

## HIGHER EDUCATION: FUTURE PROSPECTS

Michael O'Keefe

In accepting your kind invitation to participate in the celebration of the Fiftieth Anniversary of the College of Education, I have chosen to address the question of the likely condition of higher education during the next decade. We are well aware, sometimes painfully so, of prognostications of severe enrollment declines, cutbacks in funding, and the furloughing of faculty and staff. We also recognize, perhaps less clearly, that the prized and privileged position in which higher education has been held by the public seems to be eroding in many small but cumulatively serious ways.

In these remarks, I will briefly discuss those realities that are now upon us and are likely to become worse rather than better. And I will also examine the extent to which higher education itself is either the source of some of these difficulties or, by the way it is organized and manages itself, is likely to reinforce these difficulties rather than resolve them.

The decline in the number of students, increases in the number of older and part-time students, the prospect of limited or even declining resources committed to higher education, and changing expectations by society—all these will place great stresses on our colleges and universities. And, I will argue, many of the traditional mechanisms by which our institutions are governed may not be able to respond either rapidly enough or to the degree necessary to meet these growing pressures, unless we in higher

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education exercise courageous and creative leadership uncalled for in many years. Institutions themselves must take the initiative and make the necessary changes in their own structure and procedures. If this leadership is not exercised, I believe that higher education will suffer both a serious decline in vitality and greater intrusion into its affairs by outside policymakers.

### **The Golden Age of Higher Education**

These, then will be the arguments I want to put before you today. However, neither the strengths nor the weaknesses of higher education as it faces the 1980s can be appreciated or understood without reference to the tremendous accomplishments of the past thirty years. As we are all aware, these three decades have been a period of unprecedented growth and dramatic change in higher education. What we as a society have wrought in higher education will surely be recognized and applauded by future historians as one of our greatest accomplishments.

Between 1950 and 1980, a dramatic increase in enrollment took place in our colleges and universities, from 2.3 million to 12 million students. This is a five-fold increase in the number of young people being

served. This dramatic increase was partly the inexorable result of demographic forces set in motion by the post-World War II baby boom. There were simply more young people in our society.

But growth in enrollments was not just the result of crowded nurseries two decades before. Significant changes in the college-going habits of our population were also taking place. As best as we can tell from available statistics, the fraction of 18- and 19-year-olds attending some form of postsecondary education has been increasing since about 1880. However, up until about the Second World War, no more than twelve percent of the age group attended college. After the war, participation increased at a much more rapid rate, even discounting the immediate and anomalous effects of the G.I. Bill. By 1967, fully 50 percent of this age group was enrolled in colleges, universities, or postsecondary proprietary schools. Since then, the proportion of 18- and 19-year-olds continuing their education has remained at about the 50 percent figure.

This leveling off, however, is deceptive. Other changes representing important social shifts were going on. In the 1960s and the 1970s, participation by previously excluded minority groups increased dramatically. Blacks enrolled in postsecondary education, for

example, rose from 6 percent to 10 percent of all students during this period. The relative proportion of blacks attending college has now reached the level of their relative share of the young population. Women (actually a majority, not a minority!) increased participation in postsecondary education as well. During the past two decades, the portion of college students who were women increased from 39 percent to 51 percent, again reaching relative parity with men. And finally, the past decade and a half has also witnessed a dramatic increase in the number of adults enrolled in postsecondary courses. Between 1969 and 1981, the number of adults enrolled in postsecondary education increased by almost 60 percent. By 1981, about one eighth of the adult population—21 million people—was enrolled part-time in some form of college-level study.

No one will dispute the dramatic growth in the sheer quantity of education provided by our colleges and universities. Measured by the number of dollars invested, there has been a similar growth in the postsecondary-based research enterprise. Since 1950, support for research and development expanded dramatically in a burst of public confidence in the potential of higher education, intellectuals, and researchers to solve all our problems, technological and social. In 1950, the amount of money spent on research in colleges and universities is estimated to have been about \$650 million. By 1980, that figure had grown to over \$3.2 billion, a four-fold increase during those three decades. Even accounting for decreases in the buying power of the dollar, this represents a doubling of the nation's investment in university-based research and development.

A dramatically increased role for higher education also led to great changes in our institutions. Universities, the traditional and most prestigious forms of higher education, expanded dramatically, becoming great productive factories turning out bright shiny PhDs and research papers by the ream. Many of those PhDs were destined (and needed) to fill the faculty slots that were opening up by the hundreds at expanding state public institutions and in the new community colleges. Many four-year state colleges, having begun life as normal schools training young people for teaching, were transformed by the flood of students and new faculty into comprehensive and university-like institutions.

The expansion during these past three decades in the work of higher education has also involved an increase in the number of scholars and teachers. College faculty in 1950 numbered about 250,000, of whom about 25 percent were women. By 1980, the scholarly workforce had grown to almost 1.1 million persons, an increase of over 300 percent, whether we take inflation into account or not. Women, however, still contribute only about one third of all faculty, a reasonably accurate reflection of the distribution of doctoral degrees and participation by women in graduate study in many traditionally more masculine fields such as science and engineering.

State colleges may have been the Cinderellas of the times. But, to shift the metaphor, the hot higher education stock to invest in was clearly the community college. In the 1960s and the 1970s community colleges proliferated across the land like a higher education fast-food franchise. In 1950, there were 275 public and slightly fewer private two-year colleges. By 1960, the number of public two-year colleges had grown modestly to over 300.

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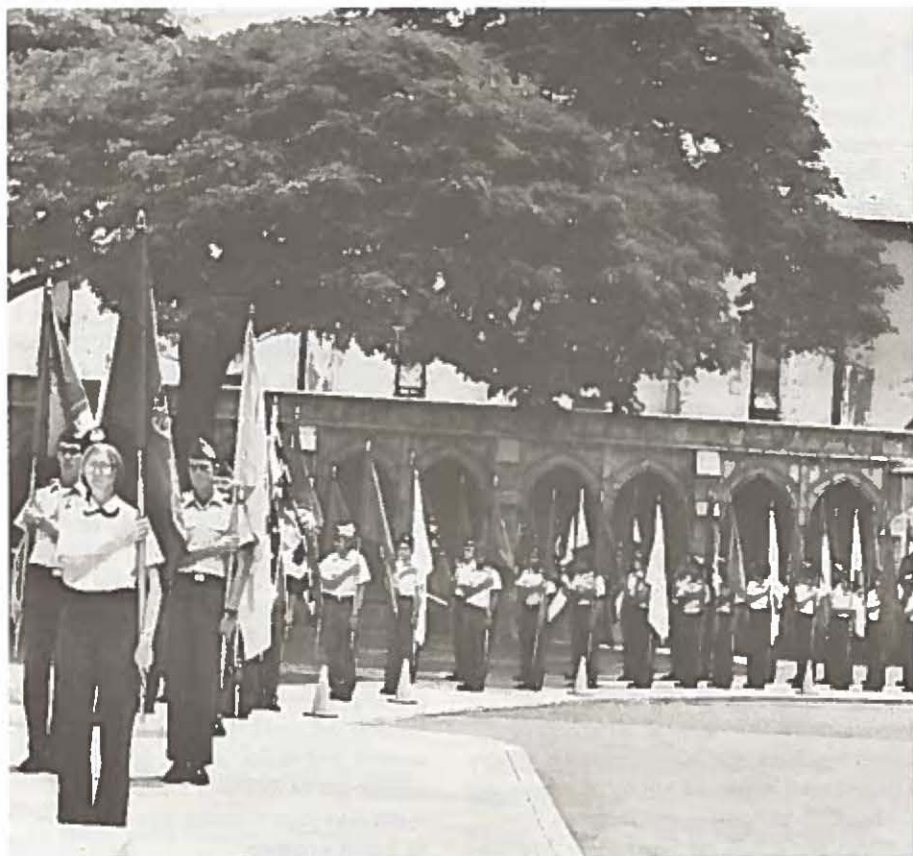
But by 1980, over 900 two-year public colleges dotted the land, enrolling in excess of 4 million students. The number of private two-year colleges remained relatively constant over the entire three decades.

These past thirty years have surely been a proud time in the history of American higher education. They are unprecedented in the history of education anywhere in this world. Not since the rapid growth in medieval universities has there been such a dramatic increase in the number of people involved in higher intellectual pursuits. We have become an increasingly well-educated society and many of the goals of equity which we as a nation set ourselves two decades ago are close to being achieved.

### **An Anxious Future**

If the last thirty years can be characterized as a "golden age" of higher education, then the next 15 to 20 years will surely compete to be labeled the "age of anxiety." The dire forecasts are familiar to us all. Higher education is by most estimates facing at least a decade and a half that is uncertain, likely to be difficult, and in some instances genuinely painful.

This year, we are beginning the slide down the farside of demographic trends that carried us so high in past decades. Between 1980 and the early 1990s there will be a decline of 25 percent in the number of young people. Along with that decline, we are also experiencing



Left: UH ROTC cadets carry flags of the 50 states. Right: Edward Starmont, Jr., of The Kamehameha Schools, opens the Convocation by sounding the conch shell.

an inevitable leveling off in participation rates in postsecondary education, both in the aggregate and for most subgroups of students. These leveling trends, if they persist, combined with the decline in the gross number of people in the college age group translates into 3 million fewer students by the early 1990s. These likely declines are well-known. What is less well-recognized is that competition for these students is also increasing as business and industry steadily expands the amount of training and education they provide directly to their employees.

Declining numbers of students and increased competition for available students is one emerging strain on our institutions. But we are also witnessing an erosion in the levels of support for research in general, and for university-based scholarship in

particular. Federal funding for research and development have not kept pace with inflation in recent years. And within that budget there has been a gradual shift toward applied rather than basic research and toward nonprofit and profit-making research institutes or corporations as the performers of the research that is done. One indicator of this shift is the deteriorating overall quality of the equipment and tools of research in engineering and the physical sciences at our colleges and universities. Recent estimates suggest a nationwide deficit of up to \$1 billion in necessary improvements in

research equipment on our campuses; yet federal government policies have been to trim indirect costs, restrict the purchase or upgrading of equipment, and eliminate or severely restrict dollars for the construction of research facilities. And this at a time when investment by business and industry in research and development is increasing at a rapid pace. In 1980, for example, General Electric Company spent \$1.6 billion for research and development, 60 percent more than the total budget of the National Science Foundation for that year.

The prospect of declining enrollments has also given the public and policymakers an impression that in the future less money, not more,



Left: Alex P Kali of the University's Office of University Relations performs chants composed to honor the Convocation. Right: College of Education faculty assembles for academic procession.

will be needed for education. And exacerbating the effects of that impression is the serious state of the overall economy. A stagnant or declining economy, coupled with growing citizen tax revolts across the country, along with increasing demands for other social services, for the repair of our roads and bridges, for the improvement of our defense capacity—all these put higher education in serious jeopardy in the struggle for public dollars.

This competition might be welcomed as a healthy and invigorating challenge were it not that higher education is also suffering a loss in the level of public regard it has enjoyed for so long. In recent years, we have been witness

to a decline of public confidence in the capacity of education to do its job, to solve society's problems, or even, in some instances, to manage its own affairs with efficiency and integrity. Two decades ago, the public seemed willing to entrust the management of our schools and colleges to professionals who presumably knew best. National opinion polls continue to rate education in the abstract as one of the highest priorities for our society. However, those same polls also rank educators and those who manage our education institutions far down the list in public confidence, somewhere in the vicinity of that traditional brunt of popular criticism, the government bureaucrat.

Unquestioning and total trust is gone, not just for education but for most of our institutions. We are in an era of questioning of institutions,

of challenging our leaders to justify their stewardship. This fact should perhaps give us comfort. But it deserves careful analysis. If we are to provide the leadership that will be needed in the coming decade, we must seek to better understand why the public feels the way it does.

#### Higher Education: The Future

If challenges are riches, then higher education surely has the richest of futures to look forward to. How prepared is higher education to spend these riches to meet the likely challenges? Is higher education in robust good health, ready to take on any challenge? Or, is it sickly and possessed of worrisome and debilitating handicaps?

Surely, on the one hand, higher education possesses tremendous strengths. It is a rich, varied enterprise capable of serving highly diverse needs of both individuals and society. The scholars, researchers, and teachers who are the vital heart of higher education represent a historically unprecedented pool of talented, trained and dedicated people.

However, there are also ominous signs of weakness, rigidities and potential sluggishness in higher education which could compromise its ability to adapt to the changes that are surely coming upon us. Some of these reside in the nature of the institutions we have created, sometimes, ironically, flowing from the very strengths which have served society so well these past decades. Higher education, we must accept, is overgrown when examined against the likely needs of this next decade or two. And, as one result of its recent dramatic growth, it has become increasingly bureaucratic and rigid. And, most serious of all, the decline in public confidence can be traced in part to how we in higher education conduct our own affairs.

During that period of growth described earlier, not only were our campuses expanded but so were expectations for the future. And both may be overinflated in the context of the foreseeable future. Many of the PhD programs—particularly in the humanities—mushroomed in response to a demand created mostly by the growth of the higher education enterprise itself. Once that growth slowed, demand for the products of our graduate schools also dropped. And, in turn, a drop in demand for PhD's will lead to even further contraction in the programs which produce them. Like education's version of a Ponzi scheme, the process feeds on itself until little or no demand remains.

Particularly hard-hit by the collapse of the graduate education bubble will be those institutions which in the 1960s and 1970s aspired to reach the academic prestige of our greatest institutions. Many faculty, hired during the era of growth, were promised—and believed—that old South Sagwash State University was destined to become the Harvard of the West, the Stanford of the East, or the Michigan of the South. We made our plans, we built the house but now it sits partially furnished and poorly maintained. The wherewithal to finish our collectively grandiose dreams is no longer at hand.

Community colleges also expanded beyond future needs. Caught somewhere between the four-year college and industrial training programs, community colleges find themselves especially susceptible to an institutional form of schizophrenia. Unless demand for adult education continues to increase (an unlikely prospect in my view), community colleges will become more aggressive in building inroads into student groups traditionally served by other types of institutions. Competition will come, not only from business and industry, but among sectors in higher education itself.

Growth has also meant complexity and the inevitable handmaiden of complexity: larger numbers of managers, departments and directors, rules and procedures, and management information systems to control the neural flow of our enterprises. Higher education has become more and more bureaucratic. And in that process, while we have gained much, we have also lost much. A greater gulf has opened among administrators, faculty and students. Each group is more specialized and the mechanisms through which they interact with one another have become more formal and distant. And, authority has gradually but perceptively drifted

upward and outward, to administrators, boards, state level coordinating agencies or legislators.

To more fully understand what has happened to us, we need to return to a more careful examination of the most serious symptom, namely the decline in public regard for education. It is ironic that the "public" which exhibits this loss of confidence—parents, legislators, other leaders, the general public—is more than ever in history made up in large proportion of the graduates of our own institutions. Has familiarity indeed bred contempt? Or is the questioning simply a healthy sign that we have, in fact, done our jobs very well?

What are the reasons for this loss of confidence? Several can be identified. First, as I already mentioned, there has been a general decline in support for all of our institutions. Watergate and other events on the national scene are probably both a symptom and a cause of this. But, as I suggested above, it is also a sign of the increasing sophistication of our society. This is the most educated populace in the history of our nation. Perhaps we should expect that today's generation will be highly observant, analytical, and outspokenly critical of its own institutions. We may not have anticipated this consequence. But our very success may be one cause of the uncomfortable and hot gaze we now feel.

There are other reasons. We can also observe an increasing divergence between what society wants and needs and what higher education can and does provide. And this divergence also has some of its roots in the rapid and dramatic growth of the past several decades. During that period, the dominant values which held sway in higher education were

those of the most highly selective institutions. The highest academic standards were regarded as the ideal. The training of future scholars (not practical technicians) was seen as the most notable enterprise, second only to the actual conduct of fruitful research and development. The earlier relationship between the university and society which had been embodied in the land grant institutions had faded. Service and teaching, the direct assistance to the local community, had become second class citizens in the academic village. Research and development more and more came to dominate the undergraduate curriculum as its role shifted toward preparation for graduate school. Teaching was viewed as subordinate to the production of journal articles and presentations at scholarly meetings. The number of Nobel prizes became the primary indicators of a vital academic enterprise.

This single concept of academic success has almost universally dominated decisions in the granting of the doctoral degree and of tenure. Young academics were socialized into this singular concept of quality in postsecondary education as they were sorted into their places on the faculty of higher education institutions. And this was the case whether that concept was or was not appropriate for specific institutions or specific groups of young people who attended them.

The younger faculty who came to the expanding and new institutions of the 1960s and 1970s were probably far better trained than the previous generation. But, in some ways they were also less well educated. More highly specialized to start with, they found themselves in an environment in which the final watchword of success was "Publish or perish." And this was the case not just at the top research universities,

but also at most four-year institutions and even at some community colleges.

Increasing specialization has had another effect on our institutions. As knowledge has become fragmented into more and more fields, so we have organized ourselves into more and more disciplines and departments. That organization follows logically from a research-oriented view of the role of higher education in society. But it also constrains the ability of researchers to address problems society wants and needs solved. The academic bureaucracy of today may no longer be appropriate to meeting the needs of a rapidly changing society.

Society has problems; colleges and universities have departments. There may be a serious—and increasing—mismatch between the two.

Problems our society wants solved may, in fact, not be the problems that academics prefer to spend their time solving. They may be too practical, or simply uninteresting to the academic mind. Or, the urgent problems of society may also be so intractable that academics reasonably choose to address other, simpler problems. It may also be that the traditional structures into which academics have sorted themselves hamper the emergence of approaches to solving the more critical problems we as a society face. To the extent this is the case, higher education today is faced with a clear challenge. Can we overcome the separateness imposed by our own structures and discover ways to continue to be of direct service to the society? Or will we simply stand by as our role as highly valued problemsolvers is gradually yielded to other institutions? If it is the latter, then we can also expect that the value society places on higher education, as

well as the respect accorded us as professionals, will continue to decline.

The public also increasingly feels that higher education has lost its place, has lost sight of its own values and standards. There is a perception of a loss of moral and cultural authority in the intellectual community. Moral authority can be defined as a commitment to truth, to seeking and expressing that truth, no matter what the consequences to the seeker. Thirty-five years ago Carl Jaspers, the German philosopher, identified the goal of education as "culture" which he in turn defined as "a coherent system of associations, gestures, values, ways of putting things." Higher education, as it has traditionally been viewed by the public, has had this as its central purpose.

But what have been the experiences of students in our institutions, our classes? What commitment to truth and to moral values have they witnessed? Has it been a commitment relatively uncolored by emotion, ruthlessly sought no matter what the consequences, reflected in how we organize and govern ourselves? In how we deal with one another as colleagues? In how we deal with our students? What is the example we have provided the many students who have passed through our halls over these decades? One commonplace observation about the academic life may help us see ourselves more as others see us. Do we not joke that the most vicious, unfair,—and most inconsequential—politics are those which take place in the academic community? Is not "academic," in one of its meanings, a synonym for "moot"? How, for example, have graduate students been treated for decades? There are far too many instances in which they produce research and writing which are then taken up, without

acknowledgement or recognition, and published as a professor's own work. How many journal articles or books are the results of students' contributions to graduate seminars, edited by the instructor and then claimed as his own?

We can regard these practices as just one of the realities of life as an apprentice in the guild of the professors. But they are also, at root, dishonest. And our students know it. And our graduates remember it. Perhaps because they have had the experience, they have seen behind the curtain and have discovered the small puffing man who pulls the lever. With so many admitted into the temple, the mystery is gone, our secrets are out, and the former sense of respect and awe for the temples of learning have given way to a more cynical view of the mixed—and very human—vices and virtues of the priests and priestesses themselves.

These are observations from the classrooms and the laboratories. But what impressions as institutions have we given to the general public? For the most part, we did not take adequate initiatives to eliminate discrimination in admissions, hiring, or the handling of personnel in our organizations. We had to be forced, by law and regulations, by suits or the threat of suits, to do what we ourselves should have known was the right thing to do. Ironically, some of the roots of the civil rights movement reach back to our campuses, to our students and some of our faculty. As organizations, however, we showed scarcely more leadership than any other self-concerned bureaucracy. In the eye of the public, we have lost an innocence that was presumed but has been found to be lacking.

I should mention a final rigidity which will need careful re-examination as we address future challenges, tenure. The granting of

tenure is one of the important means by which those who have established their academic qualifications are ensured the independence to explore, research, and teach as they will, substantially free from coercion or punishment by society. Tenure is viewed by many as the single most important element in preserving genuine academic freedom. Most people would recognize its crucial role. Yet, with the coming decline in the number of students, exacerbated by shifts in what students choose to take, tenure is likely to come under considerable stress. We can surely expect that some programs, departments, and even entire institutions will be closed in the next decade. If so, what will happen to the senior tenured faculty in those programs? In limited instances, individuals may be able to shift into closely allied fields for which student demand is still high. Most of the time, however, this will be neither practical nor very effective, and faculty will need to be laid off.

This possibility—already a reality at some institutions—is as it should be a great cause of concern to us all. Far more widespread, however, will be a dramatic reduction in the number of young faculty who can be hired. With declining enrollments and a stable faculty body, there will be little or no opportunity for the traditional renewal of academic departments by the influx of highly productive, freshly trained young people. As a result, the academic quality and vitality of many departments and institutions may gradually if almost imperceptibly decline. If this happens, what changes in the concept or application of tenure might be necessary to maintain our overall quality and productivity? And, more importantly, who will it be who will seek out and

implement these changes? Will institutions themselves deal with these issues? Or will policymakers external to the institutions be forced to grapple with them from afar? As on many issues, unless higher education itself exerts leadership, others will probably do so with results that may not please us.

### An Agenda for Leadership

Two tasks require the urgent and thoughtful leadership of all of us in higher education. First I believe that it is essential that we concern ourselves with clarifying the essential nature of our missions, their relationships to the needs of society, and the manner in which we define and maintain the quality of what we do. And second, leadership in higher education—faculty as well as administrators—will need to take the initiative to address the problems that exist within our own institutions. Both these steps are essential if we are ever to regain the trust and confidence of society.

A clear understanding of our mission will be more critical during this next decade than anytime during the past thirty years. In a period of growth, colleges and universities had the luxury of being able to absorb new missions relatively easily. New students and new programs may have stimulated grumpy opposition from some of the more traditional faculty; however, new demands were usually accompanied by additional resources, and ongoing programs of the institution did not have to be reduced or eliminated. As a result, new roles and missions were easily added, because they were not at the expense of anything else.

Now, however, we face a dramatically different situation. New problems and new demands on us continue to emerge and along with them potential new roles for higher education. But now there is a catch. Resources are not expanding. New missions can only be embraced at the expense of other, older, activities.

For some institutions, the picture is even more grim. Resources will actually decline. Activities and programs will need to be reduced or eliminated. And those reductions present us with a difficult dilemma. The politically less controversial response is clear. It will be to impose reductions across the board for most if not all of the programs of the college, with perhaps a larger reduction in administrative support as a gesture of friendliness toward academic concerns. A more difficult but far better response will be to shift and trim selectively, making certain that the most important or strongest aspects of the institutions are preserved or even made stronger. But then, before such decisions can be made, we must possess a clear sense of what our crucial missions are and of where we are headed. The choices higher education faces in the 1980s will be choices not just among programs but choices affecting fundamental purposes.

If we are to emerge from the next decade stronger for the challenges we face, then we must reaffirm our own essential role in society. We must do so both because what society wants and expects from us is changing and because only a clear chart on which we can plot our course through what promises to be stormy years will ultimately save us.

One emerging change in our work deserves special note. In the coming decade, the assimilation and synthesis of more and more complex bodies of knowledge will be more important than ever before. And, along with that synthesis, will be the urgent need to transmit it much more effectively, not only to future generations of young people, but also to the broader society. Inundated as we will continue to be by information, one of our most crucial needs will be to learn how to sort, assimilate, and use it effectively.

Teaching us how to do this is a role which higher education *can* perform for society, but it must do so with far greater emphasis than it has in the past.

This example demonstrates again why we must go beyond a rethinking of our mission to the basic consideration of our own values and ways of governing ourselves. The synthesis of bodies of knowledge, excellent teaching, and certainly the "popularization" of knowledge are not accorded high status by much of the academic community. As I mentioned, the value structures of the profession do not encourage talented young people to engage in these activities rather than in basic research. Yet society needs and wants these services and is likely to put great pressures on higher education to perform such tasks. If higher education cannot—or will not—respond, society will find other ways to meet its needs, surely to the detriment of higher education and perhaps to the ultimate detriment of society itself.

In addition to redefining our own role in a changing society, institutions will need to deny—not by words but by their very actions—the premise upon which outside policymakers and the public base their criticisms of us. We must counter the sense that unless forced to do so, colleges and universities cannot and will not respond effectively to the changing needs of society and to the problems within their own walls. No denying it: it is difficult for institutions to aggressively and significantly modify their own missions, programs, and procedures, especially when resources are scarce. Yet, it is also crucial that we do so. As the holders of the academic traditions of our

societies, those who work in our colleges and universities are best qualified to determine how those traditions can and should be altered to meet new conditions and needs.

If the leaders of academe do not reach out to meet these challenges, two consequences are likely, neither particularly attractive. First, public confidence in our higher education institutions will continue to fall. The public will interpret defensiveness and reluctance to change as simple self-interest and a rejection of responsibilities to the society at large. And second, governments will probably feel forced to take unto themselves the responsibilities rejected by us. Solutions will be imposed on us, solutions that we may find less desirable than those we ourselves might devise.

### Conclusion

The next decade will confront us all with serious challenges concerning new and evolving roles of higher education, the vitality of our colleges and universities, and the exercise of power and authority in higher education. The conditions which can be foreseen for the 1980s will make these issues both more important and more difficult to deal with. It is possible, if not likely, that the future will bring increased conflict within higher education and between higher education and the greater society, as priorities shift and values collide. Purposes and roles may become more rather than less confused and we could witness a gradual decline in the effectiveness and importance of our colleges and universities.

If this prospect is to be avoided, leaders in education will need to understand clearly where they are headed, and will have to exercise courage and sensitivity in the decisions they will be making. If they can do this, then higher education of the future can, I believe, be stronger and more vital (even if smaller!) than it is today.

I have dwelt in this presentation on problems, some outside and some within the academic enterprise. I have done so not out of despair, but with a spirit of both faith and hope. My faith is in one of the fundamental beliefs of our lives as educators: that truth may sometimes be unpleasant but will ultimately be liberating. Only by facing reality squarely and with cool demeanor can we expect to triumph over challenges we face. This holds true for individuals; it is also the case for institutions. I have also raised these issues in a spirit of hope, the firm hope that the greatness which each of us possesses will be enkindled by the challenges we face. Ultimately, we must address these challenges not for ourselves, but for the young people whose lives will be shaped by both the programs we provide and the example we give.

In your imagination, I ask you to look into the face of the children of these Islands, to see the beauty, the grace, the diversity that resides there. "In every child who is born the potentiality of the human race is born again," wrote James Agee. Your sacred charge as educators is to bring forth that future, to help fulfill that hope, not just for our children and students but also for yourselves. For to help them fulfill themselves is your fulfillment. This is what this College and this Faculty have been about for the past fifty years. This is your legacy and your future. I wish you well in it.

*Michael O'Keefe is Vice-President, Carnegie Foundation for the Advancement of Education. He is a former Deputy Assistant Secretary, US Department of Health, Education and Welfare and headed the US Delegation to the Education Committee of the Organization for Economic Cooperation and Development (OECD) in Paris, France.*



*Following the Academic Convocation, Governor George Ariyoshi and Mrs. Ariyoshi host a reception at historic Washington Place, home of the state's first family and former residence of Queen Lili'uokalani, the last reigning monarch of the Kingdom of Hawai'i, honoring the College of Education on its 50th anniversary. Upper: The Ariyoshis with honorary degree recipients Emma Farden Sharpe, left, and Gladys A. Brandt. Lower: Her sisters pose with Emma Farden Sharpe at Washington Place reception: left to right, Annette Ryan, Edna Bekeart, Irmgard Aluli, Mrs. Sharpe, Margaret Bruss, Diane Fernandes and Maude Tanner.*