**March 1992 CCC President’s Report**

By Marty Hittelman

“**The Way It’s Supposed to Be**”

The motion picture “Grand Canyon” has been on my mind lately. One scene in particular triggers my thoughts. Some gang members are harassing Danny Glover while he is helping a man whose car has broken down. The Glover character tells the gang members that this is not the way it is supposed to be. He should be able to do his work (as a tow truck operator) and the motorist should not be threatened because his car has broken down in a strange neighborhood. This scene is then followed by other scenes from the film. They all have the samebasic theme - "**this is not the way it is supposed to be."**

More and more lately I have found myself saying tomyself "This is **not the way it is supposed to be." I walk down the street and all around me there are the homeless - people without shelter and seemingly without hope.** I drive by street corners where men gather looking for work which only a fraction of them will find on any given day. I talk to my students and hear stories of a world that is harsh and uncompromising. This is not the way it is supposed to be.

I go to my office in Burbank. On my desk is another wonderful legislative proposal for running our colleges and schools. Iask myself "**Are educational decisions best made in the Legislature?**" I pickup another piece of legislation that proposes that giving state tests will somehow contribute to the improvement of teaching. Idon't find any proposals for increased funding directed at the improvement of the conditions in the schools and colleges that would make better teaching possible. I read no proposals for **providing our students with the social net that would allow them to work with maximum effort on their education.**

I read a voucher initiative that will destroy public educa­tion and replace it with a marketplace approach. **competition between schools**, it is suggested, will somehow improve schools as if the vast majority of teachers are not doing the best jobs that they can, **given the conditions under which work**. That competition will somehow improve school conditions. No recognition is-made of the distinction between **attracting students and educating students**. No thought that competition for the educational dollar will not produce quality education; it will only produce higher quality advertising for individual schools along with the gimmicks and false claims that normally are a part of advertising.

I then read another newspaper or magazine story abouthow the **new technology** will save education. There is **not a mention of the cost of this new technology or the cost of maintaining the computers and other hardware associated with this technology.** There is never a discussion concerning **whether that is what we want education to be**. I don't read stories in the magazines and newspapers discussing the impact of technology on critical thinking, quality literature, careful research, thoughtful discussion, or positive human interaction. I don't find the articles on the **educational and human consequences** of a massive move toward reliance machines rather than human beings.

From now on I will apply a litmus test to all proposals come across my desk: "Is this the way it should be?" Is the proposal a quick fix? Does it help create a world that I want to work or live in? Does the proposal move us closer to a when we can say, with some regularity, that this IS the way should be?