Changes in Education in Eastern Germany During and After the Wende: An Example in Potsdam


Panel 4A, "Rebuilding the New Laender -- Institutions"

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Responsibility for correcting errors of fact lies with the author, who will speedily correct any errors brought to her attention.
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Section I. Overview of the Cooperative Longitudinal Study

Beginning in Autumn 1990, a cooperative longitudinal research study has been conducted by Visual Tutor Company with the University of Potsdam and its predecessor institution. The study has examined the changes in education in eastern Germany, focusing on changes at the University as an example of educational change. A variety of research questions have been addressed.

The purpose of this overview section is to describe the context, development, support, and methods of the study.

Context of the Study. The German Democratic Republic (GDR) had many good aspects for its citizens and residents. Other aspects were felt to be less than ideal, and in need of reform, and some citizens began to make their opinions known publicly. In 1989, an unprecedented series of events took place in eastern Europe, in relation to the German Democratic Republic (the GDR, or "East Germany" to Americans). The Hungarian government announced that it would open its border to Austria for open passage of citizens of the German Democratic Republic into Austria. Mikhail Gorbachev, the premier of the Union of Soviet Socialist Republics, announced that he would not use the more than 350,000 Soviet troops stationed in the GDR to quell public demonstrations.

Together with the ferment in the GDR, these events captured the attention of persons and institutions around the world. Global interest in the GDR expanded with subsequent events, such as the forced departure of Erich Honnecker, the premier of the GDR from his long-held post; and the failure of successive regimes to satisfy the populace. Then there was the dramatic event in Berlin, often called the "Fall of the Wall", which began with the opening of the military checkpoints in the wall between the two parts of the city to free passage of citizens of both Germanys, the GDR and the Federal Republic of Germany ("West"). The culmination of the ferment was the GDR government's decision to hold the first free elections.

World attention focussed on the political, military, economic, and psychological aspects of changes in the GDR. Almost no attention was being paid to the inevitable, yet unpredictable changes that would have to take place in education.

Education, like industry, the secret police, and many other key aspects of national life, had been completely controlled through a Ministry in Berlin, the Capital of the GDR. Education was one of the chief means of sustaining the GDR as a fiercely proud socialist nation, upholding Marxism-Leninism philosophy and doctrine against novel and heretical reinterpretations and viewing non-socialist nations as enemies.

Citizens of the GDR participated in education from early childhood throughout adult life. Beginning in the fifth grade, all pupils studied Russian as a second language. In the unified national education system, teachers did not have to develop their own lesson plans and decide on materials; all materials, including audio-visuals, came from Berlin, and teachers were required to use those -- and only those.
With the ouster of long-ruling premier Erich Honnecker, his spouse Margot Honnecker was also forced out from her post as the long-ruling Minister of Education. Subsequent ministers permitted exploration of alternative systems of education and creative thinking about how to change the existing centrally-controlled "unified" system to prepare students, faculty, and staff for the realities involved in creating a more humane socialist nation.

The newly-elected government began a process of reorganizing itself and the nation. Among the reorganization activities were the disbanding of the secret police (the Stasi) and the selection of industrial factories and institutions of higher education for downsizing or closure.

Development of the Study. The following first-person account was prepared by the principal investigator of the cooperative study.

In the Spring of 1990, I participated in the annual Berlin Seminar sponsored by the Fulbright-Kommission in Bonn. Lectures and discussions, both public and private, focussed on the political, military, diplomatic, psychological, and economic aspects of the ferment in the GDR. I asked questions about the effects of the possible changes of regimes and national philosophy on the nationally controlled and operated unified system of education in the GDR. No clear responses were forthcoming, and as a result, I was determined to find out what was going on in education.

From my experience as a practitioner, a researcher and program evaluator, a university professor, and a consultant to educational institutions at all levels in several countries, I believed the most logical point of entry for studying changes in education was an institution of higher education which prepared teachers. Furthermore, I spoke German, which I judged would be important in conducting a cooperative research study with persons who would have German as their first language. I had conducted interviews of German employers during my time as a Fulbright Senior Research Professor at the University of Hamburg.

I wrote to Dr. Ulrich Littman, Executive Director of the Fulbright-Kommission in Bonn. His reply was positive about the need for research on these phenomena, cautionary about the difficulties involved in studying something that was sure to change, and encouraging about the opportunities to contribute to global knowledge.

I spoke on the telephone with Dr. Norbert Kobuch, a Cultural Attache in the Embassy of the GDR to the U.S.A. in Washington, D.C. His reply was encouraging and at the same time, realistic and practical. He assisted me in obtaining a list of the Institutions of Higher Education in the GDR, and suggested I write to the Minister of Education and Science after the not-yet elected MinisterPresident took office and formed a cabinet.

I wrote to Prof. Dr. Hans-Joachim Meyer, Minister of Education and Science in the DeMaiziere cabinet, congratulating him on his new position in the newly-established government of the GDR. I added that I thought the national effort he was directing was unique in the world, and that to my knowledge, no other country had undertaken a challenge of similar scope and speed. I inquired about his interest in the cooperative research study I wanted to conduct with the Paedagogische Hochschule "Karl Liebknecht" Potsdam [PH].
Minister Meyer welcomed my intention and added "For the view 'from the outside', the impartial opinion from an outsider, can for us 'on the inside' only be profitable and is essential to improve our self-knowledge." The Ministry of Education offered "all possible assistance" and smoothed the way for the PH to participate.

The original intent of the research was to describe the changes in education made to reflect the changes in the GDR’s national philosophy. The focus was on a teacher education institution, the Paedagogische Hochschule "Karl Liebknecht" Potsdam. Rapidly moving events in the GDR during the Spring and Summer of 1990 led to expanding the intent and scope of the study -- to include changes in education to reflect the change of national identity of the GDR itself.

Support for the Study. The urgency of beginning the study made applying for outside funding impossible, because of the lag time between application, selection, and notification. Therefore, all research visits have been supported by Visual Tutor Company on a pro bono basis, in the interests of global cooperation. The company, based in Carmichael, California, U.S.A., was established in 1968 by Edward J. Scheffelin, and specializes in consultation on research and evaluation in education and employment.

The GDR Ministry of Education and Science provided lodging and transportation during the first research visit. The University of Potsdam and its predecessor institution has been a full partner in the study. Examples were: arranging for schedules which included interviews with faculty, staff, and students; opportunities to purchase books at the campus bookstore and to observe public school operation and a workshop for persons who are both deaf and blind; providing overnight lodging for the third research visit; and providing documents produced by the University. Individual faculty and staff also provided materials as well as information.

The University operates three campus complexes in the Potsdam area: Am Neuen Palais, on the grounds of Park Sans Souci; Goelm, to the southwest; and in Babelsberg, to the northeast. Potsdam, the capital of the State of Brandenburg, is situated on the Havel River in northeast Germany. Brandenburg completely surrounds Berlin, the capital of Germany, which is across the Havel River to the north and east of Potsdam.

In addition to the persons and agencies already named in this section, a number of other persons and agencies in the U.S.A. and in Germany have contributed in-kind assistance:

- In the U.S.A., the German Information Center in New York;
- Ms. Julia Graves in Grapevine, Texas;
- Ms. Roxanne Moger in Sacramento, California;
- Dr. Andrea Williams in Redding, California;
- Ms. M. Merrick Yamamoto in Seabrook, Maryland; and
- the School of Engineering and Computer Science of California State University, Sacramento, in Sacramento, California.

- In Germany, the Borcherdling family in Bad Nenndorf; and
- the Gesamtdeutsche Institut of the Bundesanstalt fuer gesamtdeutsche Aufgaben in Bonn.
Methods used in the Study. Data have been collected on-site in Potsdam, Germany; and off-site in Germany and in the United States of America. On-site data collection methods included personal interviews of faculty, students, staff, and administrators; observation of educational sites; and acquisition of print, electronic, and graphic documents. Interviews were conducted in German, English, or a combination, depending on the wishes of the interviewees. When needed, an interpreter was available, supplied by the University. Five on-site research visits have been made. The first research visit took place in September 1990, followed by another in Spring 1991. By the Spring 1992 visit, the University of Potsdam had been founded. Subsequent visits were in Summer 1996 and Autumn 1998.

Off-site data collection methods include personal interviews of residents of the Germany and the United States of America; and acquisition of print, electronic, and graphic documents.

For purposes of this report, the term "Wende" means the period of time from Autumn 1989 through Summer 1991, when the University of Potsdam was founded. It is recognized that "Wende" has many meanings to different people; is context-dependent; and can be considered as a state of mind and a series of processes more than as a turning point, a point in time, or a series of events on such-and-such-a-date.
Section II. Introduction to the Report

Education in eastern Germany has changed to fit the changes in national and state philosophy and identity that have occurred in that area of the world since Autumn 1989. Beginning in Summer 1990, an ongoing longitudinal cooperative research study has been conducted by Visual Tutor Company with the University of Potsdam. The overall purpose of the research was to examine the processes and effects of those changes, using Potsdam as an example.

This report is one of a series of reports and presentations made by the principal researcher to a variety of audiences in the United States of America. The information in this report has been gleaned from the materials and information amassed during the years of the cooperative study. The methods used were described in the previous section of the report.

Purpose. The purpose of this report is to address two specific research questions and to make recommendations to education policy-makers; to education leaders at the University of Potsdam and in the Brandenburg Ministry of Science, Research, and Culture; and to students.

The first question is "How did the University of Potsdam's predecessor institution of higher education manage to survive, thrive, and become transformed into a University during the Wende?"

The second question is "How has the University of Potsdam grown and developed since its founding in Summer, 1991?"

The report has been organized into six sections. Preceding this introduction was an overview of the longitudinal research study. This section is followed by separate sections for each of the two research questions; a set of conclusions and recommendations; and a list of selected references.

Limitations. The findings for the first research question apply to the University of Potsdam's predecessor institution. Similarly, the findings for the second research question apply to the University of Potsdam. It is recognized that other educational institutions in eastern Germany may have had different experiences during the time period Autumn 1989 through Autumn 1998.
Section III. "How did the University of Potsdam's predecessor institution of higher education manage to survive, thrive, and become a University during the Wende?"

During the Wende, everything was at risk at the University's predecessor institution of higher education, the Paedagogische Hochschule "Karl Liebknecht" Potsdam (the PH): existence, campus site, buildings, facilities, equipment, curriculum, degrees granted, faculty, co-workers, students, and financial support.

Perhaps even more important as a risk factor was the level of trust of the leaders of the various regimes that succeeded Erich Honnecker in the German Democratic Republic (the GDR, or "East Germany" to Americans) and the leaders who governed the nascent State of Brandenburg in the expanded Federal Republic of Germany. The faculty and staff faced daunting historical and contemporaneous facts of philosophy, reputation, and fiscal resources.

- Under Premier Erich Honnecker and Minister of Education Margot Honnecker, the national philosophy had been the GDR's interpretation of Marxism-Leninism. The purpose of the unified national education system had been to produce the "perfect Socialist man and woman".

- Under the "successor" regimes, between Autumn 1989 and Spring 1990, the national philosophy was a re-interpretation of Marxism-Leninism. The purpose and form of education were encouraged to be debated and subjected to a world-wide study, with the intention of keeping what was working well in the GDR and adapting other aspects that were working well in other countries.

- Under newly-elected MinisterPresident Lothar DeMaiziere and newly-appointed Minister of Education and Science Hans-Joachim Meyer, the national philosophy was intended to be a more humane socialism. The purpose of education was intended to assist the citizens of the GDR to enter the global community as individuals. The decision to join the Federal Republic of Germany (the FRG, or "West Germany" to Americans) put a stop to the world-wide study of education. The focus changed to re-making education to fit the FRG patterns in the "old states", that is, the existing states in the Federal Republic of Germany and the territory of "West Berlin".

The PH survived the downsizing of the GDR's institutions of higher education, its reputation as the model teacher training school (and the favorite of discredited former Minister Margot Honnecker), and the termination of the GDR as a country. The faculty and staff accomplished this feat through a combination of continual re-assessment of changing situations, realistic acceptance of facts, and determination to do whatever was necessary to win trust and maintain trust.

The faculty used their creative energies to prepare their students to be competitive in a more open society. The leadership re-invented the institution and arranged to change its name to reflect each shift in the political scene, lobbying effectively all the way. The staff coped with unfamiliar concepts such as "budget". The State of Brandenburg's Minister of Science, Research, and Culture appointed the members of the Founding Senate. The Founding Senate supervised an extensive self-study and transformation of the institution from a Landeshochschule (State College) into a university, the University of Potsdam.
More specifically, the faculty made a series of decisions and used a variety of methods to bring about the continued existence of the institution and its transformation into a University in the European tradition.

The decisions and discussions made by various individual faculty and small groups of faculty centered around eight decision points:

(1) Determining which other faculty and staff could be trusted.

(2) Agreement on the certainty that change of some type was inevitable.

(3) The value of an effort to re-think education in the German Democratic Republic, [GDR], when the opportunity arose;

(4) The assumption that they could overcome the obstacles facing all institutions of higher education in the GDR, and whatever special obstacles faced their institution;

(5) The possibility of establishing a University on the basis of their institution's, and the Potsdam area's long-standing history of research in the natural sciences, dating back to the time of the Prussian kings; and the fact that the institution was more than a teacher-training institution, and had offered graduate programs in several academic areas.

(6) The degree of probability of the GDR itself being disbanded and its territory joining with the Federal Republic of Germany, with Brandenburg as one of the potential new states;

(7) The necessity to revise the content and scope of the curricula, especially economics, philosophy, history, and English; considering the needs of their students. Students who were near the end of their studies were facing an even more uncertain future.

(8) The determination to do whatever had to be done to accomplish the aim of a "University in Potsdam".

The methods used by the faculty and staff were an extension of time-honored, universal organizational politics and practices; meshed with discovering that other faculty and staff members also had "their private thoughts", and maintaining hope that there was a great possibility of being successful, even though some persons would be forced out of their positions. Nine types of activities were used:

(1) Complying with a series of various directives from a series of policy-makers at the national level, such as eliminating departments of Marxism-Leninism and performing evaluations of all faculty and staff members and recasting one's own curriculum vita. Luckily for the institution, there had been no academic department of Marxism-Leninism; those courses were located in the Philosophy Department.
Faculty and staff were demoted or fired as a result of the evaluation of professional and political qualifications. Faculty and staff disliked the process, particularly when carried out by persons who had themselves not been scrutinized and declared fully qualified, or to use the German phrase, had not received a "white vest" (weisse Weste). Faculty and staff resented, but understood, those colleagues who skated through the evaluation process by claiming that although they had worked to attain positions of high visibility and responsibility in the major political party, they had never truly believed in the party's philosophy. Faculty and staff were eager to see October 3, 1990, the Day of Unity, because then they would be protected by the labor laws in the Federal Republic of Germany.

For about three weeks, during the brief interregnum by civil servants on loan from the Federal Republic of Germany, faculty and staff had no changed directives or policies to comply with.

After the newly-elected parliament and ministers took office in the new state of Brandenburg, the faculty complied with directives or the lack of directives at the state level, such as revising the teacher education program to fit a series of changes in teacher certification requirements. An example is the lack of state-level decision on certification requirements, keeping students and faculty guessing as to what the final requirements would be. This was a difficult time for students involved in student teaching and the Referendar (internship) period, and equally difficult for their instructors.

(2) Keeping up existing relationships with faculty in other parts of Germany and in Europe, particularly Middle and Eastern Europe;

(3) Learning about preparing budget proposals and accounting for expenditures;

(4) Making contingency plans for multiple possibilities in changes of location of campus sites, such as acquiring, as quickly as possible, the buildings and equipment of another institution of higher education in the Potsdam area that had a quite different scientific mission (the Stasi enclave). The University is now located in three campus complexes: Am Neuen Palais, Goelm, and Babelsberg.

(5) Adding courses and emphases to the existing curriculum to fit the needs of students and professors, such as the program to train professors in the institution and in other universities to prepare counselors to work in the public schools, especially in helping people to make decisions for themselves. This task was important, because the position of "counselor" had not existed in the GDR. Furthermore, few professors, pupils, or parents had ever had opportunities to make major life decisions for themselves.

Many textbooks used in various courses were known to be ripe for total replacement. Examples were history, education, economics, languages, political science, and philosophy. An example of a history book was A Short History of the United States of America, in which one appendix was the constitution of the Ku Klux Klan.

Faculty were pleased to be able to read and use textbooks written and published in formerly "unfriendly" countries.
(6) Removing the requirements for taking courses in Marxism-Leninism every semester. Students appreciated this removal, and also appreciated the hoped-for removal of marks in those courses as one indicator of their academic credentials.

(7) Recruiting guest professors and lecturers from "the West," primarily from Berlin (West) to teach courses with new emphases, such as law, philosophy, political science, management, education, history, and economics.

(8) Publishing a student handbook, (a combination course catalog and class schedule) "Vorlesungs-und PersonalVerzeichnis: Wintersemester 1990/91," the first such handbook in 23 years.

(9) Assisting students to cope with the rapid withdrawal of student stipends and subsidized housing, meals, books, and child care, along with the increased costs of daily living due to the economic dislocation faced by all residents of the GDR. The combination of lower income and higher prices had a particularly negative effect on women students who were simultaneously studying and raising children, sometimes as single parents.

Students rallied from the economic buffeting and were determined to show a prospective employer that they were fully qualified and ready to work to the employer's standards.
Section IV. "How has the University of Potsdam grown and developed since its founding in Summer, 1991?"

Recognition of the past and looking toward a global future are hallmarks of the University of Potsdam. The University has grown and developed in many ways since it was founded in July 1991. Its very growth has brought challenges for the future. Nine aspects of the University's growth and development are reported: focus on students, science and research, structure, personnel, curricula, access to world-wide sources of information, student characteristics, services to students, and relationships with the community and region.

1. Focus on Students. The focus on students and the preparation of students for future careers has been intensified, even with the rapid increase in student enrollment, from about 2,000 in 1991 to over 11,000 in 1998.

2. Science and Research. The traditional emphasis on science and research is stronger, as evidenced by an increased priority by the Minister of Science, Research, and Culture of the State of Brandenburg, and by the incorporation of new knowledge, new techniques, and multi-disciplinary collaboration in Institutes co-sponsored by business and industry.

3. Structure. The structure of the University has changed, with re-organization of some departments, faculties (Colleges and Schools), and institutes, both internal and affiliated.

The new emphasis on multi-disciplinary cooperation and the establishment of new institutes, co-sponsored by the University and by businesses, public agencies, or consortia, has led to a new type of opportunity for students, staff, and faculty within the University. For example, a student can study with a professor who holds a joint appointment in an academic department and in an institute. Cognitive psychology is one of the disciplines involved in multi-disciplinary research projects. An example of an affiliated institute is the Moses Mendelssohn Institute Centre for European Jewish Studies. Close relationships exist with all the other "Blue List" Institutes throughout Germany (Blue List, a prestigious designation.)

Internationalization is a priority for the University, which maintains partnerships with universities in Europe and the North American continent.

4. Personnel. When the University was founded in 1991, a number of new departments and schools were created on all three campus complexes, with new positions for teaching and research faculty and staff. The ratio of applicants to vacancies was as great as 50-to-1 for some positions.
Existing faculty of the predecessor institution accepted the rationale for filling a great many of those new positions by hiring persons from the "older" part of Germany (West Germany). For example, a few persons who had served in the GDR's Academy of Government and Law were absorbed into the University's School of Law and Administration.

However, some existing faculty also believed that they were qualified to compete for new positions and that their academic qualifications were not judged fairly, which resulted in a certain amount of resentment. Further, there was a somewhat widespread feeling that there was a tendency to consider persons from the "old states" (in the former "West Germany") as being automatically more qualified.

In recent years, there have been increases in the number of technical positions, consistent with the increased emphasis on the natural sciences and mathematics. Attention has been given to making sure that teaching staff pursue advanced degrees and to monitoring opportunities for qualified women to advance. There is an increased concern that current and proposed funding reductions will lead to further reductions in teaching and other positions, with a negative effect on student learning.

5. Curricula. An even greater emphasis is placed on the natural sciences and mathematics, including computer science. The University now offers opportunities to pursue graduate studies in many academic areas.

Lack of funds has slowed the progress of expanding the course offerings in some of the Liberal Arts, such as the originally planned addition of a concentration in Art History in the History Department. The University leadership has been forced to make difficult choices and has limited the planned expansion.

6. Access to World-wide Sources of Information. The University offers students, faculty, and staff a large number of multi-media electronic telecommunication services. The "Help Desk" supports users through its staff of technically qualified and customer-oriented persons. There has been an increase in the acceptance of electronic media. Since 1994, the University has had a presence on the Internet; the Uniform Resource Locator (URL) is http://www.uni-potsdam.de Many of the pages can be viewed in English as well as in German.

Library holdings have been enlarged on all three campus complexes. In addition to the official University newspaper, PUTZ, there is a student-written and published newspaper.

7. Student Characteristics. Students enroll from all seventeen states of Germany, with an increasing number coming from Berlin. As can expected, the majority of the students (about 55%) come from the State of Brandenburg. An increasing number of students are matriculating from other countries. "Sans Souci", a popular new summer program, enrolls students from many countries and enriches the life of the University.
The University aims to remain a "student-oriented" institution, and is striving to avoid becoming a "massive institution". For example, the Rector holds two welcoming receptions for new students, one for students from the FRG, and the other for students from other countries.

There is some concern that some newly enrolled students are not as fully prepared in the fundamentals as in former times, and are less interested in mastering the basics before proceeding on to advanced work in their field of study.

8. Services to Students. The University has expanded the range of services offered to students, such as academic and personal counseling, assistance in locating housing; mensas (cafeterias); sports clubs; recreation opportunities; and special assistance for persons with severe handicaps.

There is an increased emphasis on providing conditions for students to complete their studies within the standard period of time.

The University operates an extensive voluntary tutoring program. The tutoring program offers a range of tutoring modes: orientation to University life; assistance in learning how to learn; assistance in particular academic subject areas and courses; and opportunities to be a tutor and help a less experienced student.

9. Relationships with the Community and Region. An expanded set of relationships with the City of Potsdam, Park Sans Souci, nearby cities and towns, and the region encompassing the State of Brandenburg have resulted in benefits to residents, students, and visitors. The relationship of the University complexes to the cultural heritage of Potsdam is more evident than ever before. Many of the University's buildings and grounds are cultural landmarks as well as halls of learning.
Section V. Conclusions and Recommendations

Based on the findings related to the two research questions, and on the researcher’s experience, four conclusions have been drawn. For each conclusion, at least one recommendation has been made. The recommendations are offered, as appropriate, to education policy-makers in other parts of the world; to education leaders at the University of Potsdam and in the Brandenburg Ministry of Science, Research, and Culture; and to students.

Conclusion 1. Individual and institutional survival are achieved by the use of personal initiative, by acceptance of a series of changing realities, and by determination to survive by any means necessary, and to thrive. These attributes are the "lessons learned".

Recommendation to Education Policy-makers.

Education policy-makers in other parts of the world should study these lessons and select or adapt them as appropriate to their own situations.

Conclusion 2. Education leaders at the University of Potsdam and in Brandenburg face two simultaneous challenges. One challenge is how to remain competitive with other European universities, given the costs to taxpayers of a high quality education. The other challenge is how to remain a student-friendly university, given the increases in the number of applicants and enrollees, and the decrease in per-student funding.

Specifically, keeping abreast of new developments in science and other areas of concentration, while keeping its accent on helping all students to succeed and to be competitive in a rapidly-changing global environment is a continuing challenge to the University's leaders and to the Minister of Science, Research, and Culture in Brandenburg, who is responsible for all the institutions of higher education in the state.

Recommendation to Education Leaders

Education leaders must continue to enlist persons from outside the scientific community to assist in the difficult task of convincing an electorate that basic research is vital to the future of each person who must help pay for research activities and who will eventually enjoy the benefits of applied research, made possible by the findings of basic research. The University's multi-disciplinary cooperation is a good example of benefits. People understand performance, such as the project to investigate brain activity while playing the piano with two hands. A public service video, in ordinary language, would be informative, entertaining, and effective.
Conclusion 3. Students considering the choices they can make about their career field and the place where they want to study to become qualified often have two kinds of problems in making decisions. First, they may be unsure about the career field to choose. Second, they may make a decision about the place they want to study on the basis of convenience rather than through an analytic process.

Recommendations to Students.

1. Students should look at what they like to do; this is usually what they are good at. Next, students should look at whether they want to do that as a day-long, week-long, or sustained activity. Having some actual work experience is a great teacher.

2. Students should look for a good fit between the way they learn and perform and the way they will be expected to learn and perform at the college or university they are considering attending. Remember that the catalog description of a course is general. The course a student takes is a combination of the professor, the subject matter and materials, and the method of judging the merit of each student's performance.

3. No matter what students want to do with their working lives, and where they may go for education or training, they should learn all they can about the global systems of communication, including Internet, distance learning, computers and computing, and language translation.

Conclusion 4. Education is not free; and at the same time, it is indispensable to the future of the world.

Recommendation for Education Policy-makers.

Education policy-makers should compare the cost of education, in time, funds, and other resources, with the cost of the alternative: ignorance and false knowledge.
Section VI. Selected References


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