

Albion Hurley -
"I've Perished into the future, and it won't work"

REMARKS BY

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"Civilization", said H. G. Wells, "is a race between

education and catastrophe."

It is a race we are by no means sure of winning, for

in many ways, these are more trying times than any to

which Tom Paine alerted us. These are times that try the

souls of those who seek to save man from the perils of the

arms race and the threat of further confrontations between

nations.

Change.

Bruma Technology
New Nations
Nationalism
isn't

1960'S - Dissent, Disorder
Discovery

Poverty - Prosper
Khagan - Plenty
Brump - Extremist + Challenge

1st Catholic
1st Negro Judge - Colbert
Space - moon
Transplants

Back to
Educ
Brandeis
Woodrow Wilson
E.B.E.
Democracy

Ug m - four
mac to mac
ending a Steady

They are perilous times for the managers of our national economy, and for those who are responsible for the strength and vitality of our cities.

They are especially trying times for those in charge of our schools.

In this seventh decade of the 20th century, as we approach our nation's bi-centennial year, our schools are still seeking to cross the gulf between the intellectual elite and the functional illiterate. Though man can now explore new worlds in space, in our earth-bound classrooms we still seek the words to reach, the spark to touch, and the techniques to best entice our brilliant and our not-so-brilliant students.

As one who has returned to the profession after a long interval, I am specially aware of the changes that have

occurred in our institutions, our techniques and -- perhaps most of all -- in our students and their expectations.

Colleges

In an earlier America, the student body in our colleges and universities tended to be homogeneous -- it was pretty much all white and mostly middle and upper class. Today -- as a result of less restrictive admission criteria and special financial aid programs -- it is beginning at last to be more truly representative of the whole society.

*Elementary
+
Secondary
+
High School*

These changes on the college and university level are reflected in our elementary and secondary schools. A bright inner-city youngster who would once have headed for the street as soon as it was legal (or before) today may head for the campus through Upward Bound or other special programs.

Such a successful youngster sets an example for his friends. Once he does, school, rather than the street, may at last be

seen as an avenue to success. Publicly supported education for the poor and the black is no longer limited to elementary and secondary school; today almost 60 million Americans are enrolled in pre-school to post-doctoral programs and more of them than ever before are members of minority groups -- at both ends of the education spectrum.

↳ In just four years -- from 1964 to 1968 -- the non-white population of our colleges and universities almost doubled.

But three factors make this information less than satisfying:

(1) The entire college population was growing at close to the same rate;

(2) Although 12 percent of the college-age youngsters in the country are black, only six percent of this year's freshman at all post-high school institutions (two year and four year) are black; and

Progress

(3) Over 40 percent of the ~~the~~ black ~~youngsters~~ ^{college students} still attend all-black colleges -- mostly in the South.

Still -- though this is far from thundering change -- it is progress. As recently as 1966, more than ~~half~~ ^{50%} of ~~the~~ black college students were in all-black schools.

So we have begun the task of re-distributing our college population. According to the American Council on Education, this change -- this re-distribution -- is largely the result of initiatives from the private institutions.

Almost all these youngsters -- the ten percent who no longer attend all-black schools -- today attend non-public institutions.

In the past decade we have made a special effort in our nation to encourage individual growth, and to make it possible for more people to have ~~an honest~~ ^{a full} opportunity to improve their circumstances.

Despite all these efforts, public and private, too many of our citizens still suffer educational deprivation.

Too many of our youngsters still terminate their formal education before they are equipped to participate in contemporary society.

Dropouts

If the present drop-out rate continues, in the 1970's we will have 35 million adults in the labor force without a high-school diploma, without the skills and the education to take their place in the world of work.

Dropout
Rec'd

WE
We know the high-school drop out is twice as likely to be unemployed as the high-school graduate, and five times as likely as the college graduate. The cost of an inadequate or an incomplete education is high -- not only in the unemployment benefits that come out of all our pocketbooks, but in the loss to the nation of human potential. People, after all, are our greatest natural resource.

People-Resource

Physical Environment

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L In our commendable concern for the contamination of our physical environment, let us not lose sight of the contamination of the educational environment, for this is an essential element of our great conservation effort.

L ~~Stuffing~~ the heads of the young with important and basic knowledge has always been one of mankind's most important -- and most baffling -- tasks.

Unfortunately, all children do not come to school ready to take advantage of their intellectual opportunities.

L The educational environment is not just the school, the teacher, and the student. It is above all the home, the neighborhood, the community, the city. L The learning experience starts with birth.

The learning capability begins with conception -- prenatal care -- the diet and nourishment in those critical first 4 or 5 years.

The learning desire may well be determined by the stimulation or lack of it in the home or the neighborhood. What this means in plain talk is that better education requires a better social environment. L It means that educators must commit themselves to community action -- to equal opportunity all the way -- to open neighborhoods -- to a massive program of rehabilitation of our cities and to new cities -- to all that and more.

L Yes, some of our children arrive at school unable to pronounce their own name, never having held a pencil or seen a book. L Many are unable to identify such common objects as chairs, tables and cookies. L Many come with empty stomachs, with serious medical and dental problems and with

the tremendous psychological disturbances that result from love starved early years. For such youngsters, despair is a natural state of mind.

They are the extreme end of the educational spectrum and they number some ten or twelve percent of elementary school youngsters. At the other end -- and in about the same numbers -- are the specially talented youngsters who -- if we are to believe Marshall McLuhan -- are also dropping out of school ^{and} for much the same reason: boredom and frustration.

Both groups present a special challenge to educators. And none of us ^{are} yet to devise more than partial solutions.

We have some of the most expert people in the country right here in this audience -- and if I ask ten of you how best to deal with these special students, I bet I'll get as many different answers.

Debating educational policies and practices has become the intellectual parlor game of the seventies. The school room has become the focal point of controversy and commotion -- and this is good. If we don't stir things up a bit, if we avoid the tough questions, we will never make progress.

✓ I think it is important that we do not let ourselves become defensive as educators, and that we do not become committed to any one approach to the solution of these tough problems.

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↳ In our concern for the motivation of our students, let us remember that teachers also need motivation. Most of you are familiar with the results of the California experiment in which teachers were deliberately given false IQ data on a control group of students.

↳ At the end of the experimental period, those students who were falsely reported to have high IQs tested substantially higher than students of the same intelligence whose IQ's were accurately reported to teachers.

↳ Thus it is clear that teacher expectation plays an important role in student achievement.

↳ There is another -- and promising -- new entry in the field of educational motivation -- the profit motive.

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This year a handful of school districts around the country are contracting with private firms to teach reading to students who are seriously below grade level.

↳ The contracts provide that these firms will not be paid unless there is demonstrated improvement in the skill level of the individual student. no tickee, no washee.!

↳ In other words, the technical know-how of American industry is finally being put to work on behalf of our least able students, and those who seem unable to respond to more conventional classroom instruction.

↳ These are important new developments on our educational horizon, and they hold much promise for the future. ↳ But they are by no means the only new developments and they must be viewed in the context of our total knowledge of this business of informing the young.

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L I do not for a moment question the importance of the basic disciplines of literature, mathematics, languages and the physical and biological sciences.

Neither do I underrate the importance of the humanities, the social sciences and the arts, for these are the core of creative expression and, indeed, of education for participation in a free society.

But I believe too in the value of the exciting new computer
techniques we have added to our educational tool kit. We must
have the courage and foresight to develop and use all the
new mechanical aids and devices that contribute to the
learning process.

*Important
Reference*
L We cannot ignore -- from timidity or lack of imagination --
any of the new tools that educational research has produced
for us. L Visual aids, educational television, teaching machines --
all add immeasurably to our learning options.

Lebraries
L We are challenged by our need to comprehend and to
master the wonders of science and technology. But, we have
not yet begun to scratch the surface of the problem of retaining
our essential humanity in this vast new cybernetic wonderland.

L And this I think is the unexplored wilderness today.

We can no more afford to think of education in terms of
curricula and technology than we can to think of schooling as

a product packaged in tidy little three and four year segments.

Education is experience and experience is life.

Educational progress tends to reflect public events -- wars, depressions, the post-war baby boom, the civil rights movement and -- today especially -- the new mobility in our nation.

Struggling out of the great depression, our nation entered its second major international conflict -- World War II.

Draft standards -- and the shock of tens of thousands of fine young men rejected for illiteracy -- forced our nation to realize that bad education is highly transportable -- it recognizes no city limits and no state lines.

Thus education became a matter of community concern rather than personal option.

National
Security

National
concern

Sputnik

In the 1950's there was Sputnik, and Americans additionally recognized that, to a large extent, our national security rested in the hands of those who controlled our educational institutions.

Increasingly sophisticated thinking such as this led to the National Defense Education Act, later to the Elementary and Secondary Education Act, to the Higher Education Act, and to expansion of federal assistance for vocational education.

Teacher Corps, Upward Bound -
It led to the Teacher Corps, to Headstart and to other creative

County Skills
Federal efforts to work with the education community. On the state level, it led to more years of compulsory education, broader -- and more contemporary -- curricula, tougher standards for teacher certification, and more and more research into the technology of education.

" Science + Technology have made
Our world a Neighborhood
Now we must make
it a Brotherhood "

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But with all this progress -- and I don't question that it is progress -- I think it is important to look back on occasion, to recall, and to cherish, our heritage as teachers.

← Today -- as the same factors in schools that dehumanize our children tend to dehumanize our teachers -- I think with special fondness of an old favorite definition of education as "Mark Hopkins on one end of a log, and me on the other."

L With all our progress, with all our new tools and techniques, it is this -- our common humanity -- that we must nurture in our classrooms.

For only this kind of human and humane education can give our children the tools to achieve a better life, unburdened by the weight of ignorance and prejudice that hold back our generation.

(Adlai Stevenson - Quote)

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The future of our democracy -- and perhaps the future of mankind -- is directly related to how well we succeed in this endeavor.

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