Basic Training, Fort Polk, Louisiana, early 1970s
Desegregation of the Armed Forces, 1948

Photo United States Army
“The World is Going to University”

Illustration by Jon Berkeley, The Economist, March 26, 2015
At Mellon, Signs of Change

The giant grant maker, known for its opacity, is studying its strategy for saving the humanities

By Jennifer Howard
Gallup Poll, August 2017

Please tell me how much confidence you, yourself, have in colleges and universities — a great deal, quite a lot, some or very little?

<table>
<thead>
<tr>
<th></th>
<th>A great deal/quite a lot</th>
<th>Some/very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. adults</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Republicans/leaners</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Democrats/leaners</td>
<td>56%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Based on those who have “some” or “very little” confidence

<table>
<thead>
<tr>
<th>Issue</th>
<th>Republicans/leaners</th>
<th>Democrats/leaners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too expensive</td>
<td>11%</td>
<td>36%</td>
</tr>
<tr>
<td>Too liberal/political</td>
<td>32%</td>
<td>1%</td>
</tr>
<tr>
<td>Not allowing students to think for themselves; pushing their own agenda</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>Students not properly educated; teach wrong stuff; not relevant</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Poor leadership; not well-run; too much corporate interest; bad policies</td>
<td>9%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Charles Eliot, President, Harvard University
1869-1909

Photo Leslie Jones, Boston Public Library
W. H. Auden, 1907-1973

Photo Corbis Corporation

Photo Erich Auerbach
James Conant, President, Harvard University
1933-1953

Photo Los Alamos National Laboratory

Photo Joe Monroe
Harvard “Red Book” (1945)

GENERAL EDUCATION IN A FREE SOCIETY

Report of the Harvard Committee
Higher Education
for
American Democracy

VOLUME I
Establishing the Goals

A REPORT OF THE
PRESIDENT'S COMMISSION ON
HIGHER EDUCATION

Washington, December 1947

If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.

—President Harry S. Truman
Commission on Higher Education Report, 1947
Higher Education and the Public Good

Eugene M. Tobin
October 15, 2018

The Council of Independent Colleges
Prison Education

Bedford Hills College Program
Marymount Manhattan College

Photo Eileen Blass

Sing Sing Correctional Facility
Hudson Link for Higher Education in Prison/Mercy College

Photo Babita Patel
Inmates talk with professors about how to teach classes in the Inside-Out program, where half the students are prisoners and half are traditional college students.

Gabrielle Emanuel/NPR
Questions and Discussion