN: I would like to have designated
15 in each state one or more universities that are
16 special to accommodate these special students.

17 Admittedly, this will require great
18 courage on the part of these legislators. Even today,
19 not all BAs, Bachelor's degrees, represents similar
20 levels of intellectual growth. I think we have to
21 recognize that fact, and let the people know this,
22 and give special considerations to these special
23 students.

24 These universities would have two
25 basic features: One, they would be completely free

2/28

1 of political influence on admissions and other
2 academic standards.

3 In some states, there is a vice grip
4 on the throat of education.

5 They also would receive substantial
6 increased funding, but not on a per-student basis.
7 The institution would carefully control enrollment,
8 and insist on high admissions and academic standards.

9 There are few institutions in the
10 country today that would fit into this particular
11 category. I would assign the open door functions
12 to other institutions.

13 For high schools, I would certainly
14 want to increase diploma requirements for these
15 special students, require three to four years of
16 course work in these five basic areas.

17 In addition to accreditation for
18 high schools, they should be required to offer at
19 least two, or preferably three or four, courses of
20 International Baccalaureate.

21 I would require higher performance
22 standards of teachers. It is interesting in our
23 society we have effective ways for removing incompetent
24 airline pilots and corporation executives and sometimes
25 even politicians, but incompetent teachers can go on.

2/29

1 and on.

2 There is nothing innovative about this
3 idea; it simply requires some decisions, some energy
4 on the part of citizens in order to implement this
5 plan. We have some great high schools. New Rochelle
6 and New Trier are examples of the kind of high schools
7 that we have around the country today that are already
8 doing these kinds of things.

9 There are serious problems out there,
10 and I think there are some special students out there,
11 and we have to give those students every possibility
12 to employ their high intellectual curiosity and
13 satisfy that curiosity so that they can address some
14 of these problems.

15 Thank you very much.

16 MR. HOLTON: Are there any questions from this
17 table?

18 MR. GOLDBERG: I wonder if I could ask one.

19 Dr. Sjogren, you talked about, in the
20 last point you made, about the incompetent teachers,
21 were you talking about high school teachers and college
22 teachers as well?

23 MR. SJOGREN: I didn't say the college teachers,
24 but it would certainly apply. I am more concerned
25 about incompetent high school teachers, but we have

2/30

1 them in college, too, absolutely.

2 MR. HOLTON: Thank you very much.

3 I have to point out that in many ways
4 you, and indeed the American public is way ahead of
5 the educational system. For example, in the Gallup
6 poll which I am sure many of you have heard about,
7 that studied some of these questions recently, on
8 the subject of what the public would require, even
9 for students who are not supposedly going on to college,
10 four years of mathematics, and at least two years of
11 science.

12 For those who go on to college, the
13 public wants four years of math, four years of history
14 and government, four years of science.

15 No state does that today in the
16 United States.

17 May I now ask for the next presenter,
18 who is Ralph McGee, Principal of the New Trier Township
19 High School in Winnetka, Illinois.

20 PUBLIC STATEMENT
21 BY: RALPH MCGEE

22 Thank you.

23 I am very pleased to be here on behalf
24 of the National Association of Secondary School Princi-
25 pals, representing that organization before this group.

2/31

1 Our association has long been concerned
2 with all conditions of public education; curriculum,
3 admission standards, and all of the related areas.
4 We stand ready to participate in any effort that will
5 improve the educational programs of the United States.

6 I would like to commend the purpose
7 of the Commission, as revealed in the charter, the
8 whole question of excellence. I couldn't help, when
9 thinking of the concept of excellence, but remember
10 some books that were published some years ago by
11 John Gardner. And I immediately went to the library
12 to review the concept of excellence. Actually, there
13 are many germane issues presented in this particular
14 book, written in 1961.

15 In fact, he talks about excellence in
16 terms of toning up the whole society, not just
17 education, but all of our creative efforts; government,
18 industry, business, and the like.

19 Another book that he wrote was "The
20 Recovery of Confidence." And I'm not sure that these
21 two concepts do not go hand in hand at the present time,
22 because not only should we be striving for excellence,
23 but we must recover the confidence of the American
24 people in our educational enterprises.

25 Perhaps one of the interesting things

2/33

1 that I did note was that in 1961 "Excellence" cost
2 \$3.95, and that the "Recovery of Confidence" in 1972
3 cost \$5.

4 I'm sure that excellence today is
5 going to cost us far more than \$3.95, and as we talk
6 about educational proposals we must concurrently talk
7 about the investment that we make in education in
8 our society.

9 I also look forward to this Commission
10 report in congruence with the report and the efforts
11 being made at the present time to improve secondary
12 education. The Carnegie Panel on Secondary Schools,
13 the National Association of Secondary School Principals,
14 on improving high school education, the efforts being
15 made by college boards, by Project Equality.

16 All of these efforts must be brought
17 together so we can bring all of our efforts together
18 in a congruent form to improve education.

19 One of the difficulties that we face
20 at the secondary level is attempting to listen to
21 and react to all of the multiple directions that
22 various agencies and our society in general and our
23 local constituency in particular would have us follow.

24 I would like to suggest that, from my
25 point of view, and I think from the point of view of

2/34

1 many of my colleagues, that the admissions processes
2 going on at the present time are to be commended. I
3 think there are a number of organizations which help
4 facilitate the communication between the secondary
5 school and the university level, college and university
6 level. The National Association of College Counselors,
7 the College Board, and other such organizations do
8 help provide communicative data, and I think we would
9 be remiss if we did not commend the thousands of
10 people who are helping to bridge the gap between
11 high school and the university. These are dedicated
12 and caring people, and who by and large have been
13 able to manage a very complex system, very often
14 without the visibility and without the recognition
15 which they deserve.

16 As a matter of fact, the periodical
17 horror stories very often are a case in point which
18 are the exception, rather than the rule, when we
19 think of the transition of millions of young people
20 into our universities. It's far easier to talk about
21 the Valedictorian who was not admitted to a given
22 university and ascribe reasons to that than to note
23 with confidence the millions of young people who do
24 provide a smooth transition.

25 I would like to tie in for a moment

2/35

1 with Dr. Sjogren's comments because I would certainly
2 subscribe to the remarks that he made, and I would
3 particularly underscore the efforts toward the
4 improving of the discontinuity between the college
5 and the university. As a matter of fact, I whole-
6 heartedly subscribe to the advanced placement programs
7 and other kinds of efforts which help bridge the gap.

8 I think that such programs help to
9 improve the curriculum at the local level, while
10 providing advanced placement and standings for a
11 number of young people.

12 I think one of the great efforts that
13 we have currently is the overlap in instructional
14 programs between some of our high schools and some of
15 our universities, causing repetition, very often,
16 in work which young people are given.

17 I would even go one step further and
18 suggest that perhaps, though, that there may be some
19 programs sponsored by universities which might be
20 successful. I would call your attention to the
21 Syracuse University model, which currently has over
22 4,000 students working at the college level in high
23 schools, and their recent report indicated that this
24 was a highly successful program.

25 So, while I would fully agree with

2/36

1 Dr. Sjogren that the standards that exist in some
2 programs are inadequate, I think that there is perhaps
3 some merit in continuing to examine all efforts that
4 we can make to improve the continuity between the
5 universities and the high schools.

6 The National Association of Secondary
7 School Principals has a commission on, national
8 committee on school college relations, and the
9 Commission has before it the report that they have
10 prepared, calling attention to about seven areas of
11 concern which the National Association has.

12 For example, number one, and one of
13 the top issues, and the one we are addressing today,
14 is the college entrance requirement, and the methods
15 and the procedures by which we can improve upon these
16 admission standards.

17 We would not at all quarrel with
18 raising standards and increasing admission requirements
19 in some instances, but we would request that the
20 close relationship between universities and high
21 schools exist in establishing those standards.

22 For example, you will recall that in
23 the early '60s the colleges, by and large, required
24 foreign languages. There were many at least perceived
25 foreign language requirements. As a matter of fact,

2337

1 we used to talk, at the secondary level, about the
2 poker hand when it came to foreign languages.
3 Obviously four of a kind beats a full house, and
4 certainly it ~~far~~ overshadows two pair, and a pair,
5 well, that's pretty good, and that's absolute minimum.

6 In the last few years, we basically said
7 we would strongly urge taking foreign languages, but
8 by and large that requirement no longer exists. It
9 will enhance your admissions capabilities in some of
10 the more competitive schools.

11 We have only to look at the statistics to
12 see what has happened to foreign language instruction
13 since those standards changed.

14 By the same token, if we were to adopt the
15 Gallup poll statement of four years of English, four
16 years of math, four years of science, four years of
17 social science, or any combination of that foursome,
18 the fifth area is going to suffer. It's virtually
19 impossible for a typical secondary school person in
20 the 16 to 20 Carnegie units to fulfill all of the
21 desirable goals when it comes to instruction without
22 adding a fifth year at the secondary level.

23 And, at the same time, that would have the
24 tendency to eliminate such aesthetic programs as
25 art, music, or other potential elective areas.

2/38

1 I think we have to look very carefully
2 at the requirements, even suggested requirements, to
3 minimize potential displacement in our educational
4 program.

5 We certainly encourage students in
6 any of our schools to take fifth majors, to take
7 summer school instruction, and many of our students
8 do come with all of those combinations and with many
9 electives. But by and large, across the country,
10 it is not possible to provide all of the instructional
11 programs in the smaller schools that might be desirable
12 for college admissions.

13 The second issue that we are concerned
14 about is the issue of college admission testing.
15 This, I think, is an area that has become quite
16 controversial, and as Dr. Sjogren indicated they
17 find as many institutions find that the College Board,
18 SATs, ACTs, are highly valuable, and they are
19 important, but I think that we must reexamine the whole
20 issue of testing and get our story told very clearly.

21 It seems as if we get into educational
22 debates on this issue, which I think discredits the
23 confidence that people have in the testing issue.

24 We also need to overcome the concept
25 of a 518, that a youngster who scores 518, and a

2/39

1 university has basically a mean of 520, that somehow
2 or another that is a tremendous gap.

3 There is a lot of misinformation in
4 the testing area, I think. But as the Commission
5 persons will note, there is a very strong feeling
6 from many principals in the United States with
7 regard to the testing issue, and they are raising
8 the question of achievement tests, rather than the
9 aptitude tests which we currently use most frequently.

10 There are numbers of other issues with
11 regard to recruitment. We do have some concerns with
12 regard to the recruitment of athletes, and talented
13 students are also feeling considerable degree of
14 pressure.

15 We have concerns about high risk students.
16 We note that a number of universities are stating that
17 they are going to do away with remedial programs,
18 support systems, and counseling services. We have
19 concerns about that.

20 We particularly have concerns about
21 young people who have been, under 94-142, educated
22 through high schools and special education programs,
23 talented young people, but who need special kinds of
24 instruction. Then we are wondering what will happen
25 to those young people.

2/40

1 That is a relatively new program at
2 the secondary level, and the question is what universi-
3 ties are going to provide the kind of support systems
4 and special education that those individuals require.

5 We are all concerned with the recommend-
6 ation and the role that recommendations will provide
7 in the future.

8 And there goes the second buzzer. And
9 I really have appreciated the opportunity to share
10 these opinions.

11 You have the full report from the
12 NASSP, and we wish you well in your pursuit of
13 excellence, and providing and helping to provide
14 the funding necessary.

15 MR. HOLTON: Any clarifying questions from this
16 table?

17 (No response.)

18 Let me just ask myself. You mentioned
19 achievement tests as against aptitude tests, but I
20 didn't get the sign of your equation.

21 In other words, which would your group
22 be favorable for over the other?

23 MR. MCGEE: That's going to require a dialogue.
24 I think it depends on what question we're asking.

25 If it's in terms of usefulness for the

2/41

1 universities, if testing, if SATs and ACTs are useful
2 in the admissions process, I think most of us would
3 encourage the continued use.

4 It becomes a question of use, rather
5 than abuse and rationalization patterns. But perhaps
6 -- and I know that some universities are moving in
7 the direction of more emphasis on the achievement
8 tests, and some would believe that that would increase
9 the content at the secondary level.

10 MR. HOLTON: Thank you. We will have a dialogue
11 later.

12 I now call on Dr. Alice Cox, Assistant
13 Vice President for Student Academic Services, University
14 of California in Berkeley.

15 PUBLIC STATEMENT
16 BY: ALICE COX

17 Thank you.

18 I have been asked to tell you a little
19 bit about my day-to-day responsibilities which lead
20 me to make some of the comments I do.

21 At the University of California, which
22 is a nine-campus system, I have responsibility for
23 the coordination and the budget acquisition in certain
24 areas, and undergraduate admissions, and a number of
25 student academic services, and for the relationships

2/42

1 which the university has with the other segments of
2 education in California, particularly those segments
3 which send university students.

4 And when Dr. McGee made reference to
5 the reports about the high school valedictorian who
6 has difficulty succeeding in college, I had to laugh.
7 And I understand that this is a sore point; however
8 that is one of the stories which made the rounds at
9 the University of California which led us to form
10 a study which was reported out last year on the under
11 preparation of students.

12 The University, as part of the California
13 Masters plan, admits only the upper 12 1/2 percent of
14 high school graduate students in the state. Some
15 people would accuse us of being elitists.

16 At the point that we did the study,
17 we realized that our problems were under-preparation,
18 that the students who were fully eligible, who had
19 taken all of the proper courses, who had adequate
20 scores on the SAT or ACT, fully eligible, were not
21 performing adequately at the university. So we
22 undertook an effort to obtain funds from the State
23 legislature to take care of these problems, and did
24 the study which inventoried the activities and attempted
25 to set a price tag on it.

1 A conservative estimate of the cost
2 of remedial education, two years, in California was
3 \$5.5 million. Since that time, and even more critical
4 on some campuses, now are offering not only remedial
5 writing, remedial mathematics, but offering pre-
6 remedial writing and pre-remedial mathematics.

7 It became clear to some -- or to all of
8 us, that there is something terribly wrong with the
9 admission requirements in the State... And to that end
10 not only the University of California but also the
11 California State University have acted to raise
12 admission standards this year.

13 While it is not important to go into
14 the details of those admissions changes, it is an
15 effort to raise them. And while I do not believe --
16 and I think Dean Hargadon will refer to this later --
17 that simply raising admission standards is going to
18 be a solution, it does, we believe, send a signal of
19 expectations and concerns.

20 We know very well that simply raising
21 admission standards is not going to solve the problem.
22 For example, we have now said that three years of
23 mathematics is a requirement. 90 percent of the
24 students in the University have already taken three
25 years of mathematics. However, they cannot perform

1 at the level required.

2 The other thing that we have studied --
3 and this has been true and documented across the
4 country -- while we have the outstanding high schools
5 in the country, all the New Trier, New Rochelle, Lowell
6 and others, that many of the conditions in the schools
7 are so shockingly substandard that in some ways even
8 the teachers in those schools do want change and do
9 favor higher admission standards, and conditions may
10 be so difficult as to make change agonizingly slow.

11 Further, in this troubled time, when
12 schools are caught in the crosscurrent of social
13 upheaval and changing values, and when an educational
14 leadership has critical needs, school administrators
15 are spending too much time on budget, organizational
16 administration, and too little time on standards and
17 curriculum.

18 To focus more attention on some of these
19 problems and to reinforce ties between the higher and
20 secondary school communities, President Donald Kennedy
21 of Stanford had initiated a major three-year study of
22 the nation's schools. And I am sure that Dean Hargadon
23 will have more to say on that topic.

24 In the spring of 1981, the President
25 of the University of California convened what is called

1 the Round Table of Equal Opportunity, and it has two
2 focuses.

3 The first focus is to assure equal
4 access; and the second focus is to try to assure a
5 return to educational quality in the State.

6 There are six members of this round
7 table. They are the heads of each segment of educa-
8 tion in the State, the University of California,
9 State University, community colleges, and the
10 Superintendent of Public Instruction.

11 Under the auspices of this group, a
12 faculty committee of representatives from the academic
13 centers of the California community colleges,
14 California State University, and the University of
15 California, have been at work preparing statements
16 on units of mathematic proficiencies and remedial
17 and baccaiaureate level courses in the same area.

18 Recognizing that they must define very
19 carefully what is expected in these particular areas,
20 the Round Table has promised to support the publication
21 of a document to be completed and with distribution
22 in the fall of 1982. The document is now being printed.

23 This statement of proficiency has
24 identified writing, reading, mathematical skills
25 required for entrance into college level courses, and

1 through its appendices it adds sample essays illustra-
2 tive of both acceptable and unacceptable levels of
3 writing for college freshmen.

4 In mathematics, it illustrates concepts
5 and skills that should have been mastered through a
6 study of mathematics.

7 Preparation of this document has been
8 an impressive collaboration of expertise not only from
9 the faculties in the higher educational segments, but
10 also from the faculty members in the secondary schools.
11 There has been extensive consultation with the secondary
12 school teachers and administrators, school board
13 members and other interested citizens in education.

14 Following this, the statement was
15 revised, and now is in final form. It is an important
16 instance of collaboration, showing what can happen
17 when all of the segments work together to try to
18 improve the standards of preparation.

19 Prior work in this area, I might also
20 say, has been done by the Ohio Task Force, the
21 Wisconsin Liaison Committee, and also the College
22 Board. Their help has been invaluable to this
23 committee.

24 Developing cooperative projects such
25 as this and developing cooperative projects among

1 segments may not be easy, given the high school
2 environment and the nature of the rewards system and
3 faculty cuts and cuts in funds for education. Never-
4 theless, such efforts must be made.

5 An encouraging sign is that these
6 kind of efforts are already being made.

7 In conclusion, I would like to leave
8 five recommendations.

9 There must be a great deal more in-
10 service training by the best teachers in the fields,
11 by practicing mathematicians, writers, and scientists.

12 Two, professionals outside the academe
13 should be much more involved in in-service training
14 projects.

15 Three, college teachers of remedial
16 courses and high school teachers of comparable courses
17 must be brought together to discuss ways of shifting
18 the remedial curriculum back to the high schools.

19 Four, both university faculty and K-12
20 teachers must be given time and encouragement to
21 work together to improve the quality of education if
22 cooperative efforts are to succeed.

23 The fifth recommendation is this, that
24 you have asked for people to offer testimony on the
25 kinds of things, the kinds of ideas which are working.

1 There are literally dozens of projects across the
2 country which show that imaginative, creative people
3 are performing projects exceedingly well. I document
4 some of those in my testimony. There are dozens of
5 them.

6 I think it will be useful to the people
7 in the field if you would be able to publish a
8 compendium of this kind of information. Many things
9 are being duplicated, over and over again.

10 I would be glad to answer questions.
11 But I can't resist responding to your comment about
12 the Gettysburg Address.

13 I think it also was given in four
14 minutes.

15 (Laughter.)

16 Thank you.

17 MR. HOLTON: Are there any clarifying questions?

18 MR. HADERLEIN: Dr. Cox, you spoke about taking
19 the upper 12-1/2 percent. Is that by entrance examin-
20 ation or a combination of grades through the four
21 years of high school?

22 MS. COX: It is a combination. A person must
23 have taken certain courses, achieved a certain grade
24 point, and certain scores on the test exam, or may be
25 exempted from either one as appropriate.

1 MR. HOLTON: May I ask you to clarify where we
2 get hold of the report that you talked about, which
3 I believe is the report from the University of Berkeley
4 through the Round Table.

5 MS. COX: University of California, Berkeley.

6 It is available through my office. I
7 will be glad to forward a copy.

8 MR. HOLTON: You mentioned that reading, writing,
9 and mathematics are the focus of it as preparatory?

10 MS. COX: We focused -- we asked the faculty to
11 define those courses or activities that were offered
12 which were not university level. This exempted the
13 traditional kinds of activity, such as tutors, which
14 has been going on. But those activities which were
15 considered remedial by the faculty were included.

16 MR. HOLTON: Thank you.

17 I next call on Dr. George Stafford,
18 Dean of Admissions, Prairie View A&M University.

19 PUBLIC STATEMENT

20 BY: MR. GEORGE H. STAFFORD

21 Thank you very much. I would like to
22 say, first of all, how delighted I am to appear before
23 the Commission and commend their work in terms of
24 excellence here today.

25 I must admit there is some ambivalence

1 about the subject, and I might say that, in trying to
2 define what I might say today, it has put me and a
3 lot of people to the task, and particularly the
4 opening remarks of the Chairman, who said be clear and
5 stick to the point.

6 Well, certainly I have no reputation
7 for being clear, and I have no reputation certainly,
8 according to my wife, for sticking to the point. But
9 I will try.

10 I will depend on my colleagues to talk
11 more in line of what actually happens in the admissions
12 process and in terms of applying the standards. I
13 will deal more with the philosophy of perhaps where
14 my institution comes from, a small, southern, rural,
15 predominantly black institution, Prairie View A&M
16 University.

17 Since 1950, of the three million plus
18 boys and girls who graduate from high schools each
19 year in the United States, more than half distribute
20 themselves among 3,000 colleges, universities, junior
21 colleges, and technical institutions. This great
22 distribution of our nation's youth is a social process
23 of great complexity not fully understood by the
24 students themselves, by their parents and advisors, or
25 by the educators, including admissions officers who

1 participate in it.

2 The process, taken in its entirety,
3 is a product of an immense number of individual
4 choices and decisions taken by millions of people
5 under the influence in part of calculations and
6 estimates projected a generation into the future and
7 in part of the beliefs, opinions, whims, ancient
8 rational estimate.

9 It is important to note that most of
10 the decisions involved occur outside college admissions
11 offices, not in them. Access to higher education is
12 essentially a social process deeply involved with the
13 society's entire cultural pattern and system of values.
14 This is certainly true in the case of those who come
15 to Prairie View A&M University.

16 It is quite apparent that the numbers
17 of students seeking the benefits of higher education
18 is expanding and diversifying. This expansion and
19 diversification of the higher education system in the
20 United States can be attributed to a variety of
21 factors; the increasing demands of the economy for a
22 more highly educated labor force; the demographic
23 effects of the post-war baby boom; increasing special-
24 izations in aspects of American life; and the drive
25 to promote equal educational opportunities for a greater

1 proportion of the population, to cite the most
2 significant.

3 At my institution, the Department is
4 committed to a program designed to carry out the
5 mission of the university, which is to meet the needs
6 of the individual, the society, and the acquisition
7 of knowledge, leadership, and first class quality.

8 We are seeking individuals, through
9 whatever process we employ, who can achieve the full
10 realization of the optimal potential of each student
11 in terms of educational development, regardless of
12 age or personal and social or economic status.

13 We are looking for individuals who,
14 through whatever process, can achieve optimal develop-
15 ment of positive thinking, positive mental attitude,
16 and reality orientation in terms of his or her
17 profession.

18 Also to achieve optimal and professional
19 success in terms of advance scholarship and professional
20 competencies.

21 And to achieve optimal career success
22 in terms of preparation for entry into and upward
23 mobility and advancement in the chosen professional
24 field.

25 Some of the social and political and

1 economic factors that influence and shape college
2 admission practices and the relationship between
3 secondary and postsecondary institutions shape the
4 admission process. The relationship between secondary
5 and postsecondary institutions, I will discuss at
6 this point.

7 In approaching this question, it is
8 quite difficult to discuss adequately all of the
9 many implications of the impactors of social, political,
10 and economic nature and its ultimate effect on the
11 type and quality of educational programs offered to
12 the nation's young through both secondary and post-
13 secondary institutions.

14 Impactors are of three major types;
15 past, present, and future. And they are at times
16 hardly distinguishable from each other.

17 These impactors, of whatever type,
18 directly affect the programs to be administered, the
19 type and number of personnel desired, the type and
20 quality of support, and the facilities made available,
21 as well as the nature, quality, and potential of the
22 student body.

23 Some of the social impactors which we
24 all face are changing employment opportunities, with
25 less emphasis on teaching and more on the technology-

1 trained individuals; change in philosophical beliefs
2 about education; the shifts in population from rural
3 to urban, from cold to warm climates, and from inner
4 city to suburban living;

5 Changes in the traditional family
6 structure;

7 The return to educational institutions
8 of older individuals desiring job placement and
9 advancement;

10 And changes in the makeup and methods
11 in educational institutions.

12 Some of the political impactors are as
13 follows:

14 Affirmative action legislation. It
15 affects us just as it affects you.

16 Creation of additional competing
17 institutions, such as two- and four-year colleges:

18 The Texas Coordinating Board;
19 The Texas A&M University Board;
20 The creation of alternative methods
21 for obtaining job training skills, other than higher
22 education:

23 Various accreditation agencies;

24 The threat of world tension and the
25 military draft;

1 And judicial decisions such as the
2 Bakke decision.

3 All of these affect us.

4 Economic impactors include:

5 Increased cost of higher education;

6 The inflation rate;

7 Increased dependence on financial
8 support from outside governmental agencies;

9 Depletion of energy supplies;

10 Higher wages for qualified personnel.

11 To add a few more societal problems:

12 Increased technological unemployment;

13 Increased impersonality between people;

14 Increased complexity of every aspect
15 of our daily lives;

16 Increased distance between the haves

17 and have-nots in our society;

18 Increased breakdown in terms of moral
19 fiber;

20 Increased inability to communicate
21 effectively;

22 The ever-present threat of total
23 destruction in the world.

24 These prevailing conditions lead to
25 two very distinct results: alienation, and loss of

1 identity.

2 It is apparently quite simple to
3 identify what can happen, what will happen, and what
4 is happening to youngsters forced to live in an
5 environment containing the vector forces such as
6 those listed under social, political and economic
7 impactors.

8 While those who have attempted to pin-
9 point the effects of impactors on people have
10 concentrated on economic handicaps, such as not being
11 able to read or write, most of those who are pinpointing
12 the things that are happening to students in your
13 schools and who come to us, as academic handicaps,
14 also have potential learning assets, which can also
15 be identified from conditions that we find ourselves
16 living under.

17 Handicaps that we all know are:

18 Difficulty in evaluating their own
19 behavior and that of other persons with a tendency
20 therefore to be confused about their identity,
21 identification, and aspirations;

22 Also low self-esteem, which, however,
23 is not necessarily as detrimental to achievement as
24 are these uncertain elements;

25 Depressed motivation, aspirations, and

1 achievement as a result of anticipated failure due to
2 limited horizons and opportunities to attain the
3 goals of financial success, goals they share with
4 members of more privileged groups;

5 Limited appreciation of academic
6 achievement and of some social norms. For example,
7 courtesy and polite behavior, which is expected of
8 them but not usually accorded them;

9 Limited ability to concentrate on a
10 variety or wide range of academic or other areas of
11 interest;

12 Types of perception, such as inability
13 to sustain attention to verbal communication, which
14 are not conducive to academic efficiency;

15 Limited ability to use traditional
16 abstract symbols and complex academic language;

17 Tendency to favor concrete, stimulus
18 bound, rather than abstract thinking processes;

19 Socio-economic conditions or their
20 effects, which are not likely complement traditional
21 standards of academic development. These include
22 hypermobility, family instability, sub-standard
23 housing, repeated discriminatory treatment, lack of
24 wholesome role models, and exclusion from the mainstream
25 of society.

1 I have dealt with the impactors in our
2 society and the possible effect these impactors have
3 on those students in our secondary and postsecondary
4 institutions. Students come to us with hangups
5 because the society is hung up.

6 Where can we find positives in the
7 situation? How can we contradict the forces which
8 seem at this time to have the upper hand?

9 I do not profess to have the answers
10 to these questions, but I am reminded of the passage
11 in the Bible concerning Paul and Titus.

12 Paul wrote to Titus concerning why he
13 had been dropped from Paul's mission and stationed
14 in Crete. This is found in Titus 1:5.

15 "For this cause left I thee in Crete,
16 that you shouldst set in order the things that are
17 wanting."

18 As Director of Admissions in a small
19 rural university with a population predominantly black,
20 I am certainly aware of the academic, personal,
21 social and career handicaps of our students, and I'm
22 happy to state that I am a member of an organization
23 that has taken steps to do something about these
24 handicaps.

25 Some of the interventions have been:

1 Through formal and informal classes,
2 to cause counselors, teachers, and administrators
3 to become aware of the learning assets of young people;

4 Through courses such as organization
5 and administration of guidance programs, to gear
6 their programs to meeting the academic, personal,
7 social, and career needs of youth in a democracy;

8 Reorganization of the university to
9 meet the needs of the young college student who
10 aspires to achieve educationally.

11 These assets, some of them that come
12 out of a society in which a person is able to survive
13 into the point they are ready to go to college, these
14 students do possess motivation, creativity, and
15 proficiency in selected areas of interest or endeavor.

16 They have subtlety and skill in the
17 verbal and nonverbal communications characteristic

18 of their own social or peer groups. Those words
19 may be unacceptable as a form of speaking, but it is
20 certainly understood by a certain group.

21 They have a skill in practical computa-
22 tional skills. That's another asset they do have.

23 Accurate perception and generalization
24 concerning some social, psychological, and physical
25 phenomenon. For example, sensitivity to subtle

1 discrimination or condescension, despite limited
2 academic abilities.

3 They have the capacity for meaningful
4 and loyal personal relationships.

5 They have an ability to sustain interest
6 in selected tasks and activities.

7 Similarly, they have ability to
8 remember, associate and generalize in selected areas.

9 Resourcefulness, indeed ingeniousness,
10 in coping with such difficult circumstances as
11 poverty and discrimination as a result of social,
12 class, or racial status.

13 Those are some few recommendations to
14 improve the admissions processes.

15 As you talk about the university,
16 tell the truth about your university. Say what you
17 can and cannot do.

18 Hold days when these individuals who
19 would wish to come to you may do so, and allow them
20 to visit and talk to you and get to know you.

21 Consider nonacademic factors in
22 admissions.

23 Provide support to school personnel and
24 working with students.

25 I will talk more about this later on

1 today, hopefully.

2 High schools can hold college days.
3 They can practice good advising skills.

4 They can become familiar with
5 educational institutions and what their emphasis
6 might be. They can plan with and not for students.

7 And also they can study the educational
8 methods employed with the view toward increased
9 flexibility.

10 I will end my presentation with a
11 quote from my predecessor at Prairie View.

12 If my total title had been given, it
13 would be Director of Counseling Services and Director
14 of Admissions at Prairie View. So I suppose I am
15 more of a counselor than I am an admission person.

16 But my predecessor left on my desk the
17 day that I walked into the office a message, and
18 this was what he wrote:

19 "Never pass up an opportunity to
20 counsel and help, to help another person recognize
21 his thinking and his ability, no matter who the
22 associate or the counselee is.

23 "If, within the dictates of tact and
24 prudence your insights can help us achieve a greater
25 degree of self-adjustiveness, then Christian charity

1 suggests we should assist him.

2 "In some instance, a sympathetic,
3 listening ear will suffice. In others, value systems
4 and ethical construction should be introduced.

5 "The setting may be an office, corner
6 of the school playground, a dance, a living room,
7 or basketball game. But this is incidental.

8 "The important thing is not to allow
9 an opportunity to counsel or to help and to be of
10 service to pass you by.

11 "In the final analysis, the greatest
12 evil is not to have committed crimes, but to have
13 failed to do good when it might have been."

14 Thank you.

15 MR. HOLTON: Thank you so much.

16 Any questions from this table?

17 (No response.)

18 One of the Commissioners had pointed
19 out to me that there were some late comers who might
20 not have heard our procedure with respect to questions
21 from the audience. We are almost on time, so we will
22 have something like an hour before we adjourn in the
23 morning for Commissioners' questions and panelists to
24 talk to each other.

25 Then, after, in the afternoon, after

1 lunch, starting about 1:00, we will hear nine other
2 scheduled witnesses.

3 And then, during the period from 3:30
4 to 5:00, there will be an opportunity for the members
5 of the audience to be heard.

6 And then it would be useful to have
7 brief testimony on specific tested examples or thought-
8 out proposals for increasing educational excellence.

9 Let me read you again this note from
10 the staff.

11 In order to manage effectively the
12 late afternoon session, those interested in presenting
13 testimony should fill out an index card with their
14 name, and affiliation, and topic to be addressed.
15 These cards can be picked up at the entrance, to my
16 right, of the auditorium.

17 Please turn the card in, if you can,
18 by 11:00, and we will try to announce the order of
19 testimony for the late afternoon session before we
20 break up for lunch, if we have these cards.

21 I next call on Dr. Fred Hargadon, the
22 Dean of Admissions of Stanford University.

23 PUBLIC STATEMENT
24 BY: FRED HARGADON

25 I'm Fred Hargadon, and I spend most of

1 my working hours during the year reading applications,
2 something on the order of between 16 and 17,000
3 applications ever year, having made it a practice to
4 try and review every one. I have done that for 17
5 years.

6 When I am not doing all of that, I have
7 been, for ten years, a Trustee of the College Board,
8 and for the past four years its Chairman.

9 I do have one statement on the wall
10 in my office which is worth repeating before you hear
11 my remarks. It is a reminder to me, and it says that
12 for every complex problem there is a solution which
13 is simple, obvious, and wrong.

14 (Laughter.)

15 With that in mind, with the written
16 statement I handed in, I tried to do the following
17 things. I presented perceptions of quality of
18 education from the perspective of a college admissions
19 officer, the main window being the transcript.

20 We know that there are excellent
21 schools. Our concerns are obviously with those which
22 are not.

23 Ineffective schools are not all
24 ineffective for the same reasons. I think an aggregate
25 analysis is useful. I think in the end what is going

1 to be required is small scale diagnosis and individual
2 prescriptions.

3 On the plane, on the way here, it
4 occurred to me that these schools might very roughly
5 be classified as students are classified. My sense
6 over the years has been, with about 8,000 high
7 schools, I think I would say some are achievers; I
8 would say some are overachievers; some are under-
9 achievers; and some are nonachievers.

10 The two interesting groups I think are
11 the overachievers and those schools whose profiles
12 would suggest that they ought not to be producing
13 the product they are; and the other group are the
14 underachievers, which I happen to think are the
15 largest group of schools in the country, mainly
16 suburban, mainly affluent, where I think the product
17 is underachieved.

18 The second thing I try to do is focus
19 on very specific problems as we have seen them over
20 the years in admissions and at my particular university.

21 I circulated a memo to the Commissioners
22 that we circulated around the country and have since
23 1977, outlining our observations about the preparation
24 of students as we see it. Some of these you are
25 familiar with, I'm sure, like problems with writing

1 skills.

2 Another that you may not be familiar
3 with is our concern for these students who are
4 otherwise able and in good schools taking very light
5 academic programs.

6 We are increasingly concerned that we
7 don't know what a course title means. We can make
8 no assumptions about content of a given course from
9 its title.

10 We are concerned with students' lack
11 of expertise or experience with essay type examina-
12 tions before they get to college.

13 We are concerned with a great, great
14 variation in high school requirements, not only
15 across the country but within the same state.

16 And we are very concerned with what
17 we refer to as the extracurricular crowding on the
18 curriculum in an ever shortened school day. In many
19 parts of the country, half of the school day may be
20 used up in getting five units for badminton, five
21 units for volleyball, or five units for cheerleading,
22 and then taking one or two academic solids, and
23 managing to graduate with a 4.0 percent.

24 There are far too many students whose
25 college educations will comprise largely what they

1 should have learned in high school, and in some cases
2 they will be getting that at \$10,000 a year.

3 I want to point out that when we
4 expressed our concerns in this memo, which we continue
5 to do, we don't consider it relevant whether our
6 students come out of our schools today any better
7 prepared or worse prepared than when we did. We think
8 the only important thing is whether they are as well
9 prepared as they ought to be.

10 I then went on to discuss some of the
11 factors which I believe contributed to the inefficiencies
12 of some of our schools, and I remind you that the
13 ineffective schools are one or more or one or some
14 combination of these, but they don't all share the
15 same ones.

16 But they are:

17 Teacher ability;

18 Personnel quality;

19 Inability to hire and fire;

20 Quality teacher working conditions,
21 which in some cases are disastrous;

22 Lack of guidance and a decreasing amount
23 of guidance in high schools regarding options;

24 The lack of almost any challenging
25 academic program;

1 College guidance, which involves too
2 much in the senior year of high school, instead of
3 doing it in the ninth grade, at which point one has
4 a chance to follow guidance advice;

5 And a very serious problem, I think,
6 is the problem of expectations in this country,
7 which are far too low, for a whole variety of reasons.
8 I suggest that everyone who is going to teach or
9 work with youngsters at the college or high school
10 level ought to be certified as holding higher expecta-
11 tions for the people they work with than they held
12 for themselves at the same age;

13 Problems regarding the roles of educa-
14 tion and the role of academic achievement. I think
15 we have never solved the problem of whether our
16 schools are supposed to be marginally for life
17 adjustment or largely for cultivation of the mind.

18 The high schools, like the colleges,
19 went through the '60s and '70s, a rather bizarre
20 period of time.

21 I think another major difficulty is
22 the lack of almost any contact of a sustained nature
23 between the college faculty and the faculty in high
24 school, particularly in the same subject areas, and
25 the lack of anything resembling a concensus of

1 expectations regarding standards for course content
2 across the schools in this country.

3 All of this has weakened, I think, the
4 relationships between schools and colleges and does
5 not help further or contribute to effectiveness.

6 At least in my State, the two largest
7 universities send mixed signals. The University of
8 California has one set of requirements which will
9 guarantee admission to the University of California.
10 From the other school, there is a completely different
11 set of signals.

12 I think the problem of mixed signals
13 is greater around this country than we realize.

14 I then went on to describe admissions
15 at what I call non-formula colleges. And, Cliff,
16 that's your flexible.

17 I won't say anything more than that,
18 other than to say that I am not a believer in now is
19 the time to rely on achievement tests.

20 And then my response to the frequently
21 heard suggestion that the way to improve secondary
22 schools is to heighten college admission requirements.
23 I don't think that's the case. I just think they
24 should specify admission requirements and high
25 admission standards. I think one could have the former

1 without the latter, and vice versa.

2 I think specific admission requirements
3 are going to be far more difficult to achieve a
4 consensus on than anybody dreams of. It's difficult
5 enough to get the faculty in one university to agree
6 on requirements.

7 I read recently that we now have
8 faculties divided on whether we ought to have secondary
9 school students coming to them having studied
10 discrete mathematics, rather than calculus. Well, we
11 can go on from there.

12 I'm worried that the minimum always
13 becomes the maximum. When you set minimum require-
14 ments, there is no way that they are not read by most
15 of us as the maximum.

16 I do think that the public colleges
17 have a special role here. Certainly the University
18 of California is very influential in the public schools
19 in California.

20 I am not saying not to have requirements
21 at all, but not to put all of our eggs in that basket.

22 And our big concern in admissions
23 in the long run is how to measure outcomes. Some
24 students who take two years of French in one school
25 acquire more French than someone who has taken four

1 years of French in another school. What we would like
2 to know is how much French they know, not how many
3 years they have taken or what grades they've gotten.

4 That's way down the line.

5 Project equality, the College Board is
6 working on that, and so is the University of
7 California, in spelling out expectations in competence.

8 Lastly, I make some suggestions
9 regarding some of the things which might be done to
10 improve quality in the secondary schools, and they
11 include some complex things as well as simple things.

12 I think the schools should be allowed
13 to focus more resources and energies on academic
14 programs. It would help if school boards focused on
15 quality and content, and not just budget and school
16 sites.

17 I think we have a major increase in
18 effectiveness in schools if we simply increase the
19 minutes in the class hour spent on teaching and
20 increase the amount of homework required of students.

21 Drastically improve the working
22 conditions of teachers. You can't grade essays if
23 your class is 50 or 60 or 130 in size.

24 Seek ways in which to balance legitimate
25 seniority and quality concerns of teaching hiring.

1 Create some sort of programs of the
2 model of the Woodrow Wilson Fellowships to attract
3 a much larger fraction of the very able college
4 graduates to teach in the secondary schools.

5 Urge schools of education to place
6 increased emphasis on mastery of the subject matter
7 among graduates who become teachers.

8 Promote widespread ongoing contact
9 with consultation between school teachers and their
10 college counterparts.

11 Identify academic advocates to encourage
12 students to take challenging programs in the schools.
13 Our notion is that guidance counselors, where they
14 still exist, are now schedulers, rather than program
15 advocates.

16 And I believe college guidance should
17 start much sooner than is now the case. Students
18 must be encouraged from the beginning of the ninth
19 grade to always act and make choices which maximize,
20 not narrow, their options at graduation.

21 I also believe that some of the
22 national standardized tests that are now taken at the
23 end of the junior year and at the beginning of the
24 senior year, like the College Boards, SAT, or the ACT,
25 could well be given in the ninth and tenth grade, at

1 which time the results are useful to the person
2 taking them and the schools in which those students
3 are involved.

4 Lastly, in my memo, the written state-
5 ment, I made a point of stressing how many minority
6 students especially find themselves in schools which
7 suffer many of the problems I have just mentioned, and
8 where the remedies are going to have to be particularly
9 far reaching ones.

10 Thank you.

11 MR. HOLTON: Any quick comments from here to
12 clarify?

13 MR. HADERLEIN: Yes. Your comment to school
14 boards, about emphasizing quality, are you intimating
15 that school boards should indicate this in their
16 policies, or how would you have the school boards
17 emphasize this? How would this get out?

18 MR. HARGADON: Well, I think it would be helpful
19 if school boards, in meetings, actually spent more
20 time, at least in our area, than they now do discussing
21 the quality and content of education. I think they
22 literally spend most of their time on budget matters,
23 selling the school, and whatever.

24 MS. CAMPBELL: I ask a question relative to
25 counseling, because the figures that have

1 come in have all addressed counseling and been rather
2 critical of perhaps that which we are providing, both
3 at the high school level and at the college level.

4 What do you perceive can be done about
5 that? Because we generally have a one to 300 or 400
6 ratio in the secondary schools, and then in the very
7 small schools we may have one guidance counselor to
8 serve two or more schools.

9 MR. HARGADON: There is no substitute for funding
10 staff, but I do think it is a mistake to think that
11 all academic counseling has to be done by somebody
12 identified as a counselor.

13 MS. CAMPBELL: That's true.

14 MR. HARGADON: Priorities would be to identify
15 mentors in every school. The student would find one
16 mentor in the ninth or twelfth, and from freshman
17 through senior year of college that sounds right.

18 MR. HOLTON: This gives me an opportunity to
19 welcome two of the Commissioners who came in since we
20 last introduced ourselves.

21 Dr. Anne Campbell, and Dr. Norman
22 Francis.

23 Also, on my part, let me ask, when
24 you spoke about the memo, you meant this famous memo?

25 MR. HARGADON: Yes.

1 MR. HOLTON: And you are too much quiet about
2 it. How can one get hold of this memo to secondary
3 schools, students and parents, which has had a very
4 large impact?

5 The first square centimeter of page
6 there has more than in most stuff that I see.

7 MR. HARGADON: Postcards. Schools, school boards
8 send for them, and we send them out free of charge.

9 We have sent out 60-some thousand
10 that way.

11 But a postcard or letter to my office,
12 with your name and address, will do it.

13 MR. HOLTON: And anybody who reads this and
14 follows the advice is guaranteed to get into Stanford
15 University.

16 (Laughter.)

17 My pleasant duty is to introduce the
18 panelists, and Dr. Margaret MacVicar is next. She
19 is Professor of Education and Associate Professor of
20 Physical Sciences, Massachusetts Institute of
21 Technology.

22 PUBLIC STATEMENT

23 BY: MARGARET MAC VICAR

24 I want to speak to you today as a
25 faculty member. I will give you a faculty member's

1 view of the student coming in from high school,
2 which would be quite different from someone in
3 admissions.

4 Most of my teaching for the last 13
5 years has been with first year students, and I have
6 had them as advisees and working in my own laboratory.

7 In our institution, at MIT, a faculty
8 member does have some role to play in admissions,
9 and that is my first look at admissions.

10 Faculty members are invited to read
11 admissions folders with the admissions office staff.
12 Every folder is read twice, and sometimes there is
13 a third reading. A scoring is done, and decisions
14 are made on candidates.

15 It is probably usual to imagine
16 admissions process where some grim-faced clerk compares
17 the candidate's high school grade point, class rank,
18 and that sort of thing, and maybe secrets from within
19 the school. I'm not quite sure, really, and I can't
20 attest to all of the admissions offices involved, but
21 I can say that faculty members are part of it, which
22 is something the admissions office is very sensitive
23 to, and they really go out of their way to involve us.

24 The faculty members hardly ever look
25 at those things. When I read admissions folders in

1 February, what I do is ask myself, do I want that
2 student in my classroom next September. And I'm
3 looking to know, somewhere, from all the documents
4 and everything that is there, the flavor of it, whether
5 or not that student has the stuff to make it.

6 And I know that no matter what the
7 level of preparation is, how strong they may be there
8 on the page, the freshman year is a great leveler.
9 The weakly prepared student on paper who has an
10 intangible something that I call intellectual fiber
11 may well outlast and exceed the much more strongly
12 prepared student who is going to emotionally crumble
13 the first time there is some stout challenge to that
14 base of high school.

15 I am also extremely skeptical of those
16 transcripts and those scores, as a faculty member.
17 I have to say that we have generally not encouraged
18 advanced placement. I would actually say think twice
19 before you encourage advanced placement courses.
20 Don't sell a bill of goods that might not be very
21 reasonable.

22 Education is a matter of accumulating
23 as many courses in as many years, as fast as possible.
24 A student coming in at a somewhat higher level of
25 preparation should be asked to just go further in four

1 years, not to just get out sooner from college.

2 We also have a rather startling fact
3 that, knowing that we discourage advanced placement,
4 those freshmen who present themselves at our doors
5 will still want it, with a certain brashness about
6 their background. Last year, the most recent year,
7 of people who presented themselves to our own freshman
8 year physics advanced placement test -- and those were
9 students who felt themselves very strongly prepared,
10 and may have had AP level courses, who had fours or
11 fives on their AP test -- 79 percent of them who took
12 that test failed it.

13 So, once admitted, then I look out in
14 my classroom at first term freshman physics, and
15 what do I see? One of the things that is most
16 difficult is their mathematics preparation.

17 They have on-paper credentials.
18 Supposedly they have seen trig functions and
19 exponentials and geometry and things before, but they're
20 very ill-prepared to visualize them conceptually.

21 They confuse areas with perimeters,
22 and simple distance equals rate times time, they
23 missolve the rate, or they are not able to estimate
24 something like π times 9 without their calculator.

25 I actually had a freshman that told me

1 that the reason that his data in his experiment was
2 16 percent deviant from the accepted value was he had
3 only eight decimal places on his calculator.

4 (Laughter.)

5 Those students who have had calculus --
6 about a third of them present themselves as having
7 seen calculus or had calculus in high school -- a
8 simple change of their variable from x , which they
9 have seen, to r , which is the symbol we use, is
10 enough for them not to be able to work the problem.

11 Let me talk not about academics, but
12 what I have seen personally.

13 The majority of freshmen will readily
14 comment that their background has not prepared them
15 for the study skills, such as time management, such
16 as setting out priorities to be able to cope with
17 what they find in their first year. They cannot set
18 a schedule for a year, and they cannot look ahead
19 to term papers and finals and arrange their time.

20 Now, the first semester of physics is
21 rather routine, in the sense that it draws on things
22 that are familiar, billiard balls and pendula on
23 strings, things the students have seen.

24 The second semester deals with
25 electricity and magnetism. This is a much better

1 level of abstraction and theoretical use of models
2 than the freshmen have ever seen before, and they are
3 not prepared to undertake this at all.

4 I used to think that they couldn't
5 undertake it and have trouble with it because it was
6 really hard to do, what charges are, what atoms are,
7 electrical fields. And I thought that perhaps they
8 had been too busy in junior high and senior high
9 learning basic content and technique, and they just
10 hadn't had time for that. But now that I know that
11 they don't necessarily learn content and technique,
12 what worries me about the modeling is that I know
13 that all six year olds are super modelers.

14 Six year olds model things, and they
15 are natural scientists. If you asked a six year old
16 why the sky is blue or why leaves flutter down in
17 spirals, or why caterpillars have hair, or why the
18 television set has snow on it, they have a pure
19 explanation for you that involves a model of how the
20 world works.

21 They will tell you that the sky is
22 blue because it is really a bowl turned upside down,
23 and anybody knows that it's dark from underneath.
24 They will tell you that leaves come down in spirals
25 because the wind isn't blowing them straight.

1 But ask a 26 year old those questions,
2 and there will be much stammering, and there won't
3 be an offering of an answer with any confidence.
4 They are much concerned with being right, so they
5 have no ability to construct a model of how does it
6 work.

7 Selma Wasserman, in the New York Times
8 Education Supplement in 1981 related two conversations
9 she had had with two groups of students that were
10 10 to 12 years old.

11 She talked to the gifted students
12 first. She offered the provocative question, "How
13 do you suppose birds learn to fly?"

14 There was silence from the 10 to 12
15 year olds in this gifted class.

16 "What do you mean?" asks Chris.

17 "I don't understand what you want us
18 to do," says Mark, shifting uncomfortably.

19 "We didn't study birds yet," said Ann.

20 Wasserman says, "The children were
21 clearly troubled. I made several attempts to tap the
22 creative thinking capabilities of these children, and
23 I hit a dead end every time."

24 "Again and again I encounter responses
25 in which the pupils try to manipulate me into helping

1 them get the right answer. The more I avoid doing
2 this, the tenser they seem. Their dependency, their
3 rigidity, their intolerance for ambiguity, their
4 inability to take cognitive risks, and their anxiety
5 are astonishing."

6 Later in the afternoon, she saw a
7 different group of students. She said, "Although
8 the school has a more benign name for them, they are
9 the low achievers."

10 She asked them, "How could you weigh
11 a giraffe?"

12 She says, "They immediate rise to the
13 challenge.

14 "'You put them on a bathroom scale,'
15 says Marla.

16 "'Dummy, he ain't gonna fit.' says
17 Benedetto, smiling at his wisdom. 'You gotta put
18 two scales. Put his back feet on one and his front
19 feet on the other.'"

20 And then Sam offers, "I'd get a big
21 truck and fill it with food that giraffes like to
22 eat. Then I'd weight the truck. Then I'd hide inside
23 of it and call, 'Here, giraffe, here giraffe.' When
24 he got inside, I'd slam the doors and weigh the truck
25 again."

1 So Wasserman says, "I am astonished
2 at the difference in responses of the two groups, and
3 even more concerned about the single right answer
4 orientation of the pupils identified as gifted.

5 "I am flabbergasted at their limited
6 personal autonomy and their difficulty with questions
7 that do not call for single, correct answers."

8 Later, she goes on, "And so we have a
9 group of gifted children who are exceptionally good
10 at the very narrow tasks of finding single, correct
11 answers to the most mundane questions but who lack
12 experience and therefore expertise in more intellectually
13 rigorous, creative work."

14 In my education section of electricity
15 and magnetism, second term, freshmen are bumping
16 into these models. It takes me all term to get out
17 of their "what-if" questions, to have them feel that
18 there is no penalty for wondering out loud, for
19 being fanciful.

20 Part of what's going on in the back-
21 ground is they're having to learn that living itself
22 is a profession, and that learning how to learn is
23 the objective of their education. So in the concept
24 of learning how to learn, they are also learning
25 about modeling.

1 Now, that second thing is something
2 that we institutions spend quite a bit of effort
3 trying to develop the milieu where they can try out
4 this learning how to learn. And maybe in the context
5 of that learning how to learn they will learn some-
6 thing more about modeling.

7 It's based from a 1957 speech, The
8 Generation of Greatness, from Dr. Edwin H. Land, who
9 said, "I believe that each young person is different
10 from any other who has ever lived, as different as
11 his fingerprints; that he could bring into the world
12 a wonderful and a special way of solving problems;
13 that in his special way, he can be great.

14 "But not many undergraduates come
15 through our present educational system retaining
16 this hope. Our young people -- after a very short
17 time -- give up any hope of being individually great.
18 They plan, instead, to be good. They plan to be
19 effective. They plan to do their job. They plan to
20 take their healthy place in the community."

21 What Wasserman is saying, what Land
22 is saying, what I was saying, all the way up through
23 the educational system we guide them away from
24 aspirations of greatness.

25 The other part of this program which I

1 have been privileged to be able to run and to develop
2 takes a tack of trying to present them a situation
3 where they are going to be stretched, not to keep
4 providing an educational system where you diminish
5 their educational elasticities by not asking them for
6 too much. You have to ask a lot, and then you have
7 to have faith that they are going to do it.

8 I would like to end by simply reading
9 to you some comments from students who have been
10 put in a situation where they have been invited, as
11 colleagues, to join with faculty members, many of
12 whom are freshmen, to join with faculty members to
13 do real stuff. And it's been expected that they
14 could learn it. They were asked for what they have
15 to say.

16 The first statement is a brief one.
17 "One of the best things about this project is that
18 it ~~is~~ "one."

19 Second. "My experience was quite
20 unlike any course which I might have taken. The
21 experience was more like a partnership in a project
22 than a student-teacher relationship. All motivation
23 came from within, rather than from grades."

24 Next. "I can say without reservation
25 that my undergraduate research experience has been

1 the most important factor in my intellectual and
2 professional development at MIT. Central to this
3 fact is the time and effort devoted to me by
4 Professor X. His approach to me and two other under-
5 graduates has been to treat us as equals.

6 "While this means that he has demanded
7 a lot from us, it also means that the desire and
8 confidence required to fill those demands has been
9 created."

10 In the written testimony that you have,
11 I have arranged a whole segment, perhaps three times
12 that many, picking up on the themes of the response
13 the students demand, development of specific
14 confidence.

15 The faculty can't see the difference
16 between an exercise, between test performance scores
17 and something real that they are asked to do.

18 And I would hope that an emphasis that
19 might be starting to grow in the schools is to go
20 back to emphasizing even more competency tests, and
21 to not simply end up with a check-offable list of
22 skills and techniques, and have the education left
23 behind, and have them all end up like Wasserman's
24 gifted group.

25 MR. HOLTON: Thank you very much.

1 Some quick questions, if any, from the
2 table here?

3 MR. HADERLEIN: You mentioned that when you read
4 the admissions folders that you are trying to find if
5 they have the stuff to make it, in your two or three
6 readings. Do non-academic factors enter into the
7 final decision?

8 MS. MAC VICAR: Very much. For example, one of
9 the things I first turn to would be the attendance
10 record.

11 One of the things I look to there,
12 I look for any abnormal or unusual responsibilities;
13 a job, running the ranch, up at 4 a.m., father is
14 dead, still manages to do the average. Marginal
15 according to tests. Can they make it?

16 The real thing that influences me is
17 that I know that that high school record, when it
18 runs out, is survival skills and intellectual stamina,
19 which are going to have to pick up and see the student
20 through.

21 MR. HOITON: Now we come to the final morning
22 period. I would like to start this by asking the
23 panelists themselves whether they would like to discuss
24 matters with each other or ask questions of each other
25 for a few minutes.

1 After this, we will turn it over to
2 the Commissioners and to the Staff itself.

3 So would you feel free to light into
4 each other. We will listen carefully and take notes.

5 MR. STAFFORD: I do not at this time wish to
6 light into anybody on the panel, except to respond to
7 the question that dealt with counseling and what we
8 might do about it in the school, and how we might
9 do the inductive counseling within the high school,
10 say.

11 And I did not respond at that time to
12 the question asked, but certainly at my institution
13 and at many other institutions around the country
14 there has been a history to test out the validity
15 of the peer group counseling concept.

16 My background includes a work experience
17 at the George Junior Republic in Freeville, New York,
18 and at that particular school there is a total school
19 built on the premise that young people, the peer
20 group, will be the best possible counselors you can
21 find to another one, in attempting to make it or
22 get through the system.

23 So I would advocate, and in my organiza-
24 tion and administration class in counseling, one
25 of the themes, of course, that I emphasize is that

1 within the school setting you probably have the best
2 possible source of supplementing your counseling
3 staff.

4 And it was suggested of course that
5 you can counsel certainly without carrying the title
6 Counselor. You can be a helper or a -- I forget the
7 term that was used. But people certainly could assist
8 you as part of the guidance team, and certainly the
9 students themselves, who are motivated and who are
10 making it, would be the best source of working through
11 this problem, to me.

12 MR. HOLTON: Would you like to continue?

13 MR. SJOGREN: I was going to talk about another
14 subject.

15 There obviously is some disagreement
16 on the role of advanced placement tests. I think
17 College Board studies reveal the fact that most
18 students who have taken AP courses in high school
19 do, in fact, stay and remain in college for a full
20 four years, that they simply start at a higher level and
21 end up with a richer baccalaureate degree.

22 I don't think the motivation for most
23 students in going into AP programs is to try to get
24 a degree at the same level of competency.

25 So your criticism really is at secondary

1 education generally, I think, and not specifically
2 at the APP.

3 MS. MAC VICAR: It is just the schools that I
4 have visited in the last two years have been very
5 keen on adding AP courses and arguing that, on
6 economic grounds, to save the students later. And
7 as some way of knowing that the student is doing
8 something well.

9 They don't want to offer advanced
10 English. They want to offer AP English. And I think
11 that's wrong.

12 MR. SOMMER: I just have a comment on that.
13 It has been my experience -- and I was just wondering
14 how well informed you are about the outcomes of these
15 advanced -- the continuation of advanced placement
16 courses.

17 I found that we could, in our high
18 school or in other high schools, get them to advanced
19 placement classes -- let's say for French or foreign
20 language -- while they still don't know how to speak
21 the language, they are going to read Moliere and what
22 have you, but they don't know how to communicate yet.

23 And the reason they take these courses
24 rather than take an advanced course in the foreign
25 language is because they are offered a reward.

1 reward is either monetary or prestige kind of reward.
2 And I'm opposed to the prestige awards.

3 I would like the student to be just
4 satisfied with the fact that he or she is going to
5 learn more French by taking a conversation course.

6 We can't get together a conversation
7 course in class because they are siphoned off to the
8 advanced placement classes.

9 MR. HARGADON: This entire conversation under-
10 lines what I think is the anticipated difficulty in
11 arriving at something called specific tight admission
12 requirements.

13 Much of the difficulty for students
14 coming in from 20,000 secondary schools to 2500 or
15 3,600 colleges has certainly to do with a gap between
16 what one learns in school and what one needs to know
17 in college. But frequently it has to do with the
18 fact that you can't get two colleges to agree on
19 where a beginning course on a subject ought to begin,
20 or two high schools to agree on whether, say a foreign
21 language, what fraction of the time is to be spent
22 in learning to speak the language or what fraction of
23 time is being spent and should be spent learning to
24 read the language, and so forth.

25 I'm just saying these things happen.

1 My own experience, and my reason for emphasizing it
2 is, it has less to do with a particular course than
3 with my experience at schools that have advanced
4 courses, that have lots of honors courses, that have
5 AP courses, generally have more challenging programs.
6 The pace is more rigorous. The standards, and the
7 pace is faster, and the standards are more rigorous.

8 If I am not mistaken, some very
9 respectable institutions have students who have taken
10 an AP course in high school, contrary to the example
11 you gave, and do better in the second level of that
12 course when they get to college than do students who
13 took the first level of that course at college.

14 MR. SOMMETT: Actually, that's what I'm very
15 interested in. And I didn't mean to challenge you
16 unfairly.

17 I want to know whether those advanced
18 placement students profit very highly from the courses
19 that they take, because I, from where I am, I don't
20 think so.

21 MR. SJOGREN: We think they do, at our institu-
22 tion, and we do have some follow-up studies that
23 support that.

24 MS. COX: I may comment on that question. The
25 consultation which occurred in California's proposal

1 to change admission standards for both public segments,
2 almost without exception there is strong outcry
3 from the secondary school people about the need for us
4 to clarify expectations, and also the concern about,
5 once having met our standards, that they were locked
6 at as the maximum, and that the higher education
7 systems had to do something in an effort to communicate
8 to students and to the parents that our admission
9 requirements were not the maximum, but they were
10 considered to be the minimum requirement.

11 To that end, with this consultation,
12 we have instituted an advanced placement credit for
13 the first time where now a student can, if he or she
14 takes a sufficient number of honors courses on a
15 four-point system, can indeed, from our perspective,
16 do better than a four point, because we would give
17 extra credit on admission if they had taken more
18 rigorous courses.

19 It does not only have to be AP. It
20 has to be more rigorous courses.

21 MR. HOLTON: It seems to me we have identified
22 a good topic which the Commission might want to
23 commission some extra work on, and perhaps part of a
24 meeting.

25 Is there another issue among the

1 panelists?

2 MR. SJOGREN: I have one more issue.

3 Dr. McGee suggested that colleges, I
4 believe was his reference, should require, for example,
5 foreign language as a condition for admission.

6 I believe the thinking is to encourage the student to
7 take a foreign language.

8 I guess my feeling is that the high
9 schools should, in their curriculum, require a foreign
10 language at least of the students who are aspiring to
11 go on to college. That's the way it happens in most
12 European countries. The high school curriculum has
13 already a second language in it. The colleges do not
14 dictate to the high schools what should be taught.

15 And I think the ideal is to have a
16 curriculum in place so students who graduate from
17 that high school have all the options available to
18 them, including admission to the most selective,
19 most rigorous institutions that they can find.

20 So I would prefer that rigidity be
21 at the secondary school level, and not put down by
22 the -- or demanded by the college.

23 MR. SOMMETT: If I may add, it should be below
24 the secondary level, and below junior high school
25 level, because I think we are starting to teach

1 children foreign languages at an age when they are
2 least capable of learning them.

3 MR. MCGEE: I would concur with you. Actually,
4 I was using the foreign language example of what
5 happens when there are requirements. And if require-
6 ments are established, that tends to set the pattern.

7 And the question is if we are following
8 the national study on languages and the Presidential
9 concern on that issue, perhaps both universities and
10 high schools should be putting more emphasis on the
11 foreign language issue if that is what we want
12 nationally as an outcome.

13 Now we would, at the secondary level,
14 certainly appreciate the fact that there is flexibility
15 in the admissions process, because there are going
16 to be youngsters who are going to concentrate very
17 highly in certain areas which may fall out of the
18 five categories that tend to get the emphasis.

19 It's pretty hard to have an art major
20 at the university level if one has been limited to
21 a semester of art at the secondary level. We have
22 a great diversification in our American system of
23 education, and that diversification should be fostered
24 and not arbitrarily limited.

25 MR. HOLTON: Any other issues among the panelists?

1 MR. CROSBY: I'm not sure that I'm ready to
2 accept either one of those arguments, especially in
3 terms of the high schools being the ones setting the
4 standards, even for the college.

5 If so, then we're going to be changing
6 the whole purpose of the high school. I think our
7 high school has been a reflection of what society
8 thinks that we should need. If it were left up to the
9 high school, we would have an entirely different
10 system, and wouldn't even meet your criteria at all
11 for going in.

12 And I think when we looked at '57,
13 related to Sputnik, it was not the high school that
14 decided we needed more science and foreign languages
15 and so forth. If the high schools or the public
16 schools or the elementary schools are to determine
17 the needs of the society, then that is what should
18 be the guiding point.

19 So I don't think it is up to the
20 schools to decide whether or not we need the foreign
21 language for the welfare of the large of society.
22 We determine whether or not we need the foreign
23 language or whether or not we need math. At some
24 point the large of society determines what we need,
25 and at some point we determined that a large group of

1 our population needed to be able to learn to read and
2 write. The schools didn't decide that.

3 The schools didn't decide that those
4 should be the goals. Somehow I'm not ready to accept
5 the fact that we should determine that criteria.

6 MR. HOLTON: Any other issue among the
7 Commissioners?

8 MR. MCGEE: I would just comment on the California
9 study and commend the cooperative efforts in helping
10 to define and clarify goals. I think that's a very
11 fine outcome, and we encourage it across the country.

12 MR. STAFFORD: I would like to comment on the
13 last speaker's remarks relative to the cooperative
14 effort between the teacher and the students. I think
15 it is the way to go.

16 Enrollment, creation, and creativity,
17 the feeling of creativity on the part of the person
18 certainly give a commitment to those people in the
19 fact that they have created that.

20 That's just a proven thing. So you
21 have no involvement, and you have no involvement.

22 MS. MAC VICAR: I would like to comment on Dean
23 Hargadon's comment on not restricting it to people
24 with certain labels. In my examples, if you read what
25 the students have to say, they don't go over to the

1 separate section of the corridor called "Counseling."
2 You're talking with a teacher or other faculty member
3 right there. They are offering advice to you, be it
4 personal, professional, or academic.

5 There are a lot of ways in what most
6 of the interactions would be like, but you just can't
7 turn it into a correspondence course.

8 MR. HOLTON: Any other issues before we turn it
9 over to the other side of the room?

10 (No response.)

11 Let me ask -- this might be unusual,
12 and I hope Dr. Goldberg doesn't mind -- that even
13 before we go further with the questions from the
14 Commissioners themselves, I would like to hear both
15 from Mr. Goldberg and from the Staff, Dr. Garibaldi
16 and Dr. Adelman, who have been working on this
17 conference for a good half year and have taken up all
18 the background that we have had to carry on the plane
19 and have been reading.

20 You have had, I am sure, a number of
21 burning questions that came to you as you were
22 listening to this and, before that, as you were
23 reading.

24 Would you like to start?

25 MR. GOLDBERG: I just would like to ask two

1 questions. One that comes out of the general testi-
2 mony that we have heard this morning, and one that
3 comes out of specific testimony.

4 The specific question I have is
5 addressed to Fred Hargadon, who expressed some concern
6 with what you called mixed signals. And you gave as
7 an example the University of California and Stanford.

8 And I would like to know what you
9 think one could do about that, given the fact that
10 we have essentially a decentralized American educational
11 plan -- as one of our people said, rather than a
12 system -- and we have a variety of independent
13 institutions.

14 What can one do about the issue of
15 mixed signals? That's one question I would like to
16 ask.

17 And the second one which I would
18 address to the panel in general, for anyone to address,
19 is the issue of quality of teaching.

20 Clearly a number of you talked about
21 that in a variety of ways, and you have made some
22 points that you have suggested that there are serious
23 concerns and problems with the quality of teaching at
24 secondary school levels. And I wonder if you could say
25 a little bit more about that, particularly in terms of

1 what you think the college and university responsi-
2 bility for that might be.

3 And you might even want to say some-
4 thing about teacher education in this country.

5 MR. HARGADON: Do you want me to start with both
6 parts?

7 The first part is easy. I don't have
8 the answer. I was raising it so that people are
9 aware of the notion of when we speak about college
10 admission requirements you are really talking about
11 2500 or 3,000 colleges.

12 We have a very difficult time mastering
13 the requirements for the public institutions of the
14 State, and then there are the others.

15 I think it will wash out. I think it
16 just has to be recognized.

17 The second question about poor teaching.
18 I do think that in the secondary schools there are
19 very, very, very serious problems in quality control
20 and in terms of weighing off seniority against other
21 factors.

22 I am tempted to throw in a suggestion,
23 and it will probably go no further than this room,
24 I'm sure. That is that the secondary schools start
25 over again.

1 We might well think of instituting
2 hiring policies similar to colleges, where there are
3 legitimate attempts to take seniority after a while,
4 where there would be such a thing as tenure, but
5 where there would also be a five or six or seven year
6 period of proving that you earned that tenure.

7 And I have always wondered why
8 secondary schools wouldn't get in a position of
9 adopting a similar situation like that, as do the
10 colleges.

11 MR. HOLTON: Dr. Cox.

12 MS. COX: I have some observations with regard
13 to the quality of teachers in secondary schools,
14 relative to the morale under which they operate.

15 Comments have been made to the effect
16 that in the pre-Sputnik era the United States became
17 very concerned about the quality of education,
18 particularly science education, and that as a nation
19 we then set about doing something to try to counteract
20 that, and, in fact, we entered a period where students
21 were extremely well prepared, as measured by their
22 scores on certain achievement tests.

23 During those years when we were
24 terribly well prepared, the National Science Foundation
25 regularly sponsored summer institutes bringing secondary

1 school faculty people to college campuses, where
2 there was a tremendous opportunity for stimulation.

3 This was a rewarding professional
4 activity. Those kinds of activities now are few
5 and far between.

6 I believe that we need to reinstitute
7 such opportunities for secondary school teachers and
8 for university faculty, because it is also an
9 opportunity for university faculty to find out what's
10 happening in secondary schools, and for themselves
11 to be stimulated and refreshed by these challenges.

12 This needs to be done not only in the
13 science area, but in many areas of higher education.

14 MS. MAC VICAR: There are two or three things
15 that I think about when I think about how to improve
16 the interface between the high school and the college.

17 It may seem fanciful, but I sometimes
18 wonder what would have happened if unionization had
19 happened differently and all disciplines, all faculty,
20 what if this would have happened by history teachers
21 for grades five all the way up; what if it had been
22 science teachers or math, something that emphasized
23 the disciplines.

24 It goes up vertically, in a sense, and
25 as you learn more and as you build on a foundation, it

1 grows.

2 It seems that what Alice is saying,
3 those high school institutes which used to happen,
4 some version of them is very important to bring back.

5 I have been in several settings in
6 the last year where teachers would speak, and the
7 28 or 29 year old teachers would speak ultimately
8 and yearningly of wishing that they had the network
9 that the 45 or 50 year old teachers who used to go
10 to those institutes had, someone, one other person
11 to call up in another city about curriculum material
12 to have somebody to refer to.

13 It is extremely lonely, perhaps being
14 the only art teacher or being one of the three people
15 in a city, and all of them graduates within the last
16 10 or 15 years. They have all these resources, and
17 not knowing where to get them, where the curriculum
18 materials are and how to ask.

19 So I would really underscore that.

20 MR. HOLTON: Are the last two of you saying that
21 there was a time when we knew how to do things in
22 teacher preparation and in getting colleges and high
23 schools to pull together on this wagon, and that some-
24 how we now are not doing it, and, if so, why aren't
25 we doing it? Is it a matter of money, or what?

1 MR. SJOGREN: It seems to me there is a cycle
2 here. The best prepared students coming out of the
3 so-called best high schools going to the so-called
4 best colleges, those students then seek careers in
5 the professions, law, business, medicine, and a few
6 journalists here and there, and a few teachers. I'm
7 talking now about the groups.

8 Others go into, typically, the
9 regional universities, many of the state universities.
10 These probably don't represent that group who have
11 taken the most challenging courses, generally, in
12 high school.

13 And, further, when they went into
14 college, the standards were still much lower than the
15 more selective colleges.

16 I know this is going to be very
17 controversial, and I am going to get myself in a lot
18 of trouble here. But those are the very people who
19 go back to high school and teach students and try
20 to prepare them to go to the most selective colleges,
21 and try to teach the AP courses.

22 And so we are caught in a cycle. We
23 are taking the mediocre students out of high school,
24 running them through a mediocre university system,
25 and bringing them back to teach the best and the

1 brightest so that they can upgrade education.

2 It seems to be that may be a problem.

3 MS. MAC VICAR: To me, things seem upside down.
4 I don't understand why the most precious resource,
5 which is the children, has really the least prepared
6 teachers and why the students who supposedly are at
7 the college level, have learned about learning, have
8 supposedly got the best prepared teachers.

9 And there is nothing magical about
10 becoming an assistant professor, that you suddenly
11 know how to teach. What you do is take a Ph.D. and
12 plunk them in a classroom and say, "Here, teach."

13 You are not worried the damage will
14 be done. You are not worried about the students'
15 development, of these 17 year olds.

16 They teach the course, and they teach
17 about something. But that's what you are concerned
18 about, that they know something to teach about.

19 But in the third grade or fourth grade,
20 I keep meeting up with teachers who don't know any-
21 thing to teach. They know a lot about the blackboard
22 and about the classroom and the development of fourth
23 graders, and they may be stuck with teaching arithmetic
24 when they only had one or two more courses of
25 arithmetic themselves in the undergraduate training

1 than they had back in fifth or sixth grade.

2 They have little to deal with in
3 teaching these children.

4 When you're talking with the youngsters,
5 you're talking about how to make analogies quickly
6 on your feet, to thoroughly know your own discipline
7 well enough to make correct, rigorous analogies,
8 basically making it simple and correct.

9 And I think that takes a lot of educa-
10 tion, not a minimum amount of education. So, looking
11 for ways to turn things upside down, so you get
12 higher educated, higher quality teachers teaching
13 the lower levels of the educational system, the one
14 thing is money. Money is the great separator, where
15 the prestige is; the status, the economic returns are.

16 One has to turn it around, if you want
17 to have people go into teaching in the schools.

18 One thing that might be useful -- and
19 I have been trying to talk the chairman of Texas
20 Instruments into this -- is thinking about teacherships.
21 We have professorships, and so why not teacherships,
22 where local school systems are given such an asset?

23 There must be a way to work out with
24 the public school systems a way that there could be
25 guaranteed salary levels, something that industry

1 locally takes a hand in.

2 MR. HOLTON: Yes?

3 MR. STAFFORD: I would like to also support
4 this bringing back to the campus the teachers for
5 further training.

6 I have numerous experiences in bringing
7 people back for further training. In one instance
8 there was a case of a return of a serviceman, and I
9 was fortunate enough to run an institute for four
10 years for servicemen and women who were returning
11 from Viet Nam.

12 In terms of some responsibility that
13 our institution felt that we had for these people,
14 we decided that there should be an effort made to
15 turn these returning people back to society, who had
16 a tremendous amount of potential, to turn them to
17 some good, give them some direction.

18 And I was fortunate enough to get
19 funded an institute for training veterans for junior
20 college counseling. And we returned to society 120
21 trained counselors to junior colleges, who are spread
22 through the junior colleges of Texas.

23 My example also goes to the GI Bill,
24 in terms of the commitment to returning to society or
25 turning over to society a certain number of trained

1 individuals. And I certainly feel I am one of them,
2 and certainly I feel that I have returned to society
3 much more than I have ever gotten from it in return
4 for this investment in me.

5 To me, it's a matter of national will.
6 Are we committed to directing an action on a national
7 level or on a local level towards some specific
8 goal? And this is to improve the quality of education,
9 to come up with a better articulation between colleges
10 and universities in relation to the people.

11 This is a matter of national will.

12 MR. HOLTON: May I return now to the table of
13 the coordinating staff.

14 Dr. Garibaldi and Dr. Adelman, may I
15 ask you to intervene for a few minutes, and then we
16 will turn it to the Commissioners for the final period.

17 MR. ADELMAN: I just wanted to provide the
18 panelists with some information about some of the
19 other pieces of information that the Commission is
20 receiving.

21 First, Alice Cox suggested that the
22 Commission gather information concerning notable
23 programs that addressed various issues in the
24 transition from secondary to post-secondary education.
25 Indeed, we have done that already. I notice the

1 controversy about Project Advance up there, and its
2 approaches and the question of deputizing or
3 adjunctizing high school teachers as college professors.

4 We looked at all angles of that; the
5 time shortened degrees, the middle colleges and
6 et cetera. The only problem with this collection of
7 materials is that it's highly variable.

8 The Commission asked for a standard
9 for math. Its principal interest is that the program
10 be able to demonstrate some real impact on students
11 over a period of time, and not all programs can do
12 that.

13 Project Advance can. It happens to
14 be one of those that can, and there were some very
15 good reports.

16 The program in Seattle is a different
17 kind of experiment. We had a number of premetriculation
18 impressions.

19 Some are programs which will relate --
20 and I would like to get back to this impression
21 later, because the whole thrust of the other half of
22 this hearing is about the transition from post-
23 secondary education to the freshman year experience
24 in college, which Professor MacVicar talked about.

25 And the second thing that the Commission

1 will receive and has not received so far, and
2 it's under contract, is perhaps the most elaborate
3 analysis of high school transcript data ever performed
4 historically.

5 We have a data base in the early '60s,
6 and another data base from the late 1970s, with
7 very fine coding, and we are asking questions such as
8 distribution of types of courses that kids took by
9 track, whether they were academic or vocational or
10 general tracks, what their grade point averages were
11 in those courses, so that we can see where the great
12 inflation was coming from, and what kind of credit
13 generation was involved in that.

14 That material is being fed into
15 another panel discussion we are having in August
16 at the University of Rhode Island on the changing
17 nature of college curriculum and its influence on
18 high schools.

19 We are going to get into some of these
20 issues a little bit more deeply so we will know where
21 the Commission is going on that. So you should know
22 about that.

23 We are also going to repeat many of
24 these questions, the Commissioners are, tomorrow
25 morning with a group of 20 students, 10 high school

1 seniors and 10 college freshmen, asking them basically
2 the same kinds of questions from both sides of the
3 transitional experience.

4 So you should know we are doing that.

5 Also, the Commission has, in fact,
6 looked previously and examined the Commission's work
7 on the college entrance examinations in five countries,
8 and the International Baccalaureate. They did that
9 examination and looked at that before.

10 And what that leads to is my real
11 question for Miss Cox, who said that 90 percent of
12 the entering students at the University of California
13 have taken three years of mathematics and still can't
14 do college level math. Now, this is a distinction
15 between the amount of time spent in a content area,
16 or a measurement of a level of proficiency in a
17 content area.

18 That seems to be the distinction that
19 you were playing with there, and the Commission has
20 run into that before.

21 You have discussed examinations. Some
22 of you don't want to deal with achievement examina-
23 tions. And yet the Commission has previously heard
24 questions about recommendations that students only
25 need to spend so much more time on mathematics or a

1 foreign language or science and they will learn it
2 or they will know that they will learn it.

3 How can statements of proficiency or
4 statements of expectations in terms of the numbers of
5 years in a subject compare with actual examinations
6 that measure, like the International Baccalaureate,
7 a high quality examination, what a student learns?

8 MR. HOLTON: Any particular panelist?

9 MR. ADELMAN: Any one of them.

10 MS. COX: How they can be compared?

11 MR. ADELMAN: If the Commission has to wrestle
12 with this problem, how do you make recommendations
13 in terms of the amount of time people spend on the
14 subject or in terms of their demonstrated level of
15 proficiency in a subject?

16 MS. COX: I am not sure you can compare them
17 with proficiency expected, but let's look at what
18 we would hope that we would find a proficiency would
19 do.

20 This is where we started. In the 1950s,
21 when there was a certain degree of excellence, at
22 least in science and mathematics, in education, people
23 who fed into institutions such as the University of
24 California, came from traditional high schools. And
25

1 by "traditional," I mean certain high schools. The
2 university was not accessible to all people. That
3 is one of our goals.

4 We want to define proficiency so that
5 we at least have a common language that we can under-
6 stand where we are starting from, that people in
7 secondary schools, people in high education, can say,
8 all right, we all understand this is the point; now,
9 let us talk about how we can develop the curriculum.

10 And the point was made by Dr. McGee
11 that it was very important that secondary school
12 people develop their own curriculum without being
13 mandated from the higher education segment.

14 We agree with that, and our plans are,
15 in the State, to work toward that end.

16 This must be done by the school
17 districts, and it must be taken out of the hands of
18 textbook publishers.

19 MR. HARGADON: Since I was the one that mentioned
20 or followed up on the achievement tests, I really do
21 want to correct what must have been a misinterpretation
22 I left with you. And your phrase was, "don't want
23 to deal with achievement exams."

24 I said I didn't think it would be
25 practical at this time for colleges to rely more on

1 achievement exams than they now do.

2 These things come out of the air every
3 once in a while, and there has been a recent one or
4 two articles, and everybody then follows up and all
5 of a sudden everybody is talking about achievement
6 tests.

7 I don't think it's right to put the
8 test against measuring proficiencies. I think it's
9 one thing, as we were arguing, that one ought to
10 detail what one expects to have been learned by taking
11 a course in a given subject. That's one question.
12 It is quite a different question to say, can that be
13 measured once we agree on it.

14 And I happen to think, having spent
15 some time looking at the A level and O level exams
16 in England and Scotland this fall, that, in fact,
17 it's possible to measure proficiency. The difficult
18 trick is to get agreement on the content.

19 And of course in England and Scotland,
20 you do get agreement on content. And it's one of the
21 most startling things to sit with 26 college and
22 secondary school faculty and decide these things,
23 and having someone say, "Don't you think that's a
24 little too much Charles Dickens?"

25 All I could think of was, I couldn't

1 imagine a similar meeting between a college and
2 secondary school committee in this country and having
3 someone say, "Don't you think that's a little too
4 much Conrad," or whatever else it would be.

5 It would really help if we could
6 distinguish between the problem of how to agree on
7 what ought to be learned and then the problem on how
8 you measure it.

9 MS. MAC VICAR: I'm not certain that you need
10 agreement.

11 One of the best demonstrations that
12 happened to me with a student was being presented by
13 a faculty member 150 problems at the beginning of
14 a course and being told that at the end of the course
15 there would be ten on the final, and they were
16 graded all the way up through difficulty. They
17 required a lot of library work, besides the classroom.

18 What I am wondering is if one, two,
19 five, ten universities sat down and simply said these
20 are the kinds of essays, the kinds of ideas, the kinds
21 of problems we would expect people to be able to do
22 entering freshman year college, even if there was
23 disagreement, if those were drawn together and simply
24 available as 150 or 200 examples, they might give a
25 place to start for teachers to be talking or students

1 to be talking to one another about what the expecta-
2 tions might be, what kind of accountability there
3 would be, what kind of background was expected.

4 MR. McGEE: Commenting about the three years
5 of mathematics, certainly a student who comes from a
6 reputable school in California with three years of
7 mathematics at a B level -- I think even with grade
8 inflation, which does exist in some institutions, we
9 should not discount the fact that devaluation takes
10 place.

11 MR. HOLTON: Dr. Garibaldi, may I ask you for a
12 brief question.

13 MR. GARIBALDI: Sure. In many respects, some
14 of my questions are already answered.

15 One of the hypotheses behind the
16 meeting was that whether or not raising admission
17 standards does indeed influence high school and
18 elementary school curriculum.

19 Dean Hargadon has told us that raising
20 admission standards certainly does not do that.

21 We have also heard, though, that, in
22 the Gallup poll, the public certainly is very interested
23 in raising the amount of courses that a student takes
24 in high school.

25 Ralph McGee has told us that it's



1 practically impossible to do all four years of
2 mathematics or science or any other courses that we
3 would like to have.

4 I am concerned about what do we do
5 in that case. It seems as though we are passing the
6 buck, and that's not likely -- we're not likely ever
7 to offer that many courses to students.

8 Do we go back to the elementary school
9 and junior high school and add more to the curriculum
10 there, or wait until the very end of high school?

11 I mean, I don't know.

12 MR. HOLTON: Does anybody here want to give a
13 quick solution to the puzzle?

14 MR. MCGEE: Certainly not a quick solution to the
15 puzzle, but there are many organizations which are
16 looking toward improvement of the secondary schools
17 in America.

18 I think we need to look at the
19 recommendations which are going to be coming out of
20 those national panels and draw from them.

21 I would also indicate that there is no
22 question in my mind that the adding of rigorous
23 admission requirements will achieve rigor in terms
24 of more prescription, will achieve the goal of getting
25 more titles on the transcripts. That will follow a

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

kind of pattern.

People are already beginning to react.

Those who send students to California certainly are looking at the California requirements.

The Ohio State University study and the direction in which they are going, those are signals which are sent out to students who are interested in those institutions. And I don't think we should sell short the kind of communications emphasis on the kinds of requirements, because it will happen in time.

MR. HARGADON: Partly because I think it is a very important distinction to make, I really want to say that I don't think tightening specific admission requirements will raise standards. I do think maintaining high admission standards will help raise standards in high schools.

At this moment, I think specific requirements are antithetical to high standards.

MR. HOLTON: We have, I think, yet another of our major problems surfaced here and I have a feeling that we must give a good deal of time to this.

Dr. Garibaldi's problem I think is one that merits a great deal of further study.

Let me now go to the table which has



1 been so patient here, and just go down the line.

2 Dr. Haderlein.

3 MR. HADERLEIN: Yes. It is very interesting
4 following this up, because I am the only nonprofessional
5 here. I am a school board member, and I speak for
6 95,000 school board members out here, and we have a
7 problem.

8 And the problem has just been emphasized
9 right now. I am hearing that we should start foreign
10 languages not only at the high school level, but at
11 grade school level.

12 And many of you are very aware that
13 there are very, very many small rural schools that
14 could not possibly offer foreign languages at the
15 elementary level. They would be very fortunate to
16 offer it at the high school level.

17 The same way with mathematics. Yet,
18 out in those small rural areas, we have students
19 that desire, that have the ambition to be physicians,
20 dentists, pharmacists, engineers, and they have no
21 other place to go to school.

22 Now, I'm interested in what's happening
23 with the admission standards when these youngsters go
24 to the schools. They graduate from high school. They
25 take the best that we can give them, and that's limited

140
1 by the number of children we have in the schools, and
2 the economics of the area.

3 What do you do, as far as your admission
4 standards, admitting these children? What do you do
5 as far as your music program?

6 This is a question that, when I speak
7 to my school board members following the finish of
8 this, the completion of this study, and telling them,
9 this is what you should be doing, this is a recommenda-
10 tion, to any of them.

11 MR. SJOGREN: I would say selective institutions
12 with flexible admission standards. We would admit the
13 brightest and the best prepared of those students,
14 even if they were deficient in a foreign language,
15 and that would be a deficiency that would be made up
16 at the university.

17 And we would say, it's too bad you
18 couldn't have it at the high school level, because
19 it would give you more opportunity to explore more
20 courses at the university.

21 An institution with inflexible admission
22 standards, they would have to be in the 12-1/2 top
23 percent, or meet the 8-1/2 requirement, that student
24 would probably have to follow some other course, go to
25 some other institution, and maybe take those courses

1 and then move over to that institution.

2 That could still be done. But I think
3 our goal is, if we're going to say that that second
4 language is one of the five basic disciplines as part
5 of an education, if we're willing to accept that --
6 and I am, and I think a lot of people are -- that I
7 would think those small rural school districts should
8 start working towards preparing students for a second
9 language, because I think that is just as important as
10 the other courses that that student will have.

11 MR. HOLTON: Remember that the Commissioners
12 and our presenters have a chance at lunch to pursue
13 some of those. So let us continue to ask brief
14 questions down the table.

15 Dr. Campbell.

16 MS. CAMPBELL: Might there be the lack of conversa-
17 tion, communication, between the colleges and universities
18 and the schools, might that have been caused at an
19 intermediate level of specialists, what we would call
20 curriculum specialists in the disciplines, who, in
21 effect, in my opinion, have bridged the gap between,
22 quote, just theory, and practice?

23 They have been sort of the extension
24 agents between the college and the teacher in the
25 disciplines. I think that that has perhaps made the

1 college people believe in an oversimplification of
2 what that high school teacher should be trained for,
3 because I believe that most of the college teacher
4 education courses that one takes to work in a
5 discipline, at least 80 percent of that is taken in
6 the content area.

7 Might there be another way in which the
8 transition between the understanding of the high school
9 student is being taught by the classroom teacher and
10 what the college professor believes, rather than
11 through a specialist, which we now have, and which was,
12 what should I say, promoted and advocated by the
13 colleges and universities?

14 MS. MAC VICAR: Should I comment?

15 It sounds pointed.

16 MS. CAMPBELL: It is.

17 MS. MAC VICAR: Most of what I would call research
18 universities, many of the small liberal arts universities,
19 ones that bill themselves as top quality in some way,
20 do not reward their own faculty for that outreach.

21 It is very difficult to actually get
22 rewarded to outreach to your own students. And it is
23 possible for a department to have one or two teaching
24 stars and 35 or 40 people who do their teaching.

25 It is not that they do it badly. That's

1 not where their emphasis is.

2 The rise of the curriculum specialist
3 had a short term improvement, I think, in immediate
4 communications, because it was nice to have there.

5 But in the long range, if I had what
6 there could have been directly, it would have eliminated
7 the need.

8 What you're really looking for is some
9 handle, reasons why university faculty should reach
10 out. I would like to see that in every appointment
11 and promotion file there had to be a letter on school
12 district stationery attesting to the fact, commenting
13 on the lecture of the faculty member which he had
14 given, the curriculum materials, teachers that he knew.
15 That should be there, just the same as the letters now
16 that must be there about research, and the one that
17 has to be there on doing service.

18 But there should have to be one there.
19 There should be something that has the perks built
20 into it for the faculty member at the university to
21 reach out. That is not necessarily financial. It
22 is a different situation than the situation where
23 the school teacher finds himself.

24 MR. HOLTON: Dr. Crosby.

25 MR. CROSBY: A question, but also some comments,

1 because I'm wondering, too, as I listen not only to
2 you, but as I listen to the colleges in terms of
3 admission standards, whether or not the colleges are
4 trying to cop out on part of their responsibility.

5 Are they also drifting into what we
6 may say seems to be the general tendency of this
7 country to want simple and quick answers to solve the
8 major problems in a half an hour on television?

9 Are we looking for a multiple choice
10 answer for admissions? We don't want a teacher to
11 have to say subjective thinking. We want to say
12 check A, B, C, or D, and this is going to be the
13 admissions standard for all of the 3,000 or 4,000
14 colleges across the country, because they don't want
15 to deal with individuals?

16 The other problem that I have is what
17 we keep using -- and this is becoming now a subjective
18 feeling -- we -- too many references; I believe, are
19 being made to somewhere around 1950, and I'm hoping,
20 as you're looking at the 1950, that 1950 does not
21 become the major point in your discussion, because,
22 see, a lot of things happened around the 1950s.

23 The first thing, Truman decided to
24 integrate the Army, because he didn't want a black
25 Army and he didn't want a white Army, so he integrated

1 it during the Korean War.

2 All of a sudden, too, if we start looking
3 at the 1950s and Sputnik and everything else, Eisenhower
4 also decided we were going to integrate some of our
5 colleges, and give minorities some of the things that
6 our middle class people were having in this country.

7 Now, as we talk about college educations --
8 and I appreciate, Dr. Hargadon, when you said not how
9 well or more or less they used to do, but how well
10 they should be doing -- and that is the comment,
11 first.

12 And I am hoping that we are not caught
13 up and don't want to do our homework. We want some-
14 body else to set the standards, so we don't want to
15 spend the time to look at the individuals that are
16 coming to us.

17 This is a diversified country, and I
18 think this has probably been the strength of it. We
19 have many people around the country who are trying to
20 become citizens of this country, far more than we
21 have people of this country who want to become citizens
22 of other countries. And I don't want our colleges to
23 lose that fact, and I don't want them to start looking
24 at other models that, at this point, the people are
25 trying to escape from to come here.

1 Now, the other thing that I want to
2 discuss, kind of deal with, in fact, is not a
3 question, but I'm also looking to, when we start
4 talking about quality, can we make the same kind of
5 comparison with the rest of our country in terms of
6 the industrial and commercial side?

7 People eventually start buying what
8 they consider quality, and if you don't have the
9 quality they are not going to buy it. And the
10 automobile, I think, has been a good example of this.

11 We decided too long on the kinds of
12 standards that we wanted to set, and Japan came around
13 and set the standards that people wanted, to move us
14 into the 20th and 21st or 22nd Century. And I'm
15 hoping that our colleges don't become obsolete, that
16 we might have to start importing our students someplace
17 else, because you're not preparing them to go -- or to
18 even come back, and to teach our kids in high schools,
19 elementary schools, what have you, or even go out
20 into industry.

21 But the original question was whether
22 or not you're trying to get somebody else to stop the
23 buck, rather than you're stopping the buck yourself.

24 But I went ahead and I answered my own
25 question.

1 MR. HOLTON: Unless someone wants to add some-
2 thing?

3 MR. HARGADON: I definitely think we're not
4 passing the buck. I must say I'm disappointed to
5 hear that comment.

6 I have heard you suggest earlier that
7 it is up to us to put your house in order also, or
8 to recognize that you only take your advice from
9 society.

10 Quite frankly, I think high schools
11 need to set strong graduation requirements. But that
12 has nothing to do with us. We set our requirements
13 for graduation from our place, and hope that that
14 satisfies people above us.

15 But if I read you correctly, I think we
16 weren't -- I wasn't suggesting a copout. Or maybe I
17 misunderstood.

18 MR. CROSBY: The thing is, here, I keep finding,
19 it looks as though, in many instances you are saying
20 that you are turning out poor quality on the other end
21 because we gave you poor quality coming in. And I
22 thought that was a copout.

23 Because you don't have to turn them
24 loose on the other end, regardless of what we turn out,
25 and you don't have to accept them.

1 However, another thing that the school --
2 we are in the same position of acceptance as you are.
3 We must accept, because we are part of society, and
4 this has been set up.

5 And our graduation requirements and
6 the like are determined by the policy set up by the
7 Board. We just work with them once they set them up.

8 MS. MAC VICAR: One thing that is quite dramatic
9 in the technical areas is the sense that there is
10 more and more desire by foreign students to come,
11 both as undergraduates and as graduate students. More
12 of them seem to be coming for that kind of education.

13 And I worry that there will be something
14 like the car industry, that if American students come
15 from our secondary schools and either are not able or
16 do not want to meet the standards to come into our
17 top colleges, that you will see more and more percentage
18 of the programs fill up with foreign students who will
19 go home, and whose countries will be even bigger and
20 bigger competitors for us, a kind of a downward spiral.

21 MR. HOLTON: In other words, we have Sputnik,
22 but it's called Honda.

23 (Laughter.)

24 MR. CROSBY: I guess, to respond again, we also
25 find that those foreign students who come to us come

1 to us with all kinds of backgrounds. And we're one
2 of the first ones to copout our financial aid and
3 everything else, to our own students, in order that
4 we be able to let the foreign students in to become
5 our students.

6 Different ages also are coming in, with
7 difference in resources behind them.

8 MS. MAC VICAR: But maybe what we're trying to
9 face up to nationally is that this thoroughly American
10 ethic of individualism and local control of school
11 districts and local setting of curricula, you're
12 up against competition that may require a systems
13 approach in this country, and you have to be thinking
14 about targeting the policies so they aren't giving
15 mixed signals, so you're talking about what you really
16 want to see happen.

17 Is there a national objective? Does
18 it matter that there is an international arena, or is
19 it really wholly within these shores?

20 And I think we are facing this right
21 here in our school system, and in our educational
22 system, that kind of question.

23 MR. HOLTON: Jay Sommett.

24 MR. SOMMETT: I was just wondering whether there
25 is not a unity here. I know of some university -- I

1 don't want to mention the name now, because someone
2 here teaches there -- who, they suggested to a student
3 of mine, who had two years of Russian -- and I teach
4 Russian -- and they didn't want to accept the two
5 years of Russian because they said that they wanted
6 to start their own course, that they are exclusive.

7 And I'm just wondering whether that is
8 not one of the problems that some of our students come
9 with certain kinds of equipment in mathematics and
10 science, and then you may have a professor who is
11 very enthusiastic about his own course and what he has
12 developed, and therefore you are going to have lots
13 and lots of students with presumably good preparation
14 in high school, and now they are in college and facing
15 a new invention, where somebody came up with something.

16 Does that exist?

17 MS. MAC VICAR: Within my own experience of
18 institution, it does not, but what I have heard
19 secondhand, yes.

20 One of the things that is going to be a
21 great driving force is the plain demographics of the
22 decreasing youth population.

23 Now, if you're trying to keep as many
24 colleges in business as before, then you have to market
25 something, and you have to find ways to teach your own

1 credit hours, and you have to find ways to have your
2 own students.

3 And I think that some of the sorting
4 out process that you are going to be finding in higher
5 education is going to be driven by these marketing
6 forces.

7 I would worry that you would be getting
8 an awful lot of messages, depending on who is worried
9 about their market and who is not.

10 MR. SOMMETT: To add to that, how well do you
11 think the college professor is familiar with the
12 curriculum that exists on the high school level, and
13 can he or she continue that training? Because I think
14 that may be a major problem.

15 MS. MAC VICAR: I agree with you.

16 MR. HOLTON: Dr. Francis.

17 MR. FRANCIS: Since I am last, I am apt to try
18 to summarize what I have heard, and that would be very
19 difficult.

20 But let me just say that several comments
21 have been made by each of the panelists, but what comes
22 through, one, is the notion that the raising of
23 admission standards having a measurable impact on the
24 quality of education at the high school level is just
25 not the case. It will have some, but that will not

1 be the case. At least that is not necessarily going to
2 be the major factor.

3 There are multiple number of activities
4 by a number of different people, school boards, high
5 schools, colleges, citizens, and the like, that are
6 going to have the greatest impact.

7 I think we are probably talking about,
8 from what I am hearing, both short and long-range
9 approaches. And I think there are a number of short-
10 range things that you have to do for the time being,
11 but for the long range, we need major curricular
12 reforms in the entire system.

13 I gather that, certainly at this point,
14 it is clear, and I think agreeable in a sense, that,
15 though admission standards in our colleges are
16 important, they should not be looked at as the sine qua
17 non. They are one thing I think we should draw on.

18 But also something else that comes
19 through, I think several have said it, two things:

20 The fact that we talk about admissions
21 requirements, and seeing that there is such a great
22 variety of approaches, I think is an education in
23 itself. We are willing to admit that we don't under-
24 stand the admissions process.

25 The second point I want to make is that.

1 what I am hearing is that if the colleges, in the
2 short run, were to, indeed, approach, like Project
3 Quality in California, competencies, at least some
4 high schools, or perhaps the vast majority of high
5 schools would get a feel for a little bit more what
6 to look for. Right now it is a smorgasbord. And
7 I think that would be helpful.

8 There are a number of barometers, I
9 think, in terms of what one can draw from and issue,
10 and I keep reminding myself for this Commission the
11 issue here is twofold; what could the admissions
12 process of colleges do for excellence; and, secondly,
13 what do we know about what happened in the first year
14 of transition.

15 And I think that's not as simple as we
16 might like it to be. But I think it is important that
17 we do this at all.

18 MS. COX: I would like to respond to something
19 he is saying.

20 It is true that admissions standards
21 in and of themselves, are not going to be a solution
22 for the problem. But one of the things that have
23 come through over and over again from the high school
24 people is, when we are talking about raising admission
25 standards, is that they do, because they are very

1 concerned that some of these difficult courses will no
2 longer be offered. The third year of mathematics will
3 be dropped, or the foreign language in the high school
4 will be dropped in order to allow some lower level
5 course. Because if the requirements are not there,
6 they say the students are not signing up for them, and
7 it may end up that the course is dropped.

8 MR. FRANCIS: That's the other side.

9 We don't want the perception that some-
10 how in keeping them on, that somehow we are going to
11 do something in high schools necessarily. There are
12 many other things that we need to do, as a nation.

13 MS. COX: We are being badgered with pleas by
14 people in the fine arts to institute a requirement,
15 because what's happening is that budgets are being cut
16 and music, drama, other fine arts in high schools
17 are going to be eliminated. That's because there is
18 no requirement, and they do not compete very well.

19 MR. ADELMAN: I just wanted to follow up on
20 Norm's remarks, and simply suggest, because I know we
21 are all going to be eating lunch together, that one of
22 the areas you might pursue in your luncheon conversa-
23 tions is what happens to the college freshmen after
24 they are there. The Commission really does have to
25 consider that as well.

1 Also, what role parents have in
2 registering kids for college and steering them into
3 courses of study and ideas of their vocation, and how
4 does that either assist or distort what happens with
5 the kid's confrontation in college and its demands.

6 And the whole question about vocational
7 versus liberal arts education, and assumptions that
8 entering freshmen arrive with.

9 I think the Commission would benefit
10 very, very much if, over lunch, they reflect on those
11 issues.

12 MS. CAMPBELL: While we're looking at the admissions
13 standards from high school into college, I would ask
14 one other question now, because it also affects the
15 high school. What responsibility to colleges and
16 universities have for entrance standards for the world
17 of work?

18 Only 42 percent at least in my state,
19 are going on to any kind of postsecondary education.
20 What, then, is the responsibility, as we look at the
21 teachers in high schools, that are trained by colleges
22 and universities; what, then, should be the standards?

23 MR. HOLTON: Is there a response?

24 (No response.)

25 I think that we will be coming together

1 again at 1:00.

2 Let me just add one thing that I
3 always try to listen for, namely, what has not been
4 said.

5 And there are a couple of important
6 things which have not been said, and that is important
7 in itself.

8 Nobody has challenged that there is a
9 real problem about excellence. The papers are all
10 full of data, and we all read it constantly. So we
11 are not debating the premise on which we have come
12 together, because it is clear that we seem to be
13 agreed that, indeed, we can do a lot better in education
14 than is being done at many levels.

15 Now, nobody has said that our students
16 and schools or colleges are too stupid suddenly. No
17 disaster has befallen our raw material. It's a
18 question of how to take best advantage of it.

19 We are also not lacking for solutions.
20 Nobody has said that we can't handle the problem.
21 On the contrary, we have, at one point or another,
22 already had a number of successes, such as teacher
23 training, the NSF, -- which has essentially abandoned
24 their responsibility for education -- is one example
25 that used to work.

1 Also AP, for some students, is another
2 example.

3 And others have been given. In fact,
4 we have a richness of solutions, past and present,
5 that have to be sorted out.

6 The one thing that everybody seems to
7 have said, in a way which has gotten lost because it
8 was said in so many different manners, was that we
9 don't seem to have an adequate way to collaborate in
10 the job of excellence from the time the student gets
11 into the first school through the time that it gets
12 out of the last class. That is, in a sense, easier
13 to do in Europe, where some of us had our educational
14 experience it is perhaps the only benefit of having
15 a Ministry of Education, that there is someone there
16 who worries about the whole transition problem.
17 Usually they do it terribly.

18 But there is no equivalent in our
19 system for collaboration, except in those cases such
20 as teaching institutions which suddenly bring busy
21 university people and busy high school teachers together.
22 And out of this comes a great number of other things.
23 It changes the education in both of these places, in
24 addition to producing a new entity that helps the
25 students.

1 Another one is the AP examinations. It
2 seems to me that this, too, is a reaching out of a
3 sort from one to the other of these two separate parts
4 of an arbitrarily divided thing.

5 It is not a law of nature that says
6 that, at 17, a student has to be handed from one group
7 of people to another.

8 There must be new ways of collaborating
9 on the common enterprise of getting educational
10 excellence at all levels.

11 Now I am told that at 1:00 we will be
12 announcing the names of the people that will testify
13 from the audience.

14 Is there anything else that I should
15 say?

16 MR. GOLDBERG: The press is available to talk to
17 the Commission. And I suppose the Commission is
18 free to speak or not to speak as they wish.

19 Thank you very much for your attention,
20 and for all of your excellent presentations.

21 (Whereupon, the proceedings in the
22 above-entitled matter were continued
23 to 1:00 p.m., this same date.)
24
25

1 NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

2
 3 - - - - -x
 4 Public Hearing - College Admissions and :
 the Transition to Postsecondary Education :
 5 - - - - -x

6 Roosevelt University
 7 430 South Michigan
 O'Malley Theater
 8 Chicago, Illinois
 June 23, 1982

9 The above-entitled matter came on for public
 10 hearing at 1:15 o'clock p.m.

11 APPEARANCES:

12 ANNE CAMPBELL, Commissioner

13 NORMAN CHRISTOPHER FRANCIS, Commissioner

14 EMERAL A. CROSBY, Commissioner

15 ROBERT V. HADERLEIN, Commissioner

16 MILTON GOLDBERG, Commissioner

17 GERALD HOLTON, Commissioner

18 JAY M. SOMMER, Commissioner

19
 20
 21
 22
 23
 24
 25

I N D E X

	Page
Public Statements by:	
Lois Mazzuca President of the National Association of College Admissions Counselors Rolling Meadows, Illinois	144
Ora McConner Assistant Superintendent of Public Personnel Services Chicago Public Schools Chicago, Illinois	156
William A. Kinnison President of Wittenberg University Springfield, Ohio	169
Oscar Shabat Chancellor Chicago Community Collige System Chicago, Illinois	179
Theodore Brown Assistant Principal Hales Franciscan High School Chicago, Illinois	192
Charles D. O'Connell Vice President and Dean of Students University of Chicago Chicago, Illinois	205
Arnold Mitchem Director of Equal Educational Opportunity Program Marquette University Milwaukee, Wisconsin	216
Dr. Michael Kean Director of Midwestern Regional Office Educational Testing Service Evanston, Illinois	225



I N D E X (Cont'd)

Page

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

John B. Vaccaro
Associate Director, Midwestern Regional
Office

236

The College Board
Evanston, Illinois

Public Statements by Members of the Audience:

Carmelo Rodriguez

257

Professor Jeffrey Mallow

262

Carol Elder

270

Bettye J. Lewis

275

Rachel Ralya

281

Austin Doherty

287

1 AFTERNOON PROCEEDINGS ,

2 (Time Noted: 1:20 p.m.)

3
4 MR. FRANCIS: Good afternoon. We have a rather
5 tight agenda this afternoon.6 We had scheduled to start at 1:00
7 with brief discussions, and we are about 13 or 14
8 minutes behind.9 We will go directly into the
10 instructions and then a list of the presenters.11 For the first part of this afternoon,
12 we have nine individuals that have been invited to
13 present testimony on today's topics.14 Rather than announce all the names
15 of the individuals, I will introduce each person
16 in the order listed on the agenda.17 I will stand after the first presenter
18 and then call the name of the next presenter.19 I would like to make one adjustment
20 to accommodate the schedule for Dr. William Kinnison.21 We will ask you to be the third
22 presenter. So I will call you at that point and we
23 will go on down the list of the other persons this
24 afternoon.

25 Each presenter will have five minutes

1 to summarize the written testimony. After the
2 testimony, the Commission will have time for a few
3 short questions.

4 I will repeat that for the Commission,
5 time for a few short questions, and I would appreciate
6 it if the next witness would participate and assume
7 a close enough position for you, if possible, so
8 that you can get up and keep the session moving
9 smoothly.

10 Now, we will begin with
11 Mrs. Lois Mazzuca.

12 I am sorry. We have -- let's see,
13 eight persons who have requested to appear before
14 us this afternoon, and they will be coming up after
15 the first half, which is scheduled to start --
16 the second half, scheduled to start at 3:30.

17 Those persons are, and I hope I am
18 pronouncing the names right, William Pappas,
19 Carmelo Rodriguez, Professor Jeffrey Mallow,
20 Carl Elder, Don Hosslar, Bettye Lewis, Rachel Ralya,
21 and Austin Doherty.

22 Those are the eight persons who
23 have requested to appear before us, and those
24 persons will be scheduled at 3:30, after the first part
25 of the afternoon session.

1 And we will now start, again, with
2 Mrs. Lois Mazzuca, who is president of the
3 National Association of College Admission Counselors,
4 Rolling Meadows High School, and Rolling Meadows,
5 Illinois.

6 Mrs. Mazzuca.

7 PUBLIC STATEMENT
8 BY: LOIS MAZZUCA

9 Thank you.

10 Thank you and good afternoon. I
11 don't know how good it is to speak right after
12 lunch.

13 If it was an excellent lunch, you
14 are going to be a little bit sleepy.

15 If it was not a good lunch, you
16 are going to be thinking of that next meal.

17 One correction, if I might, for
18 John Malandis, who is the current president of
19 the National Association of College Admission
20 Counselors.

21 He will beat me up the next time I
22 see him. Right now, I am president elect.

23 When I was called to do this testimony,
24 I really scratched my head and said, "They had to
25 be crazy."

1 Where do you begin addressing a
2 topic that you spend your life's work.

3 So being somewhat in doubt as to
4 where to begin, I asked the students. I called them
5 in and we had a few different group sessions.

6 As I reflect back on the writing
7 of the testimony that I have submitted, I guess
8 what we were really talking about is this
9 transition process, is that we are talking about
10 a passage to another stage in life, and I think
11 sometimes we tend to forget that.

12 And what's before these youngsters,
13 at a most complex and confusing time, is that they
14 have to ask some questions that they don't have
15 the vaguest idea about.

16 The phrase that I use about our
17 students is that they come into our offices and
18 they don't know what they don't know. They are
19 asked to make some choices about what college they
20 are going to attend from pictures in a brochure;
21 to choose a field of study that they are going to
22 enter about which they know nothing; to fill out
23 form after form and deal with acronyms that we
24 have all invented.

25 Now, on top of that, they are doing

1 that during a time period of economic uncertainty.
2 They are doing that during a time period of economic
3 cutbacks. There are doing that in a time period
4 where as you look to the future, jobs, as a 20
5 year future, really no longer exist. And we are
6 asking them to ask themselves an awful lot of
7 questions which we really don't have many answers
8 to.

9
10 Now, once upon a time, I used to
11 believe that we could take this whole transition
12 process, this whole decision making process, and
13 divide it down into two categories. The two
14 categories are educational and social and personal,
15 but I added a third dimension to that.

16 I am suggesting that financial
17 consideration plays an equal part.

18 So I am suggesting that this whole
19 decision making process takes into account educational
20 decisions, social and personal decisions, and
21 financial decisions.

22 I happen to believe, as a practitioner
23 in the secondary level for a number of years, that
24 the secondary school plays the most important part
25 in this whole process, as the secondary school must
begin the process early on in the freshman year,

1 continue on to the sophomore year, but really take it
2 home with those students in that junior year. But
3 we must recognize it during that junior year that
4 students are no more ready to begin that process
5 than they are to pilot an airplane and practice
6 law. But we have to lay the groundwork in terms
7 of formalized guidance sessions, sponsoring
8 college nights, bringing in college reps for them
9 to chat with, and hopefully, we are creating a
10 towrope. And why are we creating that towrope?
11 Because hopefully, we are going to bring those
12 students to ask questions or to deal with questions
13 dealing -- pertaining to access and choice.

14 I suggest there are three questions
15 that we have to ask students to ask themselves.
16 Number one is what do I think that I want to do,
17 what am I capable of doing, and what is out there
18 in the job market?

19 In addressing these questions, we
20 are asking juniors to take a look-see at the existing
21 possibilities for a career; we are asking them to
22 assess their individual strengths and weaknesses,
23 their courses, their test scores, and their rank
24 in class.

25 As we move through this process, we

1 begin to determine priorities that will meet the
2 students needs; What schools will accept them,
3 the distance from home, the size of the institution,
4 private or state supported, major fields of study,
5 type of student body, and finally, cost.

6 As we are working through this
7 phase, we must keep in mind that we are dealing
8 with an age group that has very high hopes, but
9 the reality of the process has not begun to set
10 in. They are not ready enough to be scared.

11 The readiness level begins in the
12 transformation that I suggest occurs in that ten
13 week time span from the end of their junior year
14 in high school and the beginning of the senior
15 year in high school, when they walk into their
16 local high school and pick up their schedules.
17 And unfortunatly, this is the time of the year
18 that the counselors really aren't around to help
19 them, and all of a sudden, they are asked by everyone,
20 "What are you going to major in? What college are
21 you going to? What are your plans for a year from
22 now?"

23 It is at this point that we enter
24 into phase 2 of the process. Students are no
25 different from the rest of society in that they

1 create their own perceptions and their own mind
2 set. Will they fit in on a particular campus;
3 will they be accepted? They have created a fantasy
4 of what room in a dorm they will occupy. They
5 have created all types of fantasies. As students
6 are working through this breaking away process from
7 home, they have mom and dad entering into it, and
8 they are dealing with the other side of the coin,
9 which is, "Has my son or daughter looked at a
10 school that's going to be accepted in the neighborhood?"

11 "Are they looking at the school that's
12 going to be acceptable at the office?"

13 We have mom and dad dealing with one
14 set of priorities and we have the student dealing
15 with an entirely different set of priorities, and
16 the individuals who are there to help them are both
17 the secondary school counselor and the counselor
18 on the college level. And unfortunately, we are in
19 an era when those peoples' positions are being
20 phased out, and without that proper support system,
21 and without that proper program, through this student's
22 whole time in high school these students really
23 aren't going to be prepared to make that changeover.

24 Now, I happen to represent a high school
25 district that has provided the resources, has the dollars

1 to get the services to students.

2 My concerns are, What about the vast
3 number of high schools in this country that do not
4 have the dollars, do not have the personnel, and
5 are not providing these support services. And in
6 the end what we are talking about -- we are not
7 necessarily talking about choosing the right
8 school or the right major. What we are talking
9 about is the student going from one phase of life
10 to another and giving them the kind of support
11 that they need to make these decisions.

12 Now I have to go back to my phrase.
13 When they come in our offices, they don't know
14 what they don't know. And we are saying to them,
15 "Make a decision about something you probably
16 will not do five years from now," and then we
17 expect them to make intelligent decisions; we
18 expect them to make that transformation from the
19 secondary level to college without any fears, without
20 any concerns.

21 Thank you.

22 MR. FRANCIS: You are right on time. Thank
23 you very much.

24 You may want -- I think we have
25 enough room -- we will have enough room at the end

1 for questions if we go through each one this quick.

2 We go now to Ora McConner, Assistant
3 Superintendent of Pupil Personnel Services, Chicago
4 Public Schools.

5 Miss McConner.

6 Miss McConner, would you give us
7 one second.

8 I understand that Mrs. Mazzuca has
9 to leave and there are questions of the Commission.

10 Are there any questions?

11 MR. CROSBY: Just one.

12 Other than you mentioning that
13 our students are being asked to make some decisions
14 which they are not prepared to make, did you have
15 any other recommendations?

16 I noticed you said wait until the
17 junior year and so forth, but did you have any
18 other recommendations in terms maybe the school
19 system or society or someone else should make some
20 decisions as to maybe which field they should
21 follow?

22 MS. MAZZUCA: I really believe that one of
23 the greatest services that we can provide that
24 junior or senior high student is to say to them,
25 "You have permission not to know. You have permission

1 to be afraid. You have permission to be concerned.

2 And that the choices that you are
3 making right now, you are not locked into them."

4 But I think what is happening is as we move through
5 the process, there is so much pressure from society,
6 from the people at home, that whatever decision
7 that they are making, those are not locked in
8 cement.

9 And that's why I suggest that you
10 need a strong support program and that support
11 program really has to begin from the freshman
12 year. So you are dealing with a total process
13 in terms of making decisions. This is what was
14 eluded to this morning, is that we have to teach
15 students how to learn.

16 I think we have to teach people how
17 to deal with the decision making process and it's
18 not necessarily right or wrong, but what is good
19 for them.

20 MR. CROSBY: I think that we have been accused
21 from other countries that we waste a lot of time
22 by letting our students make those choices.

23 What if we would look at their test
24 scores at the eighth or ninth grade and we can
25 determine what field they go into, you go into that.

1 and you go into this.

2 And right away, we wouldn't be
3 involved with the students making these decisions
4 to fail or change careers four or five times.

5 Any response?

6 MRS. MAZZUCA: I am not so certain it's bad
7 that -- if that's the right word -- that individuals
8 change jobs four or five times. I am not so certain
9 we are living in a time period where someone can
10 decide I am going to go into this field and exist
11 in that position for 20 years and retire from
12 that position.

13 If you read my paper, I eluded to
14 changing from something that has occurred in this
15 country.

16 I believe that you have to educate
17 our students in liberal arts type of education
18 and give them a broader base and develop the
19 ability to think and the ability to reason.

20 And I am sensing that we have been
21 doing that.

22 There is nothing more frustrating
23 than having a senior come into your office and
24 say, "I am majoring in engineering."

25 "Why?"

1 "Because my parents told me I am
2 not going to be a success or I am not going to
3 make money unless I major in engineering."

4 And that young man or young lady
5 no more wants to go into engineering than the
6 man in the moon, but they have been told that if
7 you are going to be successful, you are going to
8 major in business administration, and computer
9 sciences, or in engineering.

10 MR. FRANCIS: Any other questions?

11 MRS. CAMPBELL: Are you doing anything at all
12 in career aspirations at the junior high level,
13 which is even a prelude to the ninth grade?

14 MRS. MAZZUCA: I would compare the ninth grade
15 district -- the area that -- the high school
16 district I have been employed by is the Northwest
17 Suburban Area of Chicago, and I have -- obviously
18 it's been a strong district, and so had the junior
19 high.

20 Now, there have been some things
21 going on in this district, but once again, what
22 I am speaking to is an area that has money.

23 What is going on in the areas that
24 don't have the dollars to provide the systems?

25 MR. FRANCIS: Any other questions?

(No response.)

1
2 MR. FRANCIS: Thank you very much.

3 MRS. MAZZUCA: I appreciate the opportunity.

4 MR. FRANCIS: I'm sorry.

5 There's another question.

6 MR. ADELMAN: I have a question from the other
7 side.

8 Mrs. Mazzuca, how much have you found
9 that parents know about what challenges and demands
10 and what it takes for students to adapt to college
11 life, and do you have any recommendations or suggestions
12 for how we might prove parental understanding of
13 what is happening to a kid once they -- during
14 that period whereas you said in your paper, that
15 span from junior year to senior year, as they
16 enter college?

17 MRS. MAZZUCA: My first reply would be parents
18 know very little about the expectations and what
19 their sons or daughters are having to have to deal
20 with.

21 I have found through the years that
22 one of the parent information and the programs that
23 we run, we invite parents in of students who are
24 freshman in college who have just been through the
25 process to speak to those parents who are going through

1 it for the first time.

2 A remark that was made by a parent
3 several years ago, and I will never forget it,
4 you go to the parents in the audience and he
5 said, "Let me tell you something. When your
6 youngster comes from a home in which there is
7 love and support, this is going to be a painful
8 and difficult process for all of you. But you
9 have to give him that support."

10 And instantly, those parents were
11 right in his hands in terms of what followed.

12 So you need that. You need those
13 support programs for parents as well.

14 MR. FRANCIS: Once again, thank you.

15 Ms. McConner.

16 PUBLIC STATEMENT
17 BY: ORA MC CONNER

18 Members of the Commission, participants,
19 representatives, friends of higher education and
20 secondary education, it is a privilege to be with
21 you this afternoon.

22 I have been asked to address this
23 commission as a representative of the Chicago Public
24 Schools on the preparation of high school students
25 for the transition from secondary to postsecondary
education.

1 Before I make my remarks, allow me
2 to introduce myself. I am Ora B. McConner,
3 Assistant Superintendent, Department of Pupil
4 Personnel Services and Special Education. I am
5 responsible, under the administrative leadership
6 of the Deputy Superintendent of Educational Services,
7 for program planning and staff supervision of
8 pupil personnel services and special education staff.
9 Included among the pupil personnel staff are
10 elementary and secondary school counselors, social
11 workers, psychologists, truant officers, and
12 teacher nurses.

13 These individuals directly service
14 the Chicago Public Schools 442,827 students,
15 317,608 elementary, and 125,219 high school students.

16 This staff, numbering over 3,000
17 individuals, is directly supervised in the schools
18 and administrative offices by 20 district superintendents,
19 over 600 principals, and three educational diagnostic
20 centers.

21 The Chicago Public Schools have become
22 increasingly responsive to the needs of its students,
23 parents, and communities. Historically, the
24 American public schools, both elementary and secondary,
25 and the American colleges and universities, have

1 provided students the opportunity to achieve
2 personal and business success through education.
3 Although there is widespread criticism of American
4 public education, both constructive and destructive,
5 the assumption that each child has the right to a
6 good education is generally recognized and accepted.

7 Also, it is generally recognized
8 and accepted that the goal of quality education must
9 be pursued through intense efforts in the areas of
10 basic skills, adequate counseling, increased staff
11 and service, and the elimination of tracking and
12 ability grouping which is not congruent to the
13 concept of a multicultural, pluralistic society.

14 The primary goal of public schooling
15 is to provide a good education for all children.
16 The fundamental right to a sound education is a
17 part of our heritage with strong roots deep into
18 our culture. Although variant conditions may serve
19 as impediments to academic progress, no child should
20 be prohibited from a good education.

21 Colleges and universities have a
22 key role in achieving this goal. Although public
23 schools have a responsibility to ensure student
24 attainment of basic skills, colleges and universities,
25 as part of the academic community, share this

1 responsibility.

2 Access to postsecondary schooling
3 should not be linked solely to test scores without
4 regard to achievement within the milieu where
5 children live, study, and grow. Again, I repeat,
6 secondary schools must provide students opportunities
7 to master basic skills and attain a comprehensive,
8 balanced education, while colleges must build upon
9 the strength and fill in the weaknesses of students
10 accepted for admission.

11 An analysis of the plans of Chicago
12 Public School seniors reveals some interesting
13 observations. In reviewing the statistics from
14 1976 to 1981, we see that the percentage of students
15 planning to attend college full time has decreased
16 from 40.1 percent in 1976 to 33.6 percent in 1982,
17 a difference of 6.5 percent.

18 Even more enlightening is the
19 corresponding higher percentage of students who
20 do not intend to continue their academic pursuits,
21 either in a junior college or other training
22 programs.

23 In 1976, 21.2 percent indicated
24 other academic full time attendance. In 1982, only
25 10.7 percent indicate this option, a difference of

1 10.5 percent.

2 Twelfth grade enrollment has declined
3 from a high of 23,587 students in 1976 to 20,136
4 in 1981. The attendance rates of the general high
5 school in Chicago, after a five year decline,
6 are anticipated to rise in 1982 to 85.5 percent.
7 In 1976, the rate was 85.08 percent.

8 These statistics have
9 a serious implication for both secondary schools
10 and college institutions. Not only are fewer students
11 entering our school system because of a decline in
12 birthrate, but few students who have completed
13 graduation requirements are planning additional
14 postsecondary education and training.

15 Of the students planning to enter
16 college in September, the greater majority is
17 academically strong and able to pay the high cost
18 of postsecondary education.

19 I'd like to share with you an
20 instance from a current letter, which I received
21 from one of the institutions from which I graduated,
22 Boston University. And under their admissions
23 update material, they indicated that at this time,
24 this is 1982, applications are 5.8 percent behind
25 what they were in '81. They also indicated that the

1 persons applying, students applying this year are
2 academically stronger than last year's applicants.
3 Early returns on paid deposits are almost equal
4 to last year's or higher.

5 The critical ingredients of college
6 admission are contained in this statement. They are
7 the increasing academic strength of freshman college
8 applicants as measured by test scores and class
9 rank and financial ability to assume college costs.
10 What about those students who do not fall into
11 these categories? Is there a college education
12 in their future?

13 The Chicago Public School system
14 is now reexamining its secondary school curriculum,
15 and I have indicated in my paper some of the steps
16 that have been made of the general superintendent
17 to provide for what we consider a renaissance in
18 education.

19 In preparing young people for college,
20 cooperation between secondary and higher education
21 levels is essential. An opportunity for dialogue
22 addressing that cooperative role between representatives
23 is necessary, and we had such an example with the
24 college board on May 10 with their Project Equality.

25 We feel that this is a fine way in which

1 we are going to identify those competencies that
2 are necessary for success. I will hasten on and
3 pass a few pages because there are really two
4 points that I wish to make.

5 One is that we have fewer children
6 now going onto college, especially from our cities.
7 Those children who are going are those who are
8 academically stronger and whose parents are able
9 to pay. The future, indeed, does not look very
10 bright. In fact, it looks very cloudy for the
11 minorities, who make up our city schools.

12 I would like to close by saying
13 preparing students for college is costly, but can
14 we afford not to pay the price? The price of a
15 sound secondary educational program for all children
16 would include well-trained teachers, better trained
17 than the ones we now have. Most administrators
18 we have were trained in the '40's and '50's, and
19 they are operating like they are in the '40's and
20 '50's.

21 Many of our high school teachers are
22 at the average at the age of 40 and they were
23 trained in the '50's and '60's.

24 The price of college is high, but
25 think of the alternatives. Too few of the children

1 of the urban poor are going on to college. Although
2 causes are complex and multitudinous, I have chosen
3 to concentrate on two areas which present the
4 greatest barriers to college entrance.

5 We do not exist in isolation from
6 our community, nor can we be successful without
7 the support of our communities which include businesses,
8 industries, colleges, universities, other agencies,
9 people, and especially students.

10 The Commission is to be commended
11 for conducting the sessions and for their concern
12 that all students continue to have access to post-
13 secondary education and to successfully make the
14 transition from high school to college.

15 Again, may I express my pleasure in
16 addressing you today, and unfortunately, the
17 Board of Education is having its board meeting, and
18 I, too, will have to leave very soon.

19 MR. FRANCIS: Well, if you just stay where you
20 are I am sure there are some questions.

21 MR. SOMMETT: I am a little bit sensitive
22 on this subject, because I was trained in the '50's,
23 too, and I am a teacher.

24 So often -- I am really being serious.

25 So often, we talk about the good old

1 days and how much quality was there and then I
2 presume it refers to how good teachers used to be
3 in the old days and at the same time, we think
4 that something that was good 30 or 40 years ago
5 is by now outmoded. And I am just wondering --
6 and then I have another question.

7 What's wrong with those teachers who
8 were trained in the '30's and '40's?

9 MS. MC CONNER: I believe that the good old
10 days are the good gone days; that we must be more
11 future oriented as we look at the world of now and
12 tomorrow.

13 We are into a world of information
14 explosion, where we no longer have the kinds of
15 jobs where muscles were demanded and that no longer
16 do we have the kind of young people in our schools
17 whose values are expressed in the same way. And
18 most of us trained in the '50's and '60's, and I
19 am among those, should be harshly criticized and
20 retrained, if possible, because I, in my situation,
21 and in urban schools that look so different from the
22 time I was a girl. In terms of population, we --
23 18 percent of our students are speaking -- do not
24 speak English well. They come from a culture that
25 is so different.

1 We have large numbers of Asians
2 in our population, large numbers of Hispanics that
3 are Cuban, Puerto Rican, Central American, with
4 cultures we do not know and do not understand.

5 We have second generation, third
6 generation Blacks in our communities whose morales
7 in life and whose values are different.

8 So I speak to those of us who teach,
9 and I always said that I was trained to teach the
10 middle class white girl, not even the middle class
11 white boy.

12 I said that those of us who teach
13 as we did in the '50's and in the '60's need to
14 be retreaded, retrained, or removed.

15 There are lots of things wrong with
16 our high schools. What it comes to is not only the
17 competencies being taught but the kinds of
18 values being perpetuated. In relationship to
19 vandalism, the cost of vandalism, the cost of
20 undisciplined behavior, the promotion of those
21 kinds of values that deal with trend and competitiveness.

22 MR. SOMMETT: You are not saying that teachers
23 are promoting those values?

24 MS. MC CONNER: I am suggesting that teachers
25 are putting their heads in the sand in many instances.

1 Yes, I think, sir, indirectly perhaps, I am.

2 I am not referring to everybody.

3 I said those of us who have not changed.

4 MR. SOMMETT: Well, according to what you said,
5 you would remove quite a few, but I am wondering --
6 see, to me learning is so dynamic that a teacher
7 that you are training today, according to what you
8 are saying, most teachers should not stay longer
9 in teaching than 20 years at the most, because
10 society changes, everything changes, and I don't
11 agree with you. I think that good teachers made
12 the necessary adjustments to society in which they
13 live.

14 I don't think that there is something
15 so peculiar about a Black child, because I work
16 with Black children, that I don't understand because
17 I came from Czechoslovakia.

18 I think that I understand Black
19 children. I understand Latin American children.
20 I understand Chinese. And I am not saying that all
21 teachers do. I am just saying that teachers,
22 generally, will make the necessary adjustment and
23 accept that.

24 MR. CROSBY: Coming back also to your comments
25 in regards to teachers probably being out of tune,

1 as we are talking and also in your paper, you make
2 reference to some students in our school systems.

3 Now, my question is kind of personal.
4 Now, as you were referring to teachers, is Chicago
5 doing anything now in terms of retraining or
6 retreading or to change or at least make the teacher
7 aware of different attitudes, different perspectives,
8 different expectations, and so forth, in order to
9 handle this new generation of students that we have
10 in the classroom?

11 MS. McCONNER: Chicago would like to do much
12 more than it's now doing. We do have a very
13 dynamic new superintendent who looks at the world
14 and not at the city, and she looks at all people.

15 She would very much want to be able
16 to do this and is investigating every possibility
17 of providing renewal, but we suffer very much
18 this constraint of the budget.

19 We have a very strong teacher's union
20 here with requires that staff development time is
21 pay time, and we are now wonderin, do we open our
22 schools in September?

23 The desire of leadership is there.
24 We have a long distance to go, and we don't see
25 the resources that are needed to take us there.

1 MR. FRANCIS: Any more?

2 MR. HADERLEIN: In your counseling, what kind
3 of leadership do you have for your senior students
4 that are going into teacher education?

5 MS. MC CONNER: Our students -- we look at --
6 we have -- I find it very difficult to answer that.

7 I will say first, to answer that
8 question, we do consider career counseling as a
9 strand that goes through the elementary through
10 high school level. We have an elementary school
11 counselor who is in a school from 5 to 700. We
12 have one high school counselor for every 450 high
13 school students. Our schools have been cut back to
14 the point that there is almost no assistance than
15 of the teacher and the principal.

16 I feel that -- we do have a survey
17 of what we call plans of high schools. We do have
18 good curriculum that's written. We have a large
19 percentage of our students planning -- 40 percent
20 planning to go onto college. The last time we looked
21 at the survey, which was last year, it was something
22 like 12 percent said they wanted to go into teaching.
23 Others preferred business and other kinds of
24 opportunities, so it isn't production.

25 Thank you, again, for this opportunity

1 and I am a teacher. I believe in teaching.

2 MR. FRANCIS: Thank you very much and I am
3 going to ask Mr. William Kinnison to make his
4 presentation, and we will follow the same course.
5 We will take five minutes of questions so we will
6 make sure that everybody gets represented.

7 PUBLIC STATEMENT

8 BY: MR. WILLIAM A. KINNISON

9 Dr. Francis, members of the Commission,
10 ladies and gentlemen, I appreciate very much the
11 opportunity to be here and be taken out of line
12 early, and I hope the other presenters are not
13 disturbed with that privilege.

14 I also want to thank you very much
15 for holding this hearing on the topic that is of
16 concern to all of us today.

17 I am here actually wearing three
18 hats. Having served on the Ohio Commission on
19 articulation between secondary schools and Ohio
20 colleges and universities, I'd like to suggest
21 that some of the ground you are covering, we have
22 covered and hope you have a chance to look at the
23 report.

24 Secondly, I am president of
25 Whittenberg University in this region, a small,

1 Lutheran college, and I think today that I would
2 like to make an appeal on behalf of liberal arts.

3 And I am here also representing
4 the Commission on Higher Education Issues on which
5 I presently serve as a member.

6 And I submitted earlier an eight
7 page statement which, I believe, you have, and I
8 had to write that statement before the Commission
9 on Higher Education Issues had their final meeting
10 last week on the draft, what they are really going
11 to recommend.

12 So in addition to my writing a few
13 points in the paper which I submitted, I wanted
14 to at least outline the agenda for higher education,
15 which is emerging from the American Council on
16 Education Commission on Higher Education issues.

17 Four points I would like to discuss
18 are in the written testimony, which I gave you,
19 are these.

20 First, the absence of effective
21 channels of articulation between secondary schools
22 and postsecondary education programs. Second,
23 the confusion of college and university admissions
24 requirements, but more personally, the absence of
25 any clear indication for most postsecondary

1 institutions of what it takes to get out. Not
2 only what does it take to get into the program,
3 but what does it take to get out, and I think
4 there is a great deal that could be done to improve
5 the situation if there were more data in that
6 area.

7 Third, the emphasis and the need to
8 focus not only on the lead us concept but upon
9 competency in a democratic society. It seems we
10 always divide in half, and half of us advocate
11 competency at the expense of democracy, while the
12 other half advocates democracy at the expense of
13 competency. What we really need is a commission
14 to tell us how to proceed toward a competent
15 democracy, not letting us off the hook on either
16 point.

17 The fourth is the need to preserve
18 and strengthen and build upon the diversity and
19 the autonomy upon the post secondary institution
20 that we have in this country, but finding a way
21 to insist upon clarity and still even preserve
22 the diversity and autonomy.

23 Speaking for the Commission on
24 Higher Education Issues, it appears that our report
25 will be composed of three sections primarily.

1 First will be a rather brief
2 agenda for higher education and its responsibility
3 for the problems concerning yourselves followed
4 by two sections, one on specific actions for
5 colleges and universities to take and enhance the
6 quality of their programs and then a third section
7 on specific actions that need to be taken to
8 finance quality education.

9 So I might take the remainder of
10 my time just to sketch the ten items the Commission
11 on Higher Education issues would like to put on
12 the agenda for all colleges and universities in
13 the United States to consider.

14 Now, I will try to do this very
15 briefly and I hope you will assess the actual
16 report before your deliberations are finished.

17 First, higher education generally
18 must complete its transformation from an emphasis
19 on quantitative growth to one emphasis on qualitative
20 improvement and the establishment of a willingness
21 to accept first-rate work, even at the higher
22 education level.

23 Second, higher education must take
24 the lead in accelerating many transformations of
25 the United States from earlier forms of its economy.

1 to one that emphasizes high technology. Third,
2 higher education must take into account society's
3 need to get into a college or university, its geographic
4 area and its own constituency as part of its
5 wider responsibility to society.

6 Fourth, higher education must
7 work toward making the United States a nation of
8 educated people. In doing so, colleges and
9 universities should focus attention on the importance
10 of human capital investment in the nation's economic-
11 social culture and political well-being.

12 In pushing for this goal, higher
13 education must be concerned at equal measures
14 with the education of youth and adults. This
15 includes working with the elementary and secondary
16 schools more effectively and striving to harmonize
17 common learning with professional and social
18 education.

19 Fifth, higher education institutions must
20 establish high standards for admission and performance
21 and in the process must expect more from their
22 students.

23 Sixth, higher education must take
24 on the responsibilities of helping direct the
25 knowledge and values of American youths. The problems

1 of American youths are well documented and colleges
2 and universities must consider their programs in
3 light of the difficulty with young people in our
4 society face. Special attention must be given to
5 young people derived by personal circumstances to
6 help them become better qualified for higher
7 education. Institutions cannot pretend that all
8 youths arrive for college fully informed and
9 prepared to go on.

10 Seventh, higher education must not
11 only reaffirm its commitment to advancing equity
12 and all its forms, but should also be more
13 responsible by pressing for educational opportunities
14 for minorities. With 38 percent of the population
15 projected to be classified as minority by the
16 year 2000, the magnitude of the task before higher
17 education becomes very, very obvious.

18 Eighth, higher education must take
19 the affirmative steps to ensure the differences
20 among institutional categories that are more
21 precisely articulate. The diverse nature of
22 America's population requires diversity among its
23 colleges and universities. Colleges and universities
24 have a first rated distinction among them and all
25 attempt to appear the same.

1 Ninth, higher education must
2 internationalize its programs.

3 All projections point to rapidly
4 increasing world inter-dependence, essentially
5 placed on the United States. The placement of
6 foreign students for languages and international
7 components of most curriculum must be rethought
8 and higher education institutions must direct
9 their efforts toward what their students are to
10 become.

11 College and university programs
12 must reflect the future and place the student in
13 that future.

14 It will take a great many more
15 words to describe those ten steps, and, again,
16 they are described in my testimony.

17 Thank you.

18 MR. FRANCIS: Would you stay for a minute
19 more?

20 Are there any questions?

21 (No response.)

22 MR. FRANCIS: I assume that you will see that
23 we get a copy of that?

24 MR. KINNISON: We had a meeting last week to
25 in its final form. It's now being edited.

1 I am sure it will be available for you.

2 MR. FRANCIS: Any questions from the Commission?

3 MR. HADERLEIN: I would like very much to
4 have a copy of this report. I am sure we will get
5 it.

6 In your prepared statement, there is
7 a -- to me a mysterious remark that principals
8 require a greater degree of governmental restraint
9 in education as indicated in recent years.

10 What do you mean?

11 MR. KINNISON: It will take another eight pages
12 to explain what I mean.

13 I think I mean by that that in too
14 many governmental solutions that I participated
15 in, they jumped to hasty conclusions.

16 We don't get the entire picture of
17 all the different types of students and different
18 types of institutions and different types of
19 circumstances. And often the governmental solution
20 is too simple, too regular, if you would, rather than
21 being broad enough to encompass the great diversities
22 of students, teachers, different states, different
23 communities.

24
25 MR. HADERLEIN: In other words, are you against

1 the intervention of government principals?

2 MR. KINNISON: No, I am not against government
3 intervention, just the way they intervene is
4 what I am saying, I guess.

5 The way in which they intervene
6 does not appear to be solving the problem.

7 MR. CROSBY: I notice also in your paper that
8 you listed that by and large, there should be greater
9 cooperation between administrators, teachers,
10 faculties, and the administrators of colleges.

11 Are you aware of any programs at
12 which there are greater interpretations and also
13 you mention that there is no reward system for
14 that.

15 What reference do you have in terms
16 of the award system? Is there such a cooperative
17 that you would consider ideal that exists?

18 If not, what would you consider ideal
19 measures?

20 MR. KINNISON: I think there is an ideal
21 interpretation in the relationship of high school
22 counselors and college admission counselors as
23 represented in the organization.

24 The first of this information is the
25 association of college admission counselors. I think

1 that plan is reasonably good articulation between
2 counselors over the years.

3 There is not very good articulation
4 between teachers of English, between teachers
5 of mathematics, and neither the reward system for
6 the public school teachers that the college or
7 university -- the process for recognizing and giving
8 such recognition to effort in that direction.

9 MR. FRANCIS: Okay.

10 Anything else? Any other questions?

11 (No response.)

12 MR. FRANCIS: Thank you very much.

13 MR. KINNISON: Thank you. I appreciate being
14 here.

15 MR. FRANCIS: I want to know -- there is one
16 other request for a change in the scheduling, and
17 I wish to honor this again by asking the help of
18 the other presenters.

19 Dr. Oscar Shabat, Chancellor of the
20 Chicago Community College System, please step down,
21 and I understand you have to leave. So we will
22 be having questions of Dr. Shabat right after his
23 presentation.

24

25

PUBLIC STATEMENT
BY: MR. OSCAR SHABAT

1
2
3 Thank you. I pronounce my name
4 Shabat.

5 As you indicated I am the Chancellor
6 of the Chicago Community College System in Chicago,
7 a system of 100,000 students, eight colleges,
8 about 450 outposts with programs that rank from
9 literacy through the associate degree and including
10 a growing and a vast program in adult education,
11 in which program many people beyond the associate
12 degree are participating because of their interest.

13 As I read the title of your
14 Commission's hearing, it seems that what you are
15 after is that articulation among the various levels
16 of the educational system.

17 I want to see whether or now I can,
18 in this space and time, give you my perspective
19 and highlight a couple of key things.

20 You have my paper. It was only
21 four pages. I am sorry it wasn't at least five,
22 but I could talk about any item on that paper as
23 you gather.

24 I call attention to the major,
25 specific problem that confronts our city colleges

1 here in Chicago, and I will dare say that those
2 are the problems that face the big city community
3 colleges throughout the country.

4 I know, because I am with the
5 18 chancellors and presidents who enroll a
6 million and a half students in the community colleges,
7 and we meet at about every three months. And many
8 times when I go to a meeting, I don't think I have
9 left home, because there is great value that comes
10 out of the cost of organizations and through the
11 discussions.

12 I will talk about the adequacy of
13 our teaching staff. You heard that from Dr. McConner
14 regarding many public school systems, the reform
15 that is needed for our general education programs--
16 the admissions and exclusion standards, coming a
17 little closer to what you state in your paper,
18 the student nutrition rate, the need for additional
19 funds to support or to provide support services for
20 our many disadvantaged students.

21 I am not going to go over that.

22 I want to say that we are an open
23 door college and we have been since 1911.

24 That means that any high school
25 graduate can come to us and any adult over 18 as a

1 special student, who proves themselves and they
2 can participate in the college level work.

3 The open door is under great fire,
4 under great attack, and properly so, because a
5 number of us who have been in this movement, community
6 college system, have made it that way.

7 I want to indicate though that the
8 open door is founded on a very basic democratic
9 principle.

10 Whether it has to do with competence,
11 I don't know, but I am saying that this is --
12 it is our task in the public community colleges,
13 as it has always been, to provide equal educational
14 opportunity, postsecondary opportunity, and that

15 means that we will take the people I mentioned.
16 They may not be able to get anywhere else into any
17 other place, given the elective standards for
18 admissions.

19 We are open door and we are proud
20 of it. And though things are happening that seem
21 to be calling for a closing of that open door, I
22 think that things that I see happening -- I think
23 that we should keep it open and we are doing things
24 to get the support of tax payers, citizens, voters,
25 legislators, toward this end.

1 Putting it differently, if they
2 don't get a chance to come to us, they don't go
3 anywhere. And if you believe in democracy as
4 I do, present day democracy and future. Our people
5 must get a chance. And while a lot of them look
6 pretty dumb, they are for the most part made that
7 way through our educational system and other
8 social pressures, and they are not dumb. They can
9 learn. This is what we have discovered through
10 the search we have been doing and through experimen-
11 tation.

12 Various sources -- let me give you
13 an example. If you go to the college classroom
14 throughout the country, 20 percent of our students
15 are not doing anything else than what has to be
16 done to get their A's, B's, and high C's, maybe
17 B plus or I should say B minus.

18 We are moving toward making that
19 85 percent without changing the objectives, the
20 purpose of the courses, without changing the size
21 of the classes or the length of time -- class
22 time that students take.

23 you have read about this. We
24 have as our consultant Ben Bloom, who is very close
25 to us, and though he thought that mastery learning

1 is a technique, not a panacea, just as technique
2 teaching would be very, very useful for the common
3 school and perhaps exclusively.

4 He now knows that the community
5 college is a wonderful institution for the application
6 of technique. We are making great strides, but
7 that's only one approach for the first problem,
8 the adequacy of our teaching staff.

9 Many of them are not adequate to
10 the job. They came at a time when we had different
11 kinds of students, at least more of them. One
12 gentleman on the panel said that the good old days
13 of the '50's s. They weren't so hot.
14 I was there teaching too. They weren't that good,
15 but many more students are appearing today like
16 the relatively few of the times that challenge
17 us.

18 Now, the teachers who come in with
19 their masters and doctorates and expect to teach
20 liberal arts and science and think that they are
21 facing proper students are the ones who are very
22 upset, and they should be.

23 They are out of tune. Now, it's one
24 thing to say this and maybe even make it into the
25 form of an attack, and I am not here to even attack

1 the high schools, let alone the elementary schools!

2 I don't do that. If I cut them, I am going to bleed!

3 That doesn't mean I want to cover up
4 anything but when you get EMH students -- you know
5 what EMH means?

6 When you get high school diplomas
7 and they can come to us they try to get in and they
8 do get in, there is something wrong.

9 Educable, Mentally Handicapped,
10 EMH. Something has got to be changed, and we are
11 changing it. What are we doing?

12 For one thing, the open doors does
13 not mean open entry into any program anymore.

14 We let the bars down. Anything went
15 in the early '50's and late '60's. With the student,
16 we were part of that, and we gave way. We just didn't
17 know how to stand firm. It was a popular kind of
18 thing to do, maybe just keep your survival. We
19 were afraid. We were intimidated.

20 And so students could come in, take
21 anything they wanted to, stay as long as they
22 wanted, and we even put some frosting on the cake;
23 no pay policy.

24 That's gone. We have done away
25 with that. We are tough in admissions in the sense

1 that you come in, you are tested, counseled, and
2 you are placed in a proper program, though tight
3 in the amount of hours you take.

4 If you succeed with all the support
5 we give you, fine. If you don't, academic probation;
6 next term; expulsion.

7 We are not going to waste the
8 tax payer's dollars after we have given you every
9 chance we can. Yet, we know that we don't know
10 enough to give everyone the kind of chance that
11 they need.

12 That's the thing that makes us
13 feel troubled. We now know, for example, as a
14 result of experimentation -- I am going to leave.
15 This is the research that just came hot off the
16 griddle, and we are doing it in Chicago, not with
17 much help from the universities.

18 For one thing, we are not getting
19 the kind of trained teachers that we need. Maybe
20 that's the complaint also of the college. On the
21 other hand, we are not getting the kinds of
22 students from the common schools that we need,
23 because many of our students are remedial, downright
24 remedial.

25 They do not have the common skills.

1 They don't have self-confidence, and as a consequence,
2 failure has been very high.

3 We are working on cutting down the
4 eviction rate. We are having success. We are
5 working on parenting, especially with the elementary
6 school children, so that the parents and the child
7 have more self-confidence and learn to read,
8 to put it differently -- please bear with me
9 I will come to an end very quickly because I have
10 gone too long.

11 MR. FRANCIS: We want time for questions.

12 MR. SHABAT: If I go on too much more, then
13 you will have more questions than I have time to
14 answer.

15 If our common schools don't teach
16 our kids how to read by the time they come to us,
17 it's going to be a very, very difficult role in
18 the future. There are cognitive skills, reading,
19 writing, numbers, listening. That is the basis.
20 Everything else, fine. But how much of it can you
21 establish as real?

22 That's going to be asked more and
23 more. We have got to teach these people how to
24 read, and we are spending an inordinate amount
25 of time, and our monies to do it.

1 Now, that doesn't mean that all
2 you have to do is tell Secretary Bell and the
3 legislature and the president to give us a lot of
4 money and that will solve it. That is not going
5 to solve it. There is some money, not in large
6 amounts, but money necessary to go after those
7 very promising leads regarding teacher effectiveness,
8 student support, because we are dealing with a very
9 tough group, the remedial group, many of them minority
10 people.

11 We have got many obstacles to hurdle.
12 We are having success. We need a little more money.
13 We need money, for example, and I think this should
14 be national, to reform, to enable us to have a
15 renaissance of our general education, that common
16 learning area for all students, although differentiated
17 because of the background and also the purpose, the
18 goals of the students.

19 These are the things we need most
20 of all. We are working hard to try to retread
21 our teachers, if done in a voluntary basis, because
22 we have tried -- we have a militant union too. We
23 have tried compulsion; it goes nowhere. What
24 we need is to show the teachers that they can feel
25 more comfortable, they can have less doubt and anxiety

1 about themselves being unable to communicate with
2 the kind of students we have, not the kinds they
3 may dream about.

4 These are the words. This is reality,
5 and people have got to get with this.

6 I think we can help, but there are
7 students who come to us and read below the sixth grade
8 level; below the sixth grade. A tenth grade reader
9 is like a genius with us these days. Those students
10 who we allowing to come to us in an open door, but
11 we are going to put them into a program below the
12 college level and give them all the help that we
13 can, and if they succeed, they go up, and if they
14 don't, our standards, our grading policy, our
15 probation and expulsionary policies will be ineffective.

16 We mean business now and we need
17 help for all levels and order to see to it that we
18 help solve this problem.

19 I don't think I will live long enough,
20 and many of you may not, to be able to see the
21 remedial problem, as far as reading is concerned,
22 solved in the common school, but I would say this:

23 One can teach one, and more than that,
24 they should give to the common schools most of
25 their time early on to teach these basic skills.

1 If they don't, then we will be here again next
2 year or five years from now and you will hear
3 that same problem or maybe it will be worse.

4 MR. FRANCIS: Thank you.

5 Are there any questions?

6 MR. GOLDBERG: I know you said you didn't want
7 to be too critical of schools that come before you
8 because you didn't believe yourself, but your
9 paper does say, and I quote, "No longer do we
10 receive high school graduates who come well
11 prepared."

12 MR. SHABAT: Not many.

13 MR. GOLDBERG: What I'd like to -- you have been
14 in the business a long time?

15 MR. SHABAT: 40 years.

16 MR. GOLDBERG: Why do you think that's the
17 case?

18 MR. SHABAT: Because we have come to accept
19 mediocrity and permissiveness in our pursuits over
20 the last number of decades, and they have taken
21 their place. You can't get away with it. The
22 schools have been responsive and sensitive to
23 that set of demands, more than any other social
24 institution, maybe even more so.

25 We do not in the colleges, but I think

1 we have seen that we have lost our integrity more
2 and more than we can afford to.

3 We are not going to get the support.
4 We have, in fact, supported institutions, and we
5 are going to continue. We have got to get the
6 change. You know, there is a no-fail policy in
7 the common school. They call it social promotion.
8 It goes back a long time. You paid a price for
9 that. Then, of course, the kinds of teachers you
10 get, that's the key to it all.

11 The teaching staff is the heart
12 of the institution and the university, and don't think
13 that it is all taking place at the university.

14 A lot of things take place at the
15 university level. If you have been in a university,
16 then you have been experiencing some of that, and
17 the same thing goes on in our institutions and
18 below.

19 It isn't a matter of the blind
20 leading the blind. That's been true too long.

21 MR. HADERLEIN: What do you do about your lousy
22 teachers in your community colleges?

23 What do you do about them?

24 MR. SHAPAT: First, you can't fire them because
25 there is a thing called due process. So what you do

1 as we have been trying to do, is to appeal, and
2 so far we have an 18 percent -- and Ben Bloom
3 tells me that when we get to about 50 percent
4 participation and our conferences, in our mastery
5 learning workshop assemblies, in our veteran's
6 program, in our in service training, it's very
7 possible that we will be a huge success.

8 What we are trying to do is to
9 appeal to the professionalism in the teachers and
10 there is a lot of them.

11 I have a lot of good teachers to
12 see whether or not we can help others see the
13 light and move along. Compulsion doesn't do it,
14 and in the first place, you can't let them out,
15 so you keep your thumb up their nose, and that's
16 that.

17 It's a hard task.

18 MR. FRANCIS: Any others?

19 (No response.)

20 MR. FRANCIS: Thank you very much.

21 Now, Mr. Theodore H. Brown,
22 Assistant Principal, Hales Franciscan High School,
23 Chicago, Illinois.

24

25

PUBLIC STATEMENT
BY: MR. THEODORE H. BROWN

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

First of all, I'd like to say thank you for having me, and I'd like to first talk a little bit about the point of view that I represent a school system that is often the forgotten system.

It's the Catholic School System of Chicago, and many times, people forget that we, too, are out there and suffering from the same problems, budget, quality of students, quality of teachers. Those are the same problems existing in the Catholic School System.

However, we have one distinctive advantage and that is that our ties from the secondary level are only, you might say, in a rather uninformed sense.

We work together, but we are not bound together by a board of education. This sometimes becomes a difficult problem, because we have individual boards of education that operate each school because each school in the meantime is owned by a separate religious group.

I come from a Franciscan High School on the south side of Chicago. It's an all Black school. It's an all boy school. Like many of the Catholic institutions in the city, we can boast that



1 an average of 80 to 90 percent of our students go on
2 to college.

3 I consider that a meaningless
4 statistic because we don't know how many of them
5 stay there.

6 There is no way for us to find that
7 out. We don't find that out unless they come back
8 and tell us. So those types of statistics don't
9 really impress me as far as what we are doing to
10 say that we are doing anything better than anybody
11 else. However, the other myth that I'd like to
12 get rid of is that we are dealing with some kinds
13 of different students than the rest of the school
14 systems in the country are dealing with.

15 Many of our students are, believe it
16 or not, -- in the Catholic school system today,
17 over 50 percent are non-Catholic, and a large
18 number of the students in Chicago are minority
19 students who come from every imaginable social and
20 economic level you can think of.

21 You will have to excuse me. I do
22 have a cold. I am trying to fight it off long
23 enough to get this done.

24 I think the important thing to
25 recognize is that the Catholic school student is no

1 different -- the Black Catholic student is no
2 different than any other student in the secondary
3 schools.

4 I'd like to come right to some of
5 the points that we have brought out and some of
6 the other things, in particular, I think, and I am
7 going to speak only from personal experience.

8 High school seniors, I should say,
9 college students who come back to the school and
10 kind of report it in about their feelings and the
11 things that had happened to them firsthand.

12 I find that there is a drastic
13 change in the style of learning for many students
14 going to college. The style is completely different
15 and this causes the problem.

16 I am going to try to cite what the
17 students tell me their problems were.

18 They have to deal with completely
19 different sets of values, social, economic, whatever.
20 They have completely different levels of support
21 systems to look to and sometimes they are intimidated
22 by those new support systems.

23 I think probably the most startling
24 thing that I picked up is that it wasn't that the
25 course of study was different, it wasn't that they

1 didn't like the college, but they couldn't make
2 the social adjustment.

3 Now, particularly for the Black student
4 from a small school such as ours, it was very
5 difficult to adjust socially to college life.

6 The programs, they expected them to
7 be rigorous. They expected it to be challenging,
8 but they didn't know what to expect as far as living
9 in college, whether it was an urban college or a
10 rural college. It didn't make any difference.

11 One of the biggest problems for the urban student is
12 going to a rural college or a campus living situation
13 because for the first time they have to realize what
14 self-reliance is, what responsibility is, even if
15 it means whether or not I get to class on time is
16 even more important.

17 I think admissions offices have to
18 be a little more sensitive to literally what's going
19 on there.

20 I remember my son going to kindergarten
21 for the first time and I was told that he screamed
22 all day and refused to tell them his name, rank,
23 and serial number. It was mainly because he was
24 traumatized. He came from a day care center with
25 30 students and his comment when he got home was,

1 "All those kids go to my school", and he was shocked.

2 I think you have to understand that
3 a high school student too is shocked as well. He
4 just doesn't externalize it. He won't scream all
5 day, but he will go to his room at the dorm and he
6 will call home or he will try to look for some
7 support to keep him, to say that, "I don't know how
8 to deal with all this. I am not prepared."

9 So it is a trauma, and I think that
10 is probably one of the things we have to recognize,
11 and I am not saying that we necessarily need
12 psychological staff at the university to help the
13 pressures.

14 I think another thing a student learns
15 for the first time is that he has to teach himself
16 quite a bit. He can't rely on that professor or
17 that teacher to be there when he needs him, to see
18 him after school if he needs extra help. Those
19 things are not going to happen.

20 Another thing is that the relationship
21 between the student and the school is drastically
22 changed. The high school is a regular home to many
23 students and I can say for sure we have to throw
24 them out of the building. They don't want to go
25 home.

1 We are serving as parents. We are
2 serving as big brothers. We are serving as fathers,
3 and that's the relationship that is brought through
4 to many educators.

5 You are taking the place of stability
6 in the life and the responsibility.

7 Another comment, just referring back
8 to the social side of the difficulty of social
9 adjustment. A student came to me. He had been to
10 college in Nebraska, and the nearest movie theater
11 was 30 miles away, and he would go to the social
12 events on campus. He found himself a foreigner,
13 so to speak. He was not from the area. He had
14 difficulty socializing. He said, "I was afraid to
15 go to a dance because there were only three Black
16 girls on campus and I didn't know what would happen
17 if I danced with a White girl."

18 For him, that was a problem. That's
19 why he left. And I think that it's important
20 to understand that there are a lot of other reasons
21 besides making the grade that also cause a student
22 to leave.

23 I think most of our students,
24 particularly minority students, discover really for
25 the first time what a minority is in college. They

1 don't really know what this is until they experience
2 it firsthand.

3 I was lucky. I went away to high
4 school and I found out what minority was much
5 earlier in my life. I think colleges need some
6 kind of a basic training, like the army.

7 I am not sure what we are going to
8 do with that. I cited in my paper a midwestern
9 college here that has a type of basic training.
10 There is a few weeks to get students ready to deal
11 with a new way of learning, the new life, the new
12 set of values and just about everything else that
13 is new to them.

14 The school can do more to create
15 some type of college, real college atmosphere for
16 the senior student.

17 I know, and I think most people here
18 can say that their senior year was one of the most
19 boring academic years in their education and because
20 of that, we waste away redoing and reteaching these
21 seniors a lot of garbage that they really don't
22 need anymore.

23 In most cases in the public schools,
24 a student needs a couple more credits to graduate
25 by the time he is a senior, so what does he do? We

1 let him fill up his program with educational
2 inadequacies, or whatever it may be.

3 The consequence is that we are
4 wasting valuable time in the school building and
5 valuable room space that we could use for other things.

6 If necessary, I think we can do
7 that with the present facilities without any new
8 money, just a little bit of changing. And I
9 think the high schools have to respond by giving
10 some onset real life experience, and I think one
11 of the most important points I like to make is
12 I think that students today learn from experience.

13 We cannot get them to take it on
14 fate. We all took it on fate, yet because he said
15 it and he is a teacher, he is right.

16 Students have to experience, I
17 think, today a lot more than we did. And they
18 are used to experiencing things and learning
19 through experience. So we have to respond to that
20 as educators to get them to experience the things
21 that they are going to have to deal with in the
22 real world.

23 The high taxed society is pushing
24 them into that direction. They are used to experiencing
25 everything from war to economic problems to whatever,

1 in their own living room, and I think that if we
2 are going to answer to that kind of student in the
3 future then we have to begin to teach him from
4 the level that he learns best; and I think without
5 going on much longer that the student today learns
6 best when they do, and not when they sit passively
7 with their hands folded and listen to lecture
8 after lecture and speaker after speaker.

9 We have got to get together in the
10 freshman year and continue on to the senior year
11 in high school. We have got to come together somehow
12 so that the transition is one of experience rather
13 than one of shock and trauma.

14 I think I am going to call it at
15 that.

16 MR. FRANCIS: We will take questions.

17 MR. CROSBY: It seems as though you are saying
18 that there is a greater transition other than
19 academic from the high school to the college.

20 I believe there are some colleges,
21 and I don't know where, outside of my own state,
22 such as Project Outreach, Upward Bound, where they
23 bring kids in during the summer to experience
24 college life.

25 Are you supporting that kind of a

1 program or another kind of program?

2 MR. BROWN: I am supporting that kind of
3 program in addition to the high school doing
4 something too. The colleges, some of them in
5 Chicago, are doing an excellent job. This university
6 right here, Roosevelt, and Illinois Institute of
7 Technology both have very good outreach programs
8 to get the high school junior to identify himself
9 with campus life on a regular basis.

10 There are some colleges, one that
11 I mentioned, like Concordia College has programs
12 that freshman are required to take to get them
13 ready to deal with the ups and downs of college
14 life.

15 I think the high schools have to
16 answer that, but I think more colleges should
17 observe the need for that.

18 MR. CROSBY: This may not require an answer.
19 How do we get a kid to assimilate the experience of
20 being the one kid in a class of 500?

21 You don't have to answer.

22 MR. SOMMETT: How much of this kind of new
23 experience, shifting to new experience is healthy?

24 I mean, we are almost saying here
25 that every time there is a stage in our life where

1 we have to make changes, we have to have some sort
2 of special preparation for it.

3 I mean, isn't this part of living
4 and part of discovery, and in fact part of looking
5 forward to this new situation without calling on
6 psychiatrists to prepare us for it?

7 MR. BROWN: I think discovery is a lot more
8 fun when you take someone with you that you know,
9 and it really is.

10 When my son discovers something
11 new, if he takes a friend along, he enjoys it
12 just a little bit better because he can bounce
13 off his feelings. You don't get a chance to do
14 that today.

15 You are thrown today, I think,
16 because you are moving so much faster and students
17 are really catapulted rather than taken along in
18 a more sensitive way. And I think in the past that
19 has happened.

20 I think you have a family support
21 system where other members had been to college
22 and they were able to help the student make a
23 transition, and that doesn't exist anymore.

24 The family structure is gone to
25 pieces. There are a lot more single parent families.

1 MR. ADELMAN: In light of the fact that the
2 Commission is going to be talking tomorrow morning
3 to some high school seniors and some college freshmen,
4 what questions, building off the motion that changes
5 in style of learning, changes in values, the whole
6 question of learning by shock or being dumped into
7 the eyes of discovery, what questions would you
8 suggest that the Commission ask the students?

9 MR. BROWN: Getting back to what the first
10 speaker said, you know, that they don't know what
11 they don't know, I agree with that.

12 The questions you ought to ask them
13 is:

14 Why are -- what are their feelings
15 about going to college? What do they expect to be
16 there when they get there? Did they get an adequate
17 -- do they feel they are ready to go into a college
18 setting? Do they know what they want?

19 We know the jargon on that, but I am
20 not sure they know what it means. Ask them to
21 define their concept of what college is; whether
22 it's going to be a lecture hall like this; what they
23 think it's going to be.

24 MR. ADEMAN: That's the senior in high school,
25 but there's also people who have finished their

1 freshman year.

2 What do we ask them?

3 MR. BROWN: I would say almost the same
4 questions, but ask them was it what you thought
5 it was going to be and if not what was the problem
6 for you if there was a problem.

7 If there wasn't, why don't you
8 think there wasn't a problem; working in each of
9 those specific areas.

10 MR. HADERLEIN: Looking at your statistics
11 of the 80 to 90 percent of your graduates going
12 to college, what degree of selectivity do you have
13 in admitting students to your high school?

14 MR. BROWN: We give a placement examination,
15 which tells you basically pretty much what an
16 Iowa Basic Test tells you. And based on their
17 achievement in elementary school and on this
18 placement test, we accept the students. We
19 generally ask that the student be no more than
20 five months behind in reading, although we do
21 take slower students.

22 MR. HADERLEIN: You have very few remedial
23 schools or do you have any remedial schools?

24 MR. BROWN: Because of the size of our schools,
25 we are able to take that many. The size is about

1 400 in population.

2 MR. FRANCIS: Okay.

3 Any others?

4 (No response.)

5 MR. FRANCIS: Thank you very much.

6 The next presenter will be
7 Charles D. O'Connell, Vice President and Dean of
8 Students at the University of Chicago.

9 PUBLIC STATEMENT

10 BY: CHARLES D. O'CONNELL

11 First, I want to thank you, of course,
12 for the opportunity to appear. Secondly, I'd like
13 to suggest that you tear up the remarks that you
14 have. I think the quality of it has already been
15 established, and I really -- I sound as I rewrote
16 my remarks for this afternoon that they had a
17 striking hollow policy about them, and I certainly
18 did not intend that.

19 If we really believe in education,
20 I think I have had something of an education today,
21 and I found this morning's session extraordinarily
22 rewarding. It seems to me that it is proper for
23 a whole session to be devoted to the quality of
24 transition in college admissions.

25 Despite all the problems we have heard
and despite the unbelievable number of individuals

1 in making the decisions that are involved in the
2 college admissions and short range transition
3 process, it seems to me to be an aspect of education.
4 It seems to be in better order than most, and in
5 a sense, this is probably the result of some fund.

6 I think the remarkable thing is
7 that we do as well as we do, and we need short
8 range transition problem access. It seems to me
9 that we should certainly heed Dr. Shabat's word,
10 if that is indeed the goal.

11 The quality of the academic experience
12 seems to still be the sort of thing that is worthy
13 of concern. Two partial solutions were raised this
14 morning. They were very small and very modest,
15 but I would certainly like to reiterate support
16 of the sort of things that were explained this
17 morning.

18 More effective relationships between
19 the faculty of higher education institutions and
20 the faculty of secondary schools through the summer
21 institutions, through work, through contacts.
22 This is a phenomenon that simply has to be encouraged,
23 and perhaps restored and enlarged in areas that were
24 not covered in 1950's, and such things should be
25 supported by the National Science Foundation.

1 Certainly, attention has to be
2 paid to both requirements and standards, with a
3 clear understanding that what we heard this
4 morning is not the same.

5 I intend to come down, I think, on
6 the side of Fred Hargadon in hoping for high
7 standards and flexible requirements. It seems that
8 all we have to do is look at the history of education
9 in this country and realize that this one problem
10 is almost inevitable.

11 But I would urge us to remember the
12 importance of flexibility in requirements and not
13 talking about standards now, even in the institutions
14 like my own, which is obviously somewhat different
15 from the 100,000 student institutions around the
16 nation.

17 Students, on the whole, changed
18 their fields of career interest and their majors.

19 Probably 60 percent of them changed
20 it once in the course of four years, and almost
21 50 percent of them changed it more than once in the
22 course of the four years. So that when we talk
23 about holding a transition back and in holding our
24 counseling back and moving the kind of career choice
25 patterns back, I hope we don't lose also the

1 opportunity for people, as they learn more about
2 discipline, to change their minds.

3 My present reading of it is that
4 scientists choose their careers very early in life,
5 and that the realm of social scientists of the
6 world and the commissioners of the world and the
7 statesmen of the world probably didn't know at the
8 age of 17 that they wanted to go into science or
9 sociology, because it was in higher education that
10 they learned about these new things.

11 Like everyone in the room, I suppose
12 I have a special concern.

13 It was alluded to, I think, in a
14 way by Clif Sjogren this morning in reference to
15 the quality of secondary school teachers. And my
16 concern, of course, is that the quality of teachers
17 in the colleges and university levels, not so much
18 now, but a decade from now or eight years from
19 now, will increase; but I see it happening across the
20 board in all arts and sciences.

21 The phenomenon was described by
22 Cliff Sjogren this morning.

23 It may be an artificial way to
24 approach it, but it's as good a way as any. In 1974
25 58 percent of Phi Beta Kappa graduates at the

1 University of Chicago, which, I guess has a
2 reputation for that kind of teaching, went into
3 graduate work in the arts and sciences.

4 Last year's population got about
5 30 percent going into the same fields. I think
6 this is true. I know it's true as many people
7 know it's true at other institutions.

8 It seems to me that we are faced
9 with a problem.

10 People in college today are being
11 trained off into the business law and medical
12 professions, which, of course, your sponsor,
13 Commissioner Bell, described as saleable skills.
14 He spoke on the subject some five years ago. I am
15 worried by that because at the same time, it's
16 been coupled with publicity about the glut of
17 Ph.D.'s.

18 Why should we turn out more Ph.D.'s if
19 we already have so many.

20 What I really fear is that seven or
21 eight years down the road, we will have any number
22 of Ph.D.'s applying for any job that is open, but
23 no real quality help represented among those
24 hundreds of Ph.D.'s.

25 That is why I welcome, particularly,

1 the foundation's announcement about six months ago
2 of a major program to support fellowships in the
3 humanities on a national basis.

4 I don't think we can simply turn to
5 the federal government again on things like that,
6 but we have -- but this Commission does have weight
7 and it does have authority and it does have influence.
8 And I hoping that the plight of the teaching
9 profession in the colleges and universities of the
10 country eight or nine years from now is a matter of
11 concern to you. And I think that perhaps there are
12 other associations with services of support so that
13 our Black students are not all together going into
14 the major profession of business law and medicine

15 One final comment, and that is:

16 It seems to me that the house of
17 higher education has many rooms. We have also
18 learned, it seems to me, that there is excellence
19 in some form, some really perceptible form in almost
20 all of those, and the excellence that you would
21 find in MIT or concerned about a very, very important,
22 very special problem. It is not the kind of
23 excellence, but it is the moral or social ladder of
24 excellence that can be heard all over the country.

25 And that leads me to express a pious

1 hope that when this Commission comes out with its
2 recommendations ultimately that they do not forget
3 the rhetoric of innovation of products and sweeping
4 recommendations that will start the world going.

5 My impression is that it has been
6 tried in the past, but it was done by the Newspaper
7 Planning Committee in its innovation. Commissioner
8 Bell said in 1975, when he talked about liberal
9 arts colleges as letting students go like lambs into
10 the lion's den if they had graduated with only a
11 knowledge of Freud and Hemingway and Aristotle and
12 did not have a saleable skill. That sort of
13 criticism, I think, is the most sweeping form and
14 does the most separate harm. It creates the kind
15 of cases against colleges in which these colleges
16 are judged on how much the salaries are of the
17 people who go to college as compared to the salaries
18 of those of us who don't.

19 I think ultimately what we need
20 is a very large set of finally tuned recommendations,
21 probably directed against the various segments of
22 higher and secondary education, a piece of which
23 leaves room for questions of a great deal of
24 excellence.

25 Thank you so much for allowing me

1 to talk. I am very grateful to have had this
2 opportunity. Thank you.

3 MR. FRANCIS: Are there any questions of the
4 Commission?

5 MR. HADERLEIN: Well, you just touched on
6 a real basis of a fundamental factor when you
7 talked about dealing with excellence, and you
8 agreed with the fundamental that you cannot have
9 excellence in the classroom without excellence
10 in teaching. And then you touched on the plight of
11 the teaching profession in eight or nine years coming
12 down the road, and we know that.

13 What advice can you give us to help
14 solve this problem that we know is out there and
15 going to be with us?

16 MR. O'CONNELL: You have more money than I and
17 you have a great deal more influence at the
18 Commission. It seems to me the foundation had agreed
19 that the way to deal with that remarkable program
20 of national colleges and to readminister it.

21 I think you can give -- focus attention
22 on this problem. You know the way that those
23 individuals and those institutions can practice,
24 and it seems to me that our foundation and others
25 are always saying let the government do it. But, of

1 course, we would all be happy to let the government
2 do it. The plain fact is that there are sources
3 of hope that seem to apply to this problem, and if
4 it is drawn to their attention by a national group
5 and not by an institution, they might be very
6 interested.

7 MS. CAMPBELL: You are looking for those teachers
8 across the board, because that could costily drain
9 off in the area of engineering.

10 I read in your article that perhaps
11 a matter in which we could do that, both at a
12 secondary and at the college level, would be to
13 give an incentive in terms of compensatory rewards.

14 What kind of precedent does that
15 set when it starts happening to humans?

16 MR. O'CONNELL: Well, I talked to some secondary
17 school people who feel that it's inevitable that
18 the secondary school -- that it's inevitably going
19 to happen just as it always happens at universities.

20 I don't think any of those universities
21 know that. In a sense, I think it's almost natural.

22 Differences are going to be created,
23 it seems to me.

24 I don't know. I read something the
25 other day that made me think. I think there will be a

1 topping out of the great demand for some of these
2 professions that now seem to be luring our very best
3 students.

4 We have four graduations at my
5 university in June because we can't all fit in
6 Rockefeller Center at one time, and I have to go
7 to all four.

8 And the only one that really
9 impresses me is the one that is reserved for the
10 MBA. And unless you take over, that number is going
11 to keep multiplying by 35,000, and it is little
12 wonder how far the graduates of our colleges are,
13 not just, you know -- they are human. They borrow
14 money to go through college. They see a two year
15 program with a beginning, middle, and end, and
16 \$35,000 at the end of the line. Meanwhile, those
17 are the students who seven or eight years ago were
18 going into physics and chemistry and economics.
19 And we must recapture a portion of that, not for
20 business.

21 MR. CROSBY: You sort of corrected an earlier
22 statement, but I still want to get that back, because
23 you were talking about Ph.D. and there being so
24 many of them. But I think you have to look at that
25 as something that being relative, because so many

1 things are increasing.

2 I would hate to be existing at this
3 point with the same number of M.D.'s that we had
4 in 1950, if we kept that same number now, because
5 of the increasing population and other kinds of
6 things.

7 Now, I think we have to weigh that
8 sometimes because it may not be so much that
9 there is a brain drain in some professions, but
10 some professions are becoming obsolete and they
11 are moving into another area.

12 Another thing is I am just wondering
13 from the same concern, and I keep hearing this.
14 We had more men in college back around that time
15 and we are talking about lowering the standards.
16 It seems to me like they are saying that there
17 are more women in college and doing better.

18 Are we saying that we better get
19 rid of these women and --

20 MR. O'CONNELL: No, no.

21 MR. CROSBY: I just want to be sure, because we
22 are going back to the good old days when we were
23 taking all the men out of college.

24 MR. O'CONNELL: Can I just add something?

25 One other thing that strikes me, and I

1 have no scientific evidence for it, is that I watch
2 students who are going on for graduate work to
3 the arts and sciences, and some of the brightest
4 women are doing it.

5 It is not necessarily our Phi Beta Kappa
6 men, but I think maybe they feel that some of these
7 women own this. I hope that's not true, but it also
8 means that eight or nine years from now, in fact,
9 we are going to have some well prepared bright
10 women teaching, and that's one silver lining I see
11 in the cloudy sky.

12 MR. FRANCIS: Any others?

13 (No response.)

14 MR. FRANCIS: Thank you.

15 MR. O'CONNELL: Thank you.

16 MR. FRANCIS: Our next presenter is
17 Mr. Arnold Mitchem, Director of Equal Educational
18 Opportunity Program, at Marquette University in
19 Milwaukee, Wisconsin.

20 PUBLIC STATEMENT

21 BY: MR. ARNOLD L. MITCHEM

22 Thank you, Dr. Francis.

23 It's a real pleasure to be here.

24 I would be less than honored if I didn't tell this
25 panel that the remarks that I am about to make this

1 afternoon are inspired by three things.

2 First, the social and political
3 climate at the moment, the impact it is having on
4 our society, and education in particular; and
5 particularly on the whole nation and concept of
6 equal educational opportunity and higher education.

7 Secondly, my remarks pour out of
8 experience of 13 years as Director of the
9 Educational Opportunity Program at Marquette
10 University.

11 In our program, we work with the
12 so called disadvantaged youngster, and both the
13 retention rate of 57 percent of those who are either
14 there or graduated and 30 percent of those students
15 have gone on to graduate experiences, including
16 Harvard, Stanford, and Yale, et cetera.

17 And finally, by conviction that
18 the notion of excellence must support the drive for
19 equality if the need be presented.

20 So, having said all of those things,
21 let me begin with my remarks, which is essentially
22 a synopsis of the statement which I sent you.

23 Concerns about excellence in American
24 education had been voiced for years by those who
25 worked with minority, disadvantaged, and non-college

1 students.

2 Much of our work with these students
3 must be focused on academic preparation to compensate
4 for earlier deficiencies in their educational
5 experience. The cost and time and resources to
6 our institutions, as well as the student, would
7 tempt us to echo Charles W. Eliot's, "Turn of the
8 Century Complaint":

9 "Because of the lack of secondary
10 schools competent to prepare their pupils for college,
11 five-sixths of the colleges and universities in the
12 United States maintained preparatory departments
13 against their will and in disregard of the interest
14 of higher instruction."

15 Yet, when we examine the recent
16 history of American education, we find that the
17 problem is not simply one of academic standards
18 in colleges and universities. The expansion of
19 secondary schooling provides nearly all persons
20 with a high school diploma proceeding the expansion
21 of postsecondary education initially by the GI Bill
22 in 1944, and it's been fueled by the demand of an
23 increasingly complex and technical economy.

24 The high school curriculum has thus
25 diversified and therefore deluded from a college

1 preparatory perspective at a time when the higher
2 educational system was still maintaining a rigorous
3 and elitist standards.

4 As a result, the structuring of
5 American education to prepare all secondary students
6 for the option of attending college requires more
7 than commitment to the idea of excellence. The
8 nation's schools simply do not have enough
9 science and mathematics teachers among other
10 resources to provide a college preparatory program
11 for all of their students. Irrespective to college
12 admission practices, it would be difficult, if not
13 impossible, to maintain excellence at all levels
14 of American education unless the doors of opportunity
15 to colleges and universities are kept open for
16 persons of all classes and backgrounds.

17 As John Ogbu also observed, it is
18 non-sensible to expect academic excellence unless
19 both teachers and students are convinced that
20 there are social rewards for such actions.

21 Most secondary schools cannot afford
22 to be responsive to the demands of higher education
23 unless their graduates are financially able to
24 enter selective as well as open door institutions.
25 Nonetheless, I believe that our colleges and

1 universities can contribute significantly to the
2 press for excellence in American education if two
3 things are explicitly recognized.

4 First, that the basic academic
5 competencies of reading, writing, speaking, listening,
6 and reasoning are never completed attainments, but
7 rather are seen as open-ended capacities which can
8 be developed to even higher and higher levels of
9 excellence.

10 And second, that these same basic
11 competencies are essential to the agenda of higher
12 learning complementing and supporting our specialized
13 disciplinary focuses on colleges and universities.

14 A statement was made over lunch
15 about how all the departments in colleges and
16 universities should reinforce writing, and the
17 responsibility should not be confined essentially
18 to the English Department. If we can carry this
19 message with an emphasis on continuous hard work
20 and discipline, clearly and forcefully to the
21 secondary school and to their students, we may
22 begin to make a serious impact on the quality of
23 education for all its sense. And I thank you and
24 I appreciate this opportunity.

25 MR. FRANCIS: Some questions of the Commission?

1 MR. CROSBY: Someplace in your papers you
2 state that if schools -- secondary schools are not
3 able, because of teacher shortages, such as they
4 are not able to provide the science and the
5 mathematics and so forth, that the colleges should
6 be able to, through open enrollment, do something
7 to pick these students up and to help cover that
8 deficiency; am I correct?

9 MR. MITCHEM: Yes, I made those points, but
10 I didn't select them:

11 The first point I made was pointing
12 out the practical difficulties in preparing all
13 of our students, both non-traditional and traditional,
14 for colleges and universities with a shortage of
15 mathematics and science teachers.

16 In my paper, if you noticed, I used
17 Wisconsin as an example where they only require
18 one year of mathematics or one year of science,
19 and I think they ought to be raised, is my personal
20 opinion.

21 The other point I was making was that
22 as long as we cannot address these cognitive
23 problems at the secondary level, it's my view that
24 higher education has responsibility to provide
25 both preparatory departments as a form, as the

1 president of Harvard indicated earlier on, in all
2 of our colleges and universities until such time
3 as that deficiency can be made up.

4 MR. HADERLEIN: You speak to the Marquette
5 model as opposed to a remedial model, and you said
6 that there's no separation of the remedial from
7 the real.

8 Would you enlarge on that a little
9 bit?

10 MR. MITCHEM: Sure.

11 Indeed, there is some kind of
12 practical separation in a certain sense, though
13 there isn't.

14 In other words, our approach is to,
15 rather than enrolling students in developmental
16 and remedial courses, however you describe them,
17 as a separate activity; that is before they are
18 allowed to go into regular credited courses, we
19 do all these things concurrently.

20 In fact, we even go further and
21 attempt to integrate our group towards seminars,
22 into different courses in history and English and
23 so on.

24 So, in other words, we try to do
25 away with the approach of remediation and also we try

1 in terms of rhetoric and the language and that
2 kind of ambiance, we try to even the kind of tone
3 to present to avoid our students feeling that
4 they are remediated.

5 We constantly emphasize the fact
6 that our students are regular students, and indeed
7 they are, and they take the same courses that
8 other students take to get into the universities.
9 So their degree, in our opinion, is worth as much
10 as any one else's, and we think that's very
11 important for the self-confidence in our society.

12 MR. SOMMETT: I was wondering what you
13 think is wrong with remediation itself?

14 I mean, does that attach an
15 insurpassable stigma?

16 MR. MITCHEM: I think that's one aspect of
17 it, sir. I think that's one stigma, but that's
18 not even the most serious problem in a certain
19 sense.

20 Many institutions, and I can't tell
21 you the extent that it is going on today --
22 many institutions five to ten years ago really
23 set up separate courses for the disadvantaged
24 students. These students had to take a whole
25 battery of so called remedial developmental services

1 that had no relationship to graduation, and the
2 length of time was greatly extended or they
3 couldn't take all the courses at the same time.
4 Some of these students were around for six or
5 seven years because they had to take these other
6 courses before they could embark on regular programs.

7 That's my biggest concern.

8 MR. CROSBY: During lunch, I remember a
9 discussion in terms of time management and goal
10 setting.

11 Is there such a prerequisite
12 or criteria to your program?

13 MR. MITCHEM: Dr. Francis made that point.

14 That's one of the things that are incorporated into
15 what we call our study skills courses and time
16 management schedule.

17 In a sense, all we are doing is
18 trying to resocialize many of these students for
19 another world and things like time management are
20 one of those key things that we try to get across
21 to them.

22 MR. FRANCIS: Any other questions?

23 (No response.)

24 MR. FRANCIS: Thank you very much.

25 MR. MITCHEM: I appreciate it very much.

1 MR. FRANCIS: We are pretty much on time.
2 We have got approximately 15 or 16 minutes left,
3 and we still have a couple minutes from our break
4 to make sure that we give the last two speakers
5 their due, I will put it that way.

6 Dr. Michael Kean will be the first
7 speaker of the last two. He is the Director of
8 the Midwest Regional Office, Educational Testing
9 Service, Evanston, Illinois.

10 John Vaccaro will be after him.

11 PUBLIC STATEMENT
12 BY: DR. MICHAEL KEAN

13 Dr. Francis, members of the Commission,
14 ladies and gentlemen, I appreciate the opportunity
15 to come before you this afternoon, and in this
16 compressed time period, I will certainly try to
17 keep my comments as brief as possible.

18 In the next five minutes or so, I'll
19 attempt to partly touch on four particular areas
20 of use of mobile forms of commission rating, the
21 role of standardized tests, tests as a tool for
22 guidance, and counseling, and if time permits, to
23 touch on some recent ETS research on testing.

24 Since educational institutions and
25 programs differ widely, and many different examples
were had this afternoon in terms of the testimony,

1 it's not surprising that the admissions requirements
2 for these institutions and programs are less
3 extremely varied.

4 Although the level of selectivity
5 may differ from institution to institution, all
6 colleges and universities need to accurately assess
7 how well their applicants are prepared to meet that
8 particular institution's academic standards.

9 Those who must make the decisions
10 need the most relevant and highest quality of
11 information on each applicant. Those standardized
12 test are certainly vital to the admission process.

13 I want to stress here that they
14 represent what you are by one single measure or
15 a combination of objective instruments. Based on
16 impressionistic data, an applicant will lead to the
17 most informed decision making.

18 Both test data, as well as information
19 on high school achievement and personal quality
20 of the applicant, should be considered in the
21 admissions decision. The word for it is standardized
22 test.

23 Standardized tests can be highly useful
24 in the process of making admissions decisions. Since
25 high school curricula often vary from school to school

1 in both content and quality, standardized test
2 scores, which represent applicant performance as
3 measured by a common yardstick, can be of great
4 value to the admissions process. Properly developed
5 standardized tests offer a valid and reliable
6 measure that is fair to all applicants. Those
7 who take the tests are exposed to the same material.
8 SAT scores from administrations around the state,
9 around the country, and around the entire world
10 all have the same meaning. Standardized test
11 scores are an indication of the test takers grasp
12 of certain skills, concepts, and knowledge at the
13 time of testing. The tests measure nothing of an
14 individual identity, economic status, or attitude
15 towards the particular item.

16 The best standardized admissions
17 tests are also secure tests. Secure tests ensure
18 that the resulting test scores have credibility
19 and cannot be compromised. This credibility of
20 scores is of the utmost importance to the admissions
21 decision.

22 Admissions decisions are made on the
23 basis of how well applicants are predicted to be
24 able to handle the academic program of the institution
25 and question the utilization of all available informati

1 for consideration in the admissions decision, and
2 improve the accuracy of that prediction. Test scores,
3 used in combination with other factors, enhance the
4 ability to predict accurately how an applicant
5 is most likely to fare in a particular institution.

6 Let me switch gears for a moment,
7 if I may, and indicate that test scores can also
8 be very useful to colleges' decisions concerning
9 guidance and as well as decisions related to the
10 placement of students.

11 Once a student has been admitted to
12 an institution, curriculum planning and placement
13 become of paramount importance. Postsecondary
14 institutions develop guidance profiles for each of
15 their students.

16 Utilizing such profiles, counselors
17 and other staff at these universities can assist
18 students in identifying particular areas of
19 interest, as well as developing their student's
20 long range goals. Tests can also provide useful
21 estimates of readiness to do the work in certain
22 courses, and I think to help students to plan
23 rewarding and successful college careers.

24 Further, test data can also assist
25 the particular institution in better tailoring its

1 courses to meet the specific needs of individual
2 students.

3 Having good diagnostic -- and I
4 want to underscore diagnostic because I will come
5 back to that in a moment or two.

6 Good diagnostic information on
7 students can aid colleges in determining the most
8 efficient scheduling of its academic resources,
9 and I want to comment on it more in a moment or
10 two.

11 We at the Educational Testing
12 Service realize that standardized tests can be
13 very useful to those who must make admissions
14 decisions and to those who must counsel and place
15 students once those decisions have been made. At
16 ETS, we are committed to developing the best
17 possible tests and providing those who use our
18 tests with complete and understandable information
19 on both the design aspects of the tests, as well
20 as their appropriate uses and interpretations.

21 ETS is constantly engaging in
22 research to establish as precisely as possible
23 the state of the art in testing and to ever advance
24 that state.

25 ETS has also had a long term interest

1. in one particular question among others, and that
2 question is:

3 What is the role of personal qualities
4 as related to an applicant and the role that
5 personal quality plays in that admission process?

6 Researchers at ETS have been
7 studying this issue for several years and have
8 looked at a number of factors aside from academic
9 ability that might influence, to some extent, the
10 admission decision. In studying the personal
11 qualities issue, ETS researchers reviewed past
12 research, including research on the use in the
13 admissions process of biographical data, personal
14 statements, recommendations, interviews, interest
15 measures, personality ratings, and peer ratings.

16 These measures of personal qualities
17 had been researched to a lesser extent than
18 traditional academic measures. Their findings
19 suggest that there has not been a considerable
20 use of such alternate, full measures.

21 Let me shift once again in summarizing,
22 really concluding, and emphasize very key linkage
23 between existing tests being processed and the
24 teaching, learning, and guidance process.

25 Tests can play an important role in the

1 supporting, the improvement, the educating process.
2 We do not foresee the need for more stringent
3 tests than those that already exist. Should new
4 tests be developed, they should be -- and here
5 comes that word -- diagnostic information that
6 institutions that couldn't provide meaningful
7 things and put them more clearly and concisely.

8 Testing can also provide colleges
9 and universities with better information for use
10 in placing the increasing numbers of foreign
11 students seeking to enroll in American schools.
12 There was an article in a publication last autumn
13 that I read that projected the number of foreign
14 students in our universities between now and 1990
15 would increase up to, I think, in excess of a
16 million students by that year.

17 The development of tests design
18 to enhance placement and instruction, instead of
19 only to assist in the selection process poses a
20 great challenge to American education, and ETS is
21 committed to working to help meet this need and
22 to respond to both colleges.

23 Thank you.

24 MR. FRANCIS: Are there any questions of the
25 Commission?

1 MS. CAMPBELL: I'd like to ask a question
2 about the diagnostic tests.

3 What kind of work has ETS done
4 in determining what one ought to learn, because
5 we talked a lot about that today; because there's
6 not generally growth on that.

7 How does ETS approach that problem?

8 MR. KEAN: I would say that ETS does not
9 attempt to determine what one ought to learn.
10 That's a rather descriptive kind of decision.

11 ETS has had a history of working
12 with constituent boards and other groups, and
13 I feel a little bit silly talking to a former member of
14 our board of trustees, because, of course she knows
15 far better than I.

16 In such a way as to elicit from
17 the real experts what it is that is appropriately
18 needs to be measured, we do not step back from
19 the process because I have an obligation to be
20 involved rather heavily in the process.

21 Our major thrust, though, is that
22 once there has been some agreement reached in
23 terms of what is to be measured to bring the
24 best possible psychometric knowledge to bare in
25 measuring properly those questions that have been

1 raised.

2 MR. CROSBY: I was wondering if there is,
3 over a period of 20 years, could you say that the
4 number of tests that you have been giving has
5 increased and do they have any kind of, say,
6 1960, 1970, 1980. We will use a ten year period.

7 MR. KEAN: If, in fact, you are referring
8 specifically to college admission tests --

9 MR. CROSBY: Yes.

10 MR. KEAN: The number of admission tests has
11 increased very much in parallel with the baby boom,
12 and the increase in the number of students making
13 application to colleges.

14 The great number -- the vast number
15 of colleges and universities in the country require
16 some type of admissions examination. In other
17 words, the SAT, the ACT, and other examinations.

18 We have seen in recent years with
19 the decline in the number of students making
20 application to college, a smaller demand on the
21 SAT, for example.

22 MS. CAMPBELL: What about the PSAT?

23 MR. KEAN: Well, the PSAT has multiple uses.
24 We have seen a comparable increase in the demand
25 for the PSAT for those students who have been

1 preparing to take the SAT.

2 The PSAT, however, is used, for
3 example, by the National American Scholarship
4 Corporation to establish a large potential for
5 scholarship candidates. And with that respect,
6 we see an increase in the number of students that
7 are taking it. That also is very importantly
8 related to, of course, the dismal situation in
9 the country proportion and financial aid is
10 very critical to the ability for new students to
11 attend college.

12 MS. CAMPBELL: I go into the national teachers,
13 for example, on that question. You also work in
14 that area; that's coming out of the other end.

15 Are there any significant changes,
16 not so much in content of what they need to know,
17 but what is being done in the mentalities of how
18 one teaches one?

19 MR. KEAN: Well, the NTE, as you may or may
20 not be aware, is in the process of being completely
21 revised. And the NTE, I think, effective this
22 October, the new NTE will be introduced.

23 The test is not a radically new
24 test in that it still focuses upon the areas that
25 the old NTE focused upon. But it is updated. It

1 reflects a greater degree in those areas that
2 the constituents of the NTE Board, made up of
3 educators across the country, have indicated that
4 it should reflect.

5 We are also getting more into the
6 extent possible that a paper and pencil does teach
7 art.

8 MR. HADERLEIN: If you talk about test
9 scores usually in combination with other factors
10 being bigger for institutions, are you including
11 in those other factors non-academic factors, and
12 if so, how important are they?

13 MR. KEAN: Well, I can't answer the second
14 question because that's an area that there is crying
15 need for research on in terms of how important they
16 are.

17 I can answer from a personal basis,
18 and I think that they are rather important depending
19 on the institution and the specific area the
20 applicant is making application for.

21 For example, if I were applying to
22 a small liberal arts college for the classics program,
23 I would think that the admissions officer would be
24 very interested to know whether I had Latin or Greek,
25 or perhaps a variety of other indicators.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

If I were applying for admission to a college emphasizing the performing arts, then certainly, the fact that I participated in a dance troupe or orchestra would be important as well as my SAT scores.

If I were to apply to MIT as an electrical major, or there are various other indicators. For example, if I studied the computer in high school, it might be important as well.

MR. FRANCIS: Thank you very much. I have a question, but we will wait until we have our last speaker.

The last speaker is John B. Vaccaro, Associate Director of the Midwestern Regional Office, the College Board.

John, since you have been so patient, we're going to give you the remaining time and an extra minute or two.

PUBLIC STATEMENT
BY: JOHN B. VACCARO

Thank you very much, Dr. Francis. I welcome the opportunity to be here today. I think the college board is in a unique position to perhaps offer the Commission some valuable information in terms of their work. I would add that your background papers were very helpful in causing me to focus on an

1 issue relating to your concern.

2 I would indicate that approximately
3 for the past decade, one million students of each
4 graduating class has acquainted himself with the
5 SAT and other information that goes along with it.
6 That represents about two-thirds of the college bound
7 population, and it also represents about one-third
8 of the high school seniors graduating in this country.

9 The proportion varies by state and
10 by region, but in total, that's what it says. Given
11 the nature of that breakdown, there is some things
12 I think that information can tell us about the
13 relationship between seniors and excellence.

14 At the outset, I want to acknowledge
15 that a wealth of information is available and could
16 be put at the disposal of this commission in their
17 important work. One of the things that has the
18 national attention of our organization is the SAT
19 aptitude test score decline.

20 Succinctly, from 1963 to 1980, we have
21 seen a 54 point gradual decline in the SAT verbal
22 and a 36 point decline in the SAT mathematics.

23 On a 200 to 800 scale or on a
24 standard scale of 1 to 10, each year the increment,
25 by itself, has not been that great. The issue that is

1 so important to the national commission was the
2 point that studies that binds that with figures from
3 1977.

4 What do we know about the academic
5 preparation? I am talking now about the qualitative,
6 in terms of vis-a-vis what the high schools are doing.
7 We have seen that the amount of English courses that
8 students take has remained relatively stable. In
9 1975, the cohort average about 3.95 years of English
10 study has risen to a high point of 3.98. So most of
11 the students are presenting almost four years of
12 English.

13 In mathematics, they are fairly
14 stable; 3.22, and it has risen to 3.25. So the
15 graduates come to us with about three and a half
16 years of math.

17 In foreign language, the opposite
18 is true. In 1973, the applicants had taken on the
19 average of 2.4 years of a foreign language, and
20 that has fallen to 2.17 in 1980.

21 I would hope, though, that the
22 Commission would interface your admissions requirements
23 survey with that data to perhaps assess the impact
24 of the Commission's requirements on high school
25 curriculum.

1 One of the appalling, at least to me,
2 pieces of data is that in 1980-81, 94 percent of
3 our college bound students took no foreign language.
4 This is up from 90 percent in 1973. The preparation,
5 in terms of high school and what kinds of students
6 want to go on to college, we have seen a shift in
7 that -- shift in that direction. In 1975, 77 percent
8 of the college applicants rated themselves in the top
9 two-fifths of their class. In 1980, only 70 percent
10 had done so. What this says is that the proportions
11 of those classes that are opting for college, and
12 perhaps a larger percentage of them opt for proportions
13 are not prepared.

14 You asked about the great inflation
15 issue. Again, we have reported over the years that
16 we did see a slight degree of inflation from 1973 to
17 1976, although not appreciably; 3.04 to 3.12.

18 However, that is greatly declined
19 back to its 1973 levels in 1981. We have also
20 seen an increase in the number of minorities
21 participating in college board programs. That has
22 increased from 11 percent in 1973 to 18.1 percent in
23 1981.

24 The phenomenon of more women now being
25 in our colleges is also reflected in the fact that more

1 women sit for college board exams than do men. There
2 have been several statements made today that the high
3 school record is undoubtedly the best predictor of
4 academic success. However, I think it is important
5 that we not lose sight of the fact of the differences
6 between the two. In research studies that have been
7 conducted by the college board and institutions, the
8 high school record gives the GPA or class rank as the
9 median correlation of about .47.

10 The median correlation for the SAT
11 program at is .44. So although unequivocally, you
12 can say high school record is a better predictor
13 and is recognizant of the narrowness of that
14 difference in prediction.

15 Over the years, I would add, that the
16 gap between the two predictors has become narrower.
17 You also spoke to the issue of achievement tests,
18 and recent studies have borne out that the involvement
19 over a period of time and that the few institutions
20 where achievement tests and SAT scores have been
21 studied, it has been found that the SAT plus
22 achievement as predictors have accounted for more
23 of the variance than the high school record alone;
24 and the proportions are 60 percent for aptitude
25 plus achievement tests as opposed to 40 percent for

1 high school records!

2 Unfortunately, or I should say I
3 have observed fewer than 200 colleges requiring
4 the achievement test. But even though they are
5 valid predictors, we see a diminishing number of
6 colleges utilizing this.

7 You specifically asked the question
8 do AP and CLEP, Advanced Placement and College Level
9 Examination Programs help master college level material

10 The answer is an unequivocal yes,
11 if by that you mean subsequent performance in
12 future college courses. Study after study shows
13 that students achieve at a higher rate, complete
14 more courses, and go further than do their non-CLEP
15 examination counterparts, and this is even after
16 ability levels are controlled.

17 I obviously have selectively touched
18 on some of the information relating to some of the
19 specific questions that you raised. I would like to
20 now turn to a couple of comments about the College
21 Board's commitment to education -- to excellence in
22 education. Perhaps the latest reflection of the
23 board's new commitment is the quality project, now
24 firmly anchored as a major college board activity.

25 The project is designed to better the

1 quality of secondary education in the United States
2 and to increase access to postsecondary education,
3 both for majority and minority students.

4 By definition, this undertaking
5 embodies quality and equality. In its simplest
6 terms, the effort to enlist schools and colleges and
7 the conservative cooperative campaign to strengthen
8 the quality of secondary education, and at the same time
9 carry further the hard one gain of equal opportunity
10 made over past 20 years.

11 It is conceded that it is a decade long
12 effort and it has begun with a comprehensive
13 nationwide review of the college preparatory
14 curriculum in the United States. It is started
15 there and believed that the initial focus on the
16 traditional and largely academic aspects of secondary
17 schooling would reduce a foundation on which programs
18 of quality and all other aspects of education can
19 be built for all students. This endeavor has the
20 potential to renew a commitment to education and
21 excellence -- excuse me.

22 This endeavor has potential to renew
23 a commitment to excellence in all of education. The
24 cooperation of all sectors of the education industry
25 and the government can make it possible.

1 In conclusion, I want to say that
2 the concerns leading to the National Commission on
3 Excellence and this particular hearing on college
4 admissions and the transition to postsecondary
5 education are shared by the college boards as a
6 membership education association dedicated to the
7 identification of the evaluation of student capacity
8 of the facilities, schools, or colleges transition.

9 I will very briefly summarize a
10 couple of comments I made concerning that we have a
11 large number of students who are starting college
12 but are dropping out. In commenting I would like to
13 say that I want to make sure that we can control
14 those things to ensure that they are not dropping out
15 for the wrong reasons, among those being the
16 appropriate secondary school preparation and appropriate
17 collegiate educational experience, and very importantly
18 the appropriate financial resources to ensure that
19 all of us have equal access to higher education.

20 Thank you for the opportunity.

21 MR. FRANCIS: Thank you very much. Let's see
22 if we have some questions now from the Commission.

23 MR. HADERLEIN: Well, you said we ought to control
24 the things that we can when talking about a high
25 school education.

1 What can you tell me at your school --
2 I am looking for suggestions that a scholar needs to
3 know.

4 MR. VACCARO: Well, I think that Project Equality
5 is moving in that direction and I think is trying to
6 reach, and in fact, has reached consensus to a series
7 of dialogue around the countryside, to plans and
8 motions, what have you, agreements not only on
9 competency for college bound students population, but
10 on competencies for the entire secondary school area.
11 And that's the first step, I think, in talking about
12 things that can be done.

13 Additional things that will fall out
14 further dialogues and further undertakings, and
15 some of these will be based on actual experiences.

16 In San Antonio, Texas, there is an option for excellence
17 model program there under Project Equality, and it is
18 trying to impact the secondary school curriculum by
19 providing appropriate training to secondary school
20 teachers this summer at major Texas universities so
21 that they can bring back with them those teaching
22 experiences and they will be introducing in a much
23 larger scope than ever before advanced placement
24 courses, and there has been much conversation today
25 about that particular aspect. And I think the important

1 thing is that students have a goal to challenge,
2 and the teachers are appropriately prepared to teach
3 them in that way.

4 I think Fred Hargadon said it very
5 nicely, that although it will be national in scope,
6 it will translate to local issues, local identification,
7 local initiative, and I think that aspect, like
8 Project Equality, can work very culturally with
9 local school districts, local businesses, local
10 industries, to enhance the quality of the education
11 through training, through resources, through
12 model programs.

13 MR. CROSBY: This may be an unfair question, but
14 I know our next hearing is on going into the world of
15 work.

16 Is your institution or are you familiar
17 with any institutions that are also testing students
18 that may not be going to college?

19 MR. VACCARO: Yes.

20 We deal in all aspects of the transition.
21 We also deal in the aspect of helping students make
22 an appropriate choice.

23 Over the years, we have sponsored
24 decision making curriculum to help students not only
25 choose whether they are going to college but also

1 whether to go into the work field or not. We try
2 to focus on the assessment of career skills. It
3 was well conceived and well received, but unfortunately,
4 school monies were not available in sufficient
5 quantities for high school students to utilize that.

6 What those kinds of programs would
7 indeed branch to help them consider all the options
8 so that they might not lock themselves in.

9 MR. CROSBY: Are you promoting that aspect of
10 your testing program or are you also promoting the
11 aspect of going to college?

12 MR. VACCARO: We try to respond to educational
13 needs. We obviously have those as part of the
14 educational services that we offer.

15 Just as any of our services have
16 different constituent groups to strive for them, we
17 work closely with all constituents no matter
18 what college or program they are interested in,
19 career skills assessments being one of them.

20 MR. ADELMAN: At one point in your testimony,
21 Mr. Vaccaro, you implicitly equated that CLEP and
22 the AP as having similar effects on the achievement
23 of college bound students with various kinds of
24 examinations.

25 And my experience and the experience

1 of many former college administrators in terms of
2 the way CLEP is used is that it is used in a very
3 different manner by different kinds of students
4 than is the AP.

5 Could you elaborate on that?

6 MR. VACCARO: I equated them specifically
7 because you equated them -- not you personally, but
8 you equated them in the question that you posed in
9 the background papers.

10 When I talked with constituents,
11 they always say this:

12 Both can help you achieve the same
13 things if the goal is to get college credit.
14 However, only AP can impact secondary schools'
15 curriculum, because it is there that you have a
16 standard of excellence, if you will, if you have
17 a teacher committed to teaching this standard of
18 excellence and if you have students who are willing
19 to submit themselves to that standard of excellence
20 knowing that the payoff is that colleges will indeed
21 reward students for their successful experience
22 with appropriate advanced placement at the college
23 to the extent that one thing, that major different
24 thing that can be easily assessed.

25 If you take a look at the content

1 validity in dealing with college faculties, and I
2 do this all the time, and they quickly say that
3 yes, that measure is what we teach in biology.
4 And you get their responses around the countryside.

5 So in terms of difficulty levels
6 and in terms of examination content, there are
7 similarities and there are differences in that both
8 have objective portions and both have essay
9 portions. The reason I think why we have seen in
10 this country, CLEP was originally received as a
11 program to facilitate the entry level of adults
12 back into the collegiate arena. What we have seen
13 happening, and it's very discouraging to get a phone
14 call from a high school student and they say that
15 they read something or my mother read something in
16 Ladies Home Journal and it talked about AP, and I
17 can get college credit. I have done a lot of
18 reading in American history. How do I go about
19 doing this?

20 And I call the high school counselor
21 and the counselor says, "What is AP?"

22 And so because they don't have the
23 educational experience, those students turn to
24 other alternatives that are there; and CLEP is a
25 national examination program. People can walk in

1 off the street into one of the national test centers,
2 sit for it, and validate those experiences that they
3 may have learned in high school, although the original
4 concept of CLEP was that they had learned it
5 in the world in which they lived. The outcomes
6 can be the same.

7 MR. FRANCIS: I should say that we have reached
8 the time that we need to take a break.

9 Thank you very much, Mr. Vaccaro,
10 and we will take a 15 minute break, and we will
11 come back.

12 MR. GARIBALDI: Five minutes.

13 MR. FRANCIS: Five minute break, and so that
14 means we will be back at 20 minutes to four, and
15 we will have the people to make the presentation.

16 (WHEREUPON, a brief recess was
17 had.)

18 MR. FRANCIS: I think we'd like to get started
19 again.

20 I am going to call the first speaker.

21 While the Commission members are
22 getting a little liquid for the rest of the evening,
23 I will introduce our time schedule.

24 In order to ensure ourselves that
25 each one of the persons that's asked to speak gets an

1 opportunity to speak, we are going to limit the
2 remarks to five minutes exactly; and I will ask for
3 only one question. The first hand I see, I will
4 acknowledge from the Commission, and if there is
5 time after we have heard from all of our speakers,
6 then I will go back for other questions. So don't
7 feel that I am being mean, but I will run it a
8 little tighter because we have less time at this
9 point and we have seven speakers.

10 Milton, would you like to make a
11 comment at this point?

12 MR. GOLDBERG: Just one comment.

13 The issue was raised a couple of
14 times today about work that is being done by
15 other groups like the CAC and its relationship to
16 our work. One of the efforts that we spent a fair
17 amount of time on already is establishing a
18 very close linkage with those various other groups
19 and boards. We have met together and there is a
20 reasonable flow of information and material from
21 us to these various groups as well as from those
22 groups to us.

23 I must say that as a matter of fact,
24 one of the major contributions I believe our
25 Commission has already made is because ours is a

1 public commission as compared with a lot of those
2 other groups, and our material is available to
3 everybody. And so all of these papers that have
4 been written for us and all of these testimonies
5 that have been written for us have already been
6 picked up by a number of other groups that are
7 doing this work. And much of our work has already
8 began to effect the work -- or infect the work if
9 you will that is being done by a lot of other
10 commissions in activity around the country, so that
11 the info has already been developed.

12 MR. FRANCIS: Thank you, Milt.

13 And our first speaker this afternoon
14 is Mr. William Pappas who is the president of the
15 Michigan Association of Secondary School Principals.

16 So our timer will end every five
17 minutes and then we will have one question and next
18 to the next people.

19 PUBLIC STATEMENT

20 BY: MR. WILLIAM J. PAPPAS

21 Thank you very much. I appreciate
22 the opportunity to address the commissioners. I
23 also commend you and your colleagues who helped
24 put together the preliminary reports that I have
25 seen, and they are quite good.

While I am talking to you, I am a

1 practitioner. I am the president of a principal
2 association of 2,000 members, but I am a practitioner.
3 I am an administrator of a living high school with
4 living children and with living problems daily.
5 And my mind may wander off to such things as driver
6 education and gifted and talented students and
7 teacher layoffs and assignment scheduling, band camp,
8 basketball camp, community swim teams, vocational
9 skill centers, summer school, and a few other things
10 that are happening right now to me; yet when I
11 heard people talk today, I heard they were supposed
12 to teach basics, we are supposed to prepare our kids
13 for college and we are supposed to solve society's
14 problems; but the expectation, I guess, is too much.
15 I believe it is too much.

16 The implied purpose of secondary
17 schools in the past decade has been to prepare
18 students to reach those goals which the age of majority
19 had imprinted in their lives. The changing of
20 admission standards of a decade ago has begun to
21 haunt the high schools of our country. While
22 preparing students in a high school for various
23 occupational and educational choices, it is a fact
24 that the expectations of the high schools have
25 followed the examples of the colleges in determining

1 types of expected curricular needs.

2 The softening admission standards
3 of our decade are coming under scrutiny today, and
4 the inevitability of the strengthening of admission
5 standards will be reflected in the secondary
6 offerings and curricular directives of tomorrow.

7 The American society has many
8 divergent views as to what should be taking place
9 in secondary and postsecondary course work in our
10 country. As the president of the largest secondary
11 administrative association in Michigan, I can speak
12 for all of our members who find themselves quite
13 confused while analyzing all the professed ideas of
14 various interest groups from around the country as
15 to what should be done in the secondary school.

16 Not only has the public confidence
17 eroded in some cases around the nation, although in
18 Michigan the important studies done during the
19 past year show this to be untrue, but the confidence
20 of school principals has been visibly reversed with
21 the fear of cooperating with agencies, boards,
22 and commissions. Being asked to do everything for
23 everyone in society makes our position uncertain
24 many times and impossible sometimes.

25 The rhetoric of recommendations will go

1 on deaf ears unless the main participants, principals,
2 are allowed to give input into the chain and are
3 given the necessary tools to implement these
4 changes. The basic research of management studies
5 in our country shows the effective school to have
6 one most important ingredient. All factors
7 considered, the principal will make the difference
8 in a school being effective.

9 The research of Gilbert Austin
10 reveals one quality that's constant in the successful
11 school; an exceptional principal who has knowledge
12 of the instructional aspect of schools.

13 Ron Edmonds found that leadership is
14 the key factor in effective schools. Instructional
15 leadership by the principal is the key if presented
16 by Bloom, Cross, Brophy, Hunter, and Wright.

17 The message of all research stands
18 clear. Schools can and do make the difference in
19 the life of student achievement. The one person
20 in the school who has the most influence on
21 establishing an environment that will produce
22 achievement is the principal. The effective
23 principal is the one who sees to it that his or
24 her expectations for student success permeates the
25 entire school.

1 The topics of discussion, and it's
2 most important for the Commission on Excellence to
3 focus in on, is the role of the principal in the
4 school if all other desired goals are to be
5 reached.

6 MR. FRANCIS: Oh, we can take two questions.
7 I didn't hear the buzzer. Keep it running.

8 MR. HADERLEIN: What he said is something that
9 Fred and Emerald have been talking about today,
10 and that is that we are coming -- we are being told
11 that the schools, because of the softening of the
12 quality, is what you're saying.

13 And it is inevitable are going to
14 strengthen their standards and it's going to be
15 reflected in the secondary curriculum. And I
16 guess that's what I am saying too, that we need
17 some guidance in this particular area.

18 Do you agree with that?

19 MR. PAPPAS: Yes, definitely.

20 We have to take care of 60 percent
21 of our youngsters that go to college, and it might
22 be ideal to say that they all should go to college.
23 But at what standards do they go to college?

24 If you want to change some of the
25 things that you are talking about in admission

1 standards, I think you have to do it by striking
2 at the college level.

3 Our curriculum will show the change
4 over a period of time.

5 MR. CROSBY: I guess the other one is:

6 How do you see this Commission
7 dealing with the principal in terms of promoting
8 excellence?

9 Now, this may be enough track for
10 another ten minutes.

11 In terms of promoting excellence,
12 and I guess it's definitely at the secondary level.

13 MR. PAPPAS: It's definitely there. It's
14 focusing in there. I don't see any discussions
15 within all the Commission meetings of the principal's
16 role in the school, and Secretary Bell will be more
17 than one of the first to tell you that that's where
18 leadership has to be and that's how schools change.
19 And I would say that that's a sight that's overlooked
20 in this Commission, the role of the principal in
21 the high schools of America.

22 MR. CROSBY: You mean in terms of leadership?

23 MR. PAPPAS: Leadership, educational leadership.

24 MR. HADERLEIN: I wouldn't doubt that one
25 way.

1 MR. PAPPAS: Thank you very much.

2 MR. FRANCIS: Our next speaker will be
3 Carmelo Rodriguez.

4 PUBLIC STATEMENT
5 BY: CARMELO RODRIGUEZ

6 I am grateful to the members of the
7 Commission for allowing us to present to you a
8 perspective on Hispanic problems and the opportunity
9 for higher education.

10 When we requested the opportunity to
11 appear, we undertook the task to prepare a 20 page
12 paper, which I won't have time to read, but I will
13 try to exert from that; and don't try to follow
14 me with the paper, because it's difficult.

15 In terms of understanding the
16 Hispanic problems and opportunities for higher
17 education, one must, I think, put some perspective
18 into the predictors of the reality of Hispanics.
19 And to do that, I want to give you some overview.

20 As you probably noticed some Hispanics
21 are the fastest growing minority group in the
22 United States, and the rate of natural increase among
23 Hispanics is 1.8 percent. The Hispanic population
24 is growing at a startling rate of one million people
25 a year. The Hispanic population grew to 14.6 million

1 from 1970 to 1980, a 61 percent increase. That
2 figure does not include undocumented workers,
3 believed to number as many as 20 million.

4 The Hispanic proportion of the total
5 U.S. population is around 9 percent, with an
6 average median age of 32.2 years for Hispanic
7 women entering the peak child bearing age.

8 In addition to immigration and the
9 natural rate of increase, by the end of this decade,
10 Hispanics will be the second largest minority in
11 this country.

12 The U.S. Hispanic population is also
13 younger. The average age of Hispanics is 23 years,
14 compared to about 30 years for whites. Despite
15 its youth, however, Hispanics have one of the poorest
16 records of education attainment of any population
17 group. Hispanics are enrolling in school at a
18 lower rate than whites.

19 48 percent of Hispanics between
20 three years old and 34 were enrolled in schools as
21 of October of '78, compared to 50 percent of whites.

22 In the 18 to 24 age level, 20 percent
23 of Hispanics were enrolled compared to 29 percent
24 whites.

25 Among Puerto Rican and Mexican students

1 in 1976, for instance, about 10 percent of the
2 8 to 13 year olds and 25 percent of the 14 to 20
3 year olds were enrolled in lower than expected
4 grade levels. Many students who make up these
5 numbers are dropping out of school as soon as it
6 is legally feasible.

7 Hispanics age 14 to 19 were twice as
8 likely not to have completed high school as whites
9 in the same age bracket. Nearly 40 percent of
10 the Hispanic population between the ages of 18 and
11 24 left high school without receiving a diploma
12 as compared to about 14 percent of the white high
13 school population.

14 The figures are continuing to be
15 very, very staggering. Only 41 percent of
16 Hispanic adults finished high school as compared
17 to 61 percent of white adults. In short, the
18 Hispanic population of the United States has clearly
19 identified a problem for our society in a dramatic
20 opportunity for higher education. It is large and
21 growing.

22 We occupy the lower rung of the
23 work force, and perhaps, most importantly, we are
24 not being adequately educated out of our poverty and
25 unemployment in society.

1 Education is a prerequisite to so
2 many things, otherwise when an individual lowers
3 his educational achievements, frequently he will
4 have a lower occupational achievement.

5 Now we come to Hispanics becoming
6 a significant person in society at a time when
7 resources are being pulled back, when the federal
8 assistance to education programs are being cut
9 back, when the aid force equalizer educational
10 opportunity is in a period of estrangement, and at
11 a time when there is no longer enough to make it
12 in society.

13 Yet the significantly growing
14 population of Hispanics is also, I think, an
15 opportunity for higher education to deal with its
16 declining enrollment.

17 I think, finally, that population
18 is a strong source of opportunity for the future,
19 unless society shall be faced with a tremendous
20 burden in future years. Now, we all understand
21 that higher education is not necessarily to blame
22 for low preparation and low skills and the low
23 equipment that our students bring to higher education,
24 yet, I think they cannot wash their hands with saying
25 that it's not their responsibility. Because I think

1 higher education has much to do with partnership
2 in the community, partnership with organizations
3 in terms of opening up facilities for intervening
4 at early stages in our student's development in
5 high school so that we can, in partnership with
6 higher education, upgrade the schooling of our
7 students.

8 Nonetheless, I have been given the
9 chance, and many of us have proven in the past
10 that given the opportunity of access, we can make
11 higher education proud of selecting Hispanics.

12 Now, the paper deals more closely
13 and specifically with some of the issues. It
14 addresses the excellence, the transition issue,
15 testing issues, and I think we don't have time
16 here to touch on those, but, of course, the paper

17 also refers you to the work of the Minority and
18 Higher Education Commission, and I fully endorse
19 many of those recommendations, particularly those
20 that deal with minorities and higher education.

21 Thank you.

22 MR. FRANCIS: Okay. I will take one question.

23 MR. CROSBY: You mentioned, although you seemed
24 to emphasize Hispanics and higher education, yet you
25 said there is a large dropout rate from 14 to 18 at

1 the high school level.

2 Do you have any recommendations
3 there, in terms of retention at the high school
4 level?

5 MS. RODRIGUEZ: Yes, I think we have started
6 some efforts in that direction, and that's what
7 I talked about partnerships.

8 Some higher education institutions, for
9 instance, in the city and state deal directly with
10 the Hispanic students in joint programs so as to
11 intervene earlier in the kind of programs for
12 early identification of problems that will help
13 us develop our kids in better and higher education.
14 However, there seems to be an increasing rate of
15 Hispanics coming into the country, so that we are
16 attacking the program from many perspectives.

17 MR. FRANCIS: Thank you very much and we have
18 your paper.

19 Did everybody get a copy?

20 Thank you very much.

21 Next will be Professor Jeffrey Mallow.

22 PUBLIC STATEMENT

23 BY: PROFESSOR JEFFREY MALLOW

24 Good afternoon. My name is

25 Jeffrey Mallow and I am an associate professor of
a local university and the originator of a program

1 called the Science Anxiety Clinic that I would like
2 to tell you about because we find it an effective
3 method of taking students from secondary schools
4 and dealing with one of the major problems that
5 they have; their fear of studying science and
6 by the way also mathematics.

7 Before I begin, my colleague,
8 Dr. Sharon Greenberg, the psychologist half of our
9 team, is here, and she will be happy to answer any
10 questions about the psychological aspects of our
11 program that the Commission might have.

12 Science anxiety is the fear of studying
13 science, the fear of learning science, and it results
14 in the avoidance of science courses. The implications
15 for our country are fourfold.

16 Number one; technological illiteracy
17 of the citizen rate.

18 Number two, a leadership in government
19 and business which is not familiar with or comfortable
20 with technical ideas.

21 Number three, a lagging behind other
22 countries which are more stronger in technical
23 training, and I might say for example Japan,
24 West Germany, and the Soviet Union.

25 Number four, blocking of upward mobility

1 for people who avoid science out of fear, and
2 particularly women and minorities.

3 The sources of science anxiety,
4 as we understand them, are, first of all, family
5 messages about how hard science is and who can do
6 and who cannot. The median messages about science,
7 and I might just point out that my four year old
8 watches the mad scientist cartoons every Saturday,
9 and if I do nothing else, I like to get them off
10 TV.

11 And finally, with the way the schools
12 communicate sciences. First of all, by the girth
13 of science teaching in K through 12. And second,
14 by the anxiety that the science teachers themselves
15 communicate about a subject that they are supposed
16 to be experts in and frequently are not. The
17 remedies of this, I think, in some cases are
18 obvious. One is that we need to upgrade and
19 require more science and mathematics. We need
20 to improve science teaching in the early grades,
21 but we should not fool ourselves with the thinking
22 that we can do that with teachers who are science
23 anxious and to students who are science anxious.
24 And therefore, our method of dealing with that,
25 at least on the college level, is to deal not only

1 with cognizant but the emotional aspect of
2 science, that is with the science and the anxiety,
3 both for learning and for teaching.

4 The science anxiety clinic which we
5 have developed deals with both the cognizant and
6 emotional aspects of science learning. It teaches
7 science skills and it teaches two types of psychological
8 techniques.

9 One is called competitive restructuring,
10 which means that students are helped to get to
11 the things they tell themselves about why they
12 can't learn science and to restructure those
13 messages, and the other is a conditioning technique
14 of systematic desensitization where we can teach
15 them to be comfortable in science classes.

16 The clinic works with small groups
17 of students, half a dozen, and it is a team effort
18 involving science education and psychology.

19 Now, we also have research results
20 on the effectiveness of the clinic, and they are
21 quite promising.

22 What we think the Commission might
23 do or the federal government might do first is to
24 recognize science learning or the avoidance of
25 science learning as not only a cognitive but as an

1 emotional problem and thus prevent right now the
2 crisis which we are creating by producing a
3 shortage of scientifically and technically
4 trained people, not only those who go into these
5 rather lucrative careers in business and military
6 and government, but just people who need to be
7 aware of scientific ideas to cope.

8 Secondly, to support the kind of
9 programs that focus on both emotional and cognitive
10 aspects of learning; math anxiety programs, science
11 anxiety programs, such as ours for college students,
12 and to focus on the emotional and cognitive aspects
13 from kindergarten through 12. For that, we have
14 two suggestions.

15 One is a regular program of in-service
16 training for elementary and junior high school
17 teachers and high school teachers who are presently
18 avoiding teaching sciences. And secondly, not only
19 in-service training, but a revampment of teacher
20 training in teacher's colleges to also not only
21 include the scientific component, but to deal
22 with the emotions that are aroused by having not
23 only to learn science.

24 Thank you.

25 MR. FRANCIS: Thank you very much.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

I said we would have one question.

MR. SOMMETT: I just want to know how do you get them into your classes? How can you advise us on how to get them into your classes?

What kinds of output can one expect?

After so many days, weeks, hours, what happens to these people?

MR. MALLOW: In the classroom or in the clinics?

MR. SOMMETT: In the clinics.

MR. MALLOW: In the clinic that we advertise, the clinic operates out of the Loyola University Counseling Center with the aid and assistance of the Science Department. So we do kind of advertise with advertisements in the newspapers and so forth.

In addition, we go into the introductory science courses. Now, this means we are not going to the humanities courses. In some sense, that would be inappropriate, like invading the chicken coop. But we do go into courses where people are required to take science, such as nursing, premed, predentistry, but these people are not, in fact, going to be scientists. And the large part of our involvement is for people who are required to take science, psychology, and sociology. They come to the clinic and it is the most subscribed program

1 of the clinic by a factor of two to one. More
2 people come to the science anxiety reduction than
3 for any other kind of counseling. We have to
4 turn away once out of every two. We can work
5 for seven weeks with a team of psychologists
6 and a scientist for a hour and a half a week.

7 The groups of students number 10
8 through 12, and we can usually do three groups
9 every semester, three scientists, three psychologists,
10 all together.

11 In the seven weeks, we do science
12 skills teaching, but I might say that that's simple
13 things, like learning how to read a science textbook
14 and problem solving, how to take notes in a science
15 class.

16 We do the cognitive restructuring
17 of the students, and the third thing is to teach
18 them actually a conditioning technique for lowering
19 their anxiety. At the end of the seven weeks,
20 I might quote the pilot research center, our students,
21 compared to a controlled group, are lower in science
22 anxiety than before. Their mathematic anxiety is
23 lowered. Their so-called state and trait anxiety,
24 which is a standardized test. One has to do with
25 becoming anxious in a particular situation, state

1 anxiety, and the other is a general level of
2 anxiety, trait anxiety.

3 Both of those, interestingly, are
4 lowered by the techniques we use in the clinic.

5 I might point out that the one
6 anxiety that has not been lowered is general test
7 anxiety. That is someone who is nervous on a
8 history test seems not to be helped by us.

9 The importance of that is that
10 science anxiety is not test anxiety, because when
11 a professor finds out that a student is anxious, he
12 or she may never talk to the students.

13 So at the end of that time, the
14 student's anxiety has been lowered.

15 I might anticipate the following
16 question. You may want to know what happens to
17 their grades. My own experience with those of my
18 students who have been in the clinic is that their
19 grades go up. That's very hard to measure how
20 much on a scale of A through F. If a student goes
21 from C double minus to C double plus, it may not
22 show.

23 My students report back however
24 that their grades have gone up, and I have seen
25 certain students who, in fact, were pushed kicking

1 and screaming into science courses and went on
2 to graduate school and biochemistry.

3 MR. ADELMAN: We have a written report on
4 that program as one of the 30 some odd we have
5 received and notable programs associated with the
6 transition of post secondary education.

7 MR. FRANCIS: Thank you.

8 Our next speaker is Carol Elder a
9 university professor for the American Federation
10 of Teachers.

11 PUBLIC STATEMENT

12 BY: MS. CAROL ELDER

13 Thank you for giving me the opportunity
14 to speak to you today. I am Carol Elder and I am
15 executive vice president of the University of Illinois,
16 which is Local 4100, the American Federation of
17 Teachers, and I am speaking today on behalf of the
18 American Federation of Teachers.

19 As a general policy on college admission
20 procedures and standards, and I am improving the
21 pressure on secondary students to meet those
22 standards, the AFT has Project Equality.

23 AFT locals all over the country are
24 participating in Project Equality dialogues to
25 define the preparation of all college bound students.

1 For example, here in Chicago, I think you have
2 heard that the Chicago Teacher's Union and the
3 Board of Education have jointly sponsored discussions
4 with school and college and university personnel to
5 identify problems and work with curricular changes
6 concerned with college preparation.

7 Concern with college preparation
8 is, of course, inseparable from concern to improved
9 college education equality in public schools generally.
10 American public schools today are graduating more
11 students and serves a more diverse population with
12 more diverse programs than ever before. They have
13 emphasized access and equality of educational
14 opportunity for every student, and those are goals
15 that American Federation of Teachers supports.

16 Decline in curricular standards,
17 grade inflation, social promotion, laxity, and
18 homework assignments are trends which sometimes
19 represent an effort to reach students who would
20 not be in school at all were it not for special
21 compromises designed to reach them, and in other
22 cases are the results of policies mandated by
23 school districts. In fact, many negative developments
24 have come about despite consistent long term
25 operations for years.

1 . While we support equal opportunity
2 for students, we also believe that every student
3 deserves the best educational program available,
4 and in our efforts to serve everyone, we must
5 realize that different students have different
6 needs, and that no one is well served if every
7 student is not challenged to perform at his best.

8 Among the measures which the American
9 Federation of Teachers advocates to promote
10 quality education in public schools are sound
11 foundations in basic courses, English, math,
12 science, history, foreign languages, and social
13 studies; programs in fine arts and practical arts;
14 special programs for students with special skills
15 and talents; realistic grading procedures;
16 sufficient homework to develop academic self-discipline
17 and to promote academic progress; the informed use
18 of standardized tests so that performance can be
19 compared and when necessary improved; competency
20 testing as one element of beginning teacher
21 certification.

22 The speakers here today have referred
23 to the need for school teachers and for college
24 faculties to analyze and identify student problems,
25 curricular weaknesses, to analyze their own strength

1 and weaknesses as teachers, to engage in professional
2 development, to relearn, and to retrain.

3 We must all recognize that at times
4 of budget cutbacks, those activities are frequently
5 the least rewarded. The cutbacks sometimes even
6 eliminate them. Consequently, teacher's unions
7 view that lobbying activities are in fact one of
8 the major expressions of their commitment to
9 academic excellence. My own union, for example,
10 which represents the faculty at eight of the twelve
11 public university campuses in Illinois, lobbys
12 regularly on behalf, not only of increases for
13 faculty salaries, although, of course, that's an
14 important aspect of the brain drain, which you have
15 already referred to today. The decline in salaries
16 for faculties contribute to the brightest people
17 many time choosing other professions. We lobby
18 not only in support of increased salaries, but
19 for increased funding for the institutions for
20 programs; for the support not only of the high
21 demand programs, where clearly more resources are
22 needed in math, in engineering, in science, in
23 computer science, but also for protecting programs
24 that as we have all noted will be equally important
25 ten years from now; programs in the humanities, programs

1 where internal allocations in the time and resources
2 for training the faculty, the resources that are
3 available to meet the needs of the students of
4 future teachers in those areas.

5 National commitment to educational
6 excellence must involve a national commitment to
7 excellence in the public schools where equality of
8 students is open to all. Educational opportunities
9 for excellence, which benefit a few at the expense
10 of many, are a sacrifice that our democracy
11 can't afford to make. We need leadership. We
12 need a commitment at the national, state, and community
13 level to commit resources, tax resources, to
14 excellence in our public schools. Thank you very
15 much.

16 MR. FRANCIS: Thank you. Any questions?

17 MR. HADERLEIN: I am just interested if you can
18 enlarge on your statement about school district
19 policies that your organization does not favor has
20 somewhat stopped the event of some of the schools'
21 people in administration. You alluded to some areas
22 of that.

23 MS. ELDER: I was alluding to areas such as
24 social promotion. If you wish, I could find more
25 information, specifically, to back that statement.

1 MS. CAMPBELL: What did you mean by the --
2 you used the word realistic training procedures.

3 What did you mean by that?

4 MS. ELDER: I meant a policy which rewards
5 students for what they actually accomplish, which
6 would recognize the student's efforts and the
7 student's achievements which is not comensurable
8 with any one achievement in such areas.

9 Thank you very much.

10 MR. FRANCIS: Our next speaker is Bettye J. Lewis
11 with the Michigan Alliance of Families.

12 PUBLIC STATEMENT

13 BY: MS. BETTYE J. LEWIS

14 I happen to be an educational researcher
15 and consultant, and vice president of the Michigan
16 Alliance of Families. We are an organization that
17 has gone deep into the things that are happening in
18 education throughout the State of Michigan. I
19 happen to be the wife of a public school educator.
20 I am a mother of six daughters. My husband has
21 taught in the school system of the State of Michigan
22 for 31 years. My children have been involved in
23 the public schools for 28 years without ever a let
24 up. I have sat and listened today to everybody
25 telling what we think should be done in education.
I think we have certainly the most vested interest

1 of all in education and what's happening in the
2 schools of our nation.

3 You are talking about my children.
4 You are talking about my grandchildren. You are
5 talking about my nation. I really feel it an honor
6 to be here today and a privilege to testify, but
7 I must bring out one thing. I knew nothing about
8 this Commission meeting until Monday. I think it's
9 a crime that the general public is not informed
10 that we can pass input as to what we really consider
11 is wrong in education. I wish the news media --
12 I do live in Region 5 -- had covered the fact that
13 this meeting was taking place. I feel I am an
14 expert in the field of education because I have
15 lived education all my life. Who can know more
16 of what's happening in education than a mother of
17 six daughters who have been involved in the public
18 schools for 28 years.

19 I really have done my homework and
20 my research. I don't know if the panel is aware
21 of the renovation totally of education in the middle
22 '50's and late '60's. I have read the Wisconsin
23 Gazette. I have also gone through the University of
24 Toledo's majors. Every one of these were not aimed
25 at educating, but aimed at bringing about social

1 change. It was at this time that the universities
2 through our nation determined they would change
3 all curriculum, and this is the term that these
4 reports give to the teachers themselves. Our
5 teachers would be changed into agents of the school.

6 When we have the former president
7 of the NEA making the statement that what is a truly
8 basic 80 percent of the school day will be spent
9 in the behalf of science, it's the sort of thing
10 that one can see what has happened to the academic
11 curriculum in the schools of our nation. Our
12 children now are being analyzed continually in the
13 classrooms. Their behavior is being determined by
14 the classroom teacher, and what they decide will
15 be the next change in society and our children will
16 accept these changes. Is that the purpose of public
17 education? I think not.

18 I think it's time that our schools
19 return fully to what is basic. Now, because the
20 educational hierarchy has changed terminology of
21 what basic means, I would like the Commission when
22 they do their report, to define what basic education
23 is. I would like them to define what is excellence
24 in education. I would also like them to define
25 what is quality education.

1 Now, when federal tax dollars went
2 into change in education in the mid and late '50's,
3 you know big business will not continue to pour
4 money into any innovating product or program that
5 isn't producing. Let's go back and look at what
6 happened in education.

7 As I say, my own children, I have
8 something -- I know that my younger two daughters
9 are not getting the education that the older girls
10 got. I still have one that will be in the tenth
11 grade next fall. I am still involved with the
12 public school system. I think we should be concerned.

13 Does anyone have a right to program
14 my child to accept social change or do the schools
15 have a right to determine what social change will
16 take place? I would like the Commission to look
17 at some of the curriculum coming out of schools
18 that are doing that very thing, and I would like to
19 document on behalf of the document any of this for
20 you. I will happy to give you copies of it.

21 As an organization, we have made
22 packets for parents of what their rights are. We
23 have studied humanism in the minds of those involved
24 in education. We have gone to and we have
25 studied health systems agencies. We know now that at

1 this time some agencies are dictating what programs
2 and what curriculum must be offered in the schools.

3 I would like to have the Commission --
4 as I notice, one of your purposes was to review
5 the major changes that have occurred in American
6 education as well as the advancement in society
7 during the past quarter century in a significantly
8 effective educational requirements or achievements.
9 I wish this could have been one of your public
10 hearings, and I wish you would really make certain
11 that whoever sets these up that we are involved.
12 I feel we have far more of a moral status as
13 parents than you as educators.

14 Thank you.

15 MR. FRANCIS: Thank you, Mrs. Lewis.

16 Are there any questions of the
17 Commission?

18 MR. GOLDBERG: I am sorry that you weren't
19 aware of the meeting. We do send press releases
20 out throughout the country. Of course, we can't
21 tell the press what to publish and we do the best
22 we can to let as many people know as possible about
23 these meetings.

24 MRS. LEWIS: I appreciate that, but I had to
25 drive a half hour to get here today and I feel I

1 could have been far better prepared had I known,
2 and I really did not know. But it stands to
3 reason with what we are developing into research.
4 Our children can't have the academic achievement
5 they need, and I think that is a vital point that
6 you must look at.

7 MR. FRANCIS: I am sure the Commission would
8 like very much to add that if your organization,
9 in its research, would answer those questions also
10 that you asked of the Commission. I indeed believe
11 that the parent, as well as others, have not had
12 much to say, but we want that to be a part of the
13 report. So I am asking you in turn that if you
14 or your organization have described your views of
15 what excellence is, of what quality education is,
16 share them with us.

17 MRS. LEWIS: I would be happy to, and in return,
18 can I ask that of the Commission; that they define
19 this, because I would like to see what the differences
20 are in the definitions, in the terminology, because
21 these areas are entirely different that what the
22 public things it to be. So I would really appreciate
23 knowing what the Commission's definitions are.

24 MR. FRANCIS: We have another request from
25 your organization. The next speaker is

1 Mrs. Rachel Ralya.

2 PUBLIC STATEMENT
3 BY: MRS. RACHEL RALYA

4 I want to thank you, also, for the
5 opportunity to be here today, and I did come along
6 with Bettye. And I also think the media should
7 notify the public a little better with information
8 regarding these hearings. And I also lack preparation.

9 I appreciate professional advice
10 that was heard today, and I agree with some and I
11 disagree with others. I am a mother. I am also
12 a member of the National Alliance of Families, and
13 I am soon to be a grandmother. And I am deeply
14 concerned about education.

15 My husband was in education for
16 20 years and he left teaching at that time; and I
17 will tell you that he left because he would no
18 longer lower his standards.

19 We began to see that we had a
20 deep concern with what's happening to our children's
21 education, and we began to see that the standards
22 had changed for the nation and I also saw it
23 locally and I saw it state wide in my research,
24 and I saw it around the whole nation. And I had
25 a lot of concern as do many parents across the

1 nation. We are investigating in a positive way
2 and showing this concern.

3 I heard it pressed it here today
4 to some degree that the argument had never been
5 really settled between social adjustments and
6 traditional education, and I saw that was wrong
7 with the traditional was that the schools were a
8 unique institution; the only institutions to
9 develop the intellect and teach science skills and
10 pass on our history.

11 I can't say that children don't know
12 who they are, so they have to have self courses and
13 inquiry courses. And I believe it when they said
14 how history as a basic is being pushed out of our
15 curriculum and being placed in ineffective programs.
16 In the State of Michigan, it has always been an
17 entirely effective program. The goal never changed
18 from cognitive education to the noneffective goals.

19 I can concur with everything that
20 Bettye said. My research has the things that she
21 talked about, and it came from contact with the
22 high school counselors. These people have been
23 failing for years to see that almost every child
24 can develop basic tools for learning. And I just
25 say that let's give the kids those tools and teach

1 every colored child to read and to write well if
2 he can read and write well. Teach him ancient
3 history. Teach him what has happened in the
4 world before he was born. You have got to be aware
5 of what has happened in the world before you were
6 born. Adults are children because they don't know
7 what has happened in the world before they were
8 born.

9 I heard people say today that we
10 must depend upon the future and look to the
11 future. We need to know what has happened in the
12 world before we were born. We need to see cause
13 and effect in order to understand what has happened
14 today and to stop the problems of the future. How
15 can we live with the future if we don't even know
16 what has happened in the past?

17 I think graduation requirements
18 have been neglective of American history. It wasn't
19 always that way in Michigan. English requirements
20 are frequently nil. It wasn't always that way.
21 The education systems in Michigan watch the basics
22 being pushed out of the universities and being
23 replaced by relations programs and all kinds of
24 things. Michigan State University was a great
25 university. I don't know if I would send my child

1 there now. I live right in that area. I watched
2 what's going on and I watched what the legislature
3 is doing regarding education; and they seem to be
4 going right along with the state board in that
5 area. And no one seems to be worrying about the
6 problems being the teachers.

7 I know many fine teachers. I know many
8 fine teachers today, and they are struggling. Many
9 are retiring early because they have been taught
10 to teach a certain subject matter. They want to
11 teach that subject matter. Teachers today are being
12 taught to change children's beliefs and attitudes,
13 and that's unfair. When I speak about that, I will
14 mention the value of education and say that students'
15 values are changing.

16 Someone said to you, and I didn't
17 hear the whole conversation. I don't know who said
18 it, but someone accused schools of changing the
19 value -- it had to do, I remember, with the value
20 of education strategies, which are based on an
21 extension approach to changes in behavior rather
22 than morals. They emphasized moral relativism.
23 They will not say things right on a extreme social
24 issues, and they refused to tell a child anything
25 that's right or wrong. And then they wonder why that

1 child acts in society as he does or in the school.
2 W'v is vandalism and violence in the schools when
3 no one seems to want to say that anything is right
4 or wrong.

5 That brings to my mind a statement
6 by Dr. Francis Shaver, and he said something that I
7 think was very profound, and I'd like to imprint
8 it upon your mind. He said that if there are no
9 standards outside of what to judge, society is
10 absolute.

11 And I ask you to consider the
12 despairs of the generations being taught to form
13 your own values outside themselves. And I am
14 sure some of you do. The same things are happening
15 in the educational system. Some of the same
16 people are involved in values here.

17 I have got so much to say and I am
18 getting close to the end.

19 MR. FRANCIS: You are doing very well.

20 MRS. RALYA: I'd like to say that there
21 are some things that Dr. [redacted] said in his article
22 on the three radical programs for strengthening
23 education, and I really intend to write a testimony,
24 and I will include it in there because it really
25 does impress me. One of those instructional programs

1 should be intended in the absence of evidence of a
2 perspectiveness in producing learning and number
3 two, each school which is standing is probably the
4 result of a system of public assessment in learning,
5 and number three, each teacher should submit evidence
6 for ideas on learning achievement of pupils in
7 the teacher's classes.

8 And then he goes on to go into
9 depth on each of those, but I think that he has
10 been bottling those problems in education for a
11 long time.

12 Again, I thank you for the time.

13 MR. FRANCIS: Well, if you would put whatever
14 you wish us to consider on paper, you can rest
15 assured that it will be given consideration. And
16 thank you. You are as much an expert as anybody
17 else that is here today. Thank you very much.

18 MR. CROSBY: I think we need to remind them
19 that they have one month from today to get their
20 testimony in.

21 MR. FRANCIS: Yes, one month from today.

22 And we are on schedule. We have one
23 last speaker who has asked to make a presentation
24 before us, and that's Austin Doherty of Alberta
25 College.

PUBLIC STATEMENT
BY: AUSTIN DOHERTY

146

1
2
3 Actually, I think was one of the most
4 pervasive issues that I heard both this morning and
5 this afternoon, and I think that's because these
6 meetings were supposed to be on the admissions
7 process between high school and college. The outcomes
8 that we were most concerned about were the outcomes
9 of secondary school.

10 However, I wish to speak to you for a
11 moment about my tenure at the college level. We
12 have defined the degrees and the terms of the outcome
13 that we expect our students to achieve, and out of
14 that, I wish to make just one point.

15 What I did not hear mentioned as
16 much today as I would like to have heard mentioned
17 is the question of assessment of those outcomes.
18 When we talk about secondary schools having to set
19 forth one of those outcomes of that education, we
20 have focused primarily on those outcomes being
21 basic to admission to college. But, of course, in
22 secondary schools, there is no goal to prepare
23 students who wish to go into the work world. So
24 the question of outcome for secondary schools is a
25 very complex question; but for me, the question is the

1 kind of assessment that will be needed in order to
2 ensure that those outcomes are achieved and the
3 kind of information that was set forth here today
4 from the different agencies and so on. I valued
5 that very much. Nevertheless, the kind of
6 assessment that I am talking about really includes
7 more than the traditional sort of paper and pencil
8 multiple choice questions that are strictly
9 universal in the field of testing. The kind of
10 criteria that needs to be set up to ensure that
11 the outcome will be achieved and the kind of
12 assessment I am talking about, for instance, is one
13 of our goals, and I think it's a fine goal, for
14 secondary as well as post secondary schools is
15 the ability to speak on your feet.

16 Now, there is no way you can assess
17 the student's ability to speak on his or her feet
18 unless you engage in some kind of a performance
19 assessment. We also make very extensive use of
20 simulation, listening, video tape, problem assessment,
21 size, and so on.

22 Now, my point is that I think that
23 this assessment is necessary. I would like the
24 Commission to consider this and exort them to consider
25 what might be done to encourage more extensive

1 kinds of assessments. Also, that the assessments in
2 an institution, whether it be secondary or postsecondary,
3 in my judgment really is resigned with the fact of
4 assisting professionals. I do not like to see
5 the total assessment program held over to external
6 testing agencies. There are a lot of reasons, but
7 clearly one of them is to restore the accountability
8 for education to the educators and what it will do.
9 And I speak out of experience not only at my college,
10 but also with the very extensive lab work that our
11 college has developed, and our colleges work
12 increasingly with secondary schools. It restores
13 their self-confidence in education and it makes them
14 appreciate, which is something we have learned,
15 and will also make them appreciate the central motions
16 and reasons as the most powerful learning tool that
17 we have. Also, this kind of assessment that I am
18 talking about is the assessment of shortcomings.
19 It is about things dealing with problem solving,
20 with problem identification and so on, one which
21 was mentioned in many different ways here by the
22 speakers this morning and this afternoon. This
23 kind of assessment that I am talking about really
24 will require us to question the fundamental
25 reserves.

1 Also, I think what it will enable
2 us to do is to build a kind of network among
3 educators, whether at the college level or at the
4 secondary level which is beginning already.

5 So that my point, I think, is to
6 encourage the Commission to make a very special point
7 of questions of assessment.

8 It is a new kind of assessment that
9 I think, if we are going to make seriously the
10 source of outcomes that were mentioned here at this
11 meeting all day long by any number of speakers.

12 Thank you.

13 MR. FRANCIS: Thank you.

14 Are there any questions of the
15 Commission?

16 (No response.)

17 MR. FRANCIS: Thank you very much, and we want
18 to thank all of you for this very informative day.
19 We have heard a range of presentations and we are
20 grateful for all of those who have participated and
21 for all of those who have listened as well. And I
22 will repeat that the Commission's basic policy is
23 to get input so that we can indeed make what will
24 hopefully be a contribution to the education of
25 our students.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

150

So we will close our day with our
thanks and gratefulness to all of you.

Thank you very much.

(WHEREUPON, those were all the
proceedings had.)



