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A NONTRADITIONAL SELF-STUDY
PREPARED BY FLORIDA INTERNATIONAL UNIVERSITY

Presented To
The Southern Association Of Colleges And Schools
For Reaffirmation Of Accreditation

November, 1979

Base Year 1978-1979

VOLUME II

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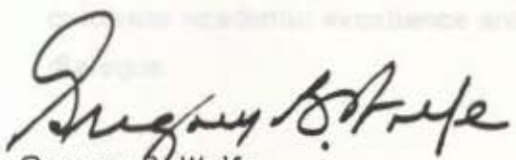
FOREWORD

This volume contains the proceedings of the symposia conducted at the University during the 1978-1979 academic year. They were intended to speak to issues directly related to the future development of the University. The proceedings are an integral part of the University's non-traditional self-study. They reveal a variety of concerns and viewpoints. They address basic problems and suggest a variety of approaches to the problems encountered in the development of contemporary universities everywhere.

The University is proud that the symposia, held to examine the adequacy of our goals and program structures, attracted hundreds of persons. The high participation rate provoked lively discussions. We believe this interest from local publics--our faculty, students, and visitors--helped us appreciate the continuing importance of openness and access to the academy if it is to remain creatively responsive and responsible.

Finally, we are grateful for the inspiration and support we received in the conduct of our symposia from two outstanding colleagues: from former President Harold Bryan Crosby and from Dr. Gordon Sweet, Executive Secretary of the Commission on Colleges of the Southern Association of Colleges and School.



Gregory B. Wolfe
President

OVERVIEW OF THE SYMPOSIUM PROCESS

Perhaps the most significant aspect of our Nontraditional Self-Study was the development of the five symposia which characterized the project. These events were intended to engage the University community and the community-at-large in a series of exchanges in order to examine three propositions:

1. That the University is capable of conducting thoughtful, stimulating debate in an open environment.

2. That the Univeristy can engage its faculty and other interested parties in the process of intellectual exchange.

3. That self-study need not be relegated to a process of counting, but can be an ongoing experience, advancing the University and the community it serves.

In essence, our Self-Study has sought to create a climate in which we may cultivate academic excellence and produce a meaningful University/community dialogue.

SYMPOSIUM I

THE FUTURE OF SOUTHEAST FLORIDA

SYMPOSIUM #1
THE FUTURE OF SOUTHEAST FLORIDA

By studying a welter of local issues and by identifying a cross section of trends, a University team has created a profile of social, economic and political conditions in Southeast Florida for the year 2000.* Although many were offered, the University team accepted only 20 projections as being "most significant." One hundred community leaders, who comprised a Special Advisory Task Force and Committee, were introduced to the theme of the investigation: "Only the Future Is Ours to Shape." The theme guided not only the initial symposium but the entire self-study program.

After being charged on their mission by the Task Force, representatives of the University and the community conducted an open symposium. Also participating in the talks were some 80 people from post-secondary schools in South Florida. At times, disagreement erupted among the participants. Community members expressed concern that while they perceived the future of Southeast Florida as "positive" and "bright," they viewed the University team's findings as "negative." All parties recognized the need for acting "on our collective future rather than simply letting the future evolve."

The use of language and style led to other major points of disagreement. Terms such as "ghetto" were considered negative by most non-university persons. However, an understanding was reached that the descriptive wording used by the University's investigators may have been accurate, but that it was also "unappealing to individuals who constantly seek to improve the image of the community."

Overall, it was agreed: The relationship between the University and the community is vital. Nonetheless, the University must accept primary responsibilities for charting its destiny. The University must perform its tasks with integrity --- despite the possibility of occasional discord between parties. It was agreed further that the community needs proper notice of the University's findings

* See Summary of Future's Report, page 4.

and must be afforded an opportunity to respond to said findings. All parties felt that this kind of cooperative relationship would be "healthy" and "productive."

Listed below are several other points of agreement:

1. The University serves the community by raising important questions related to local issues and matters of general interest.

2. By generating new knowledge, by openly examining public issues, the University upgrades both its status and the structure of the community.

3. Community affairs that are largely overlooked by other agencies (such as intercultural and minority problems) deserve special attention by the University. The conditions concerning Miccosukee Indians, the Black population and Haitian "immigrants" were cited as examples.

4. The University should be more sensitive in its use of language --- and avoid being misinterpreted by the public at large.

5. The University must, (a) accept a collaborative role in training students for business and industry, (b) critically examine local needs and expectations, and (c) assume a leadership role in setting high standards for graduates who seek admission into the urban professions.

6. Emphasizing its resources for research, the University should continue its efforts to enhance the quality of life in our area.

The symposium concluded with participants agreeing that, "as a dynamic, sophisticated, and growing region," Southeast Florida offers great potential for a rich future. The participants embraced the overall theme, "Only the Future is Ours to Shape."

SUMMARY OF FUTURE'S REPORT

Summarized here are projections based on the University's study concerning "The Past, Present and Future of Southeast Florida." The six-month study (completed in July, 1979) represents the work of 11 faculty members who traced current trends and long-range plans to a target date - the year 2000. As a result, they evisioned a relatively high quality of life for the people who inhabit this part of the State. However, also identified were problems that require decisive action by the community leaders. Decision makers must accept this challenge. The past is gone; the present is rushing by; only the future is ours to shape for the common good.

The Design of the Study

The basic design for this study is reflected in the matrix presented on the following page. Note that six general issues are listed and considered in terms of four prime areas of concern. The resulting grid served as a framework around which this report has been organized. Since no issue was truly singular, self-contained or insulated from the others, overlapping of context occurred.

However, the independence of each study provided a credibility check for each of the parts as well as the whole.

Finally the design called for a synthesis of all of the findings. The full report represents the final phase of the design.

	GENERAL ISSUES					
PRIME AREA OF CONCERN	Social Conditions	Political Conditions	Economic Factors	Age-Mix	Internationalism	Environmental (Energy. . .)
Economic Health (Work & Industry)						
Education (Preschool, Grad Adult)						
Quality of Urban Life						
Mobility						

A Look at the Past and Present

It is necessary to review the past and present in order to improve our understanding of the future. Southeast Florida is generally defined as Dade, Broward, and Monroe counties; a coastal area of semi-tropical climate; a region that combines an appealing tropical setting with emerging urban and international centers. The diversity of ethnic groups and ages is evident across the wide spectrum of economic levels (typical of an urban center).

Like other parts of the United States, Southeast Florida is in transition. However, the nature of change is atypical. Southeast Florida is moving from a tourist or resort·region to a cosmopolitan urban center. This shift impacts significantly upon established residents who may either be beneficiaries or victims of this trend.

Because people are the primary element in the developing of any region, the full report begins by examining social and political conditions as they relate to basic human conditions. The sections that follow cover economic conditions, age-mix, internationalism and environmental concerns.

Southeast Florida generally can be described as: multi-ethnic, in need of employment opportunities, having a broad range in the overall age-mix and serving as a "second-home" for many people. These reflect a set of social problems as well as a valid description of the region.

The social fabric of Southeast Florida is being stretched and strained in several ways. Current trends indicate the emergence of new political forces. The Latin community is becoming organized as are the elderly. The Black community has not, as yet, reached the same level of political organization. Social and economic forces are engaged in constant political battles. The environment, for instance, is threatened by the real estate and construction interests. Blacks and Latins openly state that they feel totally isolated. A sense of alienation reportedly is increasing throughout Southeast Florida.

Other elements must be considered in the general regional mix. For example, the increase in foreign investments in Southeast Florida is substantial and growing.

This fact may be interpreted as a form of "absentee landlordism" wherein foreign investors are concerned about profit and loss without any commitment to community development.

Education plays an important role in the total community effort. Traditionally, good schools do more than educate; they also attract new people and businesses. Southeast Florida has not portrayed itself as a region with a strong commitment to quality education at any level. Nonetheless, in most cases, quality education is more of a perceptual reality than a fact and the three-county area may be doing much better at educating the children, youth and adults than the public image reflects. The fact remains that Southeast Florida does not offer a picture of overall high quality education to people, be they lay persons or professional educators.

Southeast Florida's economic future lies in developing several key business sectors (banking, construction and tourism) as well as in broadening its (1) industrial base and (2) international trade (increasing the number of multinational firms who have located their Latin American regional offices here). The areas which hold the most promise are said to be shipping (sea and air) as well as legal, financial and insurance services.

The past and the present may be summarized in a few broad statements: Southeast Florida appears to lack the social, political and economic cement with which to bond its elements into a fully integrated community. The region may be subdivided into counties, sections, ethnic groups, or age groups, political camps as well as into highly specialized business interests. Such differences usually strengthen an urban setting, giving it character. This is not happening in Southeast Florida. Most significantly, this study of the past and present reveals that our area lacks commitment to comprehensive planning, to research and development-- with a mission to create a strong and unified sense of community.

Selected Projections

If Southeast Florida is to grow to full potential, a serious commitment to planning must be undertaken by elements of the urban mix. What follows are the major conditions that are likely to develop if past and present trends are allowed to

continue. Each condition may be altered and redirected if we act now. If our combined effort is synergetic, the changes will be dramatic. If only special interest groups decide to act, conditions may be modified, but the community as a whole may be expected to evolve as projected by the University's study.

- The population of Dade, Broward and Monroe counties will total approximately 3.5 million, with Dade's population likely to surpass the 2 million mark.
- The political influence of Southeast Florida in state politics will increase.
- A substantial increase will also develop in the political influence of the elderly and Latins in state and local politics.
- Public school enrollment will decrease for a decade, followed by an upward trend. Educational enterprises will be forced to respond to the special needs and demands of Latins, the elderly and professionals.
- Land-use planning will become a major political issue with environmentalists, business and labor interests taking polar positions.
- Public-sector labor unions will become significantly more powerful.
- Southeast Florida will be committed to urban renewal.
- The area will continue to be energy-dependent for at least the next two decades.
- Southeast Florida will experience serious political, social and economic crises related to significant changes occurring throughout the area.
- Southeast Florida will develop into a collection of "ghettos" for Blacks, Latins, the elderly, the rich and the poor.
- Young males, especially white males, will leave the area and are to be replaced by young Latins emigrating from Central and South America.
- International tourism will continue to grow, making Spanish a basic language for delivery of services (such as in law enforcement, business and commerce).
- Local governments and services will become more centralized.
- The level of tension within Southeast Florida will increase, further dividing the communities.
- The Latin community will become bilingual, and then primarily English-speaking as native-born children of naturalized citizens reach adulthood.
- Increasing population density will result in social and political anxieties associated with urban living.

- Internationalism of urban life will continue, although non-Cuban Latins will replace Cubans as the primary source of international immigration.
- The population of Southeast Florida will reflect about an equal number of people under 25 and over 65 years of age.
- There will be a significant increase in individuals over 75 years of age.
- The number of people 65 years of age and over in the local work force will increase.
- The cost of energy will limit the mobility of the elderly and the poor.
- Overall satisfaction with life may diminish, especially among the young and the old.
- Occupational mobility will be restricted for the elderly and other low-income groups.
- The demand for social services in Southeast Florida will exceed the average demand elsewhere in the United States - as the population of dependent residents (the young and the very old) increases here.

SYMPOSIUM II

THE PROBLEMS AND PROMISES OF THE 2+2 CONCEPT

Problems and Promises of 2+2
by Robert Altman
Director of Program Administration
Educational Testing Service

A Response
by Robert McCabe
Executive Vice President
Miami-Dade Community College

SYMPOSIUM #2
THE PROBLEMS AND PROMISES OF THE 2+2 CONCEPT

Our second symposium focused on the problems and promises of the 2+2 university. Dr. Robert Altman, author of The Upper Division College, was the keynote speaker. A response was given by Dr. Robert McCabe, Executive Vice President of Miami-Dade Community College. Faculty and staff from other South Florida colleges and the University of Miami gathered at the University's North Miami Campus to participate in this discussion.

In his presentation, Dr. Altman developed these major points:

- The origin of the 2+2 concept appears to be more tied to politics than pedology.
- The lack of a lower division can significantly affect the quality of academic/intellectual and social life within a university.
- The odds are that a 2+2 system is either more costly or costs about the same as a traditional four-year system.
- Upper-division universities often suffer in terms of reputation.
- Faculty members may have a more difficult time working with students from wide and varied lower-division backgrounds.

Dr. Altman repeatedly noted that all or none of his major points may apply, depending upon the circumstances in a given situation.

Dr. McCabe's response focused primarily on the relationship between FIU and Miami-Dade Community College. The following points summarize Dr. McCabe's response:

- Lower division instructors cost much less than instructors at a four-year institution.
- The key question concerns what is best for the Miami-Dade area, and not merely what's best for either institution.
- Student performance will improve in the future.
- Resident housing is needed if FIU is to attract better quality students.

- If the University had a lower-division, the better students would select FIU over the community colleges.
- Closer ties can be developed between lower-division and upper-division institutions.

Many questions and comments were offered from the floor following the formal program. The themes of these questions and comments are reflected in the summary statements below.

- FIU needs the improved climate typically associated with the presence of lower-division undergraduates.
- At present, local freshmen have no choice of local schools other than community colleges or private universities. Lack of choice was considered inconsistent with the needs and nature of the Greater Miami area.
- It is true that Miami-Dade and other community colleges are striving to upgrade the general quality of their graduates.
- Even in four-year undergraduate schools, community college transfer students apparently do as well or better than students who complete the entire four years at one institution.
- The addition of undergraduates and the development of on-campus housing could be developed simultaneously and would probably serve the best interests of all institutions, the University, the local community college and the community-at-large.
- The University's mission must be clarified in order to direct future phasing and cooperating between FIU and local postsecondary educational enterprises.

PROBLEMS AND PROMISES OF 2+2

by Robert Altman

(prepared for publication from transcript of original presentation)

It is important in thinking about the future of the 2+2 model to remember where that model came from. Most upper-division or upper-level institutions (regardless of how they are described in print) are the result of specific events which occurred in this country during the early and mid-1960's. During that time, there were lots of students, lots of expansion, lots of community colleges and lots of politics on campus. As a result, comments on the subject were usually couched in educational terms and sounded something like this: "We are the largest city in our state (any state). Our city does not offer a public baccalaureate education. We need public baccalaureate education for our students." There is a pause for citing demographic evidence, including the number of votes that can be brought to bear on the next general election. Continuing the dialogue: "There is a community college in our midst. Can we expand it to four years? No, for a variety of reasons. Should we compete with it? No, for a variety of reasons. Let's innovate. Let's have an institution that begins at the junior year and moves up from there."

There have been a couple of instances in which four-year institutions have been created from upper-division institutions. The cases were directly tied to local circumstances involving the University of Michigan and two of its upper-division branch campuses. Lacking is a generalized body of truth about what upper-division institutions ought to do to become four-year institutions.

However, there is some general experience that one can look at subjectively, without a lot of data, and say these are the issues you might think about as you try to answer the questions that are being raised today. The answers that you give are going to depend on your perspective. If, for example, your perspective is what is best for FIU, the answer is going to be different than if your perspective is what is best for Miami, or what is best for Southeast Florida, or what is best for the State of Florida. Several options are available on any situation. How you evaluate the strengths and weaknesses of those options is obviously going to depend on where you are sitting.

What is the impact of the 2+2 on campus life, especially in terms of social, intellectual, and aesthetic quality? The answer is, of course, it depends. Remember 2+2 is not unique to community college/upper-division situations. Given the enrollment at community colleges throughout the country, it may be safe to say that half of the students in baccalaureate-granting institutions today are in a 2+2 situation.

While you (at FIU) are unique because of your structure, the types of problems that students face in transferring from a two-year institution to two years of study at another institution are more like those at an upper-division institution than those at a four-year institution. Advantages and disadvantages are apparent on both sides. The presumed advantage of transferring to an upper-level institution is that the student is not the new kid on the block, and presumedly the institution can create situations in which the transfer student (by being the majority student) receives the most attention and the best service. On the other hand, the problem is that you don't have as complete an institutional ethos, a sense of community, for the in-coming student as does the four-year school.

The transfer student is the most important at the junior year because he or she is the only student at the junior year in an upper-division school. In a four-year school, the transfer student plays a smaller part but is coming into a community that may offer more ongoing activities, more of a sense of continuity from the freshman to the senior years. My feeling is the structure of the institution may not be the major factor that determines the quality of the social or intellectual life beyond the curriculum. The key element in social life has to do with whether your student body is full-time or part-time, whether it is residential or non-residential.

There are examples of upper-division institutions that set the scene for very active social lives by their students - generally when the students are predominently full-time and residential. And there are examples of four-year institutions that set the scene for very poor social lives by their students and generally when the students are predominently non-residential and part-time. Do circumstances at the university suggest that upper-division means part-time and non-residential? What is available for students when they get here? That will be determined by how long they stay and by how much the university becomes a part of their lives while they

stay. Obviously, one of the best ways to develop a sense of community is to have a large football stadium and to fill it, but upper-division institutions can't do that. Relatively few four-year institutions do. Most upper-division schools, by virtue of their structure, find themselves without an athletic program that can play a meaningful part in developing a sense of community. The same is true of intellectual life outside of the curriculum. Nothing in my experience suggests that a two-year institution cannot have a very full intellectual life on campus provided the students are on campus. Again we must ask ourselves what are the students here for and when are they here? It's not so much a matter of whether or not they spend two years out of their lives before coming here.

* * * * * *

"Is the 2+2 system economical and efficient?" There have been no productive studies on that particular subject (one was done rather badly in Texas during the mid-1970's). The University of Texas has seven upper-division institutions at various stages of operation. If you consider the question from the perspective of any one institution, you get a different answer about the economics and efficiency of the 2+2 system. In terms of costs per student credit hour the answer is no. An upper-division institution is less economical than a four-year institution. In terms of cost per degree, the upper-division is much more economical than a four-year institution--simply because somebody else is paying for the cost of half the degree. If you ask what it costs to educate a student from the time he or she leaves high school until the student receives the Baccalaureate degree, the answer once again is, it depends. And, it depends particularly on the cost structure at the local community colleges as compared with the cost structure in the lower division of four-year institutions. That's a basic truism, but there is no different cost per student hour over his or her four years than there would be at two separate institutions, if you look only at academic costs. Differences in the salary structure are probably related more to politics in a state than they are to any inherent differences between the community college and the first two years of a four institution.

There are other obvious factors to consider: use of physical plant, administrative structure and so on. The odds are that if you are running two separate institutions, you are spending more on administrative structure than you would if

you were running one institution. Whether or not those dollars would be significant in terms of the overall costs of the institution, nobody yet knows. Again, there are different kinds of data one could collect in an effort to determine which is the more economical and efficient system. The data itself ought to be local rather than national because the interest on any given campus is local instead of whether or not nationally you can produce apples for less than oranges.

The third question, "Does the graduate from the 2+2 system face any significant disadvantages or enjoy any significant benefits resulting from his or her educational experience?" I'm tempted to ask if anyone knows the answer. The answer is, it depends. I'm a firm believer that there is a real world out there . . . that in terms of higher education some sort of supply and demand exists in the market place . . . that people who graduated from institutions with good reputations have advantages over other people . . . that structure may or may not play a part in earning a good reputation. Although we generally evaluate our educational institutions as places of learning (for what they are), I am convinced that students attend institutions and employers employ graduates because of reputation more than reality.

* * * * * *

At the end of the 19th century, Stanford was one of the first universities to consider becoming an upper-division institution. The reasons were all the right reasons. They were going to become a German University, let the gymnasia handle the lower-division work and concentrate on the work of the intellect. They found that to do this they needed to establish a new type of institution. When both Stanford and The University of Chicago expressed interest in an upper-division, a new type of institution did surface. It was called the Community College. These colleges were to assume responsibility for the first two years so that the universities of this country could educate students the way the German universities did. It didn't work out quite that way. Stanford and Chicago did not drop the first two years and the community colleges grew along with the four-year institutions. Nonetheless, if Stanford decided tomorrow to drop its first two years and enter into a 2+2 arrangement with a group of local community colleges and if I were asked whether Stanford's 2+2 graduate faces an advantage or disadvantage

compared to the graduate of Chicago State, I would answer "yes, without a doubt." What's more, if Chicago State were to go 2+2 and I were asked how the 2+2 graduate compares with the graduate from Stanford in terms of market opportunities for jobs, my answer, again, would be "yes."

In many cases, the upper-division colleges suffer in the "reputational" game, but the suffering is inconclusive because these colleges are new and untested. The oldest upper-division institution in the country is the one up the road (Florida Atlantic University) and it is only fifteen yeas old. Regardless of structure or anything else, FAU is a new institution. You (FIU) are what? Seven years old. Some of the other upper-division institutions are even younger. It is not realistic to expect any seven to 15 year-old institution to compete for what people buy--reputation.

How does the academic program of a 2+2 institution affect the intellectual aspect of campus life? Once again the answer is, it depends. People in upper-division institutions become involved in this issue after they have managed to meet their enrollment goals. The first concern, in most cases, has been the full-time equivalent formula. How many feeder institutions are there? How many students are graduated from those institutions? And how many of them will attend the upper-division institutions? My understanding is that Florida International University does not have problems in this area, certainly not to the extent that some of the other institutions have had.

Once an institution masters its concern about the budget, the next area of concern is the academic program. There is an academic theory that an upper-division student can take a lower-division course of study at one institution and complete his or her program successfully at another institution. Community college graduates all over the country face the same situation when they transfer to four-year institutions. In practice, an upper-division college is different in one basic way: its entire supply of students is drawn from community colleges. That means the curriculum of the upper-division is based on assumptions about what the in-coming students have learned. In-coming students may be diverse in interests, what they have studied, and skills. Theoretically curriculum is set at a four year institution. A sizeable portion of freshmen follow a set academic program through their senior years; other students, those who arrive for their sophomore and junior

years are somehow absorbed into the base curriculum. Absorption has proven to be a more difficult process at upper-division institutions, simply because the base curriculum begins at the junior year.

* * * * * *

There is evidence that upper-division schools are no longer unique. Recent data showed that the junior year is now the heaviest year for enrollment at most state colleges in California. Because of community colleges, many schools across the country are becoming--if not de facto upper-division institutions--at least upper-division to a much greater extent than in the past.

The problem created by a large influx of students at the junior year (at either an upper-division or four-year school) is probably self-evident. Given two years to complete the educational process for the baccalaureate, faculty members may find it more difficult to work with a variety of backgrounds than with home-grown students. I am not aware of any meaningful data that has examined the quality of education at large four-year institutions, taking into account (1) students home-grown from the freshman year and (2) in-coming students at the junior year. In terms of curriculum the impact of 2+2 on campus life is probably the most difficult to assess. However, the problem is broadly based. Many large and evolving four-year schools, particularly state colleges, are receiving an enormous number of graduates from community colleges (often out-of state)--forcing the four-year schools to face the same problems or opportunities as the upper-divisions in structuring their curriculum.

A RESPONSE

By Dr. Robert McCabe

(prepared for publication for transcript of original presentation)

Most of us at the community college do not think that someone who wants a lower division at FIU is evil or crazy. We just have a difference of opinion. And I would hope that you have the same view about those of us who think FIU shouldn't have a lower division. I agree with much of what has been said with one exception. I think Dr. Altman is in error with regard to economic information. It is very clear that it costs less to operate a 2+2 system in this country. Generally a community college would be funded the same way that the universities are for the lower division. One of the fundamental reasons, I think, is because somewhere in the area of 80% of our costs are in personnel and of that, somewhere around 60% represents teaching faculty. The expectations with regard to load and role of a person teaching in a university is different from that of someone teaching in a community college, and that difference is one of the key items which I think contributes significantly to differences in cost.

The questions are set and cannot be answered from the standpoint of what is best for FIU. We are dealing with the Miami-Dade community. And we must consider what is best for the people of Florida and for the people in this area. As you analyze the various interests it eventually comes back to this last question.

Let me raise and discuss a few specific issues. First, I have to be honest with you and say that probably if I were at FIU and feeling some of the frustrations that you feel today with the students, particularly with their verbal skills, I would probably also feel that FIU should have a lower division.

Let me assure you that our faculty members experience the same concerns you do. They wish the public schools would do a better job. High school faculties wish the junior high schools would do better and junior high schools wish the elementary schools would do better. The fundamental skills that students bring to higher education, those skills that relate to what we do in terms of academic performance, have fallen precipitously and the impact is felt all through the

educational system. I can cite articles wherein the faculties at Harvard and Yale are said to complain about the decline in the academic skills of their students.

Things are also in a period of considerable change with regard to Miami-Dade. We are making an all-out effort to improve the basic skills of our students, and, secondly to give a basic emphasis to better students. In spite of the drastic decline in basic skills, we have worked hard and, I think, we have made a significant contribution to this community by helping those people at the bottom get through the system. Those who come to us with fewer skills often have received less attention than those at the top, and now we are trying to change that. We also plan to announce special programs for better students at our board meeting on the 26th of February. That will help FIU regardless of whether you have lower division or not, because even if you have one, most of your students will come from Miami-Dade.

Many people feel that if FIU had a lower division it would attract a significantly higher caliber of students. My feeling is that without dormitories it's still going to be difficult to compete for most of the better students. If you remember back to your youth, and I remember back to mine, the first thing I wanted was to go off someplace. I think that is still true of most students who can afford it.

* * * * * *

Over the years we have drawn a student body that is superior to those at most community colleges. The reason is simply because better Dade County students do not have as much choice in selecting a college as do students in other urban areas. Recently, however, the quality of our students has begun to deteriorate. We are trying to take action to reverse the trend. We are concerned, as is FIU, about this problem. In other words, we want those students who will try to upgrade our student body, help set higher standards and have a positive affect on Miami-Dade.

We believe that if FIU had a lower division the better students would choose you first. We believe that this would have a negative impact on Miami-Dade. We believe that if FIU had a lower division it would have a stratifying impact with

racial implications. This development would cause serious concern to us all. We believe you will find the primary mission of Florida International University and Miami-Dade is much the same, and that is to serve the broad base of people who live in this community. If, in fact, it serves its mission, the University is not going to be another Harvard. That is to say, you would not have students who can compete straight up with those students who go to Harvard. But, if you serve your purpose, if you attend to the needs of our community in terms of service, you are going to deal with the same broad base of students that Miami-Dade accepts. I believe that in carrying out this mission, FIU makes a significant contribution to our community. Our public institutions, such as Miami-Dade and FIU provide many vital services -- but one in particular to minority students and students from lower economic backgrounds. Perhaps their only real opportunity to progress through higher education is found at our institution. This represents an opportunity for them to help themselves and get a fair share of the good things that society offers.

When I look at it from the perspective of Florida as a whole, I see where, in fact, lower-division opportunities exist, public facilities exist in a steady or declining environment, so that no new additional facilities are needed. Upper-division opportunities exist, the consortium exists and the institutions involved are working more closely together than many lower divisions. The upper divisions work together within universities to provide a well-rounded set of options for students. For our part, we at Miami-Dade are working towards defining outcomes to help you at FIU. Tell us what a Miami-Dade graduate ought to have when he or she arrives at the University. We can work together trying to build those specifications into our requirements.

I see virtually no public graduate school in our community. If we are to serve our community, what is needed most in this area is growth in terms of graduate programs. Miami-Dade now faces a significant challenge in terms of reacting to the precipitous drop in basic skills seen during the last three years and trying to adjust our program to be most helpful to our students. We must also make certain that students who come to Miami-Dade are trying and that we can provide a reasonable service in response to their efforts. The introduction of our new Standards of Academic Progress may restrict students (in work load and performance), but should result in significant scholastic improvements. This program allows us to apply restrictions after a student has taken seven credits. A student

can be suspended after accumulating 30 credits. The data we see now indicate that, for the first time with this program in effect, more than 2,000 students will be suspended from Miami-Dade at the end of the Winter term.

The business of toughening up is underway. I think we were caught unaware by the changes produced when financial aid to students was increased. And we are trying to react to those changes. I feel very strongly that we desperately need more students of quality at Miami-Dade -- both for us and for FIU. Miami-Dade is trying to provide more help to students, because we believe that helping students become sucessful is the most important contribution we make.

Again, speaking from my own perspective, the competition for better lower-division students is working against what Miami-Dade is trying to do, and working to the disadvantage of FIU. The things we are trying to do to improve the quality of our product will, if successful, give you a stronger student body.

SYMPOSIUM III

THE PAST, PRESENT AND FUTURE OF THE AMERICAN SOCIETY

Choose We Must
by Amitai Etzioni, Sociologist
Columbia University and
Brookings Institution

A Broader View and Greater Options
by Hazel H. Weidman
Professor, Social Anthropology
Department of Psychiatry
University of Miami, School of Medicine

Limiting Choices
by Michael W. Apple
Romnes Professor
University of Wisconsin - Madison

Reports of Discussion Groups

SYMPOSIUM #3
THE FUTURE OF AMERICAN SOCIETY

The keynote speaker for the symposium portion of the program was Professor Amitai Etzioni of Columbia University and the Brookings Institution. Formal responses were delivered by Professor Michael Apple of the University of Wisconsin, and Professor Hazel Weidman of the University of Miami, School of Medicine.

Prior to the symposium, five assemblies discussed the future of society. Assembly participants agreed that contemporary language, technology and basic social institutions are caught in the whirlpool of change -- a condition that continues to intensify the complexity of modern society. Because of the moment, several assemblies found it significant to consider the near-catastrophy at Three Mile Island in looking to the future. There was a strong feeling that the once popular notion of the "American Dream" was being challenged by social and economic forces that severely affect people who seek opportunities on the "frontier" (typical of the American past). It was felt that, as we move towards the 21st century, American society needs to achieve greater tolerance for social diversity.

In his address, Professor Etzioni contended that the United States must choose its course for future social and economic development. As he saw it, the choices are between an industrial, mass-consumption society and a slow-growth, quality-of-life society. Professors Apple and Weidman challenged the dichotomy of choice offered by Professor Etzioni. Professor Weidman argued for a global transcultural approach to charting the future. Professor Apple challenged Professor Etzioni in terms of "who will benefit from the choices offered." The Apple challenge focused attention on individuals and groups who have little or no power in the economic marketplace, the industrial/corporate community and/or the social scheme of things.

In open discussion, it was agreed that choices need to be made and that at present we seem to be more caught up in an evolutionary process than in control of our collective destiny. Further, concern was expressed about the role of society

and its institutions (particularly public universities) in providing adequate forums for the decision-making process. The participants also recognized the fact that American society cannot expect choices to be left solely in the hands of the established power structures. They recognized that what must be achieved is a broader base of popular support for (and a greater understanding of) what the choices are and why we must meet the challenge of choosing.

CHOOSE WE MUST

By Amitai Etzioni

"Can't we have both social progress and economic progress?" I have often been asked this question when discussing the conflict in contemporary America between those who seek a quality-of-life society and those who favor rededication to economic growth. The discussion groups range from industry and labor leaders to community college students. "Cannot America," they ask, "develop new energy sources, increase productivity, and keep the economy growing, and use its growing wealth to purchase a healthier and safer environment, workplace, and consumer products?"

Public policy seems to be similarly drawn in both directions, combining the quest for greater pollution control, auto safety, and control of toxic substances with efforts to reduce the costs of government regulation, and to accelerate the development and marketing of new products.

My thesis is that, for both economic and social-psychic reasons, choose we must. The choice to be made concerns which effort--quality of life or reindustrialization -- will be given first priority over the next decade. After this period, priorities may be reexamined, reaffirmed, or--rearranged. Thus, for instance, if first priority is accorded to economic growth, this does not mean sacrificing the vision of a quality-of-life America -- but it does entail deliberately deferring many new steps in this direction to a more distant future. Secondly, even during the next decade, the suggested choice does not require "forgetting" about quality of life (or economic growth, if the priorities are ranked the other way). What is needed is to accord one of the two orientations the status of first, or "top," priority, and the other of clearly secondary--and to make the parallel commitment of resources and dedications.

To put the matter differently, at issue is America's core project. Most societies, especially modern ones, can be fruitfully viewed as actively pursuing one dominant purpose which takes precedence over numerous others, whose realization is also being sought. This is reflected in the way GNP is generated and spent, in the distribution of the labor force, in the allocation of public expenditures, in the activities people value most, and in the institutions which accumulate the greatest concentration of intra-societal power.

The Challenges

America's core project has increasingly been, since the 1880's and 1890's, first, the development of an industrial machinery capable of mass production of goods and services and, later, an ever-growing use of this capacity to generate the material basis of the affluent way of life.

There are significant disagreements as to the extent to which recent challenges have undermined this core project of modern America, but few would maintain that the legitimacy of the mass-consumption project has not been tested. Beginning in the late 1950's, the challenges have progressed in the form of waves coming on top of each other, with second and third assaults often rising before prior ones have ebbed. The first wave was the demand for greater social justice (favoring reallocation of resources in favor of the under-privileged poor and minorities, even if this violated the achievement principle) and the call for greater investment in non-producing social services and the public sector (a thesis championed by Galbraith in The Affluent Society). The next challenge to the mass-consumption core project was the alternate lifestyle movement, which questioned all its elements, from the work ethos to the high level of consumption, from the virtue of saving to that of self-discipline. The third wave demanded a healthier and safer environment, encompassing not just nature but also the workplace, and consumer products and services.

Various combinations of these three elements (with an occasional variant, such as preoccupation with the inner self and with personal relationships) formed a vision of a different core project, the "quality-of-life society," one which puts social progress above economic. It is impossible to measure precisely the appeal to Americans of the quality-of-life ideal because the answers to public opinion polls vary a great deal. Nevertheless, a crude approximation is possible.

Teaching people to live with basic essentials was rated as more important than reaching higher standards of living by a large majority (79 percent) in a national poll.[1] Three-fourths of those sampled preferred to draw pleasure from non-material experiences rather than satisfy the desire for more goods and services, and 66 percent chose breaking things up and returning to more humanized living over developing bigger, more efficient ways of doing things. Asked about four presidential candidates, 43 percent of a national sample of Americans

preferred a quality-of-life candidate over a liberal (17 percent), a conservative (15 percent), and a moderate (13 percent).[2] A 1978 poll which directly "opposed" the two ideals, or core projects, against each other, found that 30 percent of Americans were "pro-growth," 31 percent "anti-growth," and 39 percent highly ambivalent.[3]

Behavioral data also provide a measure of society's appeal for quality-of-life. There is a significant increase in the number of male Americans who retire before required to do so, i.e., who sacrifice salary and future pension income for more leisure. The proportion of males aged 55 to 64 not in the labor force grew from 1,464,000 in 1950 to 2,232,000 by 1975, or from 17 percent to 24.2 percent of the civilian labor force.[4] While some who retire early do so for health reasons, an estimated 30 percent do so because they favor having more years for non-income producing purposes or for more fulfilling jobs. There seem to be no nationwide data on the number of Americans who have opted for "second careers" (careers which are less lucrative, but which they view as more self-actualizing), but they are estimated to be in the millions.

In short, judging by both Americans' expression of views and by behavioral changes, the attraction of the quality-of-life society amounts to more than a passing fad or the ideals of a small, deviant social movement.

The mass-consumption core project has also been challenged on the economic front, most dramatically by the quadrupling of the costs of imported oil in 1973. While the issue has often been put in terms of "shortages," or of "running out" of a main energy source of the American industrial machinery, the main effect has been to make the mass-consumption project more taxing: each American now has to work four times longer to buy the same amount of propellent as before from other nations. Like the challenges to the legitimacy of the mass-consumption project, the oil price increase came on top of other challenges: sharply declining productivity, relatively weak investment in capital goods, the leveling off of expenditures on research and development, the bloating of the public sector, growing government intervention and regulation of economic activities, the deterioration of the dollar, and the unwholesome combination of inflation and high unemployment.

To put it differently, a well-founded industrialization, the economic base of the mass-consumption core project, has proceeded through three main stages: (i) the preparation of the infra-structure (finding energy sources, opening transportation and communication routes, removing political hindrances to capital formation and to the movement of capital and labor); (ii) mass development of capital goods (new plants and equipment); and (iii) mass production of consumer goods and services (possible only if somehow subsidized by foreign aid or by eating up resources accumulated previously).

Americans prepared the infra-structure and capital-goods foundations quite well before shifting to a high level of mass consumption in the late 1920's and, again, to an even higher level after World War II, especially during the 1950's. The subsequent rise in social welfare outlays from $235 billion in 1950 to $331.3 billion in 1976,[5] and the growing public sector (39.5 billion in 1950, 354 billion in 1977)[6], all amounted to increased consumption, combined with a relative neglect of investment in maintenance of the infra-structure and investment in capital goods (Data follow below.) To put it differently, the high levels of private and public consumption seem to exceed what the industrial machine can provide for, and to be made possible largely by eating into the capital stock and "deferred" maintenance and replacement of the infra-structure (the foreign aid received by the United States being rather sparse). The American industrial machine, with some important exceptions, is run, as it were, like the steel mills, with increases in labor settlements and dividend pay-outs, which vastly exceed increases in productivity, coupled with relatively low investment in new plants and equipment and in research and development which has resulted in aging technology and an inability to compete with Japan and West Germany, which rebuilt their plants after World War II. (There are additional reasons for the inability to compete which need not concern us here.) A down-trend for most American industries is recorded as of 1966, a high peak, with a "worsened" trend as of 1973.

A continued high level of consumption, in the face of a deteriorating infra-structure and capital goods base, leads to an acceleration in the rate at which these resources are used up, just as a university endowment is used up more rapidly once the increase in expenditures exceeds the income: The more of the endowment used for current expenses, the less it will yield in future years and the higher will be the proportion which must be consumed if the same (let alone rising) standard of expenses is to be sustained. There are only two options, in the long run, for a

nation's "endowment:" either to invest in re-increasing it or to settle for a lower standard of living.

The Costs of Redevelopment

An estimate of the amount of the resources needed to restore America's industrial machine to pre-deterioration status is essential for the thesis that "choose we must." If the amounts required were in the range of 15 to 25 billion dollars a year, such investments might be readily combined with expenditures of a similar magnitude on quality-of-life efforts which may not be practical. I suggest that the magnitude of the necessary expenditures is in the hundreds, rather than tens, of billions. The following estimates are, by necessity, very crude. There seems to be no hard data on some of the costs involved, while on others the level of desired restoration cannot be fully specified. Fortunately, all we need to establish is the order of the magnitude.

What would be the cost of redevelopment if it were accorded first priority? The transportation of goods is a major element of the infra-structure. Airlines, the sector in relatively best shape, carry a trivial part of the load (0.18 percent). Railroad tracks, "beds" and, to a lesser extent, trains and other equipment, have deteriorated to the point that it is estimated that it would cost $42 billion total, between 1976 and 1985, to restore them to a level comparable to what they were in the 1940's[8*] In addition to the railroads (35.6 percent in 1977) and waterways (16.1 percent), the nation now relies heavily on trucks for transportation of goods (24.1 percent). What is not widely known, however, is that highways, built with federal funds with little provision for maintenance, are rapidly deteriorating. As of 1975, 42 percent of all paved highways and 27 percent of interstate pavements were either "fair" or "poor."[9] The Federal Highway Administration estimates that roads and streets are wearing out fifty percent faster than they are being replaced;[10] and the Department of Transportation estimates that it would take an average of $21.8 billion a year each year until 1990 simply to maintain highways in their 1975

* In this and all following projections, we use actual inflation figures for 1978 and the preceding years: 1973 -- 8.8 percent; 1974 -- 12.2 percent; 1975 --7.0 percent; 1976 -- 4.8 percent; 1977 -- 6.8 percent; 1978 -- 9.0 percent. After 1978, a 4 percent figure is used to be compatible with GNP projections.

condition.[11] Actual expenditures are far below these levels; these figures are in 1975 dollars. By 1983 the figure would be $32 billion an average year.

Bridges are similarly falling behind. A bridge is estimated to be "good" for fifty years. Three-fourths of the country's 564,000 highway bridges were built before 1935 and are hence due or overdue for replacement, or at least for major overhauls. This projection is supported by a recent government survey, which found 106,000 bridges to be inadequate or unsafe.[12] The cost of replacing 39,920 of those bridges is estimated at $12 billion.[13] These figures are in 1974 dollars. By 1983 this figure would be $19 billion.

Energy is another main component of the infra-structure. There is no obvious goal here. Very few would hope to provide such an abundance of new sources that energy costs during the next decade could be returned to anywhere near their 1973 levels. The age of cheap energy -- very much a part of the first industrialization of America -- seems over. Major investments are called for to reduce the threat of foreign boycotts, to find substitutes for oil, and to avoid further pressures resulting from price increases above the general inflation rate. The costs of such an effort were estimated as ranging from $906 to $1026.4 billion by 1990, for an annual increase of $53 to $60 billion.[14] These annual figures are in 1973 dollars. By 1983 these figures would be $89.3 to $101 billion.

The picture for capital formation and research and development shows fewer signs of deteriorating but points, nevertheless, in the same general direction. While about 10 percent of the United States' GNP goes into private capital formation, the proportion for West Germany is 15 percent, and for Japan 21 percent.[15] While spending on new plants and equipment continued to rise in recent years, in real terms it has been falling. In 1974 it was nearly $100 billion a year (in 1972 dollars), a level not matched since. If the United States were to increase its expenditures in this sector to 12 percent of the GNP, as recommended by those committed to reindustrialization, the expenditures in 1983 would be $400 billion.[16]

Similarly, while research and development expenditures -- the main source of new products, which in turn help keep the economy growing -- have continued to increase, they have fallen from 3 percent of the GNP in 1964 to 2.3 percent by 1977.[17] Moreover, they are said to be increasingly spent, in recent years, on

"defensive" research (for example, on proving that existing chemicals are not carcinogenic) rather than on development of new products. While there is no sacrosanct level at which research and development expenditures "must" be, a return to 3 percent of the GNP for research and development would entail a projected expenditure of $100 billion by 1983 (assuming a GNP of $3333 billion).

Less central elements of the infra-structure and capital-goods sector, including dams, and sewer and water-main systems in the large, northeastern cities, are also falling behind. Disregarding these, the average annual cost of a decade of redevelopment would run from $645 to $656.7 billion per annum, an estimate based on summing up the items detailed above.

Costs of Quality of Life

What would be the cost of further enhancing the quality of life, if we choose that as our first priority? Even a crude estimate is nearly impossible, for reasons which will immediately become evident.

Relatively easy to estimate are the costs of various environmental programs, and of worker and consumer safety. The Council on Environmental Quality estimates that pollution controls costs were $40.6 billion in 1977.[18] These figures are in 1976 dollars. By 1983 this figure would be $57 billion. The GAO recently estimated the cost of air and water pollution programs to run to $423 billion from 1975 to 1984.[19] Using a wider array of programs, the Council on Environmental Quality estimates annual costs to rise to $75.1 billion a year by 1985, and the projection for 1976 to 1985 is $554.3 billion.[20] A still higher cost estimate has been fashioned by Chase Manhattan; it estimates costs to have exceeded $100 billion a year as of 1977. These figures are in 1977 dollars. By 1983, this figure would be $135.8 billion. (These include $25 billion for business costs in administering the programs; $32 billion for pollution control; $57.5 billion for auto safety and pollution equipment; and $13 billion due to deflection from productive to non-productive work.)[21]

The Council on Environmental Quality calcuations do not include cost estimates due to the Occupational Safety and Health Administration's regulations, or to various consumer products safety regulations. Cost estimates for these interventions vary greatly, and the scope of regulation is rapidly changing. Even

differences in the level of enforcement of single items cause very large cost differences. For example, the Council on Wage and Price Stability estimates that compliance with an occupational noise exposure standard of 90 decibels would cost $10.5 to $13 billion, whereas an 85 decibel regulation would cost $18.5 to $32 billion.[22] A conservative estimate of a high-priority and encompassing -- but far from maximal -- drive to increase worker and consumer safety would be an average of $30 billion a year for the next ten years, assuming a five percent inflation rate per year. (A five percent inflation projection is included in these figures. Higher estimates are easily arrived at by changing assumptions about the program's scope and standards, the level of compliance, and different inflation rates. However, it is unreasonable to project that a high-priority program would cost significantly less.)

The difficulties in generating even a crude estimate multiply from here on because conceptual differences are added to the problems of cost assessment. Several attempts have been made to define "quality of life," or the "social GNP," resulting in a great deal of diversity.[23] For instance, while Terleckyj includes increases in average per capita income,[24] others focus on quite different sources of satisfaction, such as self-actualization, meditation, and beauty. Furthermore, the indirect costs that such satisfaction exacts (e.g., "desensitizing" people to financial incentive systems) or the indirect benefits that it provides (e.g., reducing absenteeism due to illnesses related to driven behavior) are unclear.[25] It seems relatively safe to suggest, though, that increased expenditures on leisure and culture will tend to compete with the resources available for the infra-structure and for capital goods. These are, therefore, added to our projections. Terleckyj estimated that $127 billion (in 1973 dollars) could be spent over ten years to provide neighborhood recreation facilities, and $80 billion to create major parks and facilities.[26] These items alone would add to $20.7 billion average a year, in 1973 dollars. By 1983 this figure would be $30.7 billion. In view of both in recent and projected increases in participation in such activities, a rapid rise in these expenditures is not difficult to imagine.[27]

There seems to be no national data on the amount the nation is spending on culture or on projections of future trends in this sector of the economy. Participation both as cultural spectators and performers is rapidly rising and has surpassed that of sports events in 1974. It would be compatible with a quality-of-

life core project for investment in culture to continue to rise, not just in absolute terms but also proportionally. A $12 billion annual average addition for the next ten years is a relatively conservative estimate. This figure is in 1978 dollars. By 1983 this figure would be $15.4 billion.

It is difficult to place anticipated increased expenditures on education and health because they both enhance the infra-structure (e.g., by providing a better-prepared and more able labor force) and enhance the quality of life (e.g., liberal arts education humanizes the citizenry, and improved health extends and ameliorates the lives of the elderly who are no longer working).

The same must probably be said about social justice, as measured by the increased transfer of payments to such programs as welfare, and by the indirect costs exacted by Affirmative Action. Some include social justice in their definition of a quality-of-life society, but others see it as directly competing with such a vision (on the grounds that funds spent on various quality-of-life programs are, by and large, funds not available for anti-poverty efforts). Therefore, I treat these as background factors, and assume rather simply that the cost of health, education, and welfare would be the same whether redevelopment or quality of life becomes the core project.

Total Costs and Discretionary GNP

A high-power redevelopment drive could hence cost between $645 and $656.7 billion in an average year for the next ten years. In 1983, for example, the cost would represent 19.3 to 19.7 percent of the GNP, while the cost of a high-priority quality-of-life commitment would be approximately $145.4 to $211.9 billion, in 1983, representing 4.36 to 6.35 percent of the GNP. The cost of either program would be less in the earlier years, more in the latter, due to both inflation and the need to gradually unfold such massive programs. This would be on a backdrop of increased health, education, and welfare expenditures of an estimated $376 to $536 billion per annum.*

*See Summary Table, page 33.

Summary Table

	1983 (Billions of Dollars)	Percentage GNP, 1983
Railroads	4.7	.141
Highways	32.0	.96
Bridges	19.0	.57
Energy	89.3-101	2.68-3.03
Capital Goods	399.6	12.0
Research and Development	99.9	3.0
Redevelopment Total:	645-656.7	19.3-19.7
Pollution: CEO	69.3	2.08
Chase Manhattan	135.8	4.07
Parks and Recreation	30.7	.92
Culture	15.4	.46
Others	30.0	.9
Quality of Life Total:	145.4-211.9	4.36-6.35

The answer to the question, "Can we afford both?" depends on the total size of the GNP and on the extent to which it is committed to items which cannot be ignored for legal reasons (payments on the national debt), base needs (food), and political practicalities (support of veterans and farmers). Terleckyj, for instance, whose figures cover the period 1974 to 1983, calculates that such resources would average $101 billion for the first four years and rise to $400 billion by the tenth.[28] He assumes, though, an average GNP growth of 4.8 percent, which was not achieved during the first five years of the period and is not projected for the near future.[29] Moreover, even by these optimistic assumptions, neither core project redevelopment or quality-of-life could be funded fully for the first five years. And, if the one given second priority is initiated in the second five years, just dealing with the accumulating maintenance gap --- or neglect of quality-of-life --- would vastly exceed the costs of a high-priority program. In short, it seems reasonable to conclude that both projects cannot be advanced on a high-priority basis, even under quite optimistic assumptions about GNP growth and the size of discretionary funds, and how much is used up by increased expenditures on health, education, welfare (and defense).

What about "mixing" them? Can we not dedicate, say, an additional $50 billion to each? It must first be noted that some of this --- say $4 billion (out of $100 billion) --- would cover increased costs due to inflation in the first year, and more thereafter. Another sizeable chunk would be used by the almost-inevitable increase in costs of items such as welfare and defense. The remaining funds, if divided equally between the two projects, would allow significant incremental improvement in the quality-of-life, with presumably larger improvement in more remote years; but, such an allocation would not suffice to close the maintenance gap and to service the infra-structure and capital goods sector. This, in turn, would lead to a cumulative weakening of the economy and would pose mounting problems to later programs including the GNP's ability to grow at a rate of even 3.7 percent a year. Hence, to accord quality-of-life co-equal status with redevelopment implies, in effect, an acceptance of underdevelopment. Already being on a downward path, as most clearly reflected in productivity decline* and in GNP declining growth rates, a decision not to grant redevelopment a high priority is, essentially, a decision for a slow-growth society although one can, of course, lean in this direction in varying degrees. Practically speaking, the choice is hence for a high-power redevelopment drive and a rather thin quality-of-life program for the next decade or, a quite effective quality-of-life program with growing underdevelopment.

Social-Psychic Strains

A relatively clear choice is necessary also because "mixing" is psychologically less compelling. The thesis that "choose America must" for social-psychic reasons may at first seem abstract, but it has clear practical implications. Each society has one or more sets of values and meanings which indicate what patterns of behavior are approved and disapproved and, among those approved, which are most desired. These, in turn, are actively promoted by schools, churches, and the media, and serve as guidelines for the courts and for police action.

* Annual productivity increase averaged 2.37 percent from 1950 to 1967, and slowed to 1.57 percent from 1967 to 1977. It is lower than that of Britain, Canada, France, or Italy, not just Japan (6.8 percent) and West Germany (5.3 percent) for the same period.

Societies vary a great deal as to how active or effective they are in these endeavors. Some express few expectations of their members, others articulate numerous demands, and still others have several sub-sets of expectations (aside from a core, or dominant, set) among which members can freely choose. Nevertheless, all societies have some mechanisms for the continual formulation and promotion of values and meanings which provide one main source of the purposes the members seek to accomplish in their own lives, and around which they build their self-view as well as their expectations of others. The mark of decomposition of a social order is precisely when most members do not heed what the society prescribes, and when the society's voice promotes incompatible main themes (as distinct from sub-culture variants). It is then that schools have difficulty deciding what to teach; parents, what values to pass on to their children; and police, which laws to enforce rigorously. The result is a "mixing of signals," which in turn promotes deviation, withdrawal, uncertainty, and ambivalence.

These signs of a social-psychic disarray are encouraging to those who seek a fundamental change to a new core project because they indicate that the old core project is no longer compelling, and that the challenge of a new one may have gained to the point that a change of core project is possible. But even those who favor a new core project, and see the costs of transition as well worth the price, must realize that a society is better off when it does not mix its signals as to what the core project is, however tolerant, or even approving, it may be of secondary projects and of related sub-sets of value and meanings.

The strains resulting from a heavy dose of what might be called "core project ambivalence" are well known, so I refer to them here only briefly to flag the pressures emanating from this core ambivalence which, in the long run, tends to promote clearer commitment to either one project or the other.

The character of the individuals who make up a society is first shaped by the family. The contemporary American family is not only weakened, but parents are often unsure about what values, meanings, and behavior to promote; the old virtues of self-discipline, deferred gratification, achievement, and the work ethos, or the "new" virtures of relaxation, openness, and the social ethos, or, to use different terminology, "Type A" or "Type B" behavior.

Schools, the second line of education, oscillate and are internally divided between emphasis on specific skills and preparation for the labor force (e.g., acquisition of the three R's, promotion based on merit) and concern with total personality growth, humanization, self-guided development, and promotion of social justice (e.g., the open classroom movement and automatic, or "social" promotion).

At work, the tension between an emphasis on efficiency and productivity competes with demands of work rights, self-actualization and Affirmative Action. Police and courts are often neutralized by the conflict between pressure by the "uptight" part of the community to enact the laws (for instance, against marijuana) and the demands of the "untight" parts not to enforce them.

What the resulting strains agitate for is not a neat monolithic matter --which never existed anyhow, not even at the height of the industrial project but for prioritization: so many young persons can know more clearly what is expected of them, even if many rebel against such expectations for a while (and a few, for a long time); so the community and its leaders know what to extol, even if many never fully live up to these ideals themselves; and so authorities know what standards to uphold.

Thus, both from an economic and social-psychic viewpoint, the present fairly high level of ambivalence and lack of clear priority needs to give way over the next few years to either a decade of rededication to the industrial mass-consumption society, or a clearer commitment to a slow-growth, quality-of-life society. In the long run, high ambivalence is too stressful for societies to endure.

The author is indebted to Neil McMullen, Joseph A. Pechman, Janice Peskin, and Nestor E. Terleckyj for their comments on an earlier draft. Susan Luipersbeck provided research and assistance.

What about "mixing" them? Can we not dedicate, say, an additional $50 billion to each? It must first be noted that some of this --- say $4 billion (out of $100 billion) --- would cover increased costs due to inflation in the first year, and more thereafter. Another sizeable chunk would be used by the almost-inevitable increase in costs of items such as welfare and defense. The remaining funds, if divided equally between the two projects, would allow significant incremental improvement in the quality-of-life, with presumably larger improvement in more remote years; but, such an allocation would not suffice to close the maintenance gap and to service the infra-structure and capital goods sector. This, in turn, would lead to a cumulative weakening of the economy and would pose mounting problems to later programs including the GNP's ability to grow at a rate of even 3.7 percent a year. Hence, to accord quality-of-life co-equal status with redevelopment implies, in effect, an acceptance of underdevelopment. Already being on a downward path, as most clearly reflected in productivity decline* and in GNP declining growth rates, a decision not to grant redevelopment a high priority is, essentially, a decision for a slow-growth society although one can, of course, lean in this direction in varying degrees. Practically speaking, the choice is hence for a high-power redevelopment drive and a rather thin quality-of-life program for the next decade or, a quite effective quality-of-life program with growing underdevelopment.

Social-Psychic Strains

A relatively clear choice is necessary also because "mixing" is psychologically less compelling. The thesis that "choose America must" for social-psychic reasons may at first seem abstract, but it has clear practical implications. Each society has one or more sets of values and meanings which indicate what patterns of behavior are approved and disapproved and, among those approved, which are most desired. These, in turn, are actively promoted by schools, churches, and the media, and serve as guidelines for the courts and for police action.

* Annual productivity increase averaged 2.37 percent from 1950 to 1967, and slowed to 1.57 percent from 1967 to 1977. It is lower than that of Britain, Canada, France, or Italy, not just Japan (6.8 percent) and West Germany (5.3 percent) for the same period.

Societies vary a great deal as to how active or effective they are in these endeavors. Some express few expectations of their members, others articulate

numerous demands, and still others have several sub-sets of expectations (aside from a core, or dominant, set) among which members can freely choose. Nevertheless, all societies have some mechanisms for the continual formulation and promotion of values and meanings which provide one main source of the purposes the members seek to accomplish in their own lives, and around which they build their self-view as well as their expectations of others. The mark of decomposition of a social order is precisely when most members do not heed what the society prescribes, and when the society's voice promotes incompatible main themes (as distinct from sub-culture variants). It is then that schools have difficulty deciding what to teach; parents, what values to pass on to their children; and police, which laws to enforce rigorously. The result is a "mixing of signals," which in turn promotes deviation, withdrawal, uncertainty, and ambivalence.

These signs of a social-psychic disarray are encouraging to those who seek a fundamental change to a new core project because they indicate that the old core project is no longer compelling, and that the challenge of a new one may have gained to the point that a change of core project is possible. But even those who favor a new core project, and see the costs of transition as well worth the price, must realize that a society is better off when it does not mix its signals as to what the core project is, however tolerant, or even approving, it may be of secondary projects and of related sub-sets of value and meanings.

The strains resulting from a heavy dose of what might be called "core project ambivalence" are well known, so I refer to them here only briefly to flag the pressures emanating from this core ambivalence which, in the long run, tends to promote clearer commitment to either one project or the other.

The character of the individuals who make up a society is first shaped by the family. The contemporary American family is not only weakened, but parents are often unsure about what values, meanings, and behavior to promote; the old virtues of self-discipline, deferred gratification, achievement, and the work ethos, or the "new" virtures of relaxation, openness, and the social ethos, or, to use different terminology, "Type A" or "Type B" behavior.

Schools, the second line of education, oscillate and are internally divided between emphasis on specific skills and preparation for the labor force (e.g.,

acquisition of the three R's, promotion based on merit) and concern with total personality growth, humanization, self-guided development, and promotion of social justice (e.g., the open classroom movement and automatic, or "social" promotion).

At work, the tension between an emphasis on efficiency and productivity competes with demands of work rights, self-actualization and Affirmative Action. Police and courts are often neutralized by the conflict between pressure by the "uptight" part of the community to enact the laws (for instance, against marijuana) and the demands of the "untight" parts not to enforce them.

What the resulting strains agitate for is not a neat monolithic matter --which never existed anyhow, not even at the height of the industrial project but for prioritization: so many young persons can know more clearly what is expected of them, even if many rebel against such expectations for a while (and a few, for a long time); so the community and its leaders know what to extol, even if many never fully live up to these ideals themselves; and so authorities know what standards to uphold.

Thus, both from an economic and social-psychic viewpoint, the present fairly high level of ambivalence and lack of clear priority needs to give way over the next few years to either a decade of rededication to the industrial mass-consumption society, or a clearer commitment to a slow-growth, quality-of-life society. In the long run, high ambivalence is too stressful for societies to endure.

The author is indebted to Neil McMullen, Joseph A. Pechman, Janice Peskin, and Nestor E. Terleckyj for their comments on an earlier draft. Susan Luipersbeck provided research and assistance.

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A BROADER VIEW AND GREATER OPTIONS

by Hazel H. Weidman

It is my pleasure to be able to respond to Dr. Etzioni's statement on the future of American society. Our speaker has moved incisively to a discussion of societal core projects and, by implication, to a discussion of value orientations which undergird the social system in which we all function as willing or not-so-willing participants. He has presented an impressive array of facts and given us dollar estimates of the cost of choosing either a cultural focus on "reindustrialization" or one dedicated to improving the "quality of life." He has also indicated that such a choice is imperative in the face of conflicting societal "messages" and because of the psychological ambivalence generated by such ambiguity. Theoretically, a more integrated, purposeful, and secure American society should emerge as a consequence of such a choice.

I must confess that I found it difficult, initially, to know how to respond to Dr. Etzioni's assessment. It did not leave me with a surge of great hope. It tended to increase my feelings of powerlessness rather than eliciting relief from conflict resolution. It was an effort for me to try to marshal commitment to a particular cost-efficient societal direction. Most disturbing of all, however, was the fact that I could summon no great sense of mastery that should have come from making a rational decision based upon clear-cut issues and hard data. I was able to proceed with my response only after reminding myself that "The way a question is asked limits and disposes the ways in which any answers to it - right or wrong - may be given."[1] With this reminder, I found that I could accept Dr. Etzioni's premises and follow his argument only if I adopted a strictly "American" unicultural or ethnocentric posture. Each time I shifted my perceptual stance and adopted a global or transcultural posture from which to consider our speaker's discussion of the future of American society, then, once again, I was unable to respond to his argument for a forced choice between one core task or the other; that is, a commitment to reindustrialization or to quality of life. One reason for my problem in this regard is that from a distant, evolutionary point of view, I believe that the choice has already been made for us. And because of that choice, we have many more options than the two offered. Another reason is that I define "quality of life" differently. These are points I will need to discuss before returning to Dr. Etzioni's

address. Please bear with me as I offer you an even more abstract analysis of the future of America than Dr. Etzioni provides. Although it may not seem so at first hearing, it is directly relevant to the address we have just received.

Dealing with Cultural Diversification

If we examine in very broad outline the previous experience of humankind, we find that it has been one of cultural diversification. Various migrations and adaptations have allowed human groups to survive separately in different ecological settings throughout time and across geographic space. Such cultural adaptations rest upon ingenious technologies; some simple; some complex. But the species has proliferated because of the human capacity for both technological and cultural diversification. Unicultural or ethnocentric meaning structures have been part and parcel of this entire evolutionary process. Such meaning structures have provided a degree of unity within each group and allowed diversity among many groups.

While unicultural orientations may have been advantageous in the past as forces in both cultural unity and cultural diversification, this may not be true to the same extent today. One important reason is that a particular unicultural value complex is now tied to a widespread technological enterprise which is making its divisive and double-edged presence felt throughout the world. As a consequence, the adaptive problem now facing the human species is considerably altered from all previous eras when there were still opportunities for groups to split off and re-establish themselves in different natural habitats if dissension or disaster so decreed. Our only alternatives now are in marine environments or in outer space.

The adaptive task now facing our species relates in a very basic way to the complex technology which grew out of the Western world and has set the current conditions of our existence.

> In the last few decades, mankind has been overcome by the most fateful change in its entire history. Modern science and technology have created so close a network of communication, transport, economic interdependence - and potential nuclear destruction - (from both civil and military uses of nuclear energy) - that planet earth, on its journey through infinity, has acquired the intimacy, the fellowship, and the vulnerability of a spaceship.[2]

The problem, however, is that our separate, national, unicultural orientations have not yet been transformed to accommodate such interdependence of all humankind. Unicultural perspectives are still operational at a point when a global or transcultural orientation is required.

In other words, while unicultural orientations were highly advantageous at a prior time in our history, they are much less so today. Similarly, while the advanced technological apparatus of the West was advantageous at a particular time in human history, it may be less so today. The Western technological complex with its mastery-over-nature value structure is assuming a position of dominance over all other technologies in every nation of the world. This means that in every non-Western industrialized and urbanized area of the world, a technological, economic, and political network supported by a value structure different from that of the host country is assuming a superordinate position over all other technologies and value systems extant in that country. The social and psychological ramifications of such processes are enormous, and the world recently witnessed the violent rejection of too rapid social change engendered by such dominance in Iran.

It is precisely this technological system and the process of superordination which constitutes one of the greatest threats to humankind's continued existence. Despite many benefits in the short run, it must be acknowledged that in the long run no other technological structure has been devised in human history that is as destructive to the natural enviroment as this one. All nations of the world now use it in competition with each other. All vie against each other for the same natural resources. All seek selective advantage in the same ecological niche which, now, is the spaceship earth itself.

> Never in the recorded history of man has his survival been so seriously threatened as it is today. Every day, and with increasing intensity, man is jeopardizing his own existence by mismanaging his environment and human resources . . . Unless man can clearly perceive that he is headed toward ecological and personal disaster and can therefore change his way of life, his future on this planet is in doubt.[3]

In brief, if man proceeds on the dominant technological and cultural course he has chosen and alters his ecological niche beyond the biological capacity of the species to adapt, he most certainly will ensure his own demise.

This is what I meant earlier when I suggested that the choice for the American societal task had already been made. We must opt for the redirection of

our core project toward survival with a technology guided by a man-in-harmony-with-nature value orientation. This is no simple matter. World populations, economic systems, and political structures are now becoming so interdependent that America cannot do it alone or even consider her own needs in isolation from those of other nations.

A Matter of Perspective

At a time in human history when a concerted, transcultural effort is needed to utilize wisely and replenish the earth's resources in a way that will support our continued journey on spaceship earth, individual nations are, as Revel says, "spattering outward, like a centrifuge."[4] The divisive process is apparent within nations as well - in social forces at work in all multicultural settings. Culture and ethnicity have become politically expedient avenues to respect and co-equal status - neither of which have been granted by industrialized nations to third world countries or by dominant groups to minority groups within nations. On the route to acceptance, participation and co-equal status of both third world nations and minority groups everywhere, conflict is intrinsic to political action.

What can we make of these two historical processes which are occurring simultaneously in all of the earth's industrialized and industrializing regions? And what relevance have they for Dr. Etzioni's projections about the future of American society?

First, by failing to take a global perspective into consideration, Dr. Etzioni gives us only two options, neither one of which will contribute very much toward survival - American survival or species survival. He asserts on the basis of American value postures that our choice is to live with our current technological strategy at enormous cost or to de-emphasize it in favor of an enhanced "quality of life." The quality of life indicators provided, however, include such items as "leisure" and "culture," "environmental programs," "worker and consumer safety," "air and water pollution programs," "auto safety and pollution equipment," "occupational noise exposure," etc. These are all important considerations, but so far as I can judge, they do not really reflect a shift in the societal core project. Rather they represent a tidying up around the periphery and in the interstices of the basic technological structure. They continue to be premised upon the same infrastructure (albeit a deteriorating one) which supports our entire technetronic

system. (Technetronic, incidentally, is a neologism coined by Brzezinski from the words, technocratic and electronic).

My own definition of quality of life differs from the indicators provided by Dr. Etzioni. In my view human life is an adventure in understanding and requires an ordering of behavior in congruence with that understanding. I am in agreement with Susanne Langer that:

> A mind that is oriented, no matter by what conscious or unconscious symbols, in material and social realities can function freely and confidently even under great pressure of circumstance and in the face of hard problems.[3]

As long as we human beings are able to "see and hear and interpret all things that we encounter, without fear of confusion," as long as we are able to "adjust our interests and expressions to each other;"[4] as long as we can realize plans in a non-toxic environmental context; as long as there is an understandable conceptualization of societal tasks and societal options that are in accord with material and social realities, then there is an acceptable quality of life regardless of the standard of living which may be linked to meeting our basic needs. When one conceptual paradigm fails to direct our energies in ways that are congruent with our conscious and unconscious readings of material and social realities, then we need to change the paradigm. I believe that a transformation from a unicultural to a transcultural paradigm is well under way in America. I suspect that it is this process of transformation which has generated the degree of social ambivalence and alienation that we see in our country. When the full transformation is achieved, I suspect, also, that matters of meaning, purpose, and appropriate societal tasks will be clarified. And inherent in that clarification will be a far more acceptable "quality of life."

Let me touch briefly upon the matter of psychological ambivalence. If we adopt a unicultural perspective, then social ambiguity and psychological ambivalence are, indeed, too stressful for societies to endure, as Dr. Etzioni asserts. They are immobilizing conditions in the extreme. In our move toward a transcultural paradigm, however, ambivalence may have very positive connotations. It implies a psychological separation and perceptual distance from a particular unicultural value posture. It may, in fact, be functionally <u>prerequisite</u> to moving toward a global view. As such, it may be considered an important transitory state. Once the transcultural paradigm assumes the status of a new

cultural strategy for understanding - for many persons in many nations, -individuals formerly alienated from unicultural value positions will no longer experience the same degree of ambivalence. They will, instead, be functioning comfortably as full participants in an emergent worldwide social order based upon transcultural considerations addressed to common human problems. In this light one can see the constructive potential of psychological ambivalence. Painful as it may be from a unicultural stance - within a transcultural framework it may be considered emancipatory and integrative within a different social reality.[6]

Providing "Insurmountable Opportunities" for the Future

A final point I wish to make relates to options. If our societal core project becomes one of survival based upon a transcultural rather than a unicultural paradigm; then we need have no fear of abandoning our current commitment to supertechnology and over-reliance upon non-renewable resources. There will be no easy answers in the development of life support projects, but a cultural commitment becomes possible, one in which we may develop new ways of building homes, growing food, disposing of wastes, trapping and using "renewable" forms of energy and re-structuring many other aspects of life on a "small, harmonious, and practical scale."[7] By fusing "architecture, agriculture, biology (the) material (and social) sciences," it may be possible to design "elegent" communities powered by the sun and the wind which would give nature back to nature"[7] - and I might add, to enhance an American quality of life.

The transcultural paradigm will also help to structure American perceptions of both minority groups and third world nations as co-equals. It tends to foster cooperation in the face of potential disaster rather than to intensify competition. And, since cultural diversity is always supportive of new adaptive strategies, the possibility of developing unique cultural strengths and sharing them becomes greater. Such a paradigm thus offers not only Americans but all human beings many more options than seem possible at the moment.

In conclusion, I see the societal core project for America as one of moving as quickly as possible to a focus on human survival and the adoption of a transcultural paradigm. If we can manage that, to quote the comic strip character, Pogo, via one of the new environmentalists, "We will be confronted with insurmountable opportunities"[8] for the future.

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LIMITING CHOICES

by Michael W. Apple

I would like to thank Professor Etzioni for his remarks. As usual he has lived up to his reputation of being provocative and stimulating. While I agree, at least in part, with a number of his basic points, in my response to him I would like to play something of a devil's advocate, raising arguments about some of his major claims and about his selection of the fundamental choices we face. Sometimes, I shall put my points rather bluntly, to serve as a contrast to his own, so that he is given an opportunity to clarify and go further into the general issues he has raised.

The twentieth century philosopher Ludwig Wittgenstein made a lasting contribution to our understanding of language when he argued that if you want to understand the meaning of something, look at its use. I want to employ this perspective in my remarks here today about Professor Etzioni's interesting address. In essence, among the points I shall make in these relatively brief remarks is that we may miss a good deal of the meaning of Professor Etzioni's address if we look at it as "merely" signifying something. Its use of laguage is not really to argue a case, but to close off other options. Its meaning is not only in what it so nicely says, but in what it makes us tend to forget. Now I certainly do not doubt Professor Etzioni's compassion for the poor, his concern for the environment, or his humanity. His many publications and extensive public service speak eloquently to these commitments. However, one can (and must) raise questions about the latent impact and implications of his argument about our "forced" choice, especially since it can be used by the most powerful sectors of an unequal society as an excuse for continued and unchecked capital accumulation. It is clear that in a time of crisis in an economy, industry seeks to gain power over as many variables as possible to enhance its power to maintain and create rising profits. We can see this currently in the increasing rate of (1) what in earlier times was called union busting, (2) blaming labor for all of our problems and (3) state intervention in an economy to guarantee accumulation.[1] (Let me remind you that in many industries profits are soaring while in many cases, real wages are only slightly higher than they were a decade ago.

Yet Professor Etzioni would have us grant even more power and massive economic assistance to the corporate sector. We might want to think of this as

something of a zero-sum game. Think of this society as having a limited amount of power to make decisions to influence our affairs, to control even our day-to-day lives. If one group gains power, another must lose some of its power. What Professor Etzioni fails to specify is rather important. We can interpret the social and economic history of large aspects of American society as a process by which economic power has become increasingly centralized and has entered into even the most private parts of our lives, sometimes transforming us, our children and our culture into marketable commodities.

Further, as a number of historians have shown, not only has "economic progress" as a core project entailed the progressive centralization of authority in both the state and in a relatively few massive corporate entities (only 200 corporations control 60% of the "wealth"), but it has been accompanied by a progressive loss of control by blue-and white-collar workers at all levels. The accompanying dislocations have been enormous.[2]

How would we check this growth of power in the economy so that everything (people, things and institutions) would not be converted into a commodity gauged by its utility in re-industrializing? Historically, we have turned to the state and I have no reason to believe we would do otherwise now. Yet it is clear that, as the sociologist of medicine Vicente Navarro has so graphically illustrated, the effect of state policy, intervention and regulation in nearly every social arena from health care to anti-inflation has been to consistently channel a disproportionate share of the benefits to the top 20% of the population, often at the expense of the bottom 80%.[3] We can probably expect similar results today given extant lobbying and power relationships in government. This needs to be coupled with the fact (which is becoming increasingly recognized) that we cannot talk easily anymore of an "internal" American economy as Professor Etzioni would have us do.

A Global Perspective

People in Miami are well aware that the United States is part of a world economy, often guided by multi-national corporations who are not guided by a concern for the American economy, per se, but by the political economy of their own needs to expand markets, create needs (often artifically) and organize the economics of countries on the periphery so that they contribute to corporate capital accumulation and not to the economic and social well-being of these

countries.[4] Governments, even relatively powerful ones such as our own, are often less than potent in the face of these forces.

The focus beyond our borders is critical. Professor Etzioni has pointed out what lack of recapitalization has cost our nation (in declining profits, outmoded plants and production techniques, etc.). However, we must remember the corporate sector has contributed significantly to these losses. The lack of "reindustrialization," the pauperization of our inner cities, and other outcomes are often the result of conscious corporate decisions, since the corporate sector moves its industries and its labor outside our cities and increasingly, outside the boundaries of the United States. The decay of our internal economy is related to the easy movement of capital. It may hurt most Americans (especially the Chicano, Latino, Black and other poor segments of our population), but this kind of internal economic decay is unlikely to undermine the profits of major U. S. corporations. Why should we think that by increasing the power of the already powerful we would lessen their dominance at the national level?

One other point needs to be made about the relationship between our economic plight (Professor Etzioni is not wrong in seeing it as serious) and a more global perspective. He argues that we must commit our hearts and souls to redevelopment or face the fact that we shall be subject to underdevelopment. Underdevelopment for whom? We now support our economy, if I may speak quite bluntly, by living off the backs of our Latin American, Asian, and African neighbors. Their internal economies are often controlled by multi-national corporations which have been known to siphon off large amounts of capital and have historically prevented poorer nations from rising above their economic and cultural dependency on the economies of "developed" countries.[5] These points are obviously meant to be provocative, to ask Professor Etzioni to clarify his meaning.

What are the implications (the latent effects I mentioned earlier) of Professor Etzioni's choice of an institution? I am supposed to be fairly knowledgeable about schools. Given a stance that reindustrialization should constitute our nation's "moral equivalent of war" (if I may borrow a few words from the President), let me offer several hypotheses for us to ponder. Since the needs of industry will be central to our core project, we may see the following: a greater centralization of control over what should be taught in our schools and a

progressive withdrawal of things not directly related to economic needs. This will be coupled with a closer correspondence between industrial labor force needs and the selection and sorting functions of schools. Thus, early identification of student "talents" (e.g. tracking, grouping, etc.) will become the norm, leading to retrogressive steps in making schools more class-based and racially unequal. We may also see a trend toward industrialization of the university, something that David Noble noted recently in his exceptional book, America By Design.[6] If the trend develops, what is considered legitimate knowledge and what and who receive security and funding will be "determined" largely by industrial needs. This would require tighter state control of educational content (through funding priorities, for example). We must not forget that the financial existence of government depends on corporate profits of an economy, however equally they may or may not be distributed. Without these profits government simply cannot finance itself.[7] The state and industry will create no small amount of pressure on schools at all levels to make them serve the interests of the priviledged 20% mentioned earlier. I realize I am painting a rather grim picture; but we must not accept Professor Etzioni's arguments, no matter how articulately they are advanced (as he certainly has done here today), without seeing other implications. His arguments have implications that reach beyond the national economy, beyond the limitations within which he would like to work.

But what of the choice he gives us? When professionals say "choose we must," we in turn must ask: "Who will benefit most from the choice?" Other pertinent questions quickly surface. By giving us a choice (let business control or lose your standard of living) is he giving us our only choice? Is that what coal miners in West Virginia or steel workers at a closed Youngstown plant see as their only valid choice? (After all didn't "rational investment planning" and concern for capitalization deprive these men and women of their economic future in the first place?)[8]

Other Choices

We must also consider Raymond Williams' concept of a selective tradition.[9] Whose traditions of important choices have been preserved and presented? We are presented here with a set of choices, yet which ones have been dropped before a choice is forced upon us? Other choices include: a more socialized economy, increased citizen and worker control (which has led to increases in productivity in

other nations and in parts of the U. S. economy), greater decentralization and democratization of power.

Let me give you one example -- defense. Must our economy favor war-related industries that employ large numbers of workers . . . that help turn a profit for a large number of corporations? Is the choice between producing war-related material (which provides salaries and profits but not products to be rationally accepted for use) or reorienting an economy so that the same funds may be used to redevelop the "infra-structure?" I am not suggesting that this is our only alternative. Notice, however, the choice is not easily placed in an either/or framework. Do we need basic structural changes in our economy? Many economists at Yale, Harvard, and elsewhere have begun to argue the affirmative side of this question. (Professor Etzioni is correct; the problem is basic.) Or do we only need to re-tool, so to speak. I might opt for the former rather than an uncritical acceptance of the latter. If this is not an option, we need to know the political and economic reasons why the choice itself is rejected.

Professor Etzioni rests his case not only on economic data and opinion polls, but also on a psychological theory - one that says we need to be guided by one set of values (those generated by a campaign for economic redevelopment). Just who makes up the society that defines our key cultural and economic values?[10] We are not told. However, we know that according to recent economic reports (slogans of pluralism aside) increasing centralization is affecting every aspect of our cultural apparatus, including the media. This kind of control underscores the ability of certain powerful groups to tell us which values we must share.

Finally, claims Professor Etzioni, we must make his choice, because we will remain in a high degree of psychological unrest, and that is bad for us. Philosophers call this a non-empirical claim. It may be falsified since its true value can only be ascertained by evidence. Is this indeed "bad for us?" Given the debate in terms of social psychology, psychology, political science, and science, I remain unconvinced.

We ask Professor Etzioni to be more specific about his argument that, by their very nature, groups of people and their institutions cannot live fruitful and productive lives when confronted by basic ambiguity. Perhaps one counter example

will be enough to elicit a reply from him. My example comes from science, a field in which decisions are constantly being made. Currently there are two competing "core" theories which guide the work of physicists interested in light and which guide the distribution of scarce monetary resources in the scientific community for research on this problem. Generally, these may be called wave theories vs. particle theories. Each of these is adequate to explain nearly everything we know and need to act on concerning light. Like everyone else, scientists are perfectly capable of living with that "social-psychological strain."[11] In fact, there is a large amount of evidence that such "strain" contributes to vitality, that the very debate it engenders contributes immensely to the progress of this enterprise. Could we not say the same things about conflict and "strain" in a society like our own. I think so. Perhaps, Professor Etzioni could clarify what he means here.

Do not misconstrue my points here. I agree with Professor Etzioni in many ways. We do face a difficult time. Many of our decisions involve economics. Yet this choice may not be limited to the "acceleration and development of new kinds of products" and a vague commitment of "quality of life," but rather to a wider range of debates concerning, among other issues, the kinds of economic choices that may be necessary, who should make the decisions, the kinds of accountability to be built in politically, making certain that the choices (when made) are in the best interests of the 80% and not just the 20%. For the choices that Professor Etzioni asks us to make may not be separate choices at all. Degradation of work and the environment, fleeing from work into early retirement, maldistribution of health and economic benefits and control, the ever more widespread feeling that one has nearly totally lost control of important decisions--each of these concerns may be part of our economic organizations, not something in a different sphere.

If I may speak metaphorically, just like in a supermarket, we need to know whether the choices we have among products are good for us. We might also want to ask why better choices are not on the shelves. When confronted with a choice that will affect not just my life but the lives of future generations here and abroad, I need to know similar things.

I would like to thank Professor Etzioni for providing the opportunity for open discussion on his choices. While I have spoken mostly about issues that I think need further clarification, there are instances in which I could not be in more complete

agreement with his position. One thing he is certainly correct about, choices will need to be made. He has my great respect for helping us clarify what some of these choices might be.

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THE PAST, PRESENT AND FUTURE OF THE AMERICAN SOCIETY

Agenda for Invitational Assembly Group Discussion

Society has undergone many changes as man in his many worlds has envolved. Today, we seem to be facing more significant changes than ever before. "Basic" institutions seem to be changing in ways which can drive people apart perhaps more easily than bringing them together. Consider the questions below in terms of change and the future of society.

1. Is technology causing the most difficult changes people of today have to cope with? Is technology a major force in reshaping society in terms of the worlds of work and leisure?

2. If we look back over the past decade, words or phrases such as "relevant" or "irrelevant", "Watergate", "open", (school, communication, marriage) "awareness", "law and order", and "your own thing" are typical of what might be called the "language of the moment." What can these words tell us of the past? Do we have new words emerging today and if so what are they and what do they say about society today and tomorrow?

3. In the past, Society has always looked to its basic institutions as a way of ensuring its survival. Can the family, home, education, political, economic, and religious institutions be looked to for the same level of support today and/or in the future?

4. Is America truly pluralistic in its outlook? Will we grow to be a collection of very different groups or will the future bring us closer together in such a way as to rekindle the old image of the melting pot? Will economic class replace ethnic identity as the means by which people are included or excluded? Are the old feelings of opportunity and the spirit of the frontier alive and well in America?

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"THE PAST, PRESENT AND FUTURE OF THE AMERICAN SOCIETY"

April 18, 1979

Report of Discussion Group 1

CHAIRPERSON: Joe Abrell
RAPPORTEUR: Jeanne Bellamy

Our group concluded that technology is a mixed blessing. Its effects are partly good, partly bad. We disagreed as to whether the good or the bad predominates.

Benefits include the shortening of the work week in the 1930s, better health and longer lives.

Use of machinery--a riding lawn mower, for example--gives the owner more time for pursuits of his choice. It seems that more free time is causing people to engage more strenuously in leisure activities such as jogging, tennis, marathons.

On the other hand, technology has created the danger of information manipulation and a multiplicity of mechanisms and gadgets which threaten to enslave us. The enslavement can be voluntary, as is television. The prime beneficiaries of technology are the well-to-do who can afford it, although machines now do much of what used to be manual labor.

Technology can be a threat to democracy by destroying aesthetic values, then ethical and social values. It can be a political issue: who decides if or when new techniques should be introduced into the marketplace? The interaction between

laymen and technicians can create contradictory values. Technicians can say, "You don't understand nuclear energy, so I will have to decide for you." This could give rise to authoritarianism, an imperial society.

Conversely, machines have replaced slaves. Yet we should beware of expecting technology to make life easier. Nor is there necessarily a deep division between work and leisure; work can be a pleasure. We ought to consider renewing the sense of vocation.

To be meaningful, language must grow and the meaning of words must change. The yardstick should be: "Does language meet the needs of the culture?"

There are fads in wordage. We now have "meltdown," "Jonesville," "have a good day--you too."

Groups develop specialized languages that are not understood by outsiders. News media take on the job of interpreting these technical reports. The way this is done can be propaganda, and there is more propagandizing today than there was 50 years ago.

Academics use current specialized wordage because it helps get grants. Indeed, academics and bureaucrats sometimes deliberately use language which is hard to understand. Usually, this is done to gloss over something.

Simple language, understandable by all, is desirable. Specialized knowledge may be useless unless it can be conveyed to everyone.

Language is value-laden. We should guard against divorcing emotion from language. A person who reads thousands of computer printouts about welfare programs is in danger of forgetting that the subject is human lives. Besides, generic terms desensitize people. Children who see violence on TV screens may not be horrified by real-life violence. However, emotional outbursts by broadcasters can encourage hearers to seek distraction, saying, "That doesn't affect me."

Current language risks causing us to lose a sense of the past.

There are differences between hearing and seeing news. Words over the airwaves may be heard indistinctly or mistakenly, whereas print can be reread. But a TV scan of corpses at Jonesville has impact unobtainable from print. Newscasters' need to hold attention can cause superficiality. TV people sometimes feel like skywriters or men tossing pennies into the Grand Canyon, their work is showy but short-lived.

Our group divided sharply on the viability of basic institutions. Some felt they could no longer rely on them. Others felt that home, church and school were performing their traditional roles, and that the family in particular had done a good job under heavy stress.

Schools are trying to do too much. We are thrusting upon them chores which they ought not be required to do, such as integration, sex education, producing good citizens and driver education, making the school our weakest link. Classes are too large. An instructor cannot even know the names of 150 students. Education in the United States serves one-third well, one-third satisfactorily and the remaining third only as "Ishmaelites" whose sole benefit is one another's society.

As to politics, we assume that government will solve all our problems. That is wrong.

Politicians should be altruistic, and we persist in expecting them to be so although historically most have not been. Candidates for public office are altruistic at the outset. Once elected, they find they cannot readily carry out their idealistic plans, so they conclude that they need a longer time in office and therefore start doing whatever is necessary to get re-elected.

The women's movement over the past 30 years has been truly radical. But women can be misused as docile additions to the labor force.

Perceptions of our institutions are based on perceptions from another time and place. What we see is not failure of our institutions but our failure to perceive them in contemporary terms.

The group felt that these questions admitted of only single answers--i.e., America is pluralistic, a melting pot, etc. Some said the questions should be on a global scale. Still, there was spirited discussion of several topics.

An ethnic community can serve as a sanctuary for immigrants until they gain skills for moving freely in the larger community. There used to be economic divisions within ethnic communities but these are being blurred as economic groups cut across ethnic lines.

The spirit of the frontier probably always has been a myth, but it is a myth we must have. There is a theory that a certain amount of unemployment is unavoidable in our society. If everyone accepted that, the results would be disastrous.

Upward mobility exists in this country more than elsewhere, but we may be transferring its costs to other countries.

A definition of "pluralistic" was requested. Three answers were offered: "tolerance of differences," "a collection of provincial viewpoints," "use of numbers for political purposes."

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April 18, 1979

Report of Discussion Group 2

CHAIRPERSON: Doris Steele
RAPPORTEUR: George Volsky

Steady advance of technology poses intractable problems for society, especially in advanced countries like ours. Technological changes, and the encroachment of complex scientific processes into every day life of people, are much more rapid than human comprehension of these new forces that steadily reshape our destiny. Not only in the developing countries, but also in the most advanced societies -- the United States included -- the educational system has fallen behind technological advance. This has created on the one hand, a "technological elite" -- persons who decide for whatever motives, but mainly moved for profit -- the direction of technological evolvement; and, on the other, an alienated majority that increasingly feels it has little or no voice in the shaping of its destiny. The great majority of people do not know the real decision-makers, as far as the technology is concerned, and they accept the new "modern" scheme of things as part of the inevitable flow of history. Thus the advance of technology, for good or bad, is recognized by most people as a constant factor reshaping our society, which accepts technological change as something imminent and preordained.

Because we are generally bewildered by the change, and because we find it difficult to reconcile our cultural values and technological elements in our life, the word "fast" and the phrase "Who am I?" epitomize the present epoch. At the same time, another phrase, "We do it all for you," signifies our dependence on systems

designed to make life simpler: fast food, fast products and readily available services. But we can ask ourselves: has our life become better as a result of the availability of fast food chains? Does "Big Mac" not signify the lack of quality, as well as the loss of individual choice and ultimate regimentation? Has our society been reduced to slogans? Is sloganeering not a sign of depersonification? And, will it not lead to "1984?"

If the alienated men and women of the 1970's question their raison d'etre - the introspective posture being a result of confusion rather than interest in oneself - they re-examine even more closely our traditional institutions. These are perceived by many as losing credibility if not relevance, and are viewed as being unable to deal adequately with most of the problems our society is confronted with. The government is seen assuming, by default, a new multi-functional role and gradually becoming the central, dominant institution of modern society. Even though on occasion, we might want to fight the change, this resistance is feeble and futile. America is slowly but surely accepting the Scandinavian model of society. To survive within this paradigm, present institutions will have to reform and adapt new sets of values. The only way to reverse this trend would be an awakening of the extant citizen virtues, but this does not appear likely in the forseeable future.

There is a definite shift toward economic differentiation of the American people and, therefore, toward social stratification. The upper layers of society are better organized and are increasingly determined to preserve the status quo by forming pressure groupings engaged in intensive lobbying. Our society continues to be pluralistic, with respect for diverse ideas and principles strongly imbued in our character and polity. Yet America is no longer a land of limitless opportunity, and our gratification-oriented society will eventually accept bureaucratic controls that put a premium on conformity and ostracize, if not actually punish, diversity. Indeed, there is fear that "1984" will be reality in the year 2000.

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April 18, 1979

Report of Discussion Group 3

CHAIRPERSON: Jim Reid
RAPPORTEUR: Merwin Sigale

The discussion group concluded that technology is often disruptive, causing difficult changes with which people today must cope. Not all such changes are related to technology itself. There were suggestions that those who program technology also create problems that require change on the part of the public at large.

Most members of the group agreed: technology is a major force reshaping society in terms of work and leisure. Problems produced by the interaction between humans and computers are attributed to the computers. (This was identified as one of the more troublesome aspects of technology.) An over-dependency on computers has developed. So has a tendency to avoid problems wherein the solution may not be stored in the computer or may not be within its range of performance.

In addition, some members felt that potential and actual misuse of computers exists . . that much of the information accumulated and stored is either wasted (because of non-use) or dangerous to individuals and groups (because of misuse, inaccuracy, or incompleteness). Suspicion seemed related to a general belief that bureaucrats armed with computers control people's lives, leaving large number of individuals feeling helpless.

Privacy-related issues will become increasingly important as information accumulates. The question arises as to how to protect that information and how to see that it is used properly.

Another technology issue is related to the nuclear area--nuclear reactors and the fear of atomic war. There was concern for what technology has wrought in this sphere.

There are indeed costs or potential costs. But we must confront the matter of how to balance the technological benefits, which are real, with the costs in each individual area of technology.

It was also noted that technology bears a relationship to the kind of society that we live in. In the United States, technology has created a problem of leisure time in a society based traditionally on the work ethic. But in other, more primitive societies not blessed -- if that is indeed the right word -- with a surfeit of technology, this sort of leisure problem does not arise, at least to the same extent. We do need to cope with it in our own increasingly complex society. One discussant lodged a dissent on this point, saying, "I don't think that leisure time is a problem."

Mistakes arising out of technology can have far-reaching effects on people's lives. Implicit in this warning -- though it was not mentioned specifically -- was the recent incident at the Three Mile Island nuclear power plant.

The question of privacy vs. national security was raised, but did not lead to a definitive conclusion or consensus. It was simply noted that we must be aware of the fine line that sometimes exists between the two concepts.

Our increasing dependency on one another is a problem. The interdependence is a function of the growing complexity of our society. The means of communicating technology have also developed, resulting in greater dissemination and thus perhaps feeding the problem.

It may be useful to know how the "have-nots" view those of us who are the "owners" of technology.

Technology has also had the effect of raising the IQ level required for survival. It has made it impossible for marginal people to function in a technological society because of the requirements.

Technology has created a credibility gap. It is important to recognize the matter of how to manage and administer technology, or at least to be honest about our inability to manage it.

The point was made that we cannot isolate technology from the socio-economic arrangements that exist in society. We need to consider the values of society. The socio-economic relationships to technology and the relationship of societal values to technology are indeed important, and technology cannot be considered independently of those societal factors.

The dangers of specialization in technology were pointed out. Many people involved in specific, specialized aspects of technology are unaware of what is going on in other areas of technology. Sometimes a communications gap through specialized languages exists so that people do not understand what is going on elsewhere, and do not understand the full implications of the inter-relationship of various aspects of technology.

It was said that we need to divert some of our technology to deal with the human side of our world, such as the question of welfare. There is too much concern, too much concentration on such things as nuclear power and space ships and not enough on human problems. The counter-question was raised as to whether technology can solve human problems or only technological problems. The group did not attempt to answer that question.

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Point Two of the agenda dealt with words and phrases of the past, present and future -- and what they say about society today and tomorrow. The group

tended to focus more on examples than on what the examples tell us about the past and the future.

The examples were described as "buzz words," or value-charged judgmental words. These words are often tools of advertising or of what may be described as big business -- in general, of those who are trying to sell us something or to persuade us of something. Buzz words are tools of those people, sometimes designed to obscure our understanding of broader issues -- to manipulate.

Not all buzz words are that way, however. Some words, such as "rip-off," evolved from the counter-culture and have no particular profit motive.

Thus, some buzz words are foisted on us by those who would manipulate, and others are derived from the wellspring of popular distrust or dissatisfaction with things as they are. Example: The Three Mile Island "accident" is an example, of those who would manipulate, or those who would control, by inducing you to adopt their language.

People are often unwilling to admit they do not understand you. Thus, one trick is to use language that people cannot understand, so that it would be accepted. This concept seems to fall into the category of manipulation discussed earlier.

"Accountability" is a term used frequently by the discussion group, which noted the increasing demand of the populace for accountability -- demanding that people tell us what they are doing and tell us in a language that we can understand.

Some buzz words were mentioned as either significant or illustrative. One is "least restrictive environment". Another is "post-Watergate mentality" and the other phrases that are corollaries of it. The suggestion was made that perhaps we went through a state of adolescence in the late 1960's and the 1970's and that now, with words such as "accountability," perhaps we are entering what might be called a state of accountability. No conclusion was drawn as to whether we are emerging into a different age or period. We are, however, becoming an older society, agewise, and that will probably affect the kinds of words, the kinds of focuses, we are going to have. So we are, in that sense, emerging into a different period.

What words will affect us in the future: One suggestion was that "post-Watergate mentality" might be one of those, symbolic of how citizens feel about their society. The suggestion of "doing your own thing" in society, with slogans such as "Have it your way" and "We do it all for you," indicates perhaps a breakdown of the cohesion of society, a switch from what used to be group-oriented goals. Now, with the loss of fervor--attributed in part to Watergate, Vietnam and other convulsions we have experienced--there has been a growing distrust and a tendency to "do your own thing." (That ties in with the concept of "instant gratification" as well.) There is a self-orientation rather than a sacrificing of oneself for group goals.

On accountability again, people try to simplify things, asking "What's the bottom line?" (another slogan that depicts that particular attitude). The advertising industry was mentioned as one of those influencing us, relating back to the question of manipulation.

However, the point was made that we do have a constant dynamic situation in which language changes to meet changing societal norms. That is probably one of the guidelines underlying some of the group's other conclusions.

"At this point in time" was another phrase that produced some discussion, but more in terms of the past--or perhaps a break with the past. As a corollary matter--not precisely to the point of buzz words--concern was expressed over the public being bombarded with a quantity of reports in the public media, including individual acts of violence, causing us to lose our perspective. There seems to be a fascination with violence per se.

So we have the problem of keeping all of this in perspective. But it is a matter of our reaction to the substance of events rather than our reaction to individual words or phrases, so it is indeed a corollary question.

Regarding the use of buzz words and their relationship to mistrust, there is a question as to which causes which. They are indeed inter-related.

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Point Three of the agenda raised the question of whether society's basic institutions can be looked to for the same level of support today and/or in the future. Because of time constraints, the group did not discuss this question, but simply concluded that the answer is "yes" and that those institutions will survive by adapting.

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Regarding Point Four on pluralism, no consensus was reached on whether American society will grow to be a collection of very different groups or whether the future will bring us closer together in such a way as to rekindle the old image of melting pot. There was a shared recognition, though, that in our increasingly complex society, there is going to be a continuing proliferation of interest groups--sometimes overlapping, often contentious. There will be less of the old working-together idea, but at the same time there will be a need for society's members to cooperate in the broader interest. It may not require a world war but rather something on the level of the energy crisis to cause people to transcend those individual group interests. Yet there are other types of groups--job-oriented, for example--that may offer new areas for increasing contentiousness. So it is a rather mixed picture.

Invitational Assembly Group Discussion

FIU Symposium

"THE PAST, PRESENT AND FUTURE OF THE AMERICAN SOCIETY"

April 18, 1979

Report of Discussion Group 4

CHAIRPERSON: Cy Maus

RAPPORTEUR: Frances Koestline

1. Is technology causing the most difficult changes people of today have to cope with? Is technology a major force in reshaping society in terms of the worlds of work and leisure?

Rapid and continuous changes brought about by technological development have created grave issues for the whole structure of society. Skills acquired through long years of experience and training suddenly are no longer useful. The incredibly swift advancement in computer science outdates equipment before students can be trained to use it. The resulting insecurity, malaise and confusion affect not only the young attempting to make career and vocational choices but also the adults who seek to help them choose.

The real problem is not technology itself, however, but how it is used. Technology has been the tool of the captains of industry who have used it to increase profit margins and replace human effort and thought. The costs of technological development often, as in our national defense program, have been met at the expense of human and social programs and concerns. Yet technological advancements have produced more leisure, longer life and changed lifestyles. They have changed the nature of work and created more opportunities for women at the

same time they have disenfranchized large groups. Whatever its basic intent, the actual result of technological development has been to create more goods and services, a shorter workweek and more opportunity for leisure. It would be a misinterpretation to assume, however, that because technology has reduced physical labor it has automatically resulted in more leisure time. To keep abreast of technological advancements more time must be spent in retooling, retraining and updating. Such rapid expansion of a body of knowledge requires constant, vigorous effort to monitor expanding boundaries and discoveries.

An attempt to reach a common understanding of the term technology disclosed concepts on several different levels. One is the concept of technology as machinery, machinery used to produce goods and replace human labor. At a second level technology is conceptualizing mechanisms and approaches. It is the thought processes involved in the creation of new tools and machinery for producing goods and services. At a third level the definition includes social technology, the attempt to introduce behavioral and sociological control and manipulation that is equally as powerful as the mechanics of the assembly line. It is the technical use of resources to change society in ways that are acceptable to society. It is a pragmatic approach to social planning and problem solving. Technology in and of itself, however, does not cause change. Only its application, manipulation, management or mismanagement cause change.

There are dangers inherent in technology. Once set in motion it gains a power and identity, a momentum all its own which defies human control. It becomes man's monster creation. The management of rapidly burgeoning technology requires large and complex organizations against which the individual feels powerless and unable to cope, placing great stress on interpersonal and interinstitutional arrangements. Human and institutional changes do not occur as fast as technological change. Our inadaptability from the sociological point of view results in a loss of coping mechanisms. There is not time for human adjustment to one new advance before the next one approaches. We may find it necessary to limit the development of technology while we find ways of preparing ourselves better to cope with the problems technology has imposed, to slow the momentum of advancing technology so that we can appreciate the advances already made.

Technological change has overrun humankind's moral and sociological understandings which give the wisdom to use such advancements wisely and avoid misuse and abuse. Though earlier generations experienced changes of greater severity, only in recent history have attempts been made to evaluate the changes, to judge them and make deliberate decisions concerning them. Though the group could not come to consensus, the above statement broadly represents their discussion. A contrasting view was expressed which stated that, with the possible exception of the changes brought about by communications and computer technology which admittedly have seriously altered society, within the last fifty years advancement has not been as rapid or significant in its impact on human life as the preceding discussion implies. We are, in fact, this view states, only inching forward and we have been moving at this slow pace for the past twenty or thirty years. The major problem today is that institutional, sociological and interpersonal relationships have lagged behind and we are only now attempting to deal with this lag.

2. If we look back over the past decade, words or phrases such as "relevant" or "irrelevant, "Watergate," "open," "awareness," and "your own thing" are typical of what might be called the "language of the moment." What can these words tell us of the past? Do we have new words emerging today and if so what are they and what do they say about society today and tomorrow?

Language is constantly evolving. The way we use language and the terms we develop to express meanings are critical. Terms used to express feelings and notions about society and the way we live are indicators. Language of the sixties represented a set of feelings and a concern for certain issues pertinent to that decade. It contained strong messages that no longer carry any weight for contemporary society. The new language which is being used is reflecting the issues and mores of contemporary society. A whole new vocabulary has developed around the use of drugs, for instance. Since Watergate, a new vocabulary reflects present attitudes about the evasion of legal constraints. The term "white collar crime" portrays an interesting statement about current moral issues. Obscenities of twenty years ago are no longer obscenities.

Language is not a generator of change but a fallout, a result, a chronicler of change. Current language is permeated with the terms of technology and nuclear energy. Language is increasingly becoming removed from emotion, again reflecting the emphasis on technology where things can be quantified. Unfortunately, in the educational process, certain processes are not quantifiable (appreciation, for instance).

At times language is used as a device to control, manipulate, confuse or evade, to remove people from involvement. During military action in recent years, villages were "relocated" instead of wiped out. Instead of listing those killed in action, there was a daily "body count." We develop systems of language to prevent interaction and to separate one group from another. The young have their own vocabulary designed to conceal their meanings from adults. Buzz words obscure meaning for all except the initiated. (In education we speak of FTE's instead of students enrolled.) Even the media, the communicators of society, make precise and calculated use of language in this way.

Beyond these comments, Group Four declined to discuss Question Two further.

3. In the past, Society has always looked to its basic institutions as a way of ensuring its survival. Can the family, home, education, political, economic, and religious institutions be looked to for the same level of support today and/or in the future?

As a component of one of Society's basic institutions, the university must recognize its task as a humanizing institution. We have spoken of the decisions being made about the uses of technology. Those who will be the makers of such decisions are being prepared for decision-making roles by the universities. It behooves the university to fulfill its humanizing function rather than to produce technological manipulators.

The real problem, however, may be that there are no key decision makers. Systems are so large, so complex, so interactive that it is impossible to identify the

decision makers. In the complexity of energy production, no one has decision-making authority, not the government, not the oil companies, not political parties, though all of those segments of society are involved. It is possible the university should attempt to emerge as the central institutional force. The U.S. public does not have faith in any of its major institutions. They are seen as ineffectual, self-serving and unaware. Perhaps it is the task of the university to inculcate values in the individual, values which will influence the decision-making forces that shape society.

Expectations of society's institutions have shifted and must be redefined. What do we expect these institutions to do for the survival of society? More specifically, for instance, what do we expect the family to do for society? There are evidences that new forms of the family are developing. A new, informal, extended family is emerging in new communities and large cities where people have felt isolated and alone. But the family is no longer an educational force. Skills once taught within the family unit no longer exist. Agrarian skills historically were passed on from father to son. Today the family cannot teach its youth to program a computer. The vocational training function has been transferred to other institutions. Similarly, the traditional function of the family in creating moral and social values is being subjected to the dissonance created by contrasting cultures and attitudes. We do not know how these institutions will function tomorrow. We don't know what to expect of our institutions. We are confused about what we want and what we can expect.

The traditional functions performed by institutions and the expectations we once had of those institutions no longer are valid. The institutions people once looked to for support and the institutional models they idealized do not exist in the way they want them to exist, and viable, alternative models have not emerged. The resulting frustration and confusion have produced the growth of temporary substitutes by which people seek to reformulate society. Most have been short lived; a few have survived.

Educational institutions are also victims of false expectations. Education has become a vehicle for keeping people off the labor market for a longer period of time. The more emphasis we place on education and the need to extend its

duration, the longer we postpone the entry of a large segment of the population into the labor market. This is the reason for the dissatisfaction of many young people: their understandings and expectations of what the university is supposed to be have shifted.

If they are to be the source of survival for society, existing institutions must become catalysts for change. A new balance of power and a new set of relationships either as modifications of present structures or in new form must emerge. The disrepair and weakening influence of institutions may reflect the strengthening power of the individual. It is imperative that institutions become more responsive to basic issues and needs of the individual if they are to survive. If they do not, they may become so impotent in making decisions about crucial issues because they cannot respond to societal needs that they may drift into a centralized authority.

Transmitted to the university this means that the university must explore with the community new roles and functions and stand ready to perform those functions. It must be willing to take risks. It is the responsibility of the university to prepare citizens not only with coping mechanisms but also to assume leadership in society. But the university suffers from a conflict of role expectations: one, the expectation that it be a certifying, degree-granting institution, and second, that it contribute to an educated citizenry by meeting the needs of those persons who come to be stimulated to continued growth and learning. It is difficult to fulfill both these roles when people with such diverse goals are contained in one classroom. The university professor has not been trained to teach such diverse populations and interests. Universities have not come to grips with this issue, but large urban areas require this if we are to have an educated citizenry who can make the individual decisions that will influence the political decisions. The notion of minimum standards must be replaced with maximum standards and the university must demand the most that can be achieved not only of its students but of its faculty. Those within the university have looked at enrollments and credit hours, grade point averages and distributions and have failed to ask the quality-related question: to what extent is the student able to use his intelligence?

The university is among the slowest of society's institutions to change. But it must risk self-examination and redefinition of its function and determine to make

the necessary changes. And finally, it must resist the intrusion of political forces into its realm and convince the funding sources that change is economically effective.

4. Is America truly pluralistic in its outlook? Will we grow to be a collection of very different groups or will the future bring us closer together in such a way as to rekindle the old image of the melting pot? Will economic class replace ethnic identity as the means by which people are included or excluded?

The group quickly determined that economic class has replaced ethnic identity in America.

We are developing a more pluralistic world citizenry. But the image of the melting pot has never been true. Society has always been composed of groups living alongside one another, developing degrees of tolerance for each other. The degrees of tolerance vary as a function of economic conditions and proximity. But a society composed of diverse groups without common, overriding goals is doomed to failure. The small group is useful in bringing together individuals with common values at some anchoring point. But diversity will not work unless groups can come together into some institutional framework. The key to effective diversity is tolerance. Our task is to develop coping mechanisms to encourage tolerance.

Time did not permit the group to discuss the final question concerning opportunity and the spirit of the frontier in America.

Invitational Assembly Group Discussion
FIU Symposium

"THE PAST, PRESENT AND FUTURE OF THE AMERICAN SOCIETY"

April 18, 1979

Report of Discussion Group 5

CHAIRPERSON: Aida Levitan
RAPPORTEUR: Joanna Wragg

1) Is technology causing the most difficult changes people of today have to cope with?

Group Five wrestled with definitions of technology and also struggled with identifying just what ARE the most difficult changes people face. While opinions varied widely, there was some consensus that the most difficult changes are those dealing with human relationships and natural processes such as aging. In that sense, technology is not the focal point. On the other hand, there was no denying the fact that technological developments such as mass communications impose themselves on individuals and families through job requirements, living conditions, the knowledge explosion, medical advances, etc. While the cause-effect relationships are not clear, there is little doubt that technology is inextricably linked with the difficult changes people of today have to cope with. IS TECHNOLOGY A MAJOR FORCE IN RESHAPING SOCIETY IN TERMS OF THE WORLDS OF WORK AND LEISURE? Of course it is, in Group Five's view. Technology is not the only force and in some areas not even the most important force, but certainly it is a major force.

2) Language of the moment. What can these words tell us of the past?

Bottom line, unisex, age of anxiety, uptight and many other slang items could be added to the list. There is a heavy element of mere faddishness in these words, and for that reason the group felt they are not necessarily reliable indicators of the times in which they achieve popularity. However, the fact that people take so readily to faddish slang may, in itself, be significant. To some extent these are code words that people use to identify themselves with certain groups or attitudes. Their popularity therefore may reflect a generally felt need to identify with a group, which in turn could signify a general feeling of isolation or alienation. ARE NEW WORDS EMERGING? No doubt they are. However, the panel felt that by the time a slang word has become conspicuous enough to be identified, it probably has passed its prime. When everybody starts using it, it no longer helps identify with a particular group and thus ceases to be useful. So we could not presume to choose the current crop of "language of the moment."

3) Can the basic institutions be looked to for the same level of support today or in the future?

Yes and No. Much depends on the definition accepted for such words as "family." The traditional nuclear family clearly is not playing the same role it once did, but broader concepts of the family seem to be emerging. Our general feeling was that the basic institutions AS A GROUP do provide support, but that the interaction among these institutions is changing and probably will continue to change. The human being is almost infinitely adaptable and resourceful, and as one social institution wanes, another waxes into greater prominence.

4) Pluralism.

The United States today is more pluralistic in reality than it is in outlook. Attitudes toward various groups are not as neutral as the ideal would suggest, and there are widely varying views and levels of tolerance, leaving plenty of room for variety and flexibility.

SYMPOSIUM IV

THE PAST, PRESENT AND FUTURE OF THE AMERICAN UNIVERSITY

The Evolution of the American University
by Stephen J. Wright
Past President, Fisk University and Hampton Institute
Board of Directors, Educational Testing Service

The Future of the Contemporary Urban University
by Reatha Clark King
President, Metropolitan State University

The Future of the American University
by Clifford C. Nelson
President, The American Assembly, Columbia University

SYMPOSIUM #4
THE PAST, PRESENT AND FUTURE OF THE AMERICAN UNIVERSITY

The symposium considering "The Future OfThe American University," consisted, in part, of presentations by Dr. Stephen J. Wright ("The Evolution Of The American University"), Dr. Reatha Clark King ("The Future Of The Contemporary Urban University") and Dr. Clifford C. Nelson ("The Moral And Intellectual Integrity Of The University"). The session concluded with an open forum.

Dr. Wright offered significant insights into the development of the American university. He first made it clear that the American university, began to form its character with the establishment of the University of Virginia in 1825, land-grant colleges in 1862 and Johns-Hopkins University in 1876. In that fifty-one year period, the American university was said to have begun

a. to provide for public universities;

b. to provide educational opportunities for women and other minorities, and offer graduate-level work (including research and doctorate programs).

Dr. Wright characterized the American University as unique in its commitment to remain "essentially responsive" to the society from which it receives its support.

Dr. Reatha King made the point that contemporary urban universities "were born to provide access to higher education" for people of all ages, backgrounds and circumstances. She stressed the need for alternatives (to those traditional approaches that are typical of higher education) as a means of providing access. Among the alternatives Dr. King offered were open admissions, credit for life experience and constant experimentation. The emerging urban institutions of higher education were described as "essential," as Dr. King made the case that the people served by these institutions needed access not only to the university but more importantly, to opportunities that result from a university experience.

Dr. Clifford Nelson began by reviewing, in general, the problems that now face higher education. He pointed out that in trying to survive, the university has often become involved in activities that range from alternative programs and dubious course offerings to questionable attempts at securing federal funds and so-called "efficiencies." The speaker's purpose was to raise the question of the integrity of the university. Dr. Nelson challenged the audience to consider resisting current pressures to radically change the university and hold onto those practices and convictions which had set the university apart from other institutions.

Prior to open discussion, the panelists responded to each other. The matter of integrity was dominant; and the three panelists agreed that this issue was the key to protecting the future of the American university. During the open forum, participants showed concern about the apparent conflict between integrity and the concept of a contemporary urban university. There was agreement that a contemporary urban university needs to provide access to a wide and varied pool of constituents. Finally, it was agreed that no university can sit by and let its future evolve. Instead, actions must be taken to insure that universities play an active role in shaping their own destinies.

However, several points of disagreement that surfaced during the open forum were left unsettled. Questions of the appropriate place for remediation - given the commitment to access - resulted in a split opinion. Also unsettled were questions related to appropriate responses to economic/political pressure. The resolution of these dichotomies was seen in terms of each university knowing full well what it was they wished to become and then making suitable adjustment.

Five assemblies met to discuss in depth questions related to the earlier panel session. The question of remediation was the most dominant theme followed closely by questions related to defining and maintaining academic standards. In general, there was agreement that the university must recognize its "urban mission" and provide both access and remediation. It was also felt that there must be an effort to upgrade and standardize the grading system of the American University. In this context, many of the academic participants raised questions about the propriety of students evaluating the faculty.

There was agreement that current "efficiency moves" may not be in keeping with the best interests of the university and that the university must maintain its integrity if it is to safeguard its future.

THE EVOLUTION OF THE AMERICAN UNIVERSITY

by Stephen J. Wright

(prepared for publication from transcript of original presentation)

The presentation of a substantive paper on the evolution of the American university is a formidable task for two basic reasons. First, from the founding of Harvard in 1636 to the present time is an intimidating span of 343 years; secondly, there is, to the best of my knowledge, no single definitive work that treats this subject.

There are, of course, literally hundreds of histories of various colleges and universities; at least five on Harvard, six on Cornell and nine on Yale. In addition, there are thousands of books and articles on various aspects of the history of various types of institutions. What to include and what to exclude in the brief presentation of evolution of the American university, therefore, is a very, very real problem. I decided that the best way out of my dilemma was to make the approach to this vast subject a two-fold one.

First, I shall indicate the present state of the evolution by selecting the eight characteristics that, in my opinion, best describe the American university, which make it unique among the universities of the world. Secondly, I shall attempt to indicate in broad terms how it got to where it is, paying some attention in the process to critical points in the chronology.

Definition of University

Before I turn to the first part of my task, I should comment on the nomenclature, or definition, of the university.

I shall be using the term "university" somewhat loosely, because the term itself has been in the process of change just as surely as the institution that it identifies. The term "university" is no longer limited to an institution with substantial doctoral programs, with several clearly established professional schools (such as law, medicine, engineering), and which emphasizes research as a part of its mission.

Some state legislatures (North Carolina, for example) have conferred the title "university" on all of its senior institutions. In other states, the term designates the total system of institutions of higher learning, or some specific group of institutions. Examples include City University of New York, 18 institutions; the State University of New York, 61 institutions; and the University of California, where each of nine campuses has a president or a chancellor with real authority. In still other states, comprehensive colleges of the arts and sciences are also designated as universities whether they offer the doctorate degree or not.

In the ensuing discussion, I will use the term "university" to designate state systems, the university in the traditional sense, and senior institutions in general. Because at this stage of development, in the strictest sense, there is no such thing as the American university.

Characteristics of the University

Eight characteristics, taken in the aggregate, make American universities unique in the world:

(1) Provides almost universal access. It enrolls more than 11 million students if all of higher education is taken into acount. Women are now being admitted with almost no discrimination, while Blacks and other minority groups are beginning to receive the same treatment.

(2) Offers the most comprehensive curricula of any university in the world. Its schools include not only the four great faculties that traditionally characterize the European university (law, medicine, theology and the arts), but also a plethora of schools including business administration, journalism, agriculture, public administration, urban affairs, ecology, pharmacy, criminal justice....

(3) Sees its mission as one of service to meet the ever-changing needs of American life. In the process, it also emphasizes applied research, without excluding pure research.

(4) Has the greatest diversity in the world. It is private and public, religious and secular, single sex and coeducation, selective and open, small and large, rich and poor, predominantly Black and predominantly White.

(5) Depends on voluntary associations to set and maintain standards. Regional accrediting associations and national associations of professional schools have been created to fulfill this function.

(6) Global outreach consistently exceeds any other university in the world. Some 150,000 foreign students are enrolled here, with special reference to those from developing nations.

(7) Has the largest private-sector involvement of any university in the world. The top half-dozen universities are internationally known as among the very best in the entire world.

(8) Conducts the finest and most comprehensive scientific research in the world.

I have made no effort to exhaust the unique characteristics of the American university.

Problems

I am painfully aware that the American university has had its share of trouble in recent years. And, for these as well as other reasons, we may expect still more trouble as we enter the 1980's. There has been considerable loss of faith in the magic of higher education. Institutions are being pressed harder and harder to justify their costs. There has been some deeply rooted concern with respect to the quality of education that many of the students are now receiving. There is growing evidence that we are producing a surplus of Ph.D.'s and, perhaps, more university-educated men and women than we need. We may need to take a better, more balanced look at the vocational aspects of education.

Demographic evidence indicates that during the 1980s we will experience a 15% decrease in the number of men and women in the 18-22 year-old group. Despite prognostications to the contrary, this will result in some retrenchment

(possibly closing a number of marginal private institutions), and some serious cutbacks in overbuilt state systems. Despite these negative factors, the American university is still the most unique university in the world.

Major Developments

How did we get to be what we are? The story (almost a romantic one) can be told in terms of several major developments.

It began in 1636 with the founding of Harvard. Imprinted on the gates at Harvard is the rationale the founder set forth: "After God had carried us safe to New England, and we had builded our homes, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the civil government, one of the next things we long for and look to was to advance the cause of learning, dreading to leave an illiterate ministry to the churches when our present ministers shall lie in dust." Thus began the colonial period in the evolution of the American university. Harvard was modeled after the English college. In fact, Emanuel College of Cambridge was its prototype. This should surprise no one; the colonists were, in the main, English and the English institution was what they knew best.

Yale, William and Mary, Columbia, and other colleges followed in much of the same pattern as Harvard: devoted to liberal arts in almost the antiquitous sense of the liberal arts, but with great emphasis on religion. Little change occurred at these colleges for nearly 200 years. There was little or nothing distinctly American about them. What they did was to keep learning alive in America, help guard against an illiterate ministry and illiterate public servants.

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A second major development (in 1825) was the founding of the University of Virginia by Thomas Jefferson. The University of Virginia differed from the colonial colleges in a number of ways. It was totally secular and governed by a Board of Visitors who were appointed by the governor. It was fully supported by the state; its curriculum, broader than the colonial colleges, included ancient language, modern language, natural history, medicine and law. The level of instruction was higher at the University of Virginia than at any other institution in

the United States at that time. Schools in the north, west and south sought to emulate this carefully planned institution. A kind of model for state institutions had been established. Ralph Waldo Emerson (in 1837) encouraged the spirit of the University of Virginia when in a widely publicized speech about the American scholar he urged the development of a distinctly American culture. "We will walk on our own feet," said Emerson. "We will work with our own hands....we will speak our own minds."

* * * * * *

Next came the founding of Oberlin College. Oberlin was founded in 1833 as a coeducational institution in a time when the higher education of women was bitterly opposed. It was believed that women and girls were intellectually inferior to men, and that their presence in the university would lower its quality and hinder its development. Therefore, it was said, their training should be limited to correct manners and how to be agreeable in society. The three women who were graduated by Oberlin in 1841 were the first of their sex to receive Baccalaureate degrees for having completed programs identical to those completed by men. Several other important developments affecting the education of women occurred in the last quarter of the 19th century. Women's colleges were annexed to places like Harvard, Columbia, Brown, Tulane and others. Colleges for women were established, such as Wellesley and Bryn Mawr. States began to develop colleges for women, especially in the South. Today, Princeton and Yale have become coeducational. Vassar, the first of the major women's institutions, has become coeducational. Women are now being admitted routinely to schools of engineering and law, and all but the strongest of the women's institutions are on their way out, following the lead set by Pembroke, among others.

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Fourth was the passage of the Land Grant College Act of 1862. This act provided 30,000 acres of land, or its equivalent, for each senator and representative from each state. The purpose of the grant was to establish institutions to teach agriculture and mechanical arts, but not to exclude literature and the arts.

The Act created the first purely American institution of higher learning. The land grant colleges emphasized applied science and the mechanical arts, and gave these fields a place in higher education. They were ridiculed as "Cow Colleges," but they helped to revolutionize agriculture and engineering in the United States, and put the educational ladder within reach for thousands of young men for whom it was hitherto impossible. The Act was amended in 1890 to provide what was called "separate but equal" land grant colleges for Blacks.

The first group of Black colleges were established during the decade of 1865-1875.

At the time that these colleges came into being, there was serious question of whether or not Blacks were educable. Institutions such as Fisk University, Atlanta University, Howard University, Morehouse and Hampton quickly demonstrated that Blacks were as educable as anybody else. Ultimately, more than a hundred of these institutions were established, and over the next several years at least one state college was created for Blacks in each state.

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Johns-Hopkins University was opened in 1876. Until Johns-Hopkins was established, an American student was almost forced to go abroad for doctoral work. They elected to go to Germany, because German universities had flowered and were doing research which was recognized and admired all over the world. Literally thousands of young Americans, eventually up to 10,000, studied in German universities before the crusade had ended. Among them were Charles W. Elliot, Daniel C. Gilman, Andrew D. White, James V. Angel, G. Stanley Hall, Nickolas Murray Butler. These were men destined to shape American higher education for the next century, and to raise the quality of American higher education to unprecedented heights.

When Johns-Hopkins, the industrialist, died, he left $3.5 million to establish a university in Baltimore. Daniel C. Gilman was chosen to be president of that university. Gilman seized the opportunity to establish the very first true university in the United States. He said he had elected to invest the money mainly in people, not bricks and mortar. He put together the finest faculty that could be found at

that time and brought Thomas H. Huxley from England to deliver the opening address. A sentence from Gilman's own address is worth repeating here. He expected the university "to make for less misery among the poor, less ignorance in the schools, less suffering in the hospitals, less fraud in business, less folly in politics." After gathering his faculty, Gilman set out to recruit the finest student body he could find to complement this fine faculty. That group of students reads like a list from the American Dictionary of Biography, because that's where most of them ended up. Included among these students were Josiah Ross, the philospher; Walter Hines Page, writer and diplomat; Frederick Jackson Turner, the historian; John Dewey, the philosopher and educator; J. McKeen Catell, psychologist and editor; and Woodrow Wilson, who became the 28th President of the United States of America. So Johns-Hopkins did not develop into a university; it was established as a university. Harvard, Yale, Columbia and the others moved rapidly to develop graduate schools tied onto liberal arts colleges.

It is worth noting that the first great American fortunes were being developed during the last quarter of the 19th century, and that the new millionaires had a profound effect on the development of the American university. Cornell's gift of $500,000 established Cornell University; Cornelius Vanderbilt's gift of $1 million started Vanderbilt University; John D. Rockefeller's gift of some $30 million started the University of Chicago; and Leland Stanford's gift of $20 million started Stanford University. These institutions did much to set the pace for the development of the state university systems in this country.

Federal Involvement

The Federal Government's involvement in higher education began with legislation in the form of The National Defense Education Act of 1958, the Higher Education Facilities Act of 1963, and the Higher Education Act of 1965 (and its subsequent amendments). Among other things, this legislation made possible some $2 billion for facilities by early 1962, some $750 million per year in research by 1960, and additional billions of dollars in student-aid funds.

I had the privilege of serving on President Lyndon Johnson's Task Force for Education chaired by John Gardner. Mr. Johnson said to us: "Devise for me the best program in higher education that your minds can conceive and don't be worried about two things. First, how much it costs. And, secondly, whether or not it's

politically feasible. That's my job." And 99% of what we recommended appeared in the legislation called the Higher Education Act of 1965.

Distinguished British educator, Sir Eric Ashby, now Lord Eric Ashby, has said, "An institution is the embodiment of an idea. In order to survive, an institution must fulfill two conditions: it must be sufficiently stable to sustain the ideal that gave it birth, and sufficiently responsive to remain relevant to the society which supports it." Our educators have been smart enough thus far to see that the American university remains relevant by remaining essentially responsive to the society which supports it. That is why it is the university that it is. That is why it will continue to be unique among the universities of the world.

THE FUTURE OF THE CONTEMPORARY URBAN UNIVERSITY

by Reatha Clark King

(prepared for publication from transcript of original presentation)

I wish to talk on the future of the contemporary urban university. My remarks are derived from readings to some extent, but more from my past 11 years of experience in two contemporary urban institutions.

Over the past 20 years, either as a student, a faculty member, or an administrator, I have been involved with five colleges or universities situated in urban communities. The five institutions were Metropolitan State University in the Twin Cities, founded in 1971; York College of the City University of New York, founded in 1967; Clark College; Columbia University; and the University of Chicago. I didn't choose to look up the ages of two of the last three, because they are so old and so well known that you probably know their ages already. Each of these institutions is located in an urban community, a city. The question is which of them shall we call the contemporary urban institution?

Definition

I tend to think of Metropolitan State University, and York College of the City University of New York as contemporary urban institutions. They were created primarily to deal with and correct society's most difficult problems through educational services. They are institutions whose charter activity, or mission, is to address poverty, the lack of preparation for basic opportunities, and various other problems that sometimes cause cities to be labeled in my view, "the fourth world." At the same time, the contemporary urban institution is available to all of the community's residents who wish to use educational services.

A second characteristic of these contemporary urban institutions is that they tend to shun the word 'elite' as a description, while some of our other institutions are striving to keep the image of being 'elite'.

Another characteristic: the contemporary urban university's students show the widest range and diversity in any category we cite -- be it age, community residence, program interest, household income, kinds of employment they are

involved in while attending the institutions, or, (with the addition of adult students) years of prior work experience.

Using these characteristics as a context for trying to define what a contemporary urban institution is, I have decided that Columbia and the University of Chicago are probably in a category unto themselves as urban institutions. I would even put the University of Minnesota in our Twin Cities area in that category to distinguish them and their missions from contemporary urban institutions. Institutions like Florida International University, York College and Metropolitan State University are contemporary urban institutions.

One thing, at times, makes me feel fearful about the contemporary urban institutions. Institutions like the University of Minnesota, Columbia and the University of Chicago have had control from within over how they have evolved as institutions. The contemporary urban institutions have had far less control from within over their evolution. Contemporary urban institutions respond to outside environmental factors and the needs in the immediate community. Our evolution, I feel, will continue to be dictated and determined by these outside environmental forces.

Missions

What, then, is the mission of the contemporary urban institution? What are the goals? We can read the governing rules and regulations, and one thing is striking. They all tend to read alike. I believe my institutional mission will read slightly different from yours because we have specifically an adult student clientele. That is intentional. You see the word "alternative" popping up all over in our literature. On the other hand, there are similarities between the way our mission reads and the way yours reads, the way yours reads and the way York College's might read.

In terms of what we aim to do, these mission statements are general, comprehensive statements, specific enough to commit us to be able to do about everything educationally for everybody. I am not critical of the tone of our mission statements. It is just a fact of life that the tone probably derives from the fact that the contemporary urban university is in place to help improve educational

services, and hopefully to make opportunities a reality for anyone who walks in the door. Contemporary urban institutions were born to provide access to higher education. Therefore, they have to constantly prepare to serve just about everybody and anybody. These institutions were not established to be highly selective of those admitted. They are expected to screen people in rather than to screen people out. I think this indicates again the difference in our approach as urban institutions from the approaches of Columbia, the University of Chicago, or the University of Minnesota. I am not picking on those institutions; I love them. I'm a product of them. I'm just trying to illustrate how urban institutions differ, and why we might separate some from others. We shouldn't be surprised to find that the mission statements of our contemporary urban institutions tend to read alike wherever they are.

Clientele

The clientele, those who come to us and those who do not, expect access to contemporary urban institutions. Our students bring us rich cultural backgrounds that unfortunately we, as educators, rarely take advantage of for purposes of learning. We are pressured to provide our students with a quality education by means of traditional strategies. This is one of the sadnesses I feel as I look at the diversity of people in our classrooms and the rich cultures represented there. So often, trying to provide quality education, using the traditional techniques, forces us to ignore that rich, stimulation learning environment seated in the classroom. We choose films. We audit films. We show a lot of films to our students. We pay a lot of money for the films. Yet sitting right there, we have the same knowledge, background and cultural mix that we are trying to import by the films.

Within the contemporary urban universities we must compensate for the negative educational experiences that some of our young people have known before they come to us. And we certainly want to help our adult students experience the excitement and joy in learning that the new students are known for. When we were trying to prepare to admit adult students to York College, the dean had to be selective about which faculty members to involve, because we wanted enthusiastic people that would make the experiment work. We had enough failures going for us; we didn't need to create any more. We had to be selective, but all it took was the experience with adult students to turn the faculty on. Now the faculty members have experienced the joy of teaching those new students.

Responsibilities

The contemporary urban university is supported financially and morally by the rest of society so that some people will have another chance for an education, and perhaps succeed with us when they have either not succeeded in earlier grades or at levels where other institutions have failed them. We were created to provide a second chance for many people. I think our contemporary urban institutions are chosen to shoulder a burden for society. We are constantly searching for administrators and faculty who will accept the challenge of shouldering this burden. I can think back on how the open admissions policy just tore us at York College. It stimulated so much debate. We were all struggling to accept this challenge, and to carry the responsibility with a sense of honor and pride. I hope to see the day when it is as prestigious to work at one of our contemporary urban institutions as it is to teach at the University of Minnesota, the University of Chicago or Columbia. I know that day is a long time coming, but I hope to see it.

Programs

The emphasis in program development and services is the first thing we think about when we decide how to offer choices to students with diverse interests and needs. Then our thoughts turn to the budgetary considerations. The number one challenge to the management of contemporary urban universities is to balance program services and budgeting both for the short run and long run -- so that all parties are content. Now that's a big challenge.

Once, a person from a local hospital in New York requested that we set up a nursing program. It was a stirring request; it seemed that the program was needed. She promised me: "We have a strong lobbying organization. We can lobby the state legislature to get the money." She almost convinced me that she could get approval for the support. On the other hand, I thought, "in a few years she'll be gone, back at the hospital where she is working. The legislators who approve it will be gone, out of office. And then the institution is left holding the bag."

Special Problems

It is that balancing act between programs needed and budget support that over the long run is a particular problem for the management of a contemporary urban university. To function well we need both financial and moral support. Moral support for the contemporary urban university tends to be a very elusive

thing. It is good to have somebody in a place to provide it. I know from experiences at my own traditionally Black college, Clark College, what moral support is. The University of Chicago can go out and find this moral support, and so can Columbia University. But in the contemporary urban university we are under pressure. We are under stress sometimes to find our moral support. We're a long way from the time when the contemporary urban university is the favorite child of any legislator. And I'm looking for it. I am at work building a constituency of legislators for my institution in Minnesota. That's a conscious effort on my part. We would like to be a favorite child, but we can never be sure. Instead, we are left to depend on citizens' support, hoping to have a few who can build up an emotional charge at the right time and campaign for our continued existence, and budget support.

Assume we have both financial and moral support. There are pressures for us to be cost-effective, prudent, accountable and all the good words that suggest we are sound financial managers. I accept that, as a president, and strive to achieve all that is implied by words like "accountable," "cost effective," "not being wasteful," and so forth. However, we in the contemporary urban universities should not promise that we can do our job cheaply. We are trying to make up for years of community rejection and denial of opportunities for many of the students we serve. In a short run of time, we are trying to make the high school dropout employable; restore a sense of dignity to a community, and to remedy other problems that our country has ignored and let accumulate.

We are trying to deal with problems that, I would say, hurry or hasten the decay of cities. This job will require resources; it cannot be done cheaply. Open admissions is expensive; we should have expected it to be expensive. From my years of beating the urban street, and from my efforts to provide a non-threatening environment to people within institutions, I would caution those of us in contemporary urban institutions about promising that we can be an inexpensive operation and be effective at the same time. We just can't do it. I think this is one issue that we're going to have to be out front with our supporters.

Impacts

Although the institutions I am calling contemporary haven't existed for long periods of time they have made a contribution to higher education. I believe we

have made an impact on all of our education through experimentation. We had to experiment in a fishbowl. We have often not gotten the credit for the glimpses of good results that have been achieved. But other more traditional institutions have picked up on these results and have started using them.

We have often been leaders in trends; we have forewarned other institutions of what they must do or how they must prepare to deal with change in the future.

At Metropolitan State University, we have an adult student clientele. We accept upper-division students and we accept graduates of the two-year institutions. We have no permanent campus. We have a small, permanent faculty. We depend primarily on a community faculty. We advocate life-long learning. We grant credit for life experience without apologizing for it. We think we have a good process for evaluating life experience for credit. We have, in essence, open admissions. We have many links with industries and we are seeking more. It seems as though we are breaking all the rules. It is rough being out there responding to change and being out in front. But I do think we are making a contribution to all of higher education.

Future

What is the future for the contemporary urban institution? Anytime we look to the future, there is a temptation to describe it in summary words. I want to describe it with such words as "bright," "bleak," "rosy," "hopeless." But I can't use any of these words to accurately describe my feelings or my projections for the contemporary urban institutions. I would use one word with confidence, and that is "essential." I think the contemporary urban institution, maybe in some other form or maybe in the same form as we see it today, is essential if there is ever going to be a true democracy in this country.

Though we say we are essential for the future of this country, I think we will remain not well understood. And let's not worry about that. We will never be able to be rigid institutions; we are going to have to remain flexible and flow with change. I doubt if we will ever be comfortable or at ease enough to say that we are thriving. For every success, there will be a few appearances of failure. So you are never quite sure that you are thriving. We were born to break rules on behalf of the people we serve. The message I get from legislators and other supporters is:

"We don't scold you for breaking rules. We won't even criticize you. But we won't defend you either, if you fail. We'll take the credit if you succeed." This puts pressure on the management of these contemporary urban institutions right away. Contemporary urban institutions are charged with the responsibility to rock the boat, if necessary, on behalf of the people for whom higher educational opportunities are not a reality.

In your efforts at Florida International University, I wish you well and encourage you to be of good cheer -- whatever problems you may encounter. Having worked in two very urban universities, and looking at the age of this institution, the challenge I'll leave with you is that the only thing that is new is the history you don't know. You've heard that quote before, and you can be sure that contemporary urban universities make history fast.

THE FUTURE OF THE AMERICAN UNIVERSITY

by Clifford C. Nelson

(prepared for publication from transcript of original presentation)

I used to be a professor, but now I'm reading some of the things I used to teach -- things about the moral and intellectual integrity of the university, and by that I mean colleges and universities, higher education. What I have to say, as I look around this audience and understand its composition, is going to sit heavy on the ear. Much of it will be, shall we say, proscriptive rather than prescriptive, what not to do rather than what to do.

And so, first of all, a word of comfort to all of you professionals here. There seems to be a malaise in higher education. In its extreme form, according to a professor at the University of Pittsburgh: "The academic community is a shooting, backbiting, double-crossing snakepit." That's a little extreme.

But, take consolation, my friends; you are not alone. Every profession is looked on these days with a bright and horrible eye. Thus, the word "doctor" is synonymous with malpractice, is it not? The word "lawyer" means overcharging for hackwork which is about 90% of the profession. Not everybody trusts "journalists" many of whom are as much interested in their rights as they are in their responsibilities, and often make a mountain out of a molehill. The word "businessman" we all know, means hanky-panky, under the table, behind the barn and so on. Army generals? Politicians? Good grief! The only profession, it sometimes seems to me, that's above suspicion is the oldest.

And so, with that in mind, let's look at the future. The Samaritans of Ancient Mesopotamia were able to predict the future. So hard did they work at it that they even believed it. A whole priestly caste gained a reputation by its ability to foretell events. They did this on the basis of close examination of the appearance and composition of sheep intestines. They felt them, looked at them, and so forth. They were seldom right, but never in doubt. Keep that in mind.

Fortunately, crackpot thinking does not dominate studies in higher education today. We do not go in for what I call "divination by entrails." Fortunately, most

of the stuff is in the hands of competent professionals who do not look into crystal balls, but look carefully at the past and carefully at present and future trends. Then they say what they think is going to happen. That's practicing foresight. And what they come up with for higher education is sober, indeed, and little source of comfort.

First, you know the toughest prospect we face is that, no matter how you look at it, college enrollments will probably decline. In 1984, the number of Americans aged 18-21 will be three-fourths of what it is today. That seems to be a fact, but facts seldom speak for themselves. When they do, they are seldom accepted; and when they are accepted, they are even less acted upon.

You might think, in view of the coming enrollment shrinkage, that colleges and universities might begin to make some long-range plans to meet the challenge, a sort of Plan B. Indeed, some of them are doing so. Others continue to follow Plan A, the present one. Some of them don't believe it can happen, or if it does, it will happen to others, not to them. They forget that if conditions change, and you don't change, then like the brontosaurus, you're on your way to extinction.

When enrollments go down, income goes down, and money troubles go up. Inflation, which hits all of us, hits higher education very badly. Colleges and universities have more difficulty, shall we say, than corporations who can pass the increases on to the public.

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The collegiate response to trouble varies. In some cases, it is to defer maintenance, what Richard Syate of Carnegie-Mellon calls "the apres moi le deluge" mentality. And he thinks it's a sin. In other cases, it is to increase the size of the classes or to get more part-time students. They forget that part-time students don't bring in as much money as full-time students; they will not make up for the slack. In general terms, it is difficult for colleges and universities to reduce expenses in proportion to the decline in enrollments.

But most colleges will continue to handle the money crunch pretty much as they're doing now. First, they will try to get new funds. But I have a feeling that

although the federal government will continue to put money out, they cannot be expected to ladle it out in ever larger doses.

In fact, as you know, research money has already decreased, and people like Derek Bock are beefing about it. One reason, of course, for the reduction you already know. It's Proposition 13. Another is that, as I have sensed it, the feds are getting a little sick of hearing the colleges say, in effect, "For God's sake give us the money and leave us alone. We know what to do with it." I have sympathy with that point of view. No one wants to be nagged by regulators.

But federal and state moods are changing. Keepers of the public till do not necessarily feel the way they once did. Ineptness or foot dragging in response to legitimate federal requests (such as accurate reporting) is perceived in Washington as whining against regulation -- so are ineptness or foot dragging in equal opportunity and affirmative action programs. I hate to be cynical, but I'm afraid we must all follow the golden rule of Arts and Science: "Whoever holds the gold makes the rules."

But colleges will step up federal efforts; they won't slack off. Efforts in the states will be stepped up. In the first place, education, as we all know, is the main business of the states. It's their largest single job. In education, they lead the nation both in policy-making and in giving money. In the second place, both public and private institutions have their state lobbyists, no matter what they're called. We can also expect that private colleges (largely ignored until now) will be out for a much larger share of the dollars.

That brings me to another college response to be expected, nay already seen. The approach is not just for a handout, but with an offer of service. It's sometimes called cozying up. In short, many of them are going to government, foundations, or business, finding out what is needed or wanted, and offering to deliver it. They offer such things as teaching on an army base, teaching free enterprise courses subsidized by corporations, and so on. They must be very careful, my friends because when they offer to sell themselves, if you'll excuse my saying so, they can be very easily accused of going whoring.

Is it right for institutions to take money from business or unions to install courses they don't necessarily want to offer, but are willing to offer because it prevents layoffs (especially for the young and energetic) or utilizes plant capacity. That kind of activity raises the question of what happens to the ability to control one's own house. It is a touchy ethical problem, especially when you have a lot of tenured faculty hanging around to whom you have made a commitment in good faith, if mistakenly. There is a great temptation to use available personnel for anything for which money is available, and not all have come out of those situations smelling like roses.

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Let us look at adult education or continuing education or life-long learning, as John Silks called it in one of those papers. I find it hard to believe that ingenuity can be strained much harder than in the invention of adult courses. President Sawhill gave his examples. I have one too.

Not too long ago the New York Times carried an eight-page ad for Beruit College, part of the City of New York's University system. It offered courses in "fencing for beginners," "hydroslimnastics" (we used to call it swimming), "art of belly dancing," and "assertiveness for men and women." In my neighborhood, in the old days, we used to call that plain old chutzpah. That leads me to observe that there is education, there is high education, higher and highest. There is also low, lower and lowest. Do these belong in higher education? I think not.

Another money question has to do with the funding of public and private colleges. As Steve Wright pointed out, from the beginning of public higher education, and for years thereafter, private colleges dominated in America. In 1950, 50% of student enrollment was in private colleges; in 1960, it was 41%. Now, however, 22% of student enrollment is in private colleges.

Student aid is vital to the life of private colleges; they live by tuition money. Almost 60% of their money for instruction comes from tuition and fees. If they don't get it, many will close, including, I suspect, most small, private, Black colleges, and some church-related colleges. They're the small ones with little or no endowment, without a well-to-do student body or rich graduates.

The private institutions want tuition funding for students. With the money crunch becoming even more severe, colleges will have to look to improve their efficiency and indeed, some of them are already doing so. They are making cost benefit studies, and some of them work. They try to improve management systems. But this will be tough to do because many of them have already removed a lot of their administrative deadwood.

However, not everything done in the name of efficiency is worthy. Innovations for efficiency have certainly made the degrees less expensive in money, time and effort, but they have not necessarily improved the quality of the degrees. Thus, colleges and universities, unless they want to go downhill and cheapen their degrees, will have to do something about certain practices which I consider questionable such as (and I'm sorry to disagree with one of my fellow panelists) giving life-experience credit and shaving requirements. The best students, my friends, tend to keep away and will continue to do so.

To repeat, when dollars are short, institutions are likely to go into the market in an effort to improve efficiency. Like a business enterprise, they say, "Let's find out what is wanted and try to provide it." Many of them use gimmicks that were unthinkable a generation ago. Some have even hired public relations firms - at 50% of the tuition to get bodies to fill seats - without caring where the bodies come from.

You've heard this one , haven't you? It's notorious all over the United States and, unfortunately, comes from my own backyard in Connecticut. Mitchel College had an agent to produce 42 Iranians to come to study English. Lovely! But no one bothered to tell them that Mitchel was a two-year college, and how do you go back to Iran without a four-year degree. This is out and out misrepresentation.

Fortunately, only two percent of the enrollment in higher education is from abroad, and this stain upon the record will probably not cause a wholesale leave-taking of foreign students. If it does, it will probably not cut appreciatively into our enrollment figures. But, in the eyes of foreign beholders, it certainly brings no glory to American colleges and universities.

One way to change, of course, is to introduce new programs; it's done all the time. But they're not generally replacements. They are additions. You are in Liberal Arts, so you add Business. You are a men's college, so you admit women. You are religious; you go secular. You are secular; you add morals and ethics. This is something new, but really it is hard for me to criticize it. I cannot. Because I, you, we (as well as they) know so little about productivity in education. Besides, you know, some of these things are actually working.

Nevertheless, we should watch the market place very carefully, for generally a large increase in consumers is a sign of natural weakness, even hysteria. Quality is often in question, and morale goes down. Not everywhere is consumerism a questionable practice for the future, but a practice to be questioned in the name of integrity and of quality. Let it be said right here, however, that this is not true of the majority of universities and colleges, but of enough of them. And, as we know, a few bad apples can make the whole lot look bad.

Most of the troubled ones are scrounging for money; some of them go quietly out of business. There have been about 12 closings annually during the past ten years. Some universities and colleges become desperate and do desperate things in the market. In competition some institutions will be radically altered. Others will join their late, lamented companion institutions in involuntary deaths, and perhaps they should, as not being fit to be called higher education. They will die from regret. Others will close their doors quietly and cease operations voluntarily. They feel they cannot make it, and prefer to die with dignity rather than become a caricature of their former selves.

The latest to come to mind is a lovely little old (more than a hundred years old) women's college in Pennsylvania called Wilson College. They just could not make it. They said, "Let us close;" and they will close. They're starting a foundation, giving their endowment and most of the money to be raised by selling their plant, to the higher education of women.

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Our colleges and universities will have to face another form of relationship in the future, the special interest groups. From the very beginning, we've always had

outside influences on higher education, clergy and teachers, to name just two. Business, government, the professions, the para-professions, vocational interests, public interest, and the like have increased the number of special interest groups with the passing years. Each and every one of them will continue to put pressure on higher education. That's the way of the world and may even be the wave of the future.

Higher education has to recognize reality and deal with special groups without letting them dictate to the point where institutional autonomy is jeopardized and integrity is questioned. You shake hands and talk across the table, but not in bed together, with the special interest groups setting all the rules and making all the moves. The more an outside group is allowed to impose its ideas on the university, the more the university weakens its authority.

"Passive" is the word I hear more often than I like. One of the most vexing pressure problems, a strong challenge to integrity, is specialized accreditation. We have in this country about 1,800 engineering programs. Dentistry has more than 1,200, nursing about 1,000 programs. Every group likes to review to its own satisfaction what is being taught. And, if listened to, these groups can chip away at general education in favor of their speciality.

If they are cowardly, the colleges and universities will find this sort of thing hard to resist. If they are not careful, they may even have admissions taken out of their hands. The university will be suspect, if it buckles under to every request directed at it by the so-called gatekeepers, those who control the placement in the business of special interest groups. In general, every special interest group will have as its driving force the interest of the group, not that of the university or of the public.

There can also be a question of divided loyalty. Take the professional schools, the law professions, for example. Is a professor of law to follow the principles of the Association of American Law Schools or of the Committee on Legal Education of the American Bar Association? Is he responsible to his university or to his profession? Carried to an extreme, this can, and will, have an effect on students. Pre-professional students always keep their eyes on their

futures; they want to be successful. To whom will they listen? The practitioner or the professor? And what does it do to integrity?

Our Arden House held an American Assembly on this subject a few weeks ago. The final report said, "Specialized licensing boards and professional organizations have an important role in helping to determine proficiency levels for professional certification. However, attempts by such groups to prescribe admissions policy, curricula and cost content, institutional structure, or faculty salaries must be resisted." Occasionally, I'm sorry to say, some of the trouble originates inside the university, where a crafty dean (who in order to get what he wants) goes through the association. That's a question of integrity.

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There are the faculty unions to consider. To whom do faculty members owe an allegiance when the money question arises? To the college or the union? Should professors protected by unions be allowed to take part in managerial decisions? This question will have to be settled. Yet, who should basically decide which educational programs should be offered if not the faculty? To deny in a public institution, the right to bargain - a right enjoyed by other public employees - is also questionable. This difficult question also must be settled.

According to Richard Syate, President of Carnegie-Mellon University, a private institution, the union stands for pay raises that have nothing to do with competence and achievement, but for across the board increases regardless of performance. One would therefore expect, he says, that mediocre teachers are in the vanguard of unionism. Under unions, says Syate, faculty lose their incentive; they reduce their work just as they do under tenure. In general, he concludes, the union, when it is successful, weakens the loyalties to the total organization.

Roy Litglider, on the other hand, who wrote a part of our background from Rutgers, the State University of New Jersey, says the problems with unions may have been overstated. Unions have not yet wreaked havoc; collective bargaining is limited chiefly to compensation issues. Faculty discover that their real adversary is not the administration, but the trustees, and the state legislature. He is not surprised to see unions cooperating with administrators.

In its statement, the American Assembly was against unions, but the language was not blunt, not perjorative, and it omitted the money question. Because unionization, says the report, is frequently destructive of the collegiate and academic standards essential to institutional integrity, faculties should, wherever possible, direct their efforts toward achieving effective participation in institutional governments by other means. That could have been weasling, but it was the best they could do.

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Now what about students, apart from those in adult education? I have talked about using students as consumers, giving them what they want. But first find them. That results in so-called relevant courses where, as one of our writers has said, relevance exacts an exorbitant price from content. You can name your courses, and so on, until they veer toward vocationalism, and call it liberal education.

One of the latest gimmicks in finding students is to open a campus miles away, hundreds of miles away, even a thousand miles away. In 1978, for example, college courses were being offered in Seattle by Southern Illinois University, the University of Southern California, the United States International University of California, Jockman College of California, Antioch University, Columbia College of Missouri, and Golden Gate University of California. Many people are skeptical of academic quality, particularly over the long run. I am one of the skeptics, and yet public and private colleges are still planning new branch campuses that probably won't be needed a few years from now.

One difficult question is what, in fact, do the students want, and is what they want what they really need? Too often, we think they don't know, or that what they want is easy stuff. We can be fooled. At Yale recently, they asked the entering class to pre-register. Almost the entire class signed up for Freshman Composition, though it was not required. In the future, the new and the easy are not going to get the best students. They will want highest, not just higher.

One thing that I could wish for in the future (but I think we've simply gone too far) is that students not be treated as commodities, as things. I've got two

whole lovely damning paragraphs about athletes, but you know all about that. We have sports spectacles, and sports spectacles will go on as long as they can pay for themselves (which they can). They'll be rationalized, even treated as sacred in legislative chambers and alumni meetings forever and forever. Amen.

But students are also commodities when they are bought for their brains as well as for their bodies. One college president maintained that merit scholarships without regard for need are little more than a blatant attempt to purchase student services. Faculty who object to the purchase of brawn, object far less to the purchase of brains. Alumni want many teams and faculty want scholars; both are appeased by buying more of what they would like.

Is there nothing to be said of student responsibilities and integrity? As far as I'm concerned, students have the right, nay the duty, to complain or quit over anything that reduces the quality of their education. If the college catalogue has been a glorified come-on, lacking in clarity and candor, they should register their views. If they think the institution is academically faulty, they should say so. Their views on curriculum, up to a point, should be entertained. Bad food, bad housing should be heard about. However, their job is to study for a degree, and they should not try to run the university. Brilliant though they may be, they should take no part in decision-making when they have no responsibility for putting that decision into practice and living with its consequences.

In medieval times, in Belonia I believe, students had the right to beat the teacher. It's true. By contract. But only if he wasn't teaching what he said he would teach. Any American institution that lets its students run it is doomed to become second rate. I'm sorry; I'll pass up our Arden House recommendations.

If none of what I have said applies to any institution represented here, I can only say how fortunate you are. And if it's true, I would only add the words of Benjamin Franklin: "To be proud of one's virtue, is to poison one's self with the antidote."

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What about the future? My predictions are -- do you want me to stop? -- put forth with those words in mind. You can't extrapolate a curve; I hate that word, but it's true. Just as you think you follow it, it goes in another direction. But if what I've observed these last few years has produced in higher education anything new, then what I see is not terribly bright. The financial crisis has made survival and survival tactics paramount to the basic objectives by which many institutions came to life. The continued economic pressure will create more antagonisms. There will be antagonisms within institutions -- adversarial relationships, fuss, tenured against non-tenured, senate (if you've got one) versus administration, everybody against the administration, unions against trustees.

Just let's take one of these -- tenured against non-tenured. To the public looking at colleges, tenure has become a job security device for the competent as well as the incompetent. I'll tell you a little story. Howard Shanic, the head of the Music Department at Columbia University, gave a talk about his department. During the question period, he was asked, "You had Bela Bartok here in your Music Department. Why didn't you keep him?" Shanic said, "No room for him -- tenure. It was blocked. Beethoven himself could not get tenure in the Columbia University Music Department. And why not? Because, as we know, and we sometimes say behind the door, (1) nobody would have liked him, that's one good thing; and (2) a lot of them would have felt him a threat." Tenure has caused, and I hope will not cause much longer, unsightly internecine warfare.

Let's take another internal antagonism that must be settled. As our Arden House report said, many people fear that affirmative action is only a promisory note with no appreciable advance for minorities and women within the academy itself. If not settled (and it won't go away) we will have another blot on the record. I will pass up my statistics which show that things are getting brighter for both women and for Blacks, but that there is still a long, long way to go. Statistics show, as a matter of fact, that if you look at college enrollment figures, half of those currently enrolled (in the United States) are women. In fact, in one Ivy League university last fall, the freshman class was 51% women. You watch that change.

I see antagonisms between colleges fighting over the bucks, especially the public colleges versus the private. They're fighting now over student aid. Some of

these national associations, these loose affiliations of colleges and universities, are having their troubles, I'm told. One example of the breakdown is the formation of a new organization, the Association of Independent Colleges and Universities. It's sad. The competition will have to be settled because it is causing ill feeling and bitterness. It is a spectacle that will make higher education look bad in the eyes of the public, and cause disillusionment. That can make the financial wellspring dry up even more. What is missing, in the states particularly, is a way for the public and the private colleges to get together.

I will sum it up. Lloyd Elliot, President of George Washington University, put it very well in his chapter of our book. "It is no longer to be taken for granted that each college and university stands for the highest level of integrity." Our Arden House report said there are many reasons why we should act promptly. In the first place, professors often act as critics of a society which grants substantial protection for this function. Such criticism will be ill received if the professor's own house is in intellectual and moral disarray. While instances of irresponsible behavior may be exceptional, the irresponsibilities of the few tarnish the good name of all. Persistent irregularities may lead to yet greater abuses. Inaction from within will trigger greater control by public authorities.

Finally, I began by saying the future could not be proved. However, I think that by intelligent hindsight and foresight we can make two reasonable observations. The first is that events will not come out all right if we merely sit by and let them happen. We can be ruined by cast iron maxims and unvarying routine. The second general truth which I accept is that things may indeed come out all right if we keep working at them. I like the FIU motto: "The only thing you can change is the future." And if we don't, then we'll have to agree with Shakespeare when he said, "The fault, dear Brutus, lies not in the stars but in ourselves that we are underlings."

THE PAST PRESENT AND FUTURE OF THE AMERICAN UNIVERSITY

Agenda for Invitational Assembly Group Discussion

There are many issues facing this Contemporary American University. To critical observers this historical moment may well be a turning point in terms of the definition of the American University. Consider the questions below in terms of the future of the American University.

1. Have institutions accurately defined what they mean by the undergraduate curriculum? Is vocationalism destroying the liberal arts? Do institutions have the appropriate academic organization to provide undergraduate education? Do they recruit and reward the most qualified teachers? What needs to be done? What learning experiences and research do colleges and universities provide which are not normally available elsewhere?

2. Consider the needs, attitudes, and the general state of "studentness" in both the Nation and the State of Florida today. Do you feel the future of the American University lies in bringing students and society together or by encouraging students to challenge society. Will students of the future lead the Universities or will they be led by them?

3. Based upon the upheavals of the 1960's and the responses of the 1970's what is unique about the students of the 1970's? Have some colleges and universities subverted the educational function of examinations, grades, credits, and degrees? What should be done?

4. What do faculty mean when they assert that teaching is a profession? Are they fulfilling professional obligations? If not, what is required? Is the tenure system failing? How? What should be done?

Invitational Assembly Group Discussion
FIU Symposium

"THE PAST, PRESENT AND FUTURE OF THE AMERICAN UNIVERSITY"

April 24, 1979

Report of Discussion Group 1

CHAIRPERSON: Steve Altman
RAPPORTEUR: Donna Nicol

OVERVIEW

Although opinions during the discussion were diverse and the discussion itself sometimes meandered, the primary direction of the commentary was the integration of the two basic views of the goals of the university: (1) to provide an elite group of graduates with a broad, high-quality general education, and, (2) to meet the specific cultural and vocational needs of many members of the supporting community. That these two goals are essential and that their integration is basic to planning the future of the American university were-virtually assumed; however, views as to the weight each deserved, as well as approaches for implementation, varied greatly. Interestingly, the most vociferous proponent of "quality," "standards," and tertiary education as an "elitist" function represented one of the most vocationally oriented disciplines in today's university. In fact, if there was a "sense" of the group, in the clear absence of a consensus, it probably can best be characterized by that same framework of providing a "classic" education within the context of a vocationally oriented degree. There was also general agreement that this is the direction in which higher education is currently moving.

In addition, there was substantial discussion of what were considered to be "matters of reality," such as the widespread lack of basic skills, and, at the same

time, the proliferation of grade inflation. Overall, the group also agreed that tenure is a necessary tool, but that its application is inconsistent.

DISCUSSION

In defining varying aspects of the function of the American university, the following lists emerged as characteristics of the two primary poles:

Classic	Urban, Contemporary
elitist	democratic
liberal or general education	vocational education
high standards of tradition	student skills set standards
educational autonomy	innovation
social leadership	economic and political pressures
	community needs

While the group tacitly agreed that the challenge was to integrate the two, comments ranged from "an educational system is a reflection of the needs of a culture . . . the American ideology . . . democracy means education . . . cannot close its doors" to a flat statement that "tertiary education is an elitist system."

Although there was no suggestion for a more selective entry system, a solution offered in several ways suggested an "open door at the bottom and a closed door at the top." Everyone agreed that standards for graduation should be high and that the integrity of the degree should be maintained; few believed that to be the general case today. One participant accused today's system of frequently "giving college level credit for remedial work." Another called student lack of basic skills a "practical matter you have to deal with." The group basically outlined three possible approaches to dealing with the problem, including: (1) place a student in an academic "limbo" until he reaches a satisfactory performance level; (2) give credit for a nominal course which has been scaled down to the basic skills level of the students; (3) offer remedial courses as an option, but maintain the integrity of the course material and grading structure. The last option was best received by

the group, but with strong insistence that both funding and staffing resources be drawn from outside of and in addition to those of the upper-division.

Viewpoints on the place of vocationalism in education covered the spectrum. One held: "Vocationalism is a problem caused by a culture. The real American culture is consumption so that if it's not a viable, economic force, it isn't in a university." Another tempered the discussion with "Historically, colleges have always been vocationally oriented at the beginning . . . they gain support based on their track record, then innovation becomes possible."

The consensus, however, was that the disciplines and methodologies inherent in a general or liberal arts education are not only necessary to a university education, but also that the pendulum has already begun to swing in that direction and away from the narrow vocational "relevance" popular in the late 1960s. It was also strongly pointed out that a "liberal education" does not necessarily mean a liberal arts degree, but that all education includes such basics as problem analysis, proposition validation and formal communication. The key to quality education, however, was felt to be quality faculty.

One participant suggested that the standard progression in tertiary education from general to specific may not only be outdated, but backwards as well. He proposed that non-traditional specific education be offered during undergraduate work and that broad general education be provided progressively at the masters and Ph.D. levels.

In line with the move back to more general education, participants also saw and generally approved a move away from innovation and back to more traditional teaching methods. They did, however, express concern that a balance be achieved between the two.

There was in the group a sense of great economic, social and political pressure being exerted on education in general and the university in particular, which members of the group felt constricting. Several expressed a belief that the university was "too much affected by its environment," and had, at the same time, "too little sense of itself." With regard to FIU specifically, many felt that the

university had a strong enough position with the State Legislature to provide the leadership necessary to its own best interests.

"FIU," it was said, "must address its own distinctive mission."

There was also concern about the threat posed by more politically sophisticated students, as well as the educator insecurity evidenced by grade inflation. Several participants agreed that educators needed reassurance regarding student evaluations.

Problems and pressures aside, however, there was no disagreement as to whether teaching is a profession. The positive response included some differentiation between those who are professional in their disciplines first and also teachers, and those who are primarily teachers. Most believed that a university should include both and that both are professionals.

Although the word "tenure" was thought to be troublesome, and alternatives such as "due process," and "five year review periods" were discussed, the concept was strongly approved. It was felt to be necessary in protecting minority viewpoints, especially against those in the community who do not understand the concept of a university. Problems in competency, accountability, productivity and efficiency were recognized, but not believed to override the need for tenure, which one group member called "absolute."

Invitational Assembly Group Discussion
FIU Symposium

"THE PAST, PRESENT AND FUTURE OF THE AMERICAN UNIVERSITY"

April 24, 1979

Report of Discussion Group 2

CHAIRPERSON: Betty Morrow
RAPPORTEUR: Frank Soler

Many challenging concepts surfaced during the two-hour discussion we conducted on "The Future of the American University"--some of them so challenging that many of us in Group Three wondered whether the university system, as constituted today, would have the capabilities to survive in the future.

Our group did not take each of the questions posed individually or in any particular order, for most, if not all, felt that the way the questions were phrased was confusing and misleading. Some had very definite difficulties understanding the meaning of one or another question. Others felt that the questions were not well promulgated.

Because of that reason, primarily, our discussion was patterned after meetings in which ideas flow freely. "Stream of consciousness" might be the most fitting term we could apply.

The majority in our group felt that institutions had failed to accurately define what they meant by undergraduate curriculum. The specific programs are well-defined, we felt, but the curricula themselves are not. We concurred that some specific programs were so well defined that we were churning out students without really explaining to them the potential application in the real world of what they had learned. Some opined that much of what the students learned did not really prepare them for the intense competition after leaving school.

The question of the capability to learn languages in school was brought up. Some felt intense rigidity within certain programs prevented students from having access to courses that would teach them a second language, which in South Florida at least might very well affect the capability of a graduating student to find appropriate employment.

This line of thought led us to discuss how some courses are set according to whether the students themselves want or don't want to learn a second language.

A conclusion was that the institutions have generally failed to provide a proper program for students to cope with the multi-cultural society of South Florida's future.

Moving away from the language issue, we found that the institutions themselves had not reached a consensus of what they should be providing individual students. Frequently, we allow the curriculum to be determined by outside groups who exert influence of one kind or another on the schools.

The curriculum, we felt, should be similar to a "Great Books" approach in order to avoid producing very narrow-minded graduates who eventually become very narrow-minded professionals who cannot function in an ever-shrinking world.

The question was raised whether universities were educating students in the past or for the future. There was no overwhelming agreement on this point (as, in fact, there was no overwhelming agreement on a number of other points). However, many in our group felt that frequently education became too hung up in teaching the past for the sake of teaching the past rather than teaching the past for the sake of enabling the student to apply the lessons of the past to his role in society in the future.

The point was made that we in South Florida have the unique and enviable situation of being the crossroads of many cultures--and the minds of individuals from many cultures can be cultivated here to eventually produce Nobel laureates just as other areas of the nation and the world produce Nobel laureates at this point.

We all concurred that the Vocational vis-a-vis Liberal Arts terminology has been thoroughly missused. Some of the most rigid programs at FIU itself are defined as "liberal" arts, we felt.

We all concurred that Vocational and Liberal are not necessarily antagonistic terms. We can achieve positive goals through both. Frequently, they complement each other.

Because of the vagueness of the question, we felt that the b section of Question One was "loaded." Therefore, we could not agree or disagree. What is vocational? If vocationalism is employability, then vocationalism has a very definite place in the school system.

An agreement was made to the effect that part of the responsibility of the school is to show students how a course on Medieval Architecture, for example, can help enhance his future life, even if by providing him nothing else than the knowledge to develop a hobby along medieval architectural lines.

A parallel was made between a child who doesn't know any better and a student who doesn't know any better. The student may wish to study whatever comes easiest, which may not help him cope with the world in later years. It's the responsibility of educators not only to open doors to the marketplace for the student, but also to open doors that the student didn't even know existed.

The lack of flexibility in scheduling courses at FIU was cited as a crucial problem in relation to electives. This led to the conclusion that we may have the appropriate organization to provide undergraduate education, but, alas, may not be using it.

Some people felt we try to be all things to all people. We try to schedule courses at all hours for all tastes. In effect, we promise things that we cannot possibly fulfill. Some in the group blamed those members of the faculty who refuse to teach evening courses. Others said the problem lay not only with those teachers, but also with a tremendous lack of space--physical space, that is.

We all concluded that we needed to be more realistic about what is offered students. Education, we felt, should be perceived as something, in the words of one of the members of our group, for which we have to make sacrifices. We should not provide everything on a silver platter to the student, promise him that four years from now he'll walk out of school with a degree after making a minimum of effort, because that is misleading.

One of the group cited a figure that surprised just about everyone in the group: around 70 percent of all student enrolling in Miami-Dade North cannot function at a competency level. They cannot read well nor write well. This points out that there is a tremendous need to focus better on the resources that Miami-Dade Community College and Florida International University have and to coordinate efforts rather than duplicate them.

Most of us agreed that what is occurring in the field of education at the state level is a disgrace, especially in regards to tendencies that tend to relegate South Florida to a back seat. For example, there are no doctoral programs in South Florida while Florida State University and the University of Florida share 120 doctoral programs between them. The wind concerning this may be beginning to change as a result of the election of a governor from South Florida, who may be more responsive to South Florida's educational needs than others have been in the past.

One of our team members argued that such an attitude is one that prevails in relations between rural and urban universities. The rural universities look down their noses at us, he said. He argued that such an attitude -- the rural schools can offer much more than the urban schools in what traditionally has been associated as university atmosphere -- must not be allowed to divert urban schools from their track, which is a correct one.

While the situation may be beginning to change, much remains to be done. Distribution of state funds for schooling is done illogically at this point. Teachers in the group complained that they couldn't even perform such simple tasks as cataloguing books and records because they didn't have the staff required. So books and records were acquired and they simply piled up in some corner of some room, gathering dust.

Concerning teacher pay, the consensus was that "We're not the flagship. We're the tugboat." Just about everyone concurred that teachers in the area are woefully underpaid. The ultra-special teachers will leave the area because of the low pay. No matter how much one seeks to stay here, eventually he or she may have to move elsewhere.

Teachers have got to be taken seriously in this area. Or else, the potential for creating quality education for all in the future multicultural society will be lost.

The group said the responsibility for resolving these problems lies naturally with the administrators, who have to be politicians, lobbyists in order to be able to obtain the proper funding.

Most in our group felt that the tenure system was failing because it was a political system. In the very least, it's ineffective. The option to it would be more meaningful rewards for the teachers.

There were some legitimate reasons for the tenure system in the past. But in today's educational world, tenure doesn't foster dynamism, and that's a crucial concept we need to have. Why should teachers have this protection when no other profession has it, someone asked. Nobody could rebut that. No one tried. Education should take another look at itself in the question of tenure and do away with outmoded paternalism for the sake of revitalizing teaching.

Invitational Assembly Group Discussion
FIU Symposium

"THE PAST, PRESENT AND FUTURE OF THE AMERICAN UNIVERSITY"

April 24, 1979

Report of Discussion Group 3

CHAIRPERSON: Henry B. Thomas
RAPPORTEUR: Sylvan Meyer

Discussion related to the basic issue concerning the University's role as provider of skills for the job market vis-a-vis its role as a center of intellectuality; as a preparer of minds for living a fuller life.

Participants noted that although "we have sold education as a job and money producer" some academics are uncomfortable with an increasing vocational orientation perceived in the higher education process. The University is not a supplier of employees to business, one contended, adding that professional programs fill business needs and frequently those needs are defined by the clientele rather than the University. A question arises, the comment continued, whether universities can retain content not specifically oriented to jobs, especially since money sources may be directly tied to professional training function.

Early in the discussion the dichotomy held sway with one participant describing himself as a "closet classicist locked up in an urban school." As the discussion continued, however, polarization diminished. It was stated that this is "not a problem but an issue of continuing debate by which resolutions may be guided, and by which a balance in the directions of a given institution might be achieved."

Even within traditional courses (liberal arts), vocationalism may outweigh emphasis on humanities when students insist courses should provide useful content in the vocational world. It was the concensus that a dichotomy notwithstanding, all higher education courses need a strong element of academic content and intellectual insight. In the case of FIU itself, a participant said, a high level of commitment to academic excellence is essential combined with a local orientation rather than a general one. The University is here and needs a focus here, was the view.

In establishing standards, the source of dollars must be considered rather than a simple body count of students. This speaker said a degree is not worthwhile if its ingredients are not properly funded. This person did not object to competition within the university for dollars and/or students and espoused a survival of the fittest philosophy.

Considerable discussion centered on student-faculty attitudes. Now that the knowledge explosion, one said, makes general education more difficult (in terms of expanding content) to set minimum standards is a "bad word"; the expectations of good students must be built up and the student must be prepared to make a substantial investment in effort to achieve a quality education. Another: people returning to the University (the average FIU age is 30) bring improved commitment and attention. If their purposes intensify, decline in enrollment might not necessarily be bad for them or the University. Another: the faculty is not tough enough; the grading system lacks standards. Another: a faculty member cannot set standards without relation to the rest of the establishment.

External rather than internal forces also impinge on University directions, indeed, one contended that outside influences are the stronger.

..ith students of the 70's not revolutionaries, a change in the whole university attitude from that of the 60's could result. Indeed, one said, the University must now meet the new adult student rather than the adolescent formerly associated with college entrance. If the University is concerned ultimately with the quality of life, it will find more adult students interested in that goal. FIU's lifestyle, without dormitories and intense campus social life, may be more conducive to academic pursuits than otherwise. But a participant found students apathetic,

unwilling to push faculties and unwilling to engage in pure intellectual activities. These are part of the modern student's conditioning. Another supported that view by saying the "cult" of going to college -- that it is a social disgrace not to go -- is also declining. But, that person added, "If we dumped people on the market at the beginning of college age it would be an economic disaster." This would seem to make the university system a glorified baby sitter where young people pass time until they attain the maturity for a real world.

Students attitudes and capabilities (juniors who have never written a term paper) reflect poor teaching and relaxed standards, loosened entrance requirements, tenured professors (who are loafing in the classroom) and excessive professorial concentration on subject fields (and personal accomplishments therein) rather than being receptive to knowledge. Thus, the focus of a teacher's dedication -- to a field rather than to teaching -- joined the tenure debate.

One contended that university level teachers are specialists, self-selected to become teachers. Despite the need for university faculty to contribute to the whole body of knowledge in their fields, the concensus of the group was that (1) some teachers do teach well and (2) tenure has lost its original intent -- that of protecting academic freedom -- and in many cases perpetuates mediocrity. It was agreed that universities generally have poor personnel development systems, faculties are too tolerant of slack work by colleagues and administrators don't have the guts to handle the tenure process properly.

A consensus also supported the idea that there is a need to redefine tenure and find new systems, mechanisms that can protect freedom without locking incompetents into lifelong situations.

There was a concluding comment that teachers' unions will eventually bring about changes in tenure and that these changes will not jeopardize academic freedom.

Participation in the session was general and lively with most willing to carry the discussion further had there been time.

Invitational Assembly Group Discussion

FIU Symposium

"THE PAST, PRESENT AND FUTURE OF THE AMERICAN UNIVERSITY"

April 24, 1979

Report of Discussion Group 4

CHAIRPERSON: Anthony Maingot

RAPPORTEUR: Louis Salome

"If we were doctors or lawyers we probably wouldn't be here discussing whether or not we were a profession."

"I think students coming out of FIU are getting an inferior education. I wouldn't send my kids to FIU."

These statements reflect very well the heart of the discussion that took place in Group Four, chaired by Anthony P. Maingot. That discussion appropriately might be titled: "The Identity Crisis Facing The University Teacher Today." And its subtitle might be: "The Identity Crisis Facing Florida International University."

Most of the two-hour discussion illustrated the deep-seated uncertainties which university teachers have about their role today, and showed a serious concern about how the teacher and his profession are perceived by society. This identity crisis was expressed in frank, aggressive and often combative tones by many of the 18 participants in the group. The discussion at times became emotional, which showed the depth of the problem.

The crisis of confidence in the roles, goals and functions of the university teacher was evident from the outset and continued to the conclusion of the

discussion. So fundamental was the issue that some members of the group were not even sure how to label their work or their occupation. Others were unsure of the importance of their work, and, while trying to explain and define their work, also expressed concern about how their profession was perceived by others.

Even the age-old and very valid claim that teachers are dedicated--that they respond to a calling and a commitment--was ignored for a large part of the discussion as members of the group tried to define their roles. When that omission was brought up, most of the members responded with some indignation that the "calling" was so well understood within the group that no debate was necessary. Yet even that accepted foundation which gives the teaching profession at any level so much credibility was questioned by some. The group in general became very defensive at the mere suggestion that there might be some cracks in the foundation of dedication, calling and commitment which distinguishes the teaching profession from so many others.

Despite valiant attempts by the Chairperson to state a consensus, there really was none reached on the broad critical questions of defining the profession or resolving the identity crisis at FIU, although more progress was made toward resolving the latter than the former. While there were several conclusions reached on the broad issues discussed, it might be said that the only consensus was that there was no consensus. Or, as Dr. Clifford C. Nelson, president of the American Assembly of Columbia University, said at the end of a discussion: "The consensus is what I say it is."

With that caveat, it is appropriate to review the specifics of the discussion.

The agenda for discussion contained four questions. For these purposes the first three questions will be abbreviated as follows: Question One concerned the development of undergraduate curricula and the competing liberal arts and vocational curricula. Question Two concerned the condition and the role of students in the university. Question Three sought a comparison between the students of the 1970's and the 1960's, and asked whether colleges and universities have subverted the educational function of examinations, grades and degrees.

Question Four was: "What do faculty mean when they assert that (university) teaching is a profession? Are they fulfilling professional obligations? If not, what is required? Is the Tenure system failing? How? What should be done?"

One might presume the questions would be discussed in numerical order, beginning with Question One and ending with Question Four. Group Four, however, began with Question Four and spent one hour and a half of the two-hour period on various issues growing out of that discussion. Question Two was skipped altogether because of the lack of time, and Questions Three and One were not discussed at great length because of the time factor.

Beginning with Question Four seemed logical at the time. Discussing the teaching profession seemed like a good starting point for a discussion about the university system. Whether by design or not, however, it soon became clear that the question of "What do faculty mean when they assert that (university) teaching is a profession" was a fundamental one which few could answer satisfactorily. It became evident that Question Four opened the door to what was foremost in the minds of many in the group: the identity crisis within the profession, a condition which Chairperson Maingot later called a "malaise."

The discussion opened with a rather spirited repartee. That debate centered on the search for a word or phrase to describe or define the teacher's function. This narrow opening line of discussion was broadened by other members of the group, but the question remained one of defining the teacher's role, outlining what contributed to that definition and determining what led to society's perception of the teacher's role.

One participant said the challenge as he saw it was to be a "facilitator" in the classroom; to guide, direct and help his students learn, and not to thrust himself upon them as an authority figure dispensing the "word" which they must follow. This was further defined as the process of communicating the substance of what was being taught, and that this process of teaching and the subject content were equally important to maintain a balance. Later in the discussion, he said what to him at least characterized the identity crisis in the profession: He said he is often at a loss about what to write when asked his occupation. When filling out

applications which require that he list his occupation, he responded he uses a different term each time.

Another participant immediately took exception to the definition of a teacher as a "facilitator." He termed it a "buzz word" which reflected the difficulty people have communicating in the modern technological world. He said he wanted to be a teacher, not a "facilitator", but that neither a lecturer speaking ex cathedra nor a facilitator was an acceptable standard because both were extremes. As a teacher, he argued, he knows more than his students. "If indeed we are in a peer relationship, there's no reason for me to be there (in the classroom)," he said. Later, as the identity problem flowered within the group, it was stated, "The more equivocation there is regarding our state as professionals, the less feeling there is that we are professionals."

It should be noted parenthetically that there seemed to be more of an identity crisis among those who teach in the liberal arts than those teaching in the professions, although it was more a matter of degree than anything else. Those teaching in vocational fields seemed a bit more sure of their paths and goals. While this distinction did not emerge as a hard and fast rule, it was noticeable at times and deserves mention.

During this part of the discussion Dr. Clifford C. Nelson offered four traits of professionalism that must be present for anyone in any field to be called a professional. He said, 1. there must be an aptitude, a flair, a calling; 2. a highly rigorous training; 3. competence must be demonstrated repeatedly; 4. there must be devotion to one's work. These characteristics were not discussed much at the time, but came up later.

The debate shifted to the economic and social levels. One discussant said teachers work for the middle class--to make the middle class the upper class. As a profession, teaching is a route to get into the middle class. He observed that law and teaching were two professions open to him, while banking was not. In his view, teaching is a personal vehicle for upward economic and social mobility. Another participant said that most members of the faculty are only one generation removed from the lower class, and in an urban environment, which is served by FIU, a

greater diversity of teachers is needed to serve the variety of students who attend the university.

A participant sociologist who throughout expressed a philosophical and idealistic view of the profession and the educational process, agreed that sociologically speaking the upward mobility of teachers could not be denied. But, he added, knowledge is a "supra class phenomenon" which is not class bound. Knowledge can be pursued, acquired and transmitted in an objective way that is free of class lines.

The group attempted to isolate the characteristics of the teaching profession from other professions, bringing into sharper focus those characteristics. Certain professions have a dignity, an aura, a mystery, and most people when asked to list some professions, would start with law and medicine, not teaching. When the Chair pointed out that teaching is a revered profession in many places, and then wondered whether that status had been eroded in this country, a respondent stated that the status of the teaching profession has, indeed, slipped, but that this was not due to income or economic factors.

Power, dignity and honor often get in the way of teachers doing their job, said one observer. But, he added, teachers do lack status, do not get paid enough and don't control their own destinies. He said teachers often abdicate control of their destiny to "administrative facilitators", a reference that drew considerable laughter. Seizing on the economic issue, another said the issue was being debated because we live in a very materialistic society. "We would be a whole lot more professional if we made $175,000." she said. It was agreed a higher income would elevate the self-image of teachers and society's image of the profession, but it was also noted that members of religious orders are held in high esteem and their income or lack of it is no factor. The group then split between those who felt salary was critical to self-esteem and society's perception of the profession, and those who felt it was not the key issue.

Trenchant observation was made that geography had a great deal to do with the existence, or lack of same, of an identity crisis among teachers. There might be an identity crisis at a university in Cleveland or Cincinnati--both urban locations--but probably not at agriculturally-oriented Mississippi State University,

where the professors, the students and the community were secure in the knowledge of their roles and goals. There seemed to be an understanding of this point: That the complexities of teaching diverse students in a complex urban setting created a rather unique problem for teachers and for the university. The identity crisis for teachers may very well be more acute in urban universities, and it might be even more exacerbated in newer urban universities, such as FIU, which are struggling to define their missions.

It may very well be that the identity problems of teachers are linked inevitably to FIU's own uncertain identity, which is aggravated by its two-year status, its urban mission, its youth and its historic unstable administrative condition. Perhaps, as one participant suggested, a discussion such as this will not take place 15 years from now.

After some criticism of tenure at FIU, the Chair attempted to summarize the 90-minute discussion. He sought a consensus that there was a strong commitment, a calling and a dedication as suggested earlier by Dr. Nelson. He said the shifting system of sanctions and rewards within the profession was in a state of flux. Because society was in a state of flux, so is the profession which cannot be separated from society.

It was pointed out, however, that the commitment, calling and dedication were not a great part of the discussion. This observation prompted a strong, very defensive reaction by several participants who said such dedication was understood by the group and needed no great discussion. One then gave a strong sometimes eloquent defense of that commitment in the profession. There was, however, some expression of dissatisfaction which reflected an ambivalence that, while risking the possibility of being too harsh, might be translated for some into a love/hate relationship. This phase of the discussion concluded with the words, "I love it but I'm not happy."

Once again the Chair attempted a summary, which more accurately reflected the debate. "Don't interpret malaise as dissatisfaction he said, because that malaise is actually necessary in a university for creativity to flourish. The calling is still very strong. The expression of malaise tends to fit in the general expression

of the society. At FIU this is further exaggerated by the youth of the faculty and the shifting criteria which shifting administrations have brought to bear."

On the issue of tenure, which was part of Question Four, the general feeling was that it was failing because at FIU tenure was linked to publishing which punished good teachers. Unchecked, this linkage between publishing and tenure would lead to the loss of good students and a failure to attract new ones.

The comment was made that FIU was "moving toward absolute insanity" by rewarding only those who publish with tenure. The system, it was argued, must be revised to carry out the prime mission of a university, which is to teach and educate students; "Tenure equates to publishing and to seniority in a labor shop, and that is a distressing sign." Tenure is a two-way street and non-professionals should not have the right to set standards--teachers, must reassert themselves.

The discussion of Question Three was brief, but several points were made clearly and definitively. "Some colleges and universities have subverted the educational function of examinations, grades, credits and degrees." No one quarreled with that view. It was pointed out that students today demand something for their education dollar--they want results from their education--and this positive note was an outgrowth of the consumer movement.

Still seeking a consensus, the Chair summarized the discussion of Question Three, to the accompaniment of some laughter and a smile of his own, in the following way: "We are in favor of maintaining the highest standards of the profession. The profession requires that it set its own standards. The community should not dictate what the profession will do." No one quarreled with that.

After skipping Question Two, the group turned to Question One where the difficulty of defining FIU's role came into sharper focus. The debate concerned vocationalism and the liberal arts, FIU's future, and the uncertain role of teachers at the university.

One faculty member said upper-division courses at FIU often are treated as introductory courses, diluting upper division work. This prompted a colleague to

say that unless FIU becomes a four-year university it is doomed. He said the faculty has been "remiss" in not establishing a "coherent and comprehensive curriculum. I think students coming out of FIU are getting an inferior education." Outside their majors, where studies are solid there is no order, no structure, no direction to the curriculum. He said the faculty must reassert control over the curriculum.

The faculty's failure to control the curriculum raised the confidence and identity issue all over again. The following summary was offered: "The calling, the commitment is there. The self-confidence is lacking." There was too much doubt to develop the curriculum, so that task was relegated to professional administrators, and that was unsatisfactory. Teachers "need a sense of self-confidence, a reassessment of professional identity in keeping with the levels of commitment we have." Support came from a colleague who said the faculty had abrogated its duties to some kind of "administrative persona, aura or fog."

After the summary, a minority view was offered. The summary about the curriculum failure of the faculty was described as a "liberal arts conclusion." In the professions, it was argued, the faculties and curricula had reacted to student needs. Accepting this point a participant added, that there has been a certain amount of erosion of self-confidence within professional faculty ranks.

Reflecting the traditional view of the American university, liberal arts and vocational education appear to complement each other. Vocational education has a mission in a technological and progressive society, but abstract ideas are valuable for a university in terms of transmitting certain universal values for a culture and a civilization.

In conclusion, it would be my observation that the identity problems facing FIU and its teachers will be overcome only after they are addressed seriously and directly by the faculty and administration of the university. Without such a free and open expression, it would be much more difficult, perhaps impossible, to deal effectively with these two major issues. To that end the Group Four discussion should play an important role.

SYMPOSIUM V

THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

The International Dimension of FIU

by Maurice Harari

Assistant Executive Director

The American Association of State Colleges

and Universities

Conceiving the Educational Future

by Dean E. McHenry

Chancellor Emeritus

University of California-Santa Cruz

The Future of Florida International University

by Gregory B. Wolfe

President, Florida International University

SYMPOSIUM #5
THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

The opening session of the final symposium in this series featured presentations by Dr. Maurice Harari, Dr. Dean E. McHenry and Dr. Gregory B. Wolfe, President of the University.

In his opening address, Dr. Harari focused on "The International Dimension of FIU." His presentation represented both a challenge and a charge to local university planners. First Dr. Harari detailed the importance of universities as they respond to international needs. His basic points were that the current state of affairs make us interdependent rather than independent of others, that events create new conditions to which we must adapt, and that we must adjust current educational trends to allow for cross-cultural sensitivity. Next, he pointed out that a university is international in its day-to-day operations only if administration and faculty strive to make it so. To this end, he charged the University to clarify its international mission in terms of curriculum and instruction as well as research and service. Dr. Harari complimented the University for "a good beginning," then challenged it to attain levels of excellence in specific areas.

Dr. McHenry followed with an address entitled, "Conceiving the Educational Future." He began by warning that it is easy to fall victim to tradition and lose sight of the potential for positive and valued change. However, Dr. McHenry also supported activities which may be considered traditional, but nonetheless important.

On the side of change, Dr. McHenry suggested that the University find ways to expand the traditional, overspecialized and narrow curriculum. As for the more traditional side, he stressed the need for social commitment. He concluded that the concept of high quality university life needs to provide "pockets of smallness" for student interaction, while the curriculum may be adjusted by developing new systems of organization and delivery. He called for opportunities such as social clubs (fraternities) and resident halls as well as the development of seminars and opportunities for directional independent study.

The final charge put forth by Dr. McHenry was directed at the need to continuously evaluate the development of the system. He warned of the danger of an excited faculty at a new institution burning itself out and suggested that only through careful planning and evaluation can the university meet the challenge of its potential.

The final speaker of the opening session was President Gregory B. Wolfe, who spoke about "The Future of FIU." President Wolfe addressed himself to both the urban and international dimensions of the University, orchestrating his remarks with a call for high academic quality. He asked for a clarification of the University's mission with regard to each dimension and for a commitment to design an appropriate future for Florida International University. Highlighted by the President was the need for service to the community, for leadership beyond responsiveness. He presented the need for more qualified students as being more important than accepting all applicants.

In essence, the President called for a future in which Florida International University would play a key role in the urban international arenas gaining recognition for its teaching programs, its research programs and its community service programs. This, he explained, would require (1) a commitment to the highest quality of performance at all levels associated with a full-fledged university--including lower-division and doctoral studies--and (2) a strong bond between the urban professions, the community-at-large and the University.

The symposium concluded with the participants moving to smaller assemblies for the remainder of the day. Each assembly focused on one of the several areas of concern that had been considered by various support committees. Reports of the assemblies' activities appear in this section of the University's self-study.

THE INTERNATIONAL DIMENSION OF FIU

By Maurice Harari

(prepared for publication from transcript of original presentation)

This is my first visit to Florida International University. I was on your campus yesterday. I had an opportunity to talk to some of you and learn a bit about your programs, your past, your expectations for the future.

I will try to be helpful by sharing some of my concerns and aspirations for American higher education as a whole. Perhaps there will be some relevance for you at FIU because you are the people who will decide the future of this institution. No outsider from Fairfax County, whether he has paid his taxes there or not, can tell you what to do. It's your institution; it's your future.

Internationalizing a university reminds me very much of putting socks on an octopus. This is the kind of challenge that confronts us. I started my trip to Miami, not from Washington, D. C. I started out on April 4th in the direction of Egypt and ended by coming here yesterday from Singapore. The first thing that confronted me when I arrived in Egypt was an editorial in the newspapers. It said that according to a U.S. government survey, 27 percent of U.S. high school seniors believe that Golda Meir was president of Egypt. Forty percent think that Israel is an Arab nation. And 17 percent estimate that the U.S. population is larger than that of China or the Soviet Union. If you think this is nonsense, I'm afraid it isn't. It is true, because these statistics came from a 1974 study prepared by the Office of Education.

It is hard to believe that our kids have not seen Camp David, the signing of the treaty, on T.V. But four years ago one out of every two high school seniors in the United States could not name correctly which one of the following countries is an Arab country: Egypt, Venezuela, India . . . . This is static knowledge, not even dynamic knowledge.

* * * * * *

We must ask what the dynamics of interdependence means in terms of global interdependence--as it relates to the gas war, gas rationing, petroleum, the OPEC countries. A Gallup Poll in 1977 showed that one half of the U.S. population did not know the U.S. had to import petroleum to meet its needs. Another one half, given six or seven choices, thought that U Thant was a distinguished international football player. I'm talking about other parts of the country, maybe about Fairfax County or somewhere else, but not in this Florida community.

The editorial from the Egyptian Gazette was reproduced in all of the Cairo newspapers at a time when the Egyptians love for the Americans was at its highest. They were so kindly, so warm toward Americans. The editorial noted that "Americans are at least more honest about their failings than others." It ended up by saying, "One wonders about the usefulness of democracy if it is so ill informed." The survey was page-one news in the Herald Tribune, which is, as you know, an international edition.

I moved to Pakistan where there are five or six universities, all of which were closed because of the usual events that occur in many of these countries-namely, politics and politicization of universities. I hasten to add that if there is one prayer that I have for Florida International University, it is that it never allows itself to be politicized either internally or externally. The need is for everyone here to move at the statesman level, above the petty rivalries of groups of one kind or another. In Pakistan, they have not had a university for three months; they do not expect one for the next six months.

I had a three-hour group discussion with people who represented the so-called learned, the older generation. They were talking about the forces of Islam for their society. One of them asked me, "How many Americans know that Islam is not only a religion, but also a social and political way of life?" I said, "Well, I really can't tell. I can guess perhaps not too many. But I'm sure there are quite a number here and there." He said, "Well, I know this gentleman is not just anybody. He happens to be a Harvard PhD in Comparative Religion who has undertaken all kinds of surveys, and who, himself, is committed to see how the evolution of his country can take place more in an Islamic tradition, rather than in a western-state type of tradition."

I'm not expressing value judgements here. I'm simply trying to underline the fact that perhaps we, as an American people, do not know enough about what makes people in other cultures, in other societies, tick. It is in our own self-interest, in our survival interest, to know as much as possible about other cultures and the forces in other societies, if we are to do our job well.

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Let me give you some statistics, a balance sheet on what's happening in the world. I see no alternative than to present it clearly. Then I'm going to ask you what FIU is doing about world events.

. The United States today is the fourth largest Spanish speaking nation in the world. One third of its population growth today depends on immigration.

. There are 156 sovereign nations in the world today, investing $350 billion in armaments. Since 1954 an average of one country per year has gone nuclear.

. This year's agricultural exports will exceed $20 billion for the fifth consecutive year. One in six Americans holds or owes employment to foreign trade. So important is this national trade to our people that 23 states have opened about 15 offices in Europe, three in Japan. The total value of U.S. imports and exports has topped the $100 billion mark.

. Direct foreign investment in the U.S. has increased 50 percent during a short period of four or five years, to reach a new total of $30 billion. Volkswagen has a $300 million plant in New Stanton, Pa., and now employs over 4,500 people. Honda Motor Company has a $25 million plant near Columbus, Ohio. Strange as it may seem, the Bantam book you read, the Keebler chocolate chip cookie you nibble, even the plop, plop, fizz, fizz Alka Seltzer tablets you consume all have one basic thing in common: they are all made by foreign-owned companies.

. In 1976, according to the Federal Reserve Board, Chase Manhattan Corporation had 17 percent of its deposits in foreign branches. At the end of 1978,

the foreign banks in the U.S. had over $258 billion in assets. One fourth of each new year's dollar of direct investment goes abroad.

. Of the 500 largest U.S. industrial corporations, many make over 50 percent of their profits overseas: International Harvester, 75 percent; Libby, McNeil & Libby, 62 percent; Gillette, 61 percent; Otis Elevator, 60 percent; Pfizer, 60 percent; Coca Cola 59 percent; Dow Chemical, 57 percent; IBM, 54 percent; and so on.

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What are we in American higher education doing? This is the real world. This is how we are involved in every way. We are meshed irrevocably; there is no way back. Let me give you the other side of the story.

. Less than one percent of the college age group in the U.S. today is enrolled in any courses which specifically feature international issues or areas.

. Only about one percent of Florida's university faculty members go abroad each year.

. Foreign language enrollments at all levels are continuing to drop.

. Fewer than five percent of the teachers being trained today for our public schools will have any exposure whatsoever to international, comparative or intercultural courses, according to a survey that was conducted recently and revised.

. Americans regularly read less than one column of newsprint per day about international events.

. Only between one and two percent of the average television week on commercial networks features international items. UNESCO ranked nations in terms of international news coverage. Out of 125 nations, the U.S. was number 100. The runners up were the Soviet Union and the People's Republic of China.

Let me mention a couple of things that are perhaps more positive and hopeful, and look to the future. I'm often asked what should the curriculum be. What should be happening in the university? We probably have to talk about competencies. We have to understand what we are to do with our students in preparing them to live, not in the world of yesterday (when we enjoyed our school years) not in the world of today, but in the world of tomorrow. We have to be future oriented in terms of our curriculum. This is going to take a lot of effort and strain on the part of our faculty. Our faculty must become students, because they do not know what the future is unless they address themselves to the future through their disciplines.

Let me suggest why we need to improve people's chances of being more effective and responsible participants in the world system. Whether you live in Florida, whether you are a student who comes from an area within 50 miles of here --and even if 90 percent of you intend to stay here -- what I say still applies fully and completely.

There is no longer anything called education for the small limited region. The average American who is now in school will, in the future, hold not one career, but seven careers. You will change seven times if you are now a university student. How do you prepare to change seven times during your life time? Let me mention some of the competencies that will be needed.

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. One is awareness of your involvement in the world system in a number of ways:

. Biologically, because we are members of a single common species. Consequently, we share much in common with all humans.

. Ecologically, because we are a part of the earth's biosphere, and thus, inescapably linked to our planet's material and energetic structure.

. Socio-culturally, because we are enmeshed in the human-created environment we call culture. In the modern world, human cultures have become a global

environment. There is no such thing as a Dade County environment, or a McLean (Virginia) environment. It's a global environment, whether you like it or not. The institutions, languages and beliefs which make up human culture link us, our communities and our nation to peoples, communities and nations elsewhere in the world.

. Psychologically, because we see the world beyond our borders through our perceptions, attitudes and beliefs--just as our nation is viewed through perceptions, attitudes and beliefs of others.

. If a person gains confidence in perceiving how he or she is linked to the world beyond national borders, that person is better equipped to participate effectively and responsively in the world system. Is Florida International University teaching students to gain those competencies? This is a major challenge for the University.

Let me move on to something else in competencies, and that is decision-making or judgment-making. After all, what is education about if it is not to help students think rationally in making decisions, in arriving at judgments. Each of us is a decision maker. You and I have heard people say, "I'm living in the outskirts of Colorado's beautiful mountains." (I've lived in Colorado for a few years, so I speak to that.) "Why should I worry about those things called war and peace and pollution. We're okay here." There is no such choice left any more, if you want to be a responsible citizen of your country, of the world. We're each a decision maker as individuals, since we are constantly selecting from many possible courses of action. Lack of choice is a decision in itself.

We are also decision makers when we participate in the process of group social decision-making. Global interdependence affects each and every one of us. There is no exception. First, the impingement of international events creates new conditions to which we must adapt. Are we trained in our education to adapt to change? Change is probably the key theme throughout what I'm trying to say. Second, decisions once considered strictly personal, local or short-term now have long-term consequences that are far reaching. The choices we make as individuals and as group members can now influence the lives of others in distant places. You and I have made a decision on nuclear weapons; you and I are responsible for things that are happening -- whether there's a leak in a nuclear reactor in Pennsylvania or

whether such and such a country is developing a nuclear reactor. No, it is not Mr. Kissinger's business or Mr. Brzezinski's business; it's yours and mine. We have a say in this as individuals, a capital say. In regard to the world system, there are at least six areas where critical judgments must be made in the years ahead:

- Managing cultural diversity.
- Conflict and violence.
- Change in the inequalities and the distribution of such human values as wealth, health, respect, safety, education, and power.
- Human biosphere interactions.
- Population growth.
- Cultural change.

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Cross-cultural sensitivity is a major requirement for quality education today. I'm not talking about international education, although that's supposedly the topic. I'm really talking about quality education. The word "international" doesn't have to come in. Good quality education today includes a global perspective. That perspective should be included in all the disciplines and should reach students as young as possible. In fact, it should start at the age of seven. How many of us realize that our children almost complete 90 percent of their socialization attitudes by age seven? They have to learn to think globally, to think about other societies, (not in terms of we, ourselves, being superior ethnically or otherwise) in terms of diversity in the world. If you start early it's much easier to achieve quality education later on. Cultural sensitivity is the best antidote to ethnocentrism, provincialism, and parochialism.

Florida International University, on the basis of what I've seen, what I've heard, what I've read, has done quite well. And yet, compared to what it can do or should do, it has barely scratched the surface. Your potential at Florida International University is tremendous, absolutely tremendous.

I would make specific suggestions. I sense that the mission of the University needs clarification. It needs reconceptualization, definition. When speaking about a mission, about goals, you must clarify your mission through a careful consensus, a building process, not through an edict from above. The last thing a president should do is to say, "This university, as of tomorrow morning at eight o'clock, shall be this." The only approach that works is where the faculty goes to work to make the university a better quality institution.

So, I would call for the rededication of Florida International University to clarify its mission and its goals, to the pursuit of excellence in teaching, research and public service. The academic planning process (as part of the institution's change) is an essential requirement. This is how you build consensus. This is how you discharge the commitment of the faculty and the administration.

I would feel that each faculty member has a responsibility to examine carefully and creatively how he or she can change or extend his courses or presentations to include a real global perspective. It doesn't matter what the subject is. It could be social science, but it also could be chemistry, physics, even computer technology. What are the social and ethical implications of technology? There is no field of knowledge that has no relevance internationally. In effect, I'm suggesting that the faculty must become students to learn and to grow with their fields in other areas, to engage in team teaching and in integrated seminars that address issues. These are things which distinguish between an institution that has killed disciplinarians--by presenting discipline after discipline in a good, perhaps even very good, teaching style, but in a technical, mechanical way--and a university that integrates knowledge, that faces the issues which make the difference between the survival or non-survival of the human race. This is what I call quality education.

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You have an excellent opportunity right now. You're considering the introduction of a lower-division in the undergraduate school. What a beautiful opportunity to look at the total dimension and quality of the undergraduate program as a whole, not only as a two year program. I hope no one will be confined to just the two years, but that you will look at the four years as an integrated whole, with all the opportunities it promises.

There is a great deal to be done in terms of translating the realities of global interdependence into your curriculum. This has to be done very systematically, recognizing (for example) that there is a convergence between domestic issues and international issues. There is no separation. A very distinguished Japanese sociologist has written a book on the work of Carnegie Commission. He knows the U.S. well. He knows Japan well. He knows the world well. His main conclusion was that there is no major issue of a domestic nature which is not, at the same time, a global issue.

Also look at the overall policy you're implementing (or not implementing) in relation to students from other countries. It is attractive to have students from other countries, and I gather that it is important for FIU to recruit students from other countries. But I sense the need for a policy in terms of which countries, at which levels, for what purpose, what to do with them when they come here and how to maximize their utilization while they are here.

At all phases of the foreign student cycle, there is the opportunity to create some of the richest plans with what you have in your midst. With the right monitoring and policy involvement at different levels within the university, you should be able to integrate this into the curriculum. The academic fare of the curriculum should not stop in the classroom, but go much beyond it.

I know what linkages you have with other countries right now, and they are very impressive. Through my own experience and linkages with numerous countries, (this is not only on the basis of my recent trip in the last five weeks), let me report to you what I have noticed about the experiences of universities in developing linkages. We have passed the point where technical assistance from the U.S. university to another country is possible. There is no such thing. You have things to export to another country, in terms of your skills and your knowledge, but you must also think about what you get back in return and agree with them concerning your rewards. I certainly hope the rewards are not a matter of dollars and cents which, unfortunately, some universities view as the bottom line. But there does have to be a certain degree of reciprocity.

There have been too many linkages which have failed; in fact, more have failed than succeeded. The failures were often based on an arrogant feeling that we'll be glad to export our skill to you because you need it. In fact, some missions start by saying, "We have come because we are very good at this, and we know you need it." You should at least start by asking what is it that they need, and then determine if you can deliver it. I've encountered two or three situations in a number of countries where people have said, "We had this big program with such and such a university, I will not mention it. But as soon as money stopped from aid, it dropped dead. Then nothing happened. The professor didn't even write us. After all, we were friends over seven or eight years." That's the kind of thing I'm talking about.

If you develop a linkage, it ought to be seriously thought of at both ends. Reciprocity should be built. Continuity should be important. Commitment should exist. The less developed countries are concerned about cultural domination. Therefore, we have to be extremely careful about providing a two-way relationship, not a one-way relationship. I would also suggest that when you begin to develop a linkage with a country in a particular field of study that you begin systematically to examine what other parts of the university should concentrate on the same country, in order to concentrate input and mesh with the other society.

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Another tremendously important area to Florida International University is the new clientele. Some 30 million Americans need what our universities and colleges can give. These people range from the target group of housewives who have two grown children and now want to go back to something, to older people (those in their fifties) who have leisure time. This is a great pool of people to whom American higher education is beginning to address itself, and should address itself. Incidentally, for those who are interested in politics, it is a very powerful and a potentially political force. But in terms of the services of the university, I would simply suggest that it should at least be considered on your agenda. What does Florida International University do, if anything, to relate to this pool in the Greater Miami area? This new clientele is considered by those in higher education as the most important target ahead for the services of the universities and colleges in this country.

Sometimes you get a sense, which I did yesterday, that a university has a very good faculty. I got that sense on the basis of the people I talked to and others who told me about it. You are very fortunate in having acquired very recently one of the most outstanding leaders in higher education in the person of President Gregory Wolfe. This forces me to get into metaphors and those are very dangerous. You have an orchestra leader, a very fine orhcestra leader. Your good musicians would tend to take this for granted. My observations are simply these: Maybe we need to tune our instruments a little better. We're not talking about a revolution here; we're talking about refining our instruments. Maybe the music we're using, or have been using in the last 10 years in our classes, is no longer relevant. Maybe we should be thinking of what different music we might need and for which students,

both in our classes and also on the outside. Maybe we should think about what this music should contain to enable our students to cope with change, not next year, but 10 years from now - even 20 years from now.

CONCEIVING THE EDUCATIONAL FUTURE

By Dean E. McHenry

(prepared for publication from transcript of original presentation)

I have chosen to limit my topic, Conceiving the Educational Future, largely to the question of innovation in higher education.

I'm a Santa Cruz mountain boy, nowadays. Some of you, I know, worry about our earthquakes. We live in earthquake country. Yesterday down in the Everglades, my wife and I saw a sign which said, "Rock Reef Pass - Elevation, 3 Feet". For the next few miles, I worried a good deal about the future of South Florida. Then I got to Flamingo, and when I read the literature, I discovered that you don't have any tides. And here I was worrying about what you were going to do if the tide came in. I don't have any such ready solution for California, and I ask you all to pray for us.

I am, by retirement, a farmer. I raise wine grapes. I notice on the table a book by Eric Hoffer. I remember something he said to me one time, "I could only respect myself if I did some manual labor everyday." I put that in my own words, "I could only respect myself if I produced something of value everyday". In my case, it is food stuffs and drink stuffs.

I'm not a complete stranger to the Florida system of higher education. I have visited on several other occasions, attracted mostly by new campuses and new proposals. My first visit was to Florida State when that institution was considering an experimental college which never took form. Eventually it took an interesting turn, and was not completely lost. Another visit was to Florida Atlantic University at Boca Raton. Still another was to the University of South Florida at Tampa, and its satellite, New College at Sarasota. And, only two years ago, I visited the University of West Florida in Pensacola.

It seems to me that you have quite a system of higher education, and I'm pleased to see that it's firmly based upon a widespread chain of community colleges. I've had a look at FIU's campus. I've read "The FIU Odyssey," and it seems to me a good prospectus, one that's pointed in promising directions. I think,

without a doubt, that this is going to be a key institution in the Sunbelt States, which holds a great deal of promise for the future of this country.

I'm particularly pleased to be invited to participate on a panel that is as well divided in terms of topics and people as this one is. Maurice Harari, whom you've just heard, was with me many years ago on a study of foreign students which we called "Whom Shall We Welcome. I would underscore his statements, all of them, but particularly one: "Don't let students go through without having some possibility of learning to read, write and speak a foreign language."

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On the urban front, I'm going to be very interested to hear what President Wolfe has to say. We were once traveling companions. Notice how academics seem to get together in their lifetimes, somehow. We spent a fortnight together, traveling as guests of the West German government, looking at their universities. I think it's wonderful that you have such a leading Latin Americanist and experienced university administrator at the helm of FIU.

The barriers to starting something new and different are considerable. The traditionalists have the easy road. After all, if you follow the well-worn rut, you don't get into so much trouble, and you know where you're going. The innovative person, however, finds a much less comfortable row to hoe. He has a harder job, and he has to be prepared to take a great deal more criticism. He has to be prepared to fail now and then, because every good idea you try is not going to come out. I used to say, as we were beginning innovations at Santa Cruz, that we hoped to do about as well as a good batter in baseball does. Every good batter doesn't achieve 400. But if he gets a good, respectable batting average someplace between zero and 400, they still keep him in the big leagues.

The conventional organization of a university is by schools or colleges and departments. The departments, by disciplines, represent the status quo, the easy way of going about it. This is the way to do it, because nearly all of us are products of departmental training. But there have been 150 years of experience with the first departments that were organized in American universities. I find they can be overspecialized and narrow. I think that you need to constantly find,

as you explore, some way to modify the single-subject department with interdepartmental studies, or something else.

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On the social aspects of universities, one of the big dangers in a large institution, and FIU is already that, is lonesomeness. Not many people can know many other people. This is accented on a largely commuter campus. You need to develop ways and means of creating pockets of smallness.

One of the ways, conventional ways, of course, is through residential facilities. I imagine you will not build large numbers of ordinary dormitories around here, or even create residential colleges like Oxford, Cambridge, Harvard, Yale and Santa Cruz. But you can follow the very successful experience of building an International House, which although not predominantly foreign, would intermix foreign and American students. Dr. Wolfe might be convinced to support this by what was done at Berkeley, where I lived in an International House as a graduate student, and by what was done in New York and Chicago.

There could be groupings by interest, too. For a while at Florida State, in the experimental college that never took form, volunteer groups of students, advised by faculty, registered as a bloc from their freshman year. They experienced the social reinforcement that comes from having the same group of people taking the same courses, and therefore, getting very well acquainted. If I remember correctly, the students who formed the first group of this type in Tallahassee won the lion's share of the student body offices, the editorship of the paper, and many other honors, just because they were in a group that stood together, who knew each other, and who built confidence in one another.

At Berkeley, there is a similar pattern of groups of five to 17 freshmen, and a faculty advisor, with a kinship and a common interest, usually a future vocational interest. They meet together socially and take classes together, again on a bloc-registration basis.

At Harvard, one of the great problems of interest grouping in recent years has been the Freshman Seminar. When a distinguished professor teaches a small

group of freshmen in his own speciality, it's a rare treat for a youngster. Nearly everywhere we find what John Gardiner once called the fellowship of the econ major, the fellowship of those who major in a particular subject. I should think this would be a real social and intellectual delight for people who have all kinds of majors.

And then, there's the question of geographic propinquity. It seems to me that a plan that we worked on at UCLA many years ago, and had to abandon, might bear some fruit here. We organized a system on paper, of bus transportation to the campus, and of organizing social groups based on each bus group. The groups also had small study rooms in each of the major neighborhoods of the Los Angeles Metropolitan Area. Finally, in this social area, fraternities and sororities have more and more of a contribution to make as they refute the foolishness which you can see on television, and provide the social linkage which is so helpful.

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Then I move quickly on to modes of learning. Lectures, undoubtedly, have their place, and will always have a major place. But even when they're well done a university teacher can fall very quickly into an arrangement under which the students take notes, memorize, give back on an exam whatever was given to them and then forget the content of the course forever.

If they can be afforded, seminars mean more to the student. Independent study is very important, especially to seniors. Frank Adelop, the long-time president of Swarthmore, in his book called Breaking the Academic Lockstep, said we should free the bright student in his senior year so that something special can be done. Stanford does this; many of us do it. A senior thesis needs to be written in most cases. There are even possibilities of mature students teaching courses under supervision. There should be a great deal of stress upon the written languages, English and others.

I see that you have cooperative education well underway, and I commend it. But all this experimentation requires very careful quality checks before one leaves to go to work. The quality standards have to be assured, and here they are assured in various ways.

Personally, I would like to see some break in the A, B, C, D, E, F method of grades. I would like to see substituted other means of evaluating students' work. We use, at Santa Cruz, a narrative evaluation in which the professor writes a description of how the individual student has progressed. This was a trick I originated, because I wanted to be sure that faculty members knew the names of students. But it also has the effect of writing a short letter of introduction that can be used later.

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In the end, you can check progress toward a degree by a comprehensive examination. This can be a home-grown one, written for the student by the department of his major. It can be one drawn in terms of general education. It can be a standardized examination such as the Graduate Record examination, the Law School examination (LSAT), the medical school examination (MCAT), the management examination.

There is also, as I suggested, the senior thesis. The senior thesis on my campus is a great event. A student produces a junior-grade book, based on his research in the laboratory or in the library. Or the student, as his thesis, makes a film done in connection with his senior work. Sometimes the senior thesis is on exhibit in a campus art gallery, of which we now have nine.

I would stress again the importance of study abroad, the international experience. I spent a year as a foreign student, and I now covet this opportunity for so many others. Many students can afford to study abroad now, whereas few could afford to during the depression when I was a student. It is a great opportunity to see the world from a different perspective.

Regarding innovation in instruction, I'd like to give you a quote from a wise man named Howard Bower, who is an economist, who served as president of Grinnell College in Iowa, the University of Iowa, and Claremont Graduate School in California. It contains some inspiration, and some warning.

"Innovation in instruction faces serious obstacles. Evaluating the results of new systems is extraordinarily difficult. The superiority of innovative programs,

either in educational effectiveness or cost, is hard to establish. Effectivness often declines when the newness wears off, or methods that are effective at one time and place may prove ineffective at other times and places. New programs are not adopted widely, because few faculty are willing to experiment with educational techniques. Under prevailing incentive systems, even professors who are receptive to innovation may eventally lose enthusiasm or retreat to conventional modes of instruction."

With these warnings I salute FIU. I wish you well, and predict a bright future.

THE FUTURE OF FIU

By Gregory B. Wolfe

(prepared for publication from transcript of original presentation)

During World War II, I was trained as a naval officer in 90 days. With my head crammed full of principles of seamanship, navigation, gunnery and a bit of "Navy Regs and Customs," as the subject was called, I was finally marched from Columbia University to the Cathedral of St. John the Divine in New York where 1,500 of us were pronounced officers and gentlemen - qualified to fight, and, if necessary, to die for the United States of America.

Exactly nine weeks later, I stand here on the bridge of the good ship FIU surrounded by an expectant, yet patient crew and by what appears to be a group of excited and also expectant passengers. Passengers and crew seem to wonder whether a skipper of only nine weeks can keep the young ship trim and well provisioned; if he knows enough navigation to steer a prudent course in the mine-infested waters of Florida's educational politics; if his aim at the political, academic, and economic targets will be steady; and if he will absorb the regulations and the ship's customs enough to curb his evident penchant for bending both. His own hope is that he will help foster educational innovation, build institutional distinction and restore respect for rigor, quality and opportunity for students from Florida and from around the globe.

Now during these brief, intense first months, I think I have displayed enough nautical jargon to keep station with those Florida legislators and educators who seem to enjoy using the language. I have urged and will continue to argue, that FIU, which is closer to the sea and its creatures than any of the older sister ships, be recognized as a vessel of major status in Florida's expanding fleet of post-secondary institutions. But, jargon aside, I have suggested that an urban university located in Florida's biggest and richest city must ultimately command a large share of the state's resources. This is essential if we are to establish a reputation for urban professions education. These resources are as necessary today as they were for land-grant universities in an American long ago that was dominated by rural needs and the rural professions.

Today, we live in an urban society. The world has been urbanized. Yet the special needs of urban areas have not been served as they must be. I am eager to help this institution to work with the faculty and our community in upgrading higher education as it relates to the urban professions. I must join you in urging the prudent expansion of FIU's masters and doctoral programs. And I expect to lend my strength to the important work just begun - an effort to provide a strong undergraduate base that includes a lower-division curriculum with emphasis on liberal arts and sciences. The lower-division program we need is not dependent on building new buildings. Instead, it relies on new recognition that we and the community share a commitment to establish quality and to provide higher educational opportunities at public cost to the state's major population concentration.

Our urban constituencies on the campus, in the community and at the state capitol have been sympathetic. Our friends in the media, since I've come at least, have been very supportive. But the overriding importance, reflected in public needs, is what must govern the University's mission and its resolve to deliver educational services.

To develop and deliver exceptional service to South Florida at this point in time means we must keep faith with academic rigor and quality. I reject the view that urban universities should be mere servants of their communities. I do not believe they should abdicate responsibility for discovery and creativity. Nor do I believe they necessarily should perform the same role as community colleges, attempting to serve any and all members of the community for almost any purpose. Completely open admissions for universities are neither desirable nor possible. Current levels of state support and legislative commitment make open admissions an unrealistic policy. Except for specialized research and experimental teaching, the responsibility for preparing students to succeed in their university studies rests with community colleges and high schools.

Our University still needs to work hard to define and develop its urban international missions. We must pursue with even greater skill the accomplishment of our special missions in research and community service. The Schools of Business and Hospitality Management, the Drinking Water Quality Research Center, the Joint Center for Urban and Evironmental Studies and the emerging Center for

International Banking and Finance have made significant starts. They will undoubtedly do more. But we have only scratched the surface of what is possible in urban planning and engineering, housing, environmental and public affairs, service to industry, social work, care for the aging, paralegal training, auxiliary health, and related sciences.

Within the University there is a need to demonstrate how the professional schools can be brought into more intimate contact with each other. Achieving such contact between schools and fields suggests that academics have recognized the limits of specialization. We need to recognize that poetry and science are really one. Just last week, in Portland (Oregon), FIU's Professor Ed Skellings was hailed for making this point to more than 200 engineers, employees of the Tektronix Corporation. The engineers fully appreciated what science means to poetry . . . poetry to technology . . . technology to learning. They build and use machines that many educators still view with apprehension. It behooves us to help change this attitude at an early date. Ed Skelling's poem, "Hand Calculator," makes the point:

Two, four, sixteen, two fifty six,
Six five five three six, and off
Scale, says my electronic mathbox.
I can't get that high by myself.
Things never have squared easy.

Five, says the right hand. Same
Here, says the left. Evidently
Hands knew number before the brain
Noticed. Like my calculator, it
Was built in. Living proof.

You have to hand it to the chromo-
Some. Not only has it hit
The right answer, but it shows
Its work. Look around at the
Classroom, by God, all earth and air.

The outside world now sees the limitations that field specializations have produced. The contemporary renaissance of urban and traditional universities demands a renaissance of the professoriate; one that is willing to disturb old habits of thinking about and working in our old established universe.

I have said little of my first love, international relations, and what meaning the field may have here. To me, the "I" in international relations and in FIU has

meaning in some important and growing fields. But we should not assume that international is any freer of domestic linkage than poetry is free of science. Genuine internationalism is dependent upon accepting and developing strong interdependencies. In terms of education and extending its influence, my experience in Africa, Latin America, and the Caribbean, has proved that the international market responds best not to mere expressions of academic or business intent, but rather to reliable, honest delivery. During thirty years work in Latin America, Europe, and Africa, I have never met foreign students nor foreign leaders who were attracted to universities because they declared themselves merely interested in becoming international. They were and are attracted to Universities, or to products, because they are strong and ethical in what they do. Our chief strengths in urban international relations professions lie in our professional schools. FIU's programs of Public Administration, Business, Hospitality Management, Education, and Technology in Venezuela, Mexico, Peru, and the Caribbean are increasingly recognized for their quality and utility. Their reputations are growing. Because of this we have been invited recently to some middle-eastern countries. Our growth reflects the skill of leadership of our international program director and the deans who are developing our schools. Through them, and with our faculty and community, I see FIU making more evident to potential students and to research consumers abroad, the advantages of joining with us in tapping our great resources in international relations.

Obviously, our strength in international relations will grow as we are able to provide a fuller range of degree work and university facilities, including housing for foreign students. Until these exist, we cannot count on attracting large numbers of resident students from outside of the Miami-Dade area.

Higher education lives today in the aftermath of a tense era of confrontation. I remember it well. The revolution of the sixties brought a decided decline in academic rigor. But it also forced some recognition of intellectual renewal and the need for it. This period also brought some new turns and developments with respect to social and political freedoms, of cultural and ethnic identity. It made us, individuals and groups, devote more time to studying private and public ethics at many levels. As educators searched for needed modifications in academic methods and modes that opened eligibility for students and altered patterns of

study, I think we experienced some deterioration in standards and in research norms. We do not yet know precisely how to restore them.

I do not question the value of having students who seek real life experiments participate in urban social policy, in curricular planning, and the like. I fully support the need to expand access to universities for minorities, to help to build more comprehensive opportunity structures for our graduates, and for our faculty, too. But I question whether these worthy goals should be justification in and of themselves for university presidents, their regents, faculty or anyone else, to abdicate the obligations we have to preserve standards, to determine content, and to decide the limits of community roles that any university (but especially an urban university) assumes outside its principal educational and basic research missions. This approach to access enlarges the horizon for cooperation between community colleges and universities in urban areas. More than ever community colleges must enter the "do-it-yourself fields" and undertake the basic work so necessary for supplementing fundamentals and generally preparing all students who aspire to university work to perform it successfully. This approach also sustains and helps community colleges to grow in their function as credentialing institutions for numerous vocational and pre-professional fields.

When he assumed the directorship of the University of Edinburgh in 1866, Thomas Carlyle spoke of the problems of attracting capital to get higher education's tasks done in his time. This is what he said: " The reason we may have problems in getting money today may be, in part, that people have become doubtful whether colleges are now the real sources of wisdom; whether they are anything much more than a cultivating of man in the specific arts, in the ologies. A pound of mother wit is worth a pound of clergy." And he said further: "Maid servants are complaining they're getting instructed in the ologies and becoming more and more ignorant of brewing, boiling, and baking." The contemporary point here, in my view, is that fads incorporated by universities from the sixties may have caused some erosion of our commitment to pursuing the disciplines and maintaining qualities that produce both wisdom and command credibility.

Another hangover from the sixties relates to how universities will regain credibility and also earn back the material support needed to meet the expecta-

tions of society and of students. The solution of this equation is complicated today by inflation and by attitudes among legislators and taxpayers. They want to have things both ways: centers of excellence at K-Mart prices; better preparation for work, a better quality of life with less well-equipped, less well-paid professors; a cleaner city, better managed and more efficient, with less crime; with better health services, with an institution barred financially by parochial decisions from moving into the programs that make these goals attainable. We are apparently not without our own versions of orthodoxy that give us educational ayatollahs-who seek to justify their particular and, if I may say so, peculiar views of education with imprecise concepts of economics and management.

Obviously, we cannot and will not fall into urban chaos in South Florida. America's and Florida's romance with urban culture, like our international role, has only just begun. We who would nurture and lead it must neither lose our cools nor our heart.

President Kennedy used to ask, as crisis followed upon crisis, "Why are we so soon tired?" I hope we're not yet tired from merely making our start, for we are, at last, coming to grips with our New Frontier. And it is the city and the urban learning center we inhabit. It is a noisy, cacophonous setting one where, as Eric Hoffer has pointed out, "Man's greatest achievements were conceived and realized, not in the bracing atmosphere of plains, deserts, forests, and mountain tops, but in the crowded, noisy, and smelly cities of ancient Mesopotamia and Egypt and of Jerusalem, Athens, Florence, Amsterdam, Vienna, Paris, London, and New York." Of America, he says, "If this nation declines and decays, it will be not because we have raped and ravaged a continent, but because we do not know how to build and maintain viable cities. America's destiny will be decided in the cities." Florida International University is destined to play a leading role in all that happens in this city, in this state, and on its international frontier. I'm very happy to be here with you to help develop that role.

Invitational Assembly Group Discussion
FIU Symposium

THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

May 3, 1979

Report of Discussion Group 1

CHAIRPERSON: Ann-Marie Rizzo
RAPPORTEUR: Stephen Fain

Does the University offer students, faculty and community the best opportunities for a high quality of university life? Is our University environment rich in terms of the intellectual and aesthetic dimensions? Are there substantial levels of interest, support, and involvement in the intellectual and aesthetic activities? If not, why not? What is the relationship among the current status of our intellectual and aesthetic environment and our 2+2 curriculum and the lack of on-campus student housing?

The discussion began with a few individuals speaking on the lack of participation by faculty, students, and the community in on-campus events. The consensus was that, for the most part, people did not really know what events of an intellectually stimulating nature were going on. Further, because of the fact that FIU is a commuter campus, it was felt that intellectual events were often "extras" which working men and women (many parents) could not fit into their crowded schedules.

The following represents input from discussion participation on various questions:

1. Does the university offer students, faculty, and the community the best opportunities for a high quality of University life? Is our University environment rich in terms of intellectual and aesthetic dimensions?

a) There was agreement as to the fact that the University does offer a reasonable number of events or functions which are intellectual in nature.

b) There was agreement that the aesthetic environment is a result of the nature of acceptance of the intellectual events and functions on campus.

c) There was agreement that the intellectual and aesthetic environment of any given campus is the result of a campus-wide commitment to high quality university life, including both student and faculty involvement in planning and development as well as active participation.

2. Are there substantial levels of intent, support, and involvement in the intellectual and aesthetic activities? If not, why not?

a) It was agreed that there was limited support for most activities in these areas for the following reasons:
   1) commuter school - no resident students
   2) limited number of younger undergraduates (2+2)
   3) no rewards for faculty participation in leadership roles
   4) limited publicity for most events

b) It was further agreed that the FIU schedule did not offer maximum opportunities for on-campus participation as most people (faculty and staff) come to campus for class and then leave.

c) Additionally, there was support for the notion that "academic" support for "outside" activities was limited at best. Put another way, the group felt that the events which might impact on the

quality of involvement in intellectually oriented events were generally motivated only by those events which related to current course offerings.

Conclusion

The group concluded that, for the most part, the University community responded to departmental efforts in this area. Other efforts are generally seen as not relevant. One participant remarked that "Intellectual involvement beyond the classroom is seen as frivolous at FIU." Another said, "The faculty at the University are too interested in the generation of FTE's to focus upon intellectual and aesthetic matters."

Recommendations

The group recommended that:

1) Faculty should be rewarded in tangible ways for contributing time, effort, and expertise to the development of an aesthetic and intellectual environment on campus.

2) There should be a daily calendar of events posted (and perhaps distributed).

3) Social clubs and organizations (fraternities, Elders' Institutes, service clubs, and special interest groups) could be helped to take a more active role in creating intellectual events needed to establish an aesthetic university environment.

Basically, the group sees the most viable way of impacting upon the University is through social organizations and the curriculum.

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THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

May 3, 1979

Report of Discussion Group 2

CHAIRPERSON: K. William Leffland
RAPPORTEUR: Barry Greenberg

The Chairperson reviewed the recent history of the Center for International Affairs highlighting its role as a "broker" joining together nations in need of services and faculty with expertise willing to serve. The Center's annual report, dated October 30, 1978, and a separate listing entitled "Current International Activities," were distributed at the meeting.

The Chairperson invited those present to offer comments on the questions before the group. He offered the group the opportunity to expand on the questions, and, in particular, to offer feelings relative to the benefit students might derive from being on a campus with a major international theme.

The group agreed that Florida International University students gained much from the University's international involvement. They enthusiastically endorsed the efforts of the Center for International Affairs and, in general, called for an expansion of its activities. Specific recommendations of the group are summarized below under the questions which guided the discussion.

1. What has the University done to actualize its international dimension?

The group was impressed with both depth and breadth of international activities in progress. In terms of on-campus developments, it was pointed out that FIU has more international students than any other SUS institution and already has reached 50% of the number at USC, which has the largest number of students in this category.

2. What more can be done and what should be done in this area?

The group clearly accepted the international dimension of FIU's set of responsibilities. Discussion was based on the belief that it was to the University's benefit to develop responses to the challenges presented by an "international commitment." The group supported the following ideas:

a. Development of an international dimension to the new lower-division program now being planned and to other portions of the curriculum as well.*

b. Securing of dormitory space, a small portion of which is to be reserved for international students.

c. Expansion and enhancement of counseling and guidance services provided for international students.

d. Development of a Latin American Studies Center, similar in purpose to FSU's London-Florence program, which would enable students from throughout the SUS to pursue course work in Central and South America.

e. Expansion of faculty exchange programs.

f. Enhancement of library support services so necessary for the development of the international student.

*Dr. Maurice Harari, assistant executive director of the American Association of State Colleges and Universites, noted: "It is unforgivable for a university not to require a course dealing with the 'non-western world'."

g. Refinement of our ESL services to international students who possess minimum English skills (as evidenced by their low TOEFL scores).

h. Consideration of alternatives to GRE testing for international students and others for whom the test may not be a valid prediction of academic potential.

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FIU Symposium

THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

May 3, 1979

Report of Discussion Group 3

CHAIRPERSON: Peter Montiel
RAPPORTEUR: Brian Peterson

The Chairperson started the discussion period by explaining the purposes and charges to the assembly, some questions to be considered, and a short summary of statistical data compiled last summer.

Members of the group included students, faculty from several colleges, librarians, community-at-large and local journalists.

The following points were made and a consensus was established whereby the general quality of education received by the typical FIU graduate was unsatisfactory.

1. Students were deficient in the broad aspect of a cultural environment. The focus of their education tended to be somewhat narrowed by a lack of intellectually inspiring challenge.

2. Several reasons external to the University were cited for the lack of preparation and lack of thirst for education on the part of students both at FIU and elsewhere.

On a national level:

a. Quality of public instruction
b. Abundance of non-educational experiences (in competition with education)
c. Nutrition-related problems
d. Higher percentage of high school graduates admitted to colleges and universities

On a local level:

a. The heterogeneous nature of student population
b. Adult students (those returning after an absence, retirees, etc.)
c. Part-time students (full-time employment)
d. Non-native speakers

3. The quality of instruction was questioned. Some students may not receive any meaningful benefits from long lectures or multiple-choice tests. Some professors and particularly lecturers simply may not know how to "teach" or make the material intellectually challenging to the students or there may be a lack of enthusiasm among the teachers. Grade inflation was another point discussed as an additional problem.

4. Some possible reasons were offered for poor instruction such as large class size, high drop-out rate in rigorous courses (or too much detailed work not warranted), lack of administration support for some courses because of insufficient productivity, and faculty concern with student evaluation.

Recommendations (Possible Solutions)

1. More stringent admission criteria. (There was strong disagreement on this issue.)

2. Greater attention (and planning) to remedial skills. (Each level placed the burden of responsibility on the next lower level.)

3. Ascertain that courses are taken in sequence and prerequisites are well-known.

4. Develop higher grading standards along with more uniformity in course work.

5. Peer evaluation of faculty. Should be expanded with concrete guidelines.

6. Establish in-service training to update professors' methodology of teaching.

Invitational Assembly Group Discussion

FIU Symposium

THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

May 3, 1979

Report of Discussion Group 4

CHAIRPERSON: Alan Parker
RAPPORTEUR: Toby Berk

The symposium began with a report of the Support Committee's work to date. This report included three sets of recommendations developed by the Committee on the question of the undergraduate dimension of university growth, the advanced graduate dimension of the University and the question of resident student housing.

The following comments are representative of the main points made during the open discussion:

1. Current state of money market will have negative affect on funding for building of dormitories. This may improve in a year or so.

2. Establishment of lower division will help with "espirit de corps" and establish a sense of loyalty among graduates. This should increase level of alumni support which is currently split among FIU and community college.

3. Twenty years from now young families buying in West Dade and South Broward will have college age students and (because of inflation, etc.) will find it prohibitive to send them to private schools.

4. The gas crisis also supports need for on-campus housing.

5. The question was raised - Why start dormitories only at Tamiami? The need is for "critical mass;" and the fact is that, for now, the majority of students are at Tamiami.

6. It was mentioned that probably a lower-division would have to turn students away.

7. Many high school students want very much a "college" experience. Miami-Dade Community College does not provide this.

8. One Miami-Dade Community College graduate observed that Miami-Dade Community College does not do a good job preparing students for FIU.

9. A lower-division at FIU would establish "norms" which would be advantageous to transfer students.

10. The existence of lower-division courses at FIU would help provide for those students who need some lower division work after admission to FIU.

11. A four-year university can provide important continuity of education.

12. Students should be able to make a gradual career choice. They should be exposed to various options and to the life styles of various careers and professions.

13. Currently proposals for graduate degrees come from departments. It is important to set priorities so that new ideas and/or interdisciplinary areas can be developed.

14. We must do better in publicizing the success of our students and our programs in order to attract good students.

15. A question was raised as to whether FIU has sufficiently filled out its undergraduate program offerings yet to justify graduate expansion.

The recommendations made by the Committee were accepted as reasonable by the discussants and the following two additional recommendations were suggested:

1. Recommended - dormitory housing especially important for foreign students.

2. Recommended - FIU do more to provide international experience for students and faculty, such as Florence, London, etc.

Because of the interest in the three topics above, the group did not discuss the multi-campus question. It was felt that the multi-campus question was not as critical an area of concern as the others.

Recommendations for Undergraduate Expansion

1. A relatively small (no more than 1000 freshmen per year) group of lower-division students should be admitted to FIU in the near future. Further recommendations on the size of the lower division should be made only after experience is gained.

2. The freshmen students admitted should be an academically select group, with scholarship aid provided as needed to attract as many students as possible from the top ten percent of high school graduating class.

3. Grade point and test score standards should be high for entering freshmen, with provision for admission requirement waivers for students (especially minority students) who show evidence of high ability without correspondingly high secondary school grades or test scores. Interviews and recommendations from teachers, guidance counselors, and others should be considered for these students.

4. Dormitory housing should be provided on campus in conjunction with the establishment of this small lower-division.

Recommendations for On-campus Housing

1. The Committee endorses the report of the University Building Committee - University Housing Program (12/10/78).

2. On-campus housing should be built as soon as possible. This becomes imperative given the direction of the University with the addition of the freshman and sophomore years.

3. On-campus housing should be built first at the Tamiami Campus. If there is a demonstrated need for housing at the North Miami Campus, it should be established there secondarily. A "critical mass" concept is necessarily in order to insure the financial integrity of the housing program.

Recommendations for Graduate Expansion

1. The two-year requirement for initiation of graduate programs has seriously dampened development of graduate programs.

2. A policy must be developed regarding the academic areas in which graduate programs should be initiated.

3. Establishment of a graduate facility and a policy statement regarding research and publication on the part of faculty should aid the development of Ph.D. programs.

4. The experience to date with the establishment of cooperative or joint Ph.D. programs with other institutions has been mixed, at best. FIU should make all efforts to establish its own Ph.D. programs.

5. The initiation of Ph.D. programs must be accompanied with hard data reflecting a need for the program.

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THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

May 3, 1979

Report of Discussion Group 5

CHAIRPERSON: Paul Gallagher
RAPPORTEUR: Earnest Friday

What is the current status of faculty evaluation within the University? What can be done to make the process more efficient, effective and more humane? What role should the students play in faculty evaluation?

The Chairperson began by giving an overview of faculty evaluation and its purpose.

Comments about the current status:

- Sometimes it is used as a political tool/instrument of terror.
- The main objective of an evaluation should center on faculty improvement versus punitive measures and instruments of terror.
- They should not be used to terminate an individual when one or two bad student evaluations can be found, to serve the desires of others who would have you believe the faculty member is not fitting in.
- Students should not have the right to give negative anonymous evaluations.

- Some felt the present procedure/process is basically fair; however, it seems to break down, and some biases do enter.

- One or two evaluations (negative) from students should not be used to label a faculty member incompetent.

- A minority of one found the concept of tenure for faculty abhorrent.

- It was questioned whether the state had or should resolve the question of all institutions being research oriented - one person stated that he hopes the time will not come when universities become just teaching institutions.

- There were expressions or an expression of facing the dilemma of where to focus one's time - on teaching mainly, or on research mainly?

- The proposition was presented that there were basically two problems associated with evaluations: 1. poor interpersonal relations between the chairperson and the faculty member; and 2. who has the last word? (who is responsible or liable?)

Comments on the current status of evaluations:

- It was felt that faculty should be given consideration for teaching the basic general background courses, service type courses and similar kinds of courses - due to the general undesirability of these teaching assignments.

- It was felt that, at best, evaluations should be used as a guide.

- Another problem to be dealt with is local interpretation of guidelines (assumed to mean local in terms of a particular university as well as a particular department/division at a particular university).

- The question was - should be there and is it necessary that there be evaluation "as such" taking place in the first place - response: morally it must exist and it must continue.

Summary comment by rapporteur:

The most discernible themes seem to be:

1. Faculty evaluations should be used as guides for developmental purposes and not for punitive measures.

2. A few negative evaluations by a couple of students per session should not cause the destruction of the faculty member (this issue was addressed somewhat out of sequence, given it was related to part three of the major question).

What should be done?

- It was suggested that we use the model whereby faculty and chairperson talk about what the faculty member has accomplished (as presented by the faculty member with supportive documents/evidence), rather than having the chairperson write up an evaluation and the faculty member respond.

- It was then stated that one should look for a balance - this point was not elaborated on as to its specific meaning.

- Another position was to establish norms (standards) on an individual basis before occurrence of the performance (at the beginning of a particular work period) - it was felt this would allow the individual to make the determination whether to perform at a high, medium or low level of productivity.

- There were strong feelings that maybe what was needed was a workshop for chairpersons (a very resounding position was: "Who said that chairpersons are naturally good evaluators?" (the essence of this repeated statement was 'stop taking it for granted.'

- There were even stronger feelings that entering chairpersons should have such training.

- It was stated (and supported by several) that the behavioral approach does not mean that each individual faculty member would have to conform to a standardized form, rather that there would be some standards used as guides that all would adhere to.

- It was stated (by one participant) that the "Peter Principle" is truly operative for most of us in any organizational setting.

- The notion was reinforced that an evaluation process should be a continuous and not a static process.

- The question was "Do we know what are the characteristics of a good evaluator?"If so, what are they? If not, maybe we need to discover what they are - the same holds true for evaluative instruments.

- An issue that received the closest thing to consensus was the belief that what's needed is - to create better relations between the evaluator (chairperson) and the person being evaluated (faculty member), reduce the fear involved in the interaction process between the two entities.

- Some participants felt that the decision makers should take a closer look at the question of what are the necessary qualities for effecting a good evaluation and look at the potential chairperson from this point rather than simply looking at how many books or other scholarly works (s)he has published. (Implicit in this round of discussion was the need to change the criteria for selecting chairpersons; of course, there may be other salient implications.)

- There was a suggestion to look at a rotating chairperson for "x" period of time as a possible model. This created much debate that (in essence) went no place.

- The final and probably the most profound statement of the evening was the challenge to try to remove the negative connotation from the word

evaluation and replace it with a more positive image. The question, of course, is "How do you do this?"

- The question of what role students should play in faculty evaluation was not addressed in a clear-cut sense due to the time constraint. However, a couple of references were made to this question earlier in the discussion.

Summary

There were no definite suggestions as to what could be done. Most of the discussion followed the brainstorming model. It seemed quite clear that there was common agreement that something needs to be done along the line of better preparation and sensitizing departmental chairpersons.

Invitational Assembly Group Discussion
FIU Symposium

THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

May 3, 1979

Report of Discussion Group 6

CHAIRPERSON: Robert Farrell
RAPPORTEUR: Mary Helen Hayden

On May 3, 1979, a symposium workshop was held at the North Miami Campus of FIU on the preparedness of students. The chairperson presented the draft of the report which was prepared by the Support Committee on preparedness of students.

The draft report dealt with a summary of the 1977 survey of graduates as well as the recent 1978-79 survey of randomly selected graduates since 1972 and of FIU faculty. The overall findings were shared and discussed among the workshop participants.

The following is a summary of comments and recommendations made by the participants to be shared with the Support Committee members.

1. A majority of students responding to the recent survey indicated that their course-related internship program was not applicable to their preparation for a satisfactory job performance. The participants felt that this may be due to:

   a. the graduates not working in the field they majored in;

b. graduates working in areas not related to their internship programs, i.e., teaching physical education when the internship was in history; and
c. one workshop participant shared a February, 1978 survey conducted by the division of psycho-educational services which indicated that many students felt that the requirements of their internship were not related to what was actually going on in the field or classroom.

2. In response to the question of FIU placement services' contribution to obtaining positions, 87% of the respondents indicated that they were not a factor at all. Comments from the participants were:

   a. from the communications department, the suggestion that students don't contact the placement services at all because they can get their job without using the services;
   b. students may not perceive the questions in the same way as those who prepared the questionnaires, and
   c. students may define their internship as work experience and feel that is more applicable in obtaining a job.

3. The survey indicated that students (70%) wanted a more applied orientation to their courses and the workshop participants felt that this may indicate:

   a. the need to develop more non-traditional methods of teaching, such as co-operative education, in order to combine more practical and work experience;
   b. there is a correlation between how the student learns and how the teacher teaches; and
   c. that the classroom should be made more practical and not the internship.

4. There was concern among the workshop participants that too much may be read into the survey results.

5. It was suggested that a good measurement of how our graduates are really doing in their jobs would be to interview or survey their employers or supervisors.

6. Participants were interested in knowing whether anything has been done by the Support Committee to relate the survey statistics with those of graduates from other professional schools and universities. For example, the national average for students in the area of journalism and communications indicates 17% are satisfied with their jobs being in their field while our survey indicates 72% are satisfied.

7. There was a strong recommendation that the university's next step should be to break down the survey statistics by major. Although the number of responses from each major is low, the data could begin to be collected at this time. Some programs, such as those in the health area, may already be keeping those figures in order to meet their program accreditation requirements.

8. It was suggested that perhaps students should not be trained for specific jobs in lieu of the fact that the average graduate changes his job an average of seven times in his lifetime. Perhaps, as in the College of Arts and Sciences, a more fundamental and theoretical orientation needs to be taught.

9. It was strongly recommended that the Support Committee on Preparedness of Students support the proposal for getting away from 5-hour credit courses and instead go to 4-hour credit courses as the 5-hour credit course is seen as a block to quality education. More flexibility in the hours would allow for more inter-disciplinary teaching and would allow each department to get what it needs.

10. The participants felt that some kind of exam needed to be required of all students in order to get a gauge on students graduating as well as entering FIU.

    a. An incentive plan to get students to take the GRE prior to graduation was recommended.
    b. A general education university exam to be administered to entering students in order to properly advise students as to their deficiencies was also suggested.

11. The question of what to do with students who enter FIU at a lower level was also discussed, especially the language problem of international students. It was recommended that there be a writing exam given at admission time in order to advise students; and that some English language requirements may be necessary for residents as well as non-residents as some international students are residents.

12. The problem of academic advisement rating negative responses from graduates was also discussed. Participants felt that faculty are often not available for academic advisement and that greater effort has to be made by the faculty in this area. It was recommended that a careful survey be made of the academic advisement situation.

13. While a larger number of students responded to the question of social/cultural events at FIU as being neither rewarding nor unrewarding, the participants felt that students may not want nor need the events, especially with the average age of FIU students being older than that of students at other universities. It was suggested that FIU not be a copy of other four-year institutions.

14. And finally, the workshop participants felt that every program should have its curriculum reviewed every five years in order to re-justify requirements.

Invitational Assembly Group Discussion

FIU Symposium

THE FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY

May 3, 1979

Report of Discussion Group 7

CHAIRPERSON: Betty Morrow

RAPPORTEUR: Calvin Burkhart

The charge of the Committee was outlined and its non-traditional, open-ended nature was stressed. The areas which are currently being investigated by members in terms of the allocation of resources were:

Human Resources	Program Development
Public Relations	Physical Plant
Budget	Multi-Campus

It was pointed out that the Committee was still in a preliminary stage and was actively seeking input from the University community.

The history of public relations at FIU was briefly outlined. The original "Visibility Unlimited" theme of the Perry era had gradually dwindled and had not been replaced by an concerted P.R. effort. The existence of a University-wide effort had been gradually replaced by efforts of various individuals. A question regarding the absence of an active advertising program led to a discussion of the legal limitations placed upon public institutions in this area. The difficulties of evaluation were also discussed.

The progress of physical development at both campuses was traced with the aid of charts and graphic illustrations. The Master Plan and later changes to it were illustrated. Although reaction to physical progress was mostly positive, there were some questions. It was felt that faculty involvement in planning had been inconsistent. Finally, the day was fast approaching when the Master Plan would be out-of-date, and nothing was being drawn up to replace it.

The resources presently existing at North Miami were enumerated. A brief overview of its development seemed to point out a lack of historical continuity, consistent leadership, and lack of direction. Many people seemed interested in contrasting the existence of an active campus with the mystery surrounding how it developed and where it was going. This topic concluded with the opinion that the news media was not the source we should have to rely upon to learn about the future plans for North Miami.

Budget allocations often are a personal process rather than a public commitment. How various people view the budgetary process is often inaccurate. Some groups are reluctant to make plans for fear that there will not be money to fund them, while others feel that the sky is the limit and somehow they will be bailed out. There appeared to be some confusion about how much "free" money existed to be given to special interests. The consensus was that there certainly was not as much as there used to be.

A logical beginning was to look into how existing programs had come about. Programs fell into three categories. For example, some programs were granted by charter from the opening of the University. Of these, several have grown, some have withered, but only one has died. There has been no systematic review made of these. The second group is those later approved by the BOR. These have better documentation in regard to planning and implementation, and were reviewed by the Faculty Senate's Curriculum Committee. Finally, an overall program theme had never been developed and a mission statement was badly needed.

Tentative Conclusions:

1. Decision-making processes related to resources have generally been open to anyone who inquired, but confusing to anyone attempting to analyze them.

2. A lack of advance planning has often led to emergency, or reactive, decision-making.

3. A lack of well-focused direction has led to periodic swings in resource allocation related to administrative changes.

4. Early findings suggest that there appears to be limited effective faculty input in decisions related to resource use.

5. Faculty input has, from time to time, been solicited and well received, but has generally not been utilized.

6. Processes need to be improved in the area of financial, academic, and physical planning coordination.

Although the open discussion was spirited, a consensus appeared to be clear. Everyone felt FIU needed better planning and more specific direction if it was to be taken seriously, yet a feeling of reserved optimism still existed.