

Learning Objectives:

Students will be able to: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [MA DESE Prerequisite Content Standards](#)

Literacy Objectives:

Students will be able to:

1. Explain one's thinking in complete sentences
2. Argue a thesis and support one's thinking
3. Generate a response to what one has read, viewed, or heard

(<https://www.bpsma.org/schools/brockton-high-school/about-us/mission-literacy-charts>)

This week's learning plan:

Grades 9 & 10: Read "Lamb to the Slaughter" by Rod Dahl and watch Alfred Hitchcock Presents Lamb to the Slaughter (1958), a television adaptation. Think about what goes into making a video adaptation of a book or short story. Write an analysis about "[Alfred Hitchcock Presents Lamb to the Slaughter](#)" (1958) as a translation of the story. Here's a link to the video:

https://www.schooltube.com/media/Alfred+Hitchcock+Presents+Lamb+to+the+Slaughter.+%281958%29/1_v65xhi8f

Grades 11 & 12: Write a newspaper editorial or op-ed article that advocates for action or a point of view. You want to persuade your readers that your idea/side is the perspective the audience should agree with/adopt. This week's topic: Should College Be Free? Students will read an editorial from the *Washington Post* and *The New York Times*.

Creative Activity – all grades: Book Cover Design. The challenge is to design a book cover that visually represents characters, events, settings, and ideas all in a single image. This activity is to design a book cover for your book or book about your life. Watch this video from Jason Reynolds, the National Ambassador for Young Adult Literature:

<https://www.loc.gov/item/webcast-9143/>.

Ongoing learning opportunities

- KhanAcademy.com is available through your Clever login for SAT Practice.
- Vocabulary.com is great for quick daily practice to build your vocabulary.
- Your teacher may assign a reading and multiple choice from CommonLit.org (Clever)

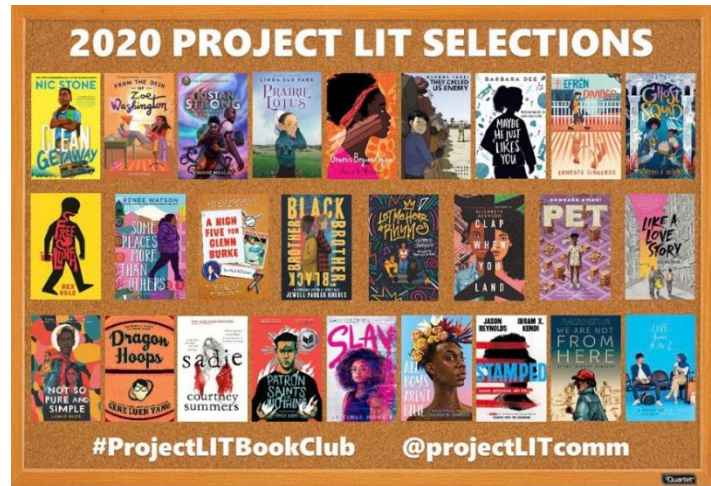
Sign up for an E-card for the library to borrow books from Hoopla.com and Overdrive.com:

<http://brocktonpubliclibrary.org/images/documents/Ecards.pdf>

Note to students: Your English teacher is available to help you complete the activities. You may also have additional learning opportunities provided by your teacher. Please contact them with specific via email or during office hours:

[English Department Remote Office Hours](#)

Book Cover Design: Art & English Departments



Challenge: Design a book cover, that visually represents characters, events, settings, and ideas, all in a single image.

This activity is to design a book cover for your book or book about your life. Watch this video from Jason Reynolds, the National Ambassador for Young Adult Literature: <https://www.loc.gov/item/webcast-9143/>.

The Writing Process

Think about the story you would be interested in reading: what is it about? (You can be the author, or design a book cover for your favorite author. You could also think about your autobiography or memoir in the future. Write a brief description of the book (one paragraph).

The Design Process:

Materials: You may any media available to you: pencil, pen, colored pencil, paint, Powerpoint, Adobe Photoshop, any sort of digital software that you have access to.

1. **Research** - look at other cover designs within your genre. What palettes do they use? What kind of imagery do they have? What type of style do they choose?
2. **Brainstorm** - Show, don't tell. Make a list or visual map of images, colors, and symbols that you could use to communicate the key ideas of the book. A great way to avoid being too literal and expositional with your design is to experiment with using symbols to represent a larger idea or concept.
3. **Choose your media** – Digital, drawing, painting, etc.
4. **Use color, typography that represents the genre of your book.** Consider what colors and font you would use for a mystery or horror book rather than a romance or memoir
5. Use your artistic flair to create a unique book cover that **visually represents the genre characters, events, and setting of the book.**

Name: _____ Class: _____

Lamb to the Slaughter

By Roald Dahl
1953

*Roald Dahl (1916-1990) was a British novelist, short story writer, and poet. Dahl's books and stories are known for their unexpected endings and often darkly comic themes. In this short story, Dahl describes a woman's reaction when her husband comes home with surprising news. **Skill Focus:** In this lesson, you'll practice analyzing how a character's choices and actions affect plot development. This means paying attention to how characters react to specific dialogue or events and how those reactions move the story forward. As you read, take notes on what lines of dialogue or events cause Mary to change her behavior.*

- [1] The room was warm and clean, the curtains drawn, the two table lamps alight — hers and the one by the empty chair opposite. On the sideboard behind her, two tall glasses, soda water, whiskey. Fresh ice cubes in the Thermos bucket.

Mary Maloney was waiting for her husband to come home from work.

Now and again she would glance up at the clock, but without anxiety, merely to please herself with the thought that each minute gone by made it nearer the time when he would come. There was a slow smiling air about her, and about everything she did. The drop of a head as she bent over her sewing was curiously tranquil. Her skin — for this was her sixth month with child — had **acquired** a wonderful translucent¹ quality, the mouth was soft, and the eyes, with their new placid² look, seemed larger darker than before. When the clock said ten minutes to five, she began to listen, and a few moments later, punctually as always, she heard the tires on the gravel outside, and the car door slamming, the footsteps passing the window, the key turning in the lock. She laid aside her sewing, stood up, and went forward to kiss him as he came in.



"A Home Economics instructor giving a demonstration, Seattle, 1953" by Seattle Municipal Archives is licensed under CC BY 2.0

"Hullo darling," she said.

- [5] "Hullo darling," he answered.

1. **Translucent (adjective):** allowing light to pass through
2. **Placid (adjective):** not easily upset or excited; involving little movement or activity

She took his coat and hung it in the closet. Then she walked over and made the drinks, a strongish one for him, a weak one for herself; and soon she was back again in her chair with the sewing, and he in the other, opposite, holding the tall glass with both hands, rocking it so the ice cubes tinkled against the side.

For her, this was always a **blissful** time of day. She knew he didn't want to speak much until the first drink was finished, and she, on her side, was content to sit quietly, enjoying his company after the long hours alone in the house. She loved to luxuriate³ in the presence of this man, and to feel — almost as a sunbather feels the sun — that warm male glow that came out of him to her when they were alone together. She loved him for the way he sat loosely in a chair, for the way he came in a door, or moved slowly across the room with long strides. She loved the intent, far look in his eyes when they rested on her, the funny shape of the mouth, and especially the way he remained silent about his tiredness, sitting still with himself until the whiskey had taken some of it away.

"Tired darling?"

"Yes," he said. "I'm tired," And as he spoke, he did an unusual thing. He lifted his glass and drained it in one swallow although there was still half of it, at least half of it left. She wasn't really watching him, but she knew what he had done because she heard the ice cubes falling back against the bottom of the empty glass when he lowered his arm. He paused a moment, leaning forward in the chair, then he got up and went slowly over to fetch himself another.

[10] "I'll get it!" she cried, jumping up.

"Sit down," he said.

When he came back, she noticed that the new drink was dark amber with the quantity of whiskey in it.

"Darling, shall I get your slippers?"

"No."

[15] She watched him as he began to sip the dark yellow drink, and she could see little oily swirls in the liquid because it was so strong.

"I think it's a shame," she said, "that when a policeman gets to be as senior as you, they keep him walking about on his feet all day long."

He didn't answer, so she bent her head again and went on with her sewing; but each time he lifted the drink to his lips, she heard the ice cubes clinking against the side of the glass.

"Darling," she said. "Would you like me to get you some cheese? I haven't made any supper because it's Thursday."

"No," he said.

3. "Luxuriate" means to enjoy yourself to an extreme degree.

[20] "If you're too tired to eat out," she went on, "it's still not too late. There's plenty of meat and stuff in the freezer, and you can have it right here and not even move out of the chair."

Her eyes waited on him for an answer, a smile, a little nod, but he made no sign.

"Anyway," she went on, "I'll get you some cheese and crackers first."

"I don't want it," he said.

She moved uneasily in her chair, the large eyes still watching his face. "But you must eat! I'll fix it anyway, and then you can have it or not, as you like."

[25] She stood up and placed her sewing on the table by the lamp.

"Sit down," he said. "Just for a minute, sit down."

It wasn't till then that she began to get frightened.

"Go on," he said. "Sit down."

She lowered herself back slowly into the chair, watching him all the time with those large, bewildered⁴ eyes. He had finished the second drink and was staring down into the glass, frowning.

[30] "Listen," he said. "I've got something to tell you."

"What is it, darling? What's the matter?"

He had now become absolutely motionless, and he kept his head down so that the light from the lamp beside him fell across the upper part of his face, leaving the chin and mouth in shadow. She noticed there was a little muscle moving near the corner of his left eye.

"This is going to be a bit of a shock to you, I'm afraid," he said. "But I've thought about it a good deal and I've decided the only thing to do is tell you right away. I hope you won't blame me too much."

And he told her. It didn't take long, four or five minutes at most, and she sat very still through it all, watching him with a kind of dazed horror as he went further and further away from her with each word.

[35] "So there it is," he added. "And I know it's kind of a bad time to be telling you, but there simply wasn't any other way. Of course I'll give you money and see you're looked after. But there needn't really be any fuss. I hope not anyway. It wouldn't be very good for my job."

Her first instinct⁵ was not to believe any of it, to reject it all. It occurred to her that perhaps he hadn't even spoken, that she herself had imagined the whole thing. Maybe, if she went about her business and acted as though she hadn't been listening, then later, when she sort of woke up again, she might find none of it had ever happened.

4. **Bewilder** (*verb*): to confuse completely

5. a way of behaving, thinking, or feeling that is not learned

"I'll get the supper," she managed to whisper, and this time he didn't stop her.

When she walked across the room she couldn't feel her feet touching the floor. She couldn't feel anything at all — except a slight nausea and a desire to vomit. Everything was automatic now — down the steps to the cellar, the light switch, the deep freeze, the hand inside the cabinet taking hold of the first object it met. She lifted it out, and looked at it. It was wrapped in paper, so she took off the paper and looked at it again.

A leg of lamb.

- [40] All right then, they would have lamb for supper. She carried it upstairs, holding the thin bone-end of it with both her hands, and as she went through the living-room, she saw him standing over by the window with his back to her, and she stopped.

"For God's sake," he said, hearing her, but not turning round. "Don't make supper for me. I'm going out."

At that point, Mary Maloney simply walked up behind him and without any pause she swung the big frozen leg of lamb high in the air and brought it down as hard as she could on the back of his head.

She might just as well have hit him with a steel club.

She stepped back a pace, waiting, and the funny thing was that he remained standing there for at least four or five seconds, gently swaying. Then he crashed to the carpet.

- [45] The violence of the crash, the noise, the small table overturning, helped bring her out of the shock. She came out slowly, feeling cold and surprised, and she stood for a while blinking at the body, still holding the ridiculous piece of meat tight with both hands.

All right, she told herself. So I've killed him.

It was extraordinary, now, how clear her mind became all of a sudden. She began thinking very fast. As the wife of a detective, she knew quite well what the penalty would be. That was fine. It made no difference to her. In fact, it would be a relief. On the other hand, what about the child? What were the laws about murderers with unborn children? Did they kill them both — mother and child? Or did they wait until the tenth month? What did they do?

Mary Maloney didn't know. And she certainly wasn't prepared to take a chance.

She carried the meat into the kitchen, placed it in a pan, turned the oven on high, and shoved it inside. Then she washed her hands and ran upstairs to the bedroom. She sat down before the mirror, tidied her hair, touched up her lips and face. She tried a smile. It came out rather peculiar.⁶ She tried again.

- [50] "Hullo Sam," she said brightly, aloud.

The voice sounded peculiar too.

6. **Peculiar (adjective):** unusual or not normal

"I want some potatoes please, Sam. Yes, and I think a can of peas."

That was better. Both the smile and the voice were coming out better now. She rehearsed it several times more. Then she ran downstairs, took her coat, went out the back door, down the garden, into the street.

It wasn't six o'clock yet and the lights were still on in the grocery shop.

[55] "Hullo Sam," she said brightly, smiling at the man behind the counter.

"Why, good evening, Mrs. Maloney. How're you?"

"I want some potatoes please, Sam. Yes, and I think a can of peas."

The man turned and reached up behind him on the shelf for the peas.

"Patrick's decided he's tired and doesn't want to eat out tonight," she told him. "We usually go out Thursdays, you know, and now he's caught me without any vegetables in the house."

[60] "Then how about meat, Mrs. Maloney?"

"No, I've got meat, thanks. I got a nice leg of lamb from the freezer."

"Oh."

"I don't much like cooking it frozen, Sam, but I'm taking a chance on it this time. You think it'll be all right?"

"Personally," the grocer said, "I don't believe it makes any difference. You want these Idaho potatoes?"

[65] "Oh yes, that'll be fine. Two of those."

"Anything else?" The grocer cocked his head on one side, looking at her pleasantly. "How about afterwards? What you going to give him for afterwards?"

"Well — what would you suggest, Sam?"

The man glanced around his shop. "How about a nice big slice of cheesecake? I know he likes that."

"Perfect," she said. "He loves it."

[70] And when it was all wrapped and she had paid, she put on her brightest smile and said, "Thank you, Sam. Goodnight."

"Goodnight, Mrs. Maloney. And thank you."

And now, she told herself as she hurried back, all she was doing now, she was returning home to her husband and he was waiting for his supper; and she must cook it good, and make it as tasty as possible because the poor man was tired; and if, when she entered the house, she happened to find anything unusual, or tragic, or terrible, then naturally it would be a shock and she'd become frantic⁷ with grief and horror. Mind you, she wasn't expecting to find anything. She was just going home with the vegetables. Mrs. Patrick Maloney going home with the vegetables on Thursday evening to cook supper for her husband.

That's the way, she told herself. Do everything right and natural. Keep things absolutely natural and there'll be no need for any acting at all.

Therefore, when she entered the kitchen by the back door, she was humming a little tune to herself and smiling.

[75] "Patrick!" she called. "How are you, darling?"

She put the parcel⁸ down on the table and went through into the living room; and when she saw him lying there on the floor with his legs doubled up and one arm twisted back underneath his body, it really was rather a shock. All the old love and longing for him welled⁹ up inside her, and she ran over to him, knelt down beside him, and began to cry her heart out. It was easy. No acting was necessary.

A few minutes later she got up and went to the phone. She knew the number of the police station, and when the man at the other end answered, she cried to him, "Quick! Come quick! Patrick's dead!"

"Who's speaking?"

"Mrs. Maloney. Mrs. Patrick Maloney."

[80] "You mean Patrick Maloney's dead?"

"I think so," she sobbed. "He's lying on the floor and I think he's dead."

"Be right over," the man said.

The car came very quickly, and when she opened the front door, two policeman walked in. She knew them both — she knew nearly all the men at that precinct¹⁰ — and she fell right into a chair, then went over to join the other one, who was called O'Malley, kneeling by the body.

"Is he dead?" she cried.

[85] "I'm afraid he is. What happened?"

7. **Frantic (adjective):** feeling or showing a lot of fear and worry through wild, hurried activity
8. a thing or collection of things wrapped in paper
9. **Well (verb):** to arise and become more intense
10. a police station in a specific district

Briefly, she told her story about going out to the grocer and coming back to find him on the floor. While she was talking, crying and talking, Noonan discovered a small patch of congealed¹¹ blood on the dead man's head. He showed it to O'Malley who got up at once and hurried to the phone.

Soon, other men began to come into the house. First a doctor, then two detectives, one of whom she knew by name. Later, a police photographer arrived and took pictures, and a man who knew about fingerprints. There was a great deal of whispering and muttering beside the corpse,¹² and the detectives kept asking her a lot of questions. But they always treated her kindly. She told her story again, this time right from the beginning, when Patrick had come in, and she was sewing, and he was tired, so tired he hadn't wanted to go out for supper. She told how she'd put the meat in the oven — "it's there now, cooking" — and how she'd slipped out to the grocer for vegetables, and come back to find him lying on the floor.

"Which grocer?" one of the detectives asked.

She told him, and he turned and whispered something to the other detective who immediately went outside into the street.

- [90] In fifteen minutes he was back with a page of notes, and there was more whispering, and through her sobbing she heard a few of the whispered phrases — "...acted quite normal...very cheerful...wanted to give him a good supper...peas...cheesecake...impossible that she..."

After a while, the photographer and the doctor departed and two other men came in and took the corpse away on a stretcher. Then the fingerprint man went away. The two detectives remained, and so did the two policeman. They were exceptionally nice to her, and Jack Noonan asked if she wouldn't rather go somewhere else, to her sister's house perhaps, or to his own wife who would take care of her and put her up for the night.

No, she said. She didn't feel she could move even a yard at the moment. Would they mind awfully if she stayed just where she was until she felt better. She didn't feel too good at the moment, she really didn't.

Then hadn't she better lie down on the bed? Jack Noonan asked.

No, she said. She'd like to stay right where she was, in this chair. A little later, perhaps, when she felt better, she would move.

- [95] So they left her there while they went about their business, searching the house. Occasionally one of the detectives asked her another question. Sometimes Jack Noonan spoke at her gently as he passed by. Her husband, he told her, had been killed by a blow on the back of the head administered with a heavy blunt instrument, almost certainly a large piece of metal. They were looking for the weapon. The murderer may have taken it with him, but on the other hand he may have thrown it away or hidden it somewhere on the premises.¹³

"It's the old story," he said. "Get the weapon, and you've got the man."

11. "Congeal" means to solidify, especially because of cooling.
12. a dead body
13. property

Later, one of the detectives came up and sat beside her. Did she know, he asked, of anything in the house that could've been used as the weapon? Would she mind having a look around to see if anything was missing — a very big spanner,¹⁴ for example, or a heavy metal vase.

They didn't have any heavy metal vases, she said.

"Or a big spanner?"

[100] She didn't think they had a big spanner. But there might be some things like that in the garage.

The search went on. She knew that there were other policemen in the garden all around the house. She could hear their footsteps on the gravel outside, and sometimes she saw a flash of a torch through a chink in the curtains. It began to get late, nearly nine she noticed by the clock on the mantle. The four men searching the rooms seemed to be growing weary,¹⁵ a trifle **exasperated**.

"Jack," she said, the next time Sergeant Noonan went by. "Would you mind giving me a drink?"

"Sure I'll give you a drink. You mean this whiskey?"

"Yes please. But just a small one. It might make me feel better."

[105] He handed her the glass.

"Why don't you have one yourself," she said. "You must be awfully tired. Please do. You've been very good to me."

"Well," he answered. "It's not strictly allowed, but I might take just a drop to keep me going."

One by one the others came in and were persuaded to take a little nip of whiskey. They stood around rather awkwardly with the drinks in their hands, uncomfortable in her presence, trying to say **consoling** things to her. Sergeant Noonan wandered into the kitchen, come out quickly and said, "Look, Mrs. Maloney. You know that oven of yours is still on, and the meat still inside."

"Oh dear me!" she cried. "So it is!"

[110] "I better turn it off for you, hadn't I?"

"Will you do that, Jack. Thank you so much."

When the sergeant returned the second time, she looked at him with her large, dark tearful eyes. "Jack Noonan," she said.

"Yes?"

"Would you do me a small favor — you and these others?"

14. a wrench

15. **Weary (adjective):** feeling or showing tiredness

[115] "We can try, Mrs. Maloney."

"Well," she said. "Here you all are, and good friends of dear Patrick's too, and helping to catch the man who killed him. You must be terrible hungry by now because it's long past your suppertime, and I know Patrick would never forgive me, God bless his soul, if I allowed you to remain in his house without offering you decent **hospitality**. Why don't you eat up that lamb that's in the oven. It'll be cooked just right by now."

"Wouldn't dream of it," Sergeant Noonan said.

"Please," she begged. "Please eat it. Personally I couldn't touch a thing, certainly not what's been in the house when he was here. But it's all right for you. It'd be a favor to me if you'd eat it up. Then you can go on with your work again afterwards."

There was a good deal of hesitating among the four policemen, but they were clearly hungry, and in the end they were persuaded to go into the kitchen and help themselves. The woman stayed where she was, listening to them speaking among themselves, their voices thick and sloppy because their mouths were full of meat.

[120] "Have some more, Charlie?"

"No. Better not finish it."

"She wants us to finish it. She said so. Be doing her a favor."

"Okay then. Give me some more."

"That's the hell of a big club the guy must've used to hit poor Patrick," one of them was saying. "The doc says his skull was smashed all to pieces just like from a sledgehammer."

[125] "That's why it ought to be easy to find."

"Exactly what I say."

"Whoever done it, they're not going to be carrying a thing like that around with them longer than they need."

One of them belched.

"Personally, I think it's right here on the premises."

[130] "Probably right under our very noses. What you think, Jack?"

And in the other room, Mary Maloney began to giggle.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the meaning of “tranquil” in paragraph 3?
 - A. relaxed
 - B. excited
 - C. dull
 - D. happy

2. What event sets the main action of the story in motion?
 - A. Mary’s husband arrives home from work.
 - B. Mary’s husband tells her that he is leaving her.
 - C. Mary calls the police to report that her husband is dead.
 - D. Mary visits the grocer to buy some vegetables for supper.

3. Which statement describes Mary’s motivation for covering up her crime? (Paragraphs 46-48)
 - A. She wants to protect her unborn child.
 - B. She thinks she did nothing wrong.
 - C. She is afraid of life in prison.
 - D. She does not want to die.

4. How does the detectives’ conversation with the grocer affect the outcome of the story?
 - A. The police no longer suspect Mary of murdering her husband.
 - B. The police give up on finding the murder weapon near Mary’s home.
 - C. The police wonder why Mary was acting so strangely while shopping.
 - D. The police decide to ask Mary to help them solve her husband’s murder.

5. How does Detective Noonan’s comment about the murder weapon affect Mary’s actions? (Paragraph 96)
 - A. It causes Mary to feel guilty about fooling the detectives.
 - B. It causes Mary to act naturally when the detectives question her.
 - C. It causes Mary to pretend that she and her husband were getting along well.
 - D. It causes Mary to trick the detectives into destroying the murder weapon.

6. How does Mary's careful planning influence the outcome of the story? Use evidence from the text to support your response. Be sure to explain how each piece of evidence supports your analysis.

Public college should be free by Bernie Sanders

Source Citation (MLA 8th Edition): Sanders, Bernie. "Public college should be free." Washington Post, 22 Oct. 2015.

In 1877, Rutherford B. Hayes became the first president to make a strong case for universally available public education. "Universal suffrage should rest upon universal education," he said in his inaugural address, adding that "liberal and permanent provision should be made for the support of free schools." Hayes, a Republican, didn't worry that some poor kid might benefit from access to "free stuff," nor did he believe that the children of wealthy elites should be excluded from the universal nature of the program. For him, education was the basis for full economic and political participation, and full participation was the basis for all prosperity. An education should be available to all regardless of anyone's station.

Today, there is universal access to free, public schools across the United States for kindergarten through 12th grade. That didn't happen by presidential decree. It took populist pressure from the progressive movement, beginning in the 1890s, to make widespread access to free public schools a reality. By 1940, half of all young people were graduating from high school. As of 2013, that number was 81 percent. But that achievement is no longer enough. A college degree is the new high school diploma.

In the 1950s and 1960s, it was possible to graduate from high school and move right into a decent-paying job with good benefits. Strong unions offered apprenticeships, and a large manufacturing sector provided opportunities for those without an advanced degree. A couple with a sole breadwinner could buy a home, raise a family and send their kids to college. That was the American dream. Unfortunately, today, for too many Americans, it's not a possibility.

An important pathway to the middle class now runs through higher education, but rising costs are making it harder and harder for ordinary Americans to get the education they want and need. In 1978, it was possible to earn enough money to pay for a year of college tuition just by working a summer job that paid minimum wage. Today, it would take a minimum wage worker an entire year to earn enough to cover the annual in-state tuition at a public university. And that's why so many bright young people don't go to college, don't finish or graduate deeply in debt. With \$1.3 trillion in student loans, Americans are carrying more student debt than credit card or auto-loan debt. That's a tragedy for our young people and for our nation.

In my view, education is essential for personal and national well-being. We live in a highly competitive, global economy, and if our economy is to be strong, we need the best-educated workforce in the world. We won't achieve that if, every year, hundreds of thousands of bright young people cannot afford to go to college while millions more leave school deeply in debt. We need to ensure that every young person in this country who wishes to go to college can get the education that he or she desires, without going into debt and regardless of his or her family's income.

It may seem hard to believe, but there was a time when higher education was pretty close to free in this country, at least for many Americans. After World War II, the GI Bill gave free education to more than 2 million veterans, many of whom would otherwise never have been able to go to college. This benefited them, and it was good for the economy and the country, too. In fact, scholars say that this investment was a major reason for the high productivity and economic growth our nation enjoyed during the postwar years. And, in certain states, such as California and New York, tuition was so low that college was practically free for much of the 20th century.

That is no longer the case in America, but free college is still a priority in many parts of the world.

In Finland, Denmark, Ireland, Iceland, Norway, Sweden and Mexico, public colleges and universities remain tuition-free. They're free throughout Germany, too, and not just for Germans or Europeans but for international citizens as well. That's why every year, more than 4,600 students leave the United States and enroll in German universities. For a token fee of about \$200 per year, an American can earn a degree in math or engineering from one of the premier universities in Europe. Governments in these countries understand what an important investment they are making, not just in the individuals who are able to acquire knowledge and skills but for the societies these students will serve as teachers, architects, scientists, entrepreneurs and more.

It is time to build on the progressive movement of the past and make public colleges and universities tuition-free in the United States - a development that will be the driver of a new era of American prosperity. We will have a stronger economy and a stronger democracy when all young people with the ambition and the talent can reach their full potential, regardless of their circumstances at birth.

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Bernie Sanders, an Independent, represents Vermont in the U.S. Senate and is a candidate for the Democratic nomination for president.

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Should College Be Free?

[nytimes.com/2019/09/20/learning/should-college-be-free.html](https://www.nytimes.com/2019/09/20/learning/should-college-be-free.html)

The Learning Network September 20, 2019



Do you plan to attend college?

How much will cost factor into your consideration and choice of school?

The average cost of tuition and fees at an in-state public college is over \$10,000 per year — an increase of more

than 200 percent since 1988, when the average was \$3,190; at a private college the cost is now over \$36,000 per year; and at over 120 ranked private colleges the sticker price exceeds \$50,000 per year.

Additionally, over 44 million Americans collectively hold more than \$1.5 trillion in student debt, and last year's college graduates borrowed an average of \$29,200 for their bachelor's degree.

On Sept 18, New Mexico announced a plan to make tuition at all state colleges free for students regardless of family income.

Should all states follow suit? Or is it an unrealistic plan at the expense of taxpayers?

In "New Mexico Announces Plan for Free College for State Residents," Simon Romero and Dana Goldstein write:

In one of the boldest state-led efforts to expand access to higher education, New Mexico is unveiling a plan on Wednesday to make tuition at its public colleges and universities free for all state residents, regardless of family income.

The move comes as many American families grapple with the rising cost of higher education and as discussions about free public college gain momentum in state legislatures and on the presidential debate stage. Nearly half of the states,

including New York, Oregon and Tennessee, have guaranteed free two- or four-year public college to some students. But the New Mexico proposal goes further, promising four years of tuition even to students whose families can afford to pay the sticker price.

The program, which is expected to be formally announced by Gov. Michelle Lujan Grisham on Wednesday and still requires legislative approval, would apply to all 29 of the state's two- and four-year public institutions. Long one of the poorest states in the country, New Mexico plans to use climbing revenues from oil production to pay for much of the costs.

Some education experts, presidential candidates and policymakers consider universal free college to be a squandering of scarce public dollars, which might be better spent offering more support to the neediest students.

But others say college costs have become too overwhelming and hail the many drives toward free tuition.

"I think we're at a watershed moment," said Caitlin Zaloom, a cultural anthropologist at New York University who has researched the impact of college costs on families. "It used to be that a high school degree could allow a young adult to enter into the middle class. We are no longer in that situation. We don't ask people to pay for fifth grade and we also should not ask people to pay for sophomore year."

The article continues:

Officials contend that New Mexico would benefit most from a universal approach to tuition assistance. The state's median household income is \$46,744, compared with a national median of \$60,336. Most college students in the state also come from relatively disadvantaged backgrounds; almost 65 percent of New Mexico undergraduates are among the nation's neediest students, according to the state's higher education department.

The new program in New Mexico would be open to recent graduates of high schools or high school equivalency programs in the state, and students must maintain a 2.5 grade point average. In contrast to other states, like Georgia, that have curbed access to public colleges by unauthorized immigrants, New Mexico would open the tuition program to all residents, regardless of immigration status.

It concludes:

In some ways, the burst of interest in free public college is a return to the nation's educational past. As recently as the 1970s, some public university systems remained largely tuition-free.

As a bigger and more diverse group of undergraduates entered college in recent decades, costs rose, and policymakers began to promote the idea of a degree as less of a public benefit than a private asset akin to a mortgage, according to Professor Zaloom, of N.Y.U. Many states raised tuition, and students became more reliant on grants and loans.

"We should be looking at the examples from our own history," Professor Zaloom said. Free college educations from the University of California, the City University of New York and other public systems, she added, have been "some of the most successful engines of mobility in this country."

Students, read the entire article, then tell us:

- Should college be free? Do you believe that students have a right to higher education in the same way they now have a right to elementary and secondary education?
- Some critics to the plan respond that universal free college would be "a squandering of scarce public dollars" that should be spent on the "neediest students." Do you think their concerns are justified?
- How concerned are you about the price of college? Do you worry about graduating with a large debt burden? How do you plan to pay for college?

Your editorial should

- Present an issue
- Give background (brief overview so the audience know what you are talking about)
- Persuade by arguing for an action or point of view
- Include a counter argument
- Conclude with solution or action that should be taken
- Include a pithy headline (title) and your name



Presentation Idea: Make it look like a newspaper column. Microsoft publisher has newsletter templates you can adapt. You could make up a masthead (newspaper name banner), such as *Brockton High Times*. Feel free to find other templates online or make your own. Note: this is not required.