

**Governors State University**  
**OPUS Open Portal to University Scholarship**

---

President Goodman-Malamuth

President

---

4-7-1986

# The Future of Higher Education: Our Future

Leo Goodman-Malamuth II  
*Governors State University*

Follow this and additional works at: [http://opus.govst.edu/president\\_goodman-malamuth](http://opus.govst.edu/president_goodman-malamuth)

---

## Recommended Citation

Goodman-Malamuth, Leo II, "The Future of Higher Education: Our Future" (1986). *President Goodman-Malamuth*. Paper 1.  
[http://opus.govst.edu/president\\_goodman-malamuth/1](http://opus.govst.edu/president_goodman-malamuth/1)

This Article is brought to you for free and open access by the President at OPUS Open Portal to University Scholarship. It has been accepted for inclusion in President Goodman-Malamuth by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact [opus@govst.edu](mailto:opus@govst.edu).

## A NOTE FROM THE PRESIDENT

### "THE FUTURE OF HIGHER EDUCATION: OUR FUTURE"

by Dr. Leo Goodman-Malamuth

Imagine what would happen if economists could predict the Dow-Jones average 13 years in advance. Well, as educators we can predict what our student populations will be in 13 years: all we have to do is take a look at today's first graders!

If you read "Consultant's Delight: Making Educators and Politicians Confront the Bad News" in The Chronicle of Higher Education of March 19, you already have had the opportunity to digest the analogy given above. It is one of several ideas about the future of our profession which have come from the brain of Harold L. (Bud) Hodgkinson, a researcher-consultant who recently has joined the American Council on Education as a senior fellow. Bud Hodgkinson crisscrosses the country these days speaking to university faculty and administrators about our need to change now if we are to be prepared to meet the demands of the future. It sounds so simplistic; yet, as you and I both know, it is commonplace to such truisms that they too often are ignored.

By Hodgkinson's observation, two immediately recognizable truths about the future are contained in today's classes of five-year-olds: (1) because there are fewer first graders than in the past, colleges can expect freshman classes of the future to contain fewer 18-year-olds; and (2) because minority groups are more strongly reflected in the enrollments of today, likewise minority groups will constitute a larger percentage of the college population of tomorrow. Both of these observations, according to Hodgkinson, make it obvious that we will need to change our approaches if we are to teach the college-bound populations of tomorrow. Note, however, that Bud Hodgkinson does not say that tomorrow's education will need to be of less quality than today's; rather, he warns that the methods of tomorrow had better be different from those of today or else the quality of higher education undoubtedly will suffer.

In addition to his predictions about the greater diversity in both age and race among the college students of the 1990s, Hodgkinson also admonishes the architects of the systems of tomorrow that they had better plan on a third factor: dealing with students who will be suffering from serious social and physical disabilities which will interfere with the traditional educational process. Indeed, according to Hodgkinson, it is not simply a matter of interfering with "traditional" educational approaches; it is, rather, a situation in which the "traditional" will be inadequate to deal with the circumstances facing colleges and universities. This will result, Hodgkinson says, from the fact that so many young children of today are being born in conditions of extreme poverty, of teenage mothers who are unable to provide for them properly, in single-parent homes, and with other environmental circumstances which will effect their learning abilities and which will create new demands for the college professors and administrators who will be charged with the responsibility of giving them their higher educations. He argues, therefore, that colleges and universities should be putting increased pressure on the common school educators of today to make sure that remedial education begins now, before these students reach postsecondary status.

Because I would like you to read the Chronicle article (if you have not already), I do not intend to repeat here all the valuable information contained therein. Instead, I hope only stimulate your curiosity about Bud Hodgkinson and about some of the "radical" ideas he holds regarding this educational system which we call "academe." Hodgkinson challenges us -- the educators and educational planners of today -- to be totally thoughtful as we design the curricula and programs of tomorrow. Consider, he says, the students with whom tomorrow's educators will be dealing. Discover what their needs will be and establish a structure which will allow traditional and non-traditional education to take place with both traditional and non-traditional methodologies. To do that, he suggests, we must start by taking some good looks at the first graders who are in our midst right now!

(Copies of the Chronicle article are available from the Office of University Relations.)