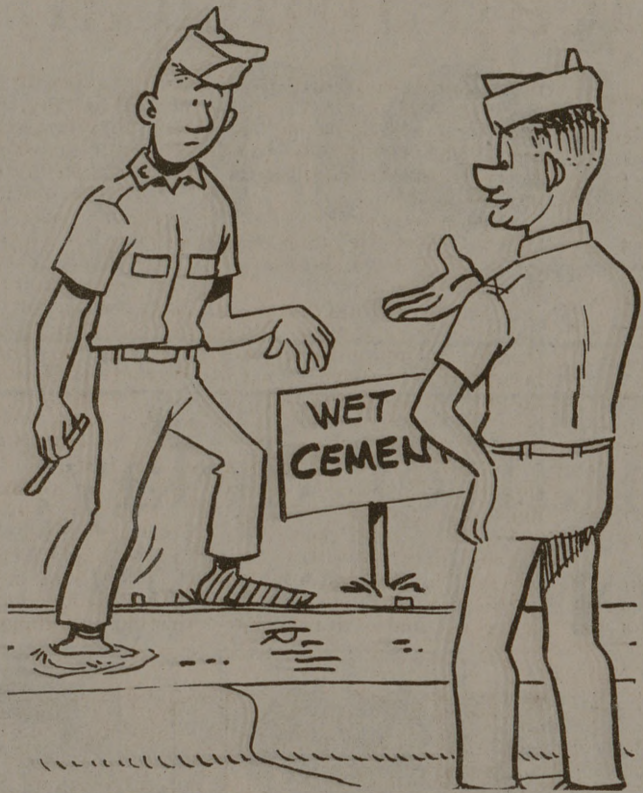


Slouch By Jim Earle



"At this point, there's no need for you to write your name in the concrete. Since you're stuck there, you can just tell people your name on a one-to-one basis."

Schools lose monopoly on higher education

by Patricia McCormack
United Press International

The monopoly on education held for years by schools and colleges has crumbled, says Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

The unheralded teacher includes corporations, for one. And television, and videocassettes, and, perhaps, the greatest teachers of all, peers of students.

Consider what's happening at the corporate level, Boyer said in a report at the 87th annual meeting of the North Central Association of Colleges and Schools in Chicago Monday:

1. The nation's corporations spent \$30 billion last year on training and education for workers — about equivalent to what was spent by all public colleges and universities in that academic year.

2. Some insurance companies such as Prudential run minicolleges for workers — both new and those brushing up — year after year. The same for oil companies, banks, accounting and engineering firms, steel companies, those in electronics, aerospace and all the rest.

3. These are not two-penny operations. AT&T spent \$1 billion for training and runs one of the biggest schools away from the traditional school setting in the nation.

4. The job-based training served up by the corporations isn't the wet noodle sort. More than 2,000 courses offered by 138 corporations have been identified by the American Council on Education as worthy of academic credit.

Boyer, former U.S. Commissioner of Education and past Chancellor of the State University of New York, said the many non-traditional sources of education are a mighty force on the contemporary scene.

"I'm convinced that for both schools and colleges the developments in non-traditional education cannot be ignored," Boyer said at the 87th annual meeting of the North Central Association of Colleges and Schools.

"The schools' monopoly on education has crumbled."

Boyer's report, in a benign way, took to task those who run schools and colleges as though such sources are the only ones.

His report was titled: "What Constitutes a High School? What Constitutes a College?"

His answer was that more than a traditional school constitutes a school or a college. And the non-traditional teachers he numbered included more than those working on the job-based education scene.

"Satellites, computers, calculators, cable television and videocassettes are the compelling new teachers of our time," he said.

"Some day soon, through new technology, almost any subject may be studied conveniently at home and newspaper subscribers may routinely be able to 'call up' on their home consoles stories from their favorite publications."

Here's some more evidence Boyer put down to show schools have lost their monopoly on education:

— Peers have become the most influential teachers of the young.

— Young people spend about 20,000 hours in front of television and only about 11,000 hours in the classroom. The electronic teachers are here to stay and the potential for better education is enormous. "A student who has gone with Jacques Cousteau to the bottom of the sea, or has traveled with an astronaut to outer space, or met Leonard Bernstein with the Vienna Philharmonic or listened to the creationism debate on MacNeil-Lehrer — such a student has seen and heard far more than classroom can provide."

For the educators, traditional and non-traditional, there's also the "changed student" to add to the mix on the education scene, Boyer said.

"Student have become more sophisticated, more adult, more skeptical and much less innocent — or so it seems," he said, making these points:

— Today, one-third have sexual intercourse by their 15th birthday.

— Forty percent of the girls who are 14 today will be pregnant at least once during the next five years.

— Forty percent of the high school students say they have had five or more drinks in a row during the past two weeks.

— Every hour, 57 teenagers try to kill themselves.

"These darker trends suggest a youth culture that is trapped in a youth ghetto, a kind of thought zone of uncertainty and ambiguity during which childhood innocence is lost and adult responsibility is chemically denied."

"The current folklore says that young people are largely undisciplined and self-indulgent."

"The larger truth appears to be that we have forced this life upon them."

"Young people are denied the responsibility of growing up."

"Since the 1900s, they are biologically more mature and more worldly wise and yet the rigid lockstep (of education and entry to society as responsible members) has not changed."

the small society

by Brickman



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4-10 Brickman

Tension in the Democratic camp

by David S. Broder

WASHINGTON — The Democratic Party wound up one important piece of business last week and started another. The Democratic National Committee gave final approval to rules which will set aside about 550 seats in the 1984 convention — one of every seven — for elected and party officials uncommitted to any presidential candidate.

At the same time the party was giving this preferred status to its officeholders, another party commission was beginning the ticklish task of exploring how to hold those same elected officials accountable for the promises in the party platform.

The work of the new commission is unlikely to produce any result as clear-cut or dramatic in its political effects as the rule creating the big bloc of uncommitted delegates. But it illustrates the continuing tension within the party.

It is a tension between its politicians, who prefer a flexible, accommodating style of operations as the surest path back to power, and its more ideological interest-group supporters, who see the party primarily as a vehicle for promoting their own causes.

The officeholders tend to blame the issue-activists for pushing the party in the 1970s into support of policies that were outside the mainstream — and saddling it with presidential candidates who were rejected by most voters.

That is why they demanded — and got — a bigger role for themselves in the next convention hall.

But the issue activists have not disappeared. Their energy, money and advocacy are still very important to the party, and their demands on its officeholders will not cease.

The resolution creating a "platform

accountability" commission was pushed through the 1980 convention (with the acquiescence of Jimmy Carter) by the so-called Progressive Alliance, an amalgam of labor unions, civil rights organizations, feminist groups and other mass-membership organizations with their own, mostly liberal legislative and political agendas.

Representatives of these groups dominate the commission, chaired by Yvonne Brathwaite Burke of California. Burke illustrates the kind of private agendas that flourish among commission members. Although she is a former member of Congress, she went to Dallas a couple months ago to endorse another black woman who was running for the House against the Democratic incumbent.

Burke makes no apologies for her action, saying explicitly that she wants to see more women and blacks in Congress. But the incumbent, Rep. Martin Frost, is part of the House leadership who has fought the Boll-Weevil defectors in his state, while Burke's endorsee had so little regard for party labels that she has subsequently decided to run as a Republican. That fact puts Burke in an awkward position when it comes to preaching party loyalty.

But the clearest example of the tensions in this territory comes from the commission's co-chairman, Terry Herndon, the executive secretary of the National Education Assn. Herndon is an aggressive, outspoken liberal who has tried to turn the 1.7 million member teachers' organization into a political machine for promoting a wide range of progressive programs.

Under Herndon, NEA elected 302 delegates to the 1980 Democratic conven-

tion and in many states so dominated delegate-selection procedure that it controlled other votes as well.

NEA has a very explicit agenda: win NEA endorsement, a legislator, not only support large-scale federal aid to education, he or she must also open any form of aid to private or parochial schools.

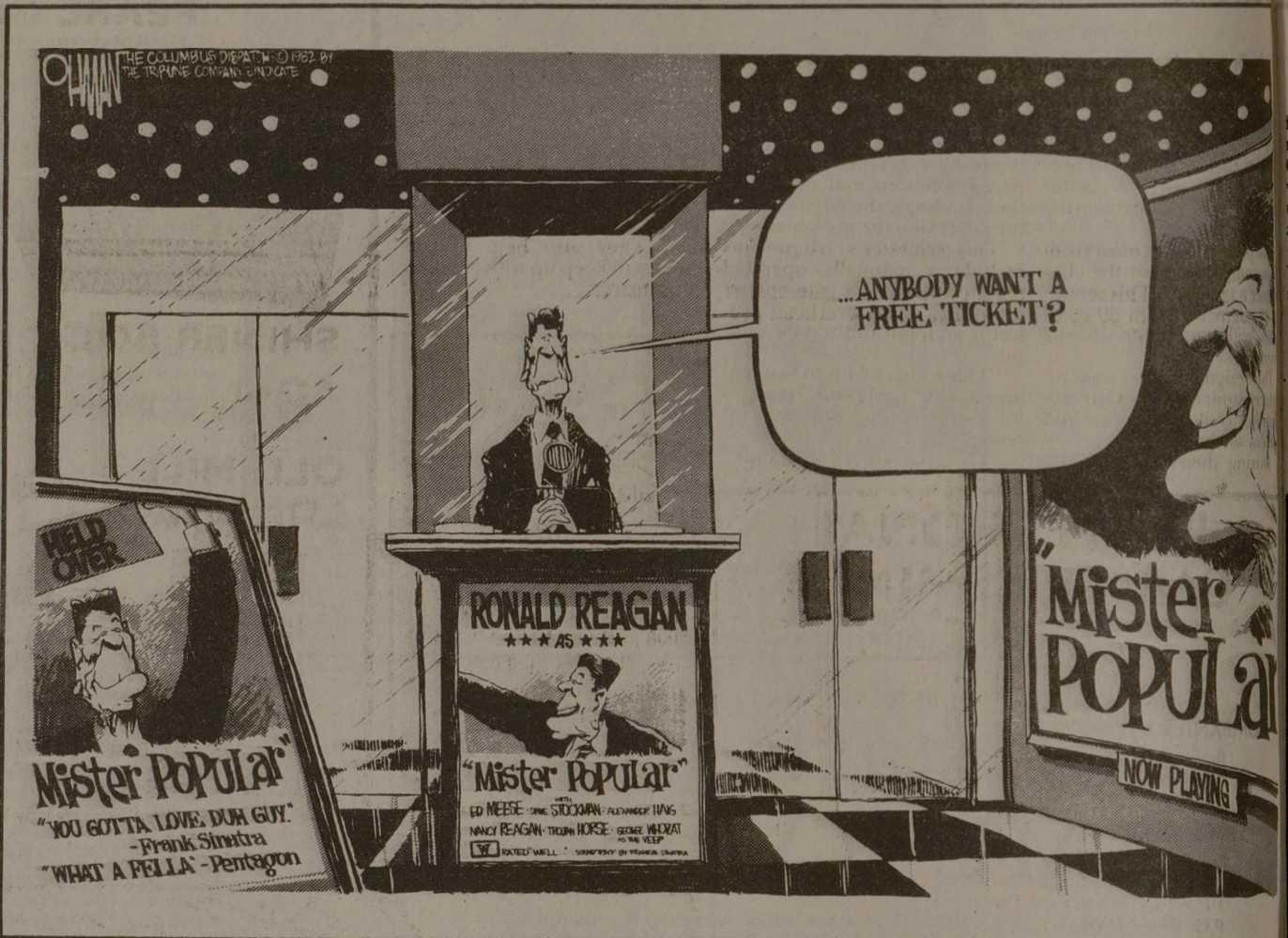
Thus, in his NEA role, Herndon cannot, at this point, support some like Sen. Daniel P. Moynihan (D-N.H.) whose record is marred (in NEA's eyes) by his advocacy of tuition-tax credits.

Yet the same Herndon, as a Democratic Party activist, is trying to instill what he calls "ideological substance" into the organization and persuade the politicians they should not automatically support just anyone who manages his nomination as a Democrat. That kind of eclecticism, he says, "won't do."

The tension between the idealists and the office holders, the purists and the pragmatists, is not new. But it is particularly acute in today's Democratic Party, which has grown increasingly dependent on independent organizations, like NEA and the unions, who have their own agendas.

It is important that these tensions be examined now, while the Democrats are out of power, because they will become more critical if and when the Democrats regain control of government.

If the Democrats are to function as a governing party, they need some method of dealing with those legislators (like Boll Weevils) who defect on critical issues of budget and economic policy. Equally, they need a method that assures that their agenda for action is the party's agenda — and not just a conglomeration of interest-group wish lists.



Letters: Reagan has tough question

Editor:

In listening to President Reagan's news conference Wednesday night I couldn't help noticing the parody in his words. In one breath he wishes for a unilateral reduction in nuclear armament between the U.S. and the Soviets to bring long-lasting peace. In a following statement he claims the only way the U.S. can achieve this is if it speeds up nuclear armament.

On the surface this would seem to be quite a paradox, but it may also very well be the solution to the current dilemma. It is quite obvious that the Soviet Union is definitely superior to the U.S. with respect to nuclear arms. With this in mind, what advantage would it be to the Soviets to make a nuclear arms reduction agreement? It seems the only way they would succumb to this is if they were intimidated. The only way they will become intimidated is if the U.S. appears threatening to them.

The question is this: Do we build up our nuclear arsenal and then go to the bargaining table or do we bargain with what we have now? That is a tough question for which I unfortunately have no answer.

However, someone will have to come up with an answer, and that someone will be President Reagan. With this, I invite

the student body of Texas A&M University to offer their comments and suggestions to this volatile situation. This is a

task that is too formidable for one man to handle.

Richard J. Gossett

The Battalion

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The Battalion also serves as a laboratory newspaper for students in reporting, editing and photography courses within the Department of Communications.

Questions or comments concerning any editorial matter should be directed to the editor.

Letters Policy

Letters to the Editor should not exceed 300 words in length, and are subject to being cut if they are long. The editorial staff reserves the right to edit letters for style and length, but will make every effort to maintain the author's intent. Each letter must also be signed, with the address and phone number of the writer.

Columns and guest editorials are also welcome, but are not subject to the same length constraints as letters. Address all inquiries and correspondence to: Editor, The Battalion, 216 Reed McDonald, Texas A&M University, College Station, TX 77843, or phone (713) 845-2611.

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