The big growth in jobs will occur in medium economic outlook luncheon last week. To edu-and high technology, according to this chart, it cators, it says technical skills are more neces-was prepared by University of Michigan econo-mists and presented to the Oakland County

## Replace 'general' track

## Educator says it neglects majority

Dale Parnell is prodding Oakland
County educators to pay attention to
"then neglected majority."
They re the high school students in.
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They suffer from an "unfectused" program, drop out at alarming rates and aren't prepared for jobs.
"We have to get high school and aren't prepared for jobs.
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"We have to get high school may be and the prepared for jobs.
"We have to get high school on each other," said Parnell. He advocates replacing the "general" curriculum with a more substantial, more structured "2-plus" program - grades 11-14 in high school and community

Itilia in mgn sensor and community college.

Its graduates would be prepared for the technical jobs of the 1990s: laser, automotive, diesel, aircraft, medical technology. With their learning skills, they would be prepared to learn new jobs.

PARNELL IS president of the American Association of Community and Junior Colleges (AACJC) in Washington, D.C. He was an electri-cian before he became a high school teacher, principal, school superin-tendent, Oregon state superintend-ent, college professor and president of three community colleges. Parnell was in Ponilae last week to address a collection of high school educators, Oakland Intermediate School District officials and Oakland

Community College leaders.

He has no quarrel with the bachelor of arts degree from a four-year college — "It has served America well." But only 25 percent of future jobs will require it, he sald.

His concern: "the group of students between the 25-and 75-yard lines of the academic stadium." His book calls there "The Neglected Majority."

That neglected group is growing. In 1969, only 12 percent of American students were in the general track. By 1881, some 43 percent were in general, which Parnell brands "the academic and vocational desert of American education."

A SKILL-ORIENTED vocational curriculum isn't the answer, Parnell said, because it doesn't train one for "life-long learning" in a changing market.

"They need a quality education. They need a better education. But they do not necessarily need more British literature. They need a more literature," he said.

literature," he said.

In place of the theoretical physics that college-bound students take in 12th grade, Parnell would substitute applied physics. Math. science, communications skills — all would be taught in an applied setting.

The chief hurdle is that high schools are in charge of grades 11-12 and community colleges of grades 13-14.

"There is very little discussion of

"There is very little discussion of continuity in learning. Were a cottage industry. We don't communicate across jurisdictional lines." Parnell sald.

That communicating must be done by educators. "Continuity in the curriculum is an educator's job. We can't pawn it off on the home. It's our problem, not a societal problem."

## Oakland starts '2-plus-2' schools

R. Stephen Nicholson sell the 15-year-old

stelf writer

Counselors, teachers and administrators already are at work on transitional programs between high schools and Oakland Community College.

The goal: ""2-plus-2" program for greath 1-14 to train the adaptable workers of the high technology era (see story above).

"We have hed discussions on how to make the transilion from area vocational high schools and the community college" said Dr. William Reane, superintendent of the Oakland Intermediate School District. The intermediate district oversees four such vocational schools.

"The next level is community college courses in the area vocational schools," Reane said.

KEANE AND Dr. R. Stephen Ni-cholson, president of Oakland Com-munity College, were interviewed after they and other educators lis-tened to a speech by Dale Parnell, author of "The Neglected Majority" and promoter of the 2-plus-2 con-

and dozens of individual K-12 school districts?

Parnell's book gleaned four methods from a survey conducted by the American Association of Community and Junior Colleges:

"Joint enrollment — a stimulating challenge for students who want more than the standard higs school can offer." But some high school faculty are suspicious of this as college recruiting schome.

"Sharing of faculty and/or facultites." Nicholson noted some faculty sharing already is going on. Keane said facility sharing is the next step.

next step.

• "Advanced placement" — allowing glited students to earn college credit while in high school.

• "Program coordination — the most important type of cooperation—but also the most difficult to sustain."



## preparing for

and promoter of the 2-plus-2 concept.

Parnell sees those leaders as "calaysts" — not the instruments of
change but the substance necessary
to speed up action.

Nicholson said school districts' responsibility raditionally ended with
the high school. "It was up to the
high school graduate and his family
to select from among 3,000 colleges."

to select from among 3,000 colleges."

"Articulation," as educators call it, is the connecting of high school with college curriculums so that there is a logical progression — not a gap that requires a frustrated student to take remedial instruction, not an 'overlapping that requires a bored student to repeat material.

The process, said Nicholson, has to begin with educators. "Otherwise, it's my sending a letter to superincedents, principals and faculty," he said.

"IT WILL BE a multiyear effort," said Keane, though Nicholson saw the prospect of pilot programs in some districts later this year.

They agreed that letting students know about the 2-plus-2 plan will require a major "marketing effort."

Who here with V. in regionaletal.

