

Creating a Teaching and Learning Community: Excellence for All

by

Asa G. Hilliard, III

Georgia State University

The Asa T. Spaulding, Sr., Memorial Lecture

The Inaugural Lecture

University of North Carolina, Chapel Hill

October 20 1992

**Struggle for Education**

"Willing, intelligent white male labor is available in a steady supply," reads a 1927 pamphlet to recruit industry to the Carolinas.

"We've been selling the wrong things-- cheap labor, cheap land, and low taxes," says former Mississippi governor William Winter. "In short, the rural South is finding that it has mortgaged its future to lure a few jobs."

The comments are a part of Greater Expectations: the South's Work Force is the South's Future, a report released today by a panel of researchers and business people who warn that the sunbelt boom years will be wiped out without a massive program to improve work skills, bring minorities into the mainstream and restructure industry. (Greer, 1992)

**Aim**

M. D. C., a think-tank that was founded in the 1960's and located in Chapel Hill, whose president is George B. Aughtry, could not have posed the problem any better or any more clearly. He and the think-tank were correct to link the future of the Southern economy, and indeed the national economy to the nature and quality of education in the schools. We must guarantee that all of the citizens of the region and of the nation are prepared intellectually and skillwise to fill the ranks both of the

entrepreneurs and sophisticated labor.

Of course, there is a whole other side to the education process, and that is the process of socializing children as critical thinkers with a sense of aesthetics and with a sense of social responsibility. By tradition the spiritual needs are left to the broader community outside the public schools, yet this too is of vital concern.

### School Capacity

For some, asking the public schools to do a good job with critical thinking, aesthetics, skills, a common core of knowledge, and social responsibility is asking too much, especially in view of the dismal record that schools have had in meeting even minimum competencies under current conditions. Many of our citizens, and even many of our professionals have come to believe that schools cannot overcome problems associated with widespread poverty, cultural diversity, and forms of inequity. It is this very set of expectations that I wish to examine.

My experiences as an educator for the better part of four decades, and throughout much of the world, have established for me beyond all question the power of good teaching to overcome virtually all obstacles to learning. Whatever our failures are to realize the potential from schools, they have little to do with the availability of good teaching approaches or with students mental capacities. Those are the points that I want to make.

### Spauldings as Models

I am honored beyond measure to have the opportunity to present

this Asa T. Spaulding Sr. Lecture. I am a long time admirer of the Spaulding family for the outstanding role models that they have provided- models of initiative, determination, creativity, leadership, and public service.

The North Carolina Mutual Life Insurance Company, converted from a burial aid society in 1898, created a corporate seal with the face of Hor-em-Aket (God on the eastern horizon), the oldest gigantic stone carving from antiquity, now called by its Greek name, "The "Sphinx". Within the past two years, geological and seismological investigations by scientists from MIT seem to show that this African monument is nearly ten thousand years old, nearly five thousand years older than previously thought. It seems that rocks, like the "Sphinx" and like Gibraltar (Prudential), have a special symbolic appeal to insurance people, who want to convey stability, reliability, and dependability, and maturity. Certainly, that is what Charles Clinton Spaulding, the cousin of Asa T. Spaulding Sr., thought about as the virtual founder and later president of what became the largest black owned insurance company in the world.

Asa T. Spaulding Sr. inherited his cousin's genius and sense of business and social mission. With degrees from New York University and the University of Michigan, as well as honorary degrees from several universities, including the University of North Carolina and Duke University, Asa T. Spaulding Sr. continued to exhibit the strong positive family values and the business sense to expand the business and become one of this nations most valued

leaders in business, education, and social service. And so today we see his image, "Sphinx like," and remember his life, a rock of excellence, a marker, an inspiration.

The Spauldings did it the hard way. They were a part of the struggle for the survival of a people whom the slave, colonial, segregation, and racism systems simply could not destroy. They represent what hundreds of thousands of other people of African descent could have become and can still become, when the shackles are removed and when equal educational opportunities are provided. But the system of racial inequity in our schools took its toll on all of the children of the Nation, not just on the enslaved Africans and the colonized American Indians. By accepting inequities for the African population, far less than excellence was required of the European population, as was shown by the M.D.C. report.

#### **The Struggle for Education in America**

In trying to understand our school problems today, it is imperative that we understand that there has been an historical struggle in the United States just for the principle that education should be provided to the masses, black, white or red, at public expense; in fact when the nation was founded, there was no public education mission at all (Hilliard, 1984). Naturally, the struggle to create public schools that set excellence as a standard for all is a further evolution of purpose for the nation (Cubberly, 1920), (Cremin, 1970). It is of great significance that, for the first time in the history of the nation, goals that begin to sound like

excellence level goals for the masses (Education 2000) have been presented as national goals. It remains to be seen if the financial support and inspired leadership to achieve these ends will also be forthcoming.

In the south, the struggle for mass excellent education was initiated by African Americans (Anderson 1988), (DuBois 1973). The enslaved African population never allowed the light of learning to be put out. After all, they had come from societies where universal public education was a high value. Austin (1984) described the extensive public education systems in West Africa, based upon the interviews with ex-slaves who remembered their childhood. Some of these ex slaves had spent more than twenty years, in Africa before capture, in training as teachers, and had been teachers in African schools, especially Muslim schools. Several researchers (Austin, Saad, Dubois) note that the higher education institutions at Jenne, Gao, Timbuktu in Mali, and Sokoto in Nigeria, with science and liberal arts curricula, were possible only because they were fed by a system of primary and secondary schools. These African systems of modern schools were actually functioning at their peak during that very part of the time of the slave trade when the Africans were being defamed.

Secret attempts were made by Africans in America to form their own schools. Some were very successful and were begun even before slavery was ended. More independent self supported schools were started by Africans after slavery. Upon the conclusion of the Civil War, the agitation for universal education at public expense

was begun.

"Former slaves were the first among native southerners to depart from the planter's ideology of education and society and to campaign for universal, state supported public education.... In 1879 Harriet Beecher Stowe said of the freedmen's campaign for education: "They rushed not to the grog-shop but to the schoolrooms-they cried for the spelling-book as bread, and pleaded for teachers as a necessity of life."...It was a whole race trying to go to school...The foundation of the freedmen's educational movement was their self-reliance and deep-seated desire to control and sustain schools for themselves and their children...

Throughout the South (in 1865), ...an effort is being made by the colored people to educate themselves." "In the absence of other teaching they are determined to be self taught: and everywhere some elementary text-book, or the fragment of one, may be seen in the hands of negroes." Not only were individuals found teaching themselves to read and write, but Alvord also discovered a system of what he chose to call "native schools," one of which he found at Goldsborough, North Carolina: "Two colored young men, who but a little time before commenced to learn themselves, had gathered 150 pupils, all quite orderly and hard at study...Hence native schools were common schools founded and maintained exclusively by ex-slaves...he found "native schools ...throughout the entire south..

Before northern benevolent societies entered the South in 1862. before President Abraham Lincoln issued the Emancipation Proclamation in 1863, and before Congress created the Bureau of Refugees, Freedmen and Abandoned Lands (Freedman,s Bureau) in 1865, slaves and free persons of color had already begun to make plans for the systematic instruction of their illiterates." (Anderson, 1988)

Mention must also be made here about the key role of organized labor and some leader-statesmen (Cubberly,1920) (Cremin,1970) (Hilliard, 1991).

### Implications

This then is a part of the context of the present struggle for public education that is excellent, for an education system that includes all children, regardless of race, ethnicity, social class. I cannot emphasize too strongly that, at its foundation,

fundamental educational reform is really more a reform of intent and will than it is a matter of professional technology (Hilliard, 1991). Clearly, the brief and partial history that I have sketched above illustrates just that point. The blame for low-performing students should be placed on the political structure, on the real intent of the powerful, not on the techniques of teaching or the low capacities of students.

We have tended to prefer to explain the low performance of students in terms of student or teacher problems. We have, for several decades now, witnessed group after group attempt to define the problem and to propose strategies for change directed mainly at students and their teachers. There must now be several thousand education reports with recommendations for change.

#### **Misguided Reform**

For quite a while it seemed that many well-meaning people believed that all that was necessary to change American schools was to manipulate standardized test score requirements. I'm sure many here will remember the massive "minimum competency" movement in education. At other times in the history of the Nation, attention has been focused largely on the nature or character of the students being served by the schools. The family environment, the intellectual capabilities, the cultural preparation and the cultural styles, are but a few of the areas of concern about students that were used by educators to explain high or low pupil performance.

More recently conversations have tended to focus on the

structure of schools and school systems as institutions. Almost everyone in education today is caught up in the new panacea, "restructuring." Popular restructuring is a growth industry in public education. Take your pick of "structural" changes, "site-based management", "year-round operations", "school choice" and a whole host of other strategies that are supposed to address the ills of the system are now being put into operation on a massive scale.

Through it all, the relatively low achievement levels of the masses of children in America have remained substantially the same. This has been especially true in the South, especially in the public education arena. In fact, if we look at one of the current solutions that has been embraced by a large number of Americans, that of "school choice," it would seem that the decision has been made by many to give up on the public schools, perhaps altogether, and simply let nature (the "survival-of-the-fittest" competitive struggle) take its course.

This present condition may be somewhat predictable when we note that, increasingly, many public school systems are made up of children who are poor and who come from minority cultural groups. Typically, this category of children are the least cared for of all. Perhaps that is why they may well be abandoned to the newly created educational marketplace in spite of the fact that we have no examples of real success with these proposals. (ASCD,). This is a growing population segment in the United States of America.



### **New Goals More Important than New Methods**

We are at a critical juncture in the Nation's history: we now know or ought to know that we either solve the problem in education of how to educate the masses of our children to levels of excellence, or this nation will be in a life and death struggle for its very survival.

In the Southeast the problem has often been seen as tied to rich or poor, black or white, rural or urban. This is why we must situate contemporary problems in their historical and sociopolitical perspectives, or we will fail to understand the problem and will make statements and plans that are academically unsound and scientifically incorrect. We will be looking for the answers in the wrong places. We will treat political problems as if they were technical or professional problems, and will solve neither.

### **The Reality Before Slavery and Colonization**

It is not necessary to replay the details of brutal years of the slave trade, nor the colonization and genocide of the Indian population, nor the exploitations of immigrant labor, especially from southern and eastern Europe. Important to our discussion, however, is that we understand that the African continent had developed several civilizations pre-slavery, some of which extended well into the slave period: the great ancient civilizations of Kush (or Ethiopia), and Kemet (or Egypt) in east Africa, along with great Zimbabwe in southern Africa, and with the great nations of Ghana, Mali and Songhai. We must also understand that ancient and

sophisticated education systems were present in both North and South America before Columbus!

The existence of these nations is important, but perhaps what is even more important is their level of intellectual development, pre-slavery and colonization, and the cultural unity that bound the various peoples together in spite of superficial differences in geography and physical type. In other words history does not record any mentally retarded populations.

#### **The Origin of School Structure: Intent, Content and Process**

The political problem during slavery, colonization, segregation, racism, and later anti European-immigrant sentiment, influenced the scholarship of the times, and the pedagogy of the times as well! We must understand that the present structure of the school was created by scholars in an environment that was constructed consciously and unconsciously to be inequitable.

This history is important because it explains the origin of certain ideas in education that led to the present structure of the schools, and to expectations of teachers and students. For example, it would be hard to find a parallel anywhere in the world for the quixotic preoccupation of educational leaders and researchers with the question of the mental capacities of students that you find in the United States and in England.

#### **The Impact of Structured Inequity**

It is this preoccupation that has fed the doubt about human potential, a depressing professional mindset. Who can explain how IQ testing, this mind "measurement", helps to improve teaching and

learning? I think that it is fair to say that in the last seven decades in the United States, no single educational question has or should have loomed larger than that one. We ask about test bias. However, our educators seem not to be able to ask, "Why the IQ test?" "Why classify?" The problem is not the test. It is purely and simply the mindset that goes with testing. This mindset reflects a profound general pessimism about human potential.

The IQ movement in America, led by Lewis Terman of Stanford University and others, contributed in a major way to shaping our images of students, and even of whole national, ethnic and "racial" populations (Block and Dworkin, 1976), (Gould, 1981), (Kamin, 1974). Because of this, it has shaped the structure of school services. For example, to assume that large numbers of children are educationally disabled, leads naturally to the provision of a kind of medical therapy for those children, hence four and a half million children are in special education in the United States of America.

Nowhere has this professional ideology been challenged with greater thoroughness and genius than in the work of Thomas Skirtic. Skirtic (1991) correctly identifies four operating assumptions that drive the design of American public schools and the special education services associated with them. In a masterful review of the literature, Skirtic shows that educators in general, for or against tracking and for or against special education, agree with the empirical research findings that show that all of the four operating assumptions for our current public school system have no

empirical foundation. In spite of that fact some educators wish to continue with the system as it is until "something better comes along."

According to Skirtic, educators assume that when children exhibit low academic achievement that it means that the children are deficient, i.e. that mild disabilities are the result of pathology in the child.

Second, educators also assume that they can make valid diagnoses of these presumed pathologies, and that it is useful to do so for the design of effective instruction that is of benefit to the child.

Third, educators believe that the specialized services that schools provide for low performing children are more beneficial than are regular services. In other words, they believe that special education is a rational system.

Finally, educators believe that progress in raising school achievement for students can be made by creating incremental improvements in the diagnostic system and by invention with new remedial techniques.

*Naught?*

The contemporary perplexity about what to do in teaching and learning to insure that all children, black and white, rich and poor, rural and urban, manifest excellence in educational outcomes, is a signal that we have failed to shake the ideology of the past, and that our restructuring efforts are very likely to come to nought, as have virtually all other educational reform efforts in the past. The restructuring efforts will probably come to nought for the simple reason that the fundamental thing that is in need of restructuring is the ideology that drives the system rather than the system itself. Unfortunately, other than cheerleading, little that is effective is being done to confront and change the ideology.

The ideology is not merely associated with special education but with the rest of the system as well, perhaps even more so, and perhaps derived from it. The ideology is based on a limited estimate of human potential by educators and, above all, on a limited experience with human genius by those same educators. Until these two things are changed, we will have no prospect for success, since we will simply factor into any newly formed structures the hidden or disguised doubts about human potential.

### Teaching Power

The implicit pessimistic ideology that seems to be so much a part of education today creates massive blind areas. For example, there are many teachers and schools that are highly successful without regard to the race, socio-economic status, or linguistic background of the children served. Only recently has the educational research community turned its serious and sophisticated attention to these schools. The types of schools that I am talking about quickly make profound positive changes in the academic achievement of traditionally low performing children. By their very successes, they are major challenges to the greater part of existing implicit operating theory.

For example, what I like to refer to as "power schools" have much to teach us. I define a power school as one that can take children from the bottom quarter of the socio-economic scale and produce in those children academic achievement that is in the top quarter of the scale. I am involved currently with the Council of Chief State School Officers and the Agency for Instructional Technology to capture such schools as these on film.

Such schools demonstrate to us that there is a universal genius among children in all socio-economic and cultural environments. They also tell us that teaching and learning have been mystified, largely by professional educators. We operate as if there is some major mystery about how to teach. Yet we learn from these and dozens of other equally powerful examples such things as the following:

1. Frequently, the principal in power schools is a first timer. The principal is not necessarily, or even often, one who has had extraordinarily specialized training for the task.
2. Power school have ordinary faculty with no unusual specialized expertise.
3. Power schools are not dependent on technology, though they are not at all opposed to it and generally would welcome it, and sometimes use it.
4. Power schools are not dependent on "choice."
5. Power schools are not dependent on "restructuring"; many operate in the old structures.
6. Power schools have an ordinary, non-select, heterogenous student population.
7. Power schools have no large borderline special education population, such as "learning disabled" or "educable mentally retarded".
8. Power schools tend to be "invisible," known to and recognized or rewarded by few. Time after time I find that teacher educators, researchers, and agency officials are unaware of these schools, even when they are located very close to them.

The point is that pessimism can survive largely because there is ignorance of success. A second important point is that success models should inform theory and practice. Nothing is more absurd than to sit in on seminars in prestigious universities and in

professional or scholarly meetings where low student performances are being explained, in the same neighborhood where power schools are operating and succeeding in complete contradiction to the "explanations" that "experts" are offering.

Most of my relatives on my father's side have been educators: in addition to aunts, uncles and cousins; my father and his father, one of my brothers and two of my sisters. In almost all cases, they and their associates, even during the days of rigid segregation, were successful educators! They watched hundreds, even thousands, of children pass before them, transformed by the efforts of teachers from learners with limited skills into scholars, businesspeople and community leaders. They knew then, as many of us know now, that human genius resides in the masses.

After my graduation from college I had the opportunity to begin travel throughout the United States and throughout the world, and everywhere I went in North and South America, Europe and Africa, and in the Pacific, I saw virtually the same thing. Universally human genius was present. I wrote about this in brief in a recent article ( Hilliard, 1991). I highlighted the brilliant work of two great teachers of mathematics, Abdulalim Shabazz at Clark Atlanta University, who is personally responsible, directly or indirectly, for having taught over half of the African Americans who hold the Ph.D. in mathematics (most of this work done in a 6 year period), and Jaime Escalante who led Garfield High School in phenomenal math achievement with low income Hispanic students resulting in over five hundred advance placement Calculus passes on

the Scholastic Aptitude Test in the course of a decade.

But I went further than this and cited some examples from a growing literature on infant research that shows that this genius that we find in populations irrespective of their racial, cultural or economic conditions, is also to be found irrespective of age. In other words young children, including infants, have the magnificent mental capacity to do complex things. What has been missing is a way of interrogating them so that we could determine just how good they really were. More and more we are gaining a fundamental respect for the natural genius of infants, and therefore the natural genius in humanity in general. But there are many other examples.

In other words, while researchers may be interested in the question of human capacity, what is clear to me from my experience is that whatever the differences that may exist among groups or between individuals, virtually all of our children are capable of learning everything that the schools currently require of them. The ranking game is a costly distraction. Conceptually incarcerated educators seem more addicted to this ranking game than ever.

#### Changing to Power Schools

The point that I was making above leads naturally into my major point, which is that if we are to seek the answer to the question, "Why is it that our children do so poorly?" and "What can we do to change the situation so that they do quite well," then the focus of our attention must shift from the learner to systems that



serve learners. Schools and school systems must be examined to determine the impediments that they present to teaching and learning and must be changed. But, that change must be driven by what we know about success models.

The evidence is that this attention will be well rewarded. A growing body of literature on "unusually effective schools" (Levine, 1990) (Sizemore, 1987), shows that when schools and school systems operate according to certain essential elements or routines, the academic and social lives of children can be changed in a meaningful and significant way in a reasonably short period of time. How else can we explain a Vann School in Pittsburgh that has led the city in mathematics achievement for nearly fifteen years, in spite of the fact that it is located in one of the lowest income areas of the Pittsburgh community, and four others, or similarly the Rice and Martinez schools in Dallas, the Mable Wesley School in Houston, the Alki School in Seattle, etc., etc., etc. How are we to explain that there is not one but five schools in Pittsburgh that are similar in excellent academic achievement outcomes to Vann.

Actually, the explanations are quite simple. But I am deeply concerned that much of the professional dialogue on topics such as this, to the extent that there is any dialogue on school success in excellent schools, is a dialogue that tends to mystify the educational process and to complicate simple things. I understand the desire of professionals to protect their specialties, however when the welfare of children is at stake, we have to be honest and

up front.

It is not at all difficult to create schools that generate high levels of academic achievement. It takes effort-- hard work, not the invention of new pedagogies and technologies. Although new pedagogies and technologies are to be welcomed, their absence neither accounts for nor explains low pupil performance.

### Blocks

#### Belief Block

The blocks to achievement in the system are easily identified. For example, one block has to do with the belief system transmitted to educators, the belief that many children simply do not have the intellectual capabilities to succeed, even with good teaching. This belief has been transformed almost into an ideology itself, a silent ideology, an ideology that many educators are not even aware that they share.

Even as we speak, with a language that says, "all children can learn," that very expression is rooted in a doubt that becomes manifest at the first evidence of difficulty in problem solving. The very fact that we have to continue to reassure ourselves that "all children can learn," is indicative that many may actually believe deeply that they can not. As a result of belief and ideology, the tracking system in public schools was created along with an invalid special education process. So the structure of the system serves the actual beliefs that we hold.

#### Inequity Block

Systems block student achievement irrespective of the

structures if they manifest what Jonathan Kozol (1992) has called "savage inequalities". Clearly, when the suburban schools pay twice as much per child as the urban schools, on the face of it we have a savage inequality. When more subtle and pervasive inequalities are exposed, as is the case with Jonathan Kozol's book, then we see the explanation for children's achievement has nothing whatsoever to do with their backgrounds and has everything to do with the quality of services that they are provided.

#### Removing Blocks

For schools to facilitate instead of block student achievement, above all a frontal assault must be made on belief and ideology. Belief and ideology cannot be changed by intellectualizing about the situation. I know of no way to change belief and ideology other than by confronting directly real experiences that challenge and fracture stereotypes. This means that educators must see real models of success; seeing is believing.

I do not believe that it is possible for an educator to lose faith in children ever again once they have served in a Marcus Garvey school in Los Angeles, in a Vann School in Pittsburgh, in a Garfield High School under Escalante, in a Clarke Atlanta University under Shabazz in the math department. That is because what they will have seen there before their very eyes and produced by their own efforts, if they participate, is the magnificent transformation of low-performing students into arrogant learners who carry the intellectual torch for the next generation.

Architects know that form follows function; that is as true in education as it is in architecture. However, what we do not realize is that function follows belief, or ideology. This means that we have a clear target for institutional change: we must make educators and the community at large aware of the awesome power of teaching itself.

The final step in the facilitation of school change is to change the "savage inequities." Only by being open and up front about the existence of these inequities can we take the political and professional steps to change them.

### Strategies for Change

I believe that a general pattern can be followed in an overall strategy to change public education in particular. I speak of public education mainly, not because private education is unimportant, but because the masses of our children either will be served by the public schools or they will not be served at all, and the masses of the children are the ones that will be an anchor or wings for the future of this nation.

If we are serious about improving the quality of education, first we must recover the history of education in the world and the history of education in the nation, in order to put existing educational practice into some kind of context. If we knew, for example, the history of education in Africa, there could not be that faction of the IQ movement that questions the intellectual capacity of African people as a genetic population (Duke 1991),

(Jordon, 1968). Secondly, if we knew that the nation did not even start out with the clear intent to educate the masses, and in fact for a long period resisted the provision of education of the masses, then we would know that the struggle over who should be educated has not been resolved even in 1992, and that we still must settle the struggle over the aim of education for the masses. This means that we must yet mobilize the will to excellent education.

Do we really have the will and the intent to be excellent, for all of our children to perform and what is now thought to be the excellent level?

The strategy for change must be based upon an understanding of the present. First and foremost, educators must know the power of teaching to overcome disadvantage. As I have indicated above, this can only happen in a direct way, by being exposed to master teachers. We must also discover that not only children can be transformed, but that teachers can be made, or transformed as well, and are not simply born.

This means that under the right conditions, teacher training can be powerful! Those who cannot teach can be provided with the skills so that they become power teachers. A good example of this comes from the work of Shabazz and Escalante again. Escalante was able to train several teachers to perform as he did in teaching low-income Hispanic students high level mathematics. Many of Shabazz' students are now some of the outstanding teachers of mathematics in the United States.

We need have no loss of faith in the power of students or in

the learning power of teachers.

The third thing that we must understand is the power of institutions to change. None of what I have said so far would mean anything if students were capable of change, and teachers were capable of change, but that the institutions within which both students and teachers are situated were victims of inertia. In fact, institutions can change, indeed have changed. Whole schools can change, whole school systems can change. Change requires first and foremost the will to change. They change when political wills to change manifest. That will was mobilized once before when Sputnik was launched. Thousand of teachers were trained in mathematics and sciences. Great strides were made in curriculum development. National Defense Education Act monies supported a national priority and a job was done well!

One of the first questions that I ask when I see schools or systems that say they have been struggling with the problem of educational change for more than a decade is whether those who serve the school really desire that change take place. If there is an urgency about change, if the nation needs genius, if the state and the city and the communities need genius, genius will arise! It will be produced by those who heed the call of those who need the change.

The change can occur if the will is there, once the choice is made to do something about it, a conscious choice, to pull out <sup>SP</sup> all the stops and take focused action to make a difference in the lives of children. One of the things that we have seen that is typical

of high-performing schools where low-income children are concerned is that teachers and students coalesce around a shared purpose, and they develop an intense focus toward which everyone at a school site works.

The beautiful thing about this process is that even without any special expertise, focusing the energies of an entire school in a common direction is tantamount to moving mountains. In other words there must be a consensus among educators about what is done. The level of teaching skill, while desirable, is less important than the consensus itself.

There must be a vision of the direction, the aims, of the schooling process. There must be a critical mass. In other words there must be enough effort from communities and schools focused on the goals to move institutions forward. The resources must be there. In an era of declining resources, this is not the time to cut back on public school support.

Given what I said at the beginning of this presentation, we know that there are people who are short-distance runners and then there are those who are long-distance runners. Clearly the M.D.C. think-tank report that I cited at the beginning calls for long-distance runners, because the short-term thinking has succeeded in putting us in a perilous position. It is not only the children who are at risk, it is the nation itself that is at risk.

If we really believe that high levels of academic achievement are desirable, then we must put in place rewards and sanctions that show that we mean what we say, and then we must establish intensive

monitoring, recording and evaluation to see that change occurs.

### Conclusion

There is no magic about how to educate children. We must demystify the teaching and learning process. Human beings have performed the complex task of education for thousands of years. When we find a failure to educate, I am convinced that we will also find a failure of will. The real point is not how but whether we really intend to educate all.

If we care about each other, and if we care about the children, in fact if we care about the world, it's time to be honest and to own up to what we have believed and thought in the past, and to determine if we can fashion a new belief and mobilize a new will. Those who question the capability of learners when universal genius is manifest everywhere are probably those who contribute as well to the lack of will. The quality of education service, and the quality of educational leadership will determine the power of educational institutions to serve children. If change is to occur, it must occur there.

Colleges and Universities, and educators in general, can create the reality that we want. Time will tell what our real intent is.

Thank you, and especially I thank the Spaulding family, a world-class family, for its excellence models that have inspired and guided me and helped to teach me to hope for the world of excellence that humanity deserves.



### Selected Bibliography

- Anderson, James D. (1988) The Education of Blacks in the South 1860-1935. Chapel Hill, North Carolina: The University of North Carolina Press.
- Austin, Allan D. (1984) African Muslims in Antebellum America: A Sourcebook, New York: Garland.
- Block, N., and Dworkin, G. (Eds). (1976) The IQ Controversy. New York: Pantheon Books.
- Cremin, L. A. (1970) American Education. New York: Harper & Row.
- Cubberly, E. P. (1920) The History of Education. New York: Houghton Mifflin.
- DuBois, W. E. B. (1973) Black Reconstruction in America: An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880. New York: International Publishers.
- Duke, Lynne (1991) "Whites Racial Sterotyping Persist: Most Retain Negative Beliefs About Minorities, Survey Finds." The Washington Post, January 9, p. A1.
- Gould, Stephen J. (1981) The Mismeasure of Man. New York: W. W. Norton.
- Greer, Richard. (1992) "A Warning to the South: Start Training Workers, Report Sees Trouble Ahead as Low-skill Jobs Vanish." The Atlanta Journal/ The Atlanta Constitution, Monday September 7, p. 1.
- Griaule, M. (1975) Conversations with Ogotemneli. Oxford: Oxford University Press.
- Hilliard, Asa G., III. (1984) "Democratizing the Common School in a Multicultural Society." Education and Urban Society, Vol. 16, No. 3, pp. 262-273.
- (1991) "Do We Have the Will to Educate All Children?" Educational Leadership. September, pp. 31-36.
- (1985) "Kemetic concepts in Education" Journal of African Civilizations, 6 (2), pp. 133-153.
- (1986) "Pedagogy in Ancient Kemet" in Karenga, Maulana (Ed.) Kemet and the African Worldview: Research, Rescue and Restoration. Los Angeles: University of Sankore Press. pp. 131-148.

- Jordon, Winthrop (1968) White Over Black: American Attitudes Toward the Negro, 1550-1812. W.W. Norton & Company, Inc.
- Kamin, K. (1974) The Science and Politics of I.Q. Potomac, MD: Lawrence Erlbaum Associates.
- Kenyatta, J. (1965) Facing Mt. Kenya. New York: Vintage.
- Kozol, J. (1992) Savage Inequalities, New York
- Levine, Daniel U. (1990) "Update on Effective Schools: Findings and Implications from Research and Practice." Journal of Negro Education, Vol. 59, No. 4, Howard University.
- Saad, Elias N. (1983) The Social History of Timbuctoo: The Role of Muslim Scholars and Notables 1400-1900. New York: Cambridge University Press.
- Sizemore, Barbara A. (1987) "The Algebra of African-American Achievement." Effective Schools: Critical issues in the Education of Black Children. Washington, D.C.: National Alliance of Black School Educators, August pp. 123-149.
- Skirtic, Thomas M. (1991) "The Special Education Paradox: Equity as the Way to Excellence." Harvard Educational Review, Vol. 61, No. 2, pp. 148-206.
- Thompson, R. F. (1981) Flash of the Spirit: African and Afro-American Art and Philosophy. New York: Random House.