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AMERICAN UNIVERSITIES IN TRANSITION AND THE NEW ROLE OF ADULT EDUCATION, FOURTH MANSBRIDGE MEMORIAL LECTURE, (UNIVERSITY OF LEEDS, JUNE 16, 1966).

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THE MODERN UNIVERSITY MUST ADVANCE KNOWLEDGE AS WELL AS CONSERVE AND TRANSMIT IT. GROWTH OF LIBRARIES, INCREASES IN GRADUATE STUDY, DEEPER INVOLVEMENT IN THE FINE ARTS AND IN BOOK PUBLISHING, INTERNATIONAL STUDENT EXCHANGE, FEDERALLY SPONSORED RESEARCH AND INSTRUCTION, AND EDUCATIONAL BROADCASTING ARE ALL DYNAMIC TRENDS IN UNIVERSITIES TODAY, BUT THE GREATEST IS CONTINUING EDUCATION. HIGHER ADULT EDUCATION HAS GROWN BECAUSE OF MORE LEISURE TIME, THE PAPERBACK REVOLUTION, PREPARATION FOR RETIREMENT, AND THE DEMAND FOR NEW SKILLS TO MEET RAPID CHANGES IN BUSINESS AND INDUSTRY. SUCH SPECIAL COLLECTIONS AS THE LIBRARY FOR CONTINUING EDUCATION AT SYRACUSE UNIVERSITY REFLECT A RISING CONCERN FOR THE SPECIAL NEEDS OF NONRESIDENT, PART TIME, ADULT STUDENTS. EXPANDED HIGHER ADULT EDUCATION WILL LEAD TO A GROWTH IN UNIVERSITY PRESSES, SPONSORED RESEARCH, INTERNATIONAL PROGRAMS, AND CONCERN FOR METROPOLITAN PROBLEMS AND URBAN EXTENSION. (LY)

AMERICAN UNIVERSITIES IN TRANSITION AND THE NEW ROLE OF ADULT EDUCATION

FOURTH MANSBRIDGE MEMORIAL LECTURE

BY

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AMERICAN UNIVERSITIES IN TRANSITION AND THE NEW ROLE OF ADULT EDUCATION

It was nearly forty years ago that I first read John Henry Newman's, "The Idea of a University". At that time this was still the classic and authoritative study, and it was the rare professor, dean, or president who did not frequently quote from it with admiration and approval.

In re-reading it, I think I understand why Newman is still quoted even if seldom read. He is quoted because of what he said about liberal education and the value and the limitations of knowledge. From our vantage point in time, however, it is clear that Newman contributed nothing to our understanding of a university. He contributed nothing because he was facing backward. He saw danger in the new forces beginning to be felt in the Oxford he had known and loved, he believed that research was not an appropriate function for a university, and he insisted that science and the use of reason must be subordinated to revelation and the authority of the church.

Cardinal Newman is not the only critic who in looking back has missed his mark. What universities have been, does not tell us what they will be. Observing a changing world, Heraclitus reminds us that, "One cannot step twice into the same river". Obviously the last word has not been written about the idea of a university, and as institutions bearing that name assume new forms and functions, the idea becomes even more elusive.

To be sure, the university is still dedicated to the conservation and transmission of knowledge. With so much more to be learned, teaching is still vitally important. The teacher, assisted now by visual aids, programmed learning, closed-circuit television and teaching machines, has lost none of his influence. The rapid obsolescence of much that we learn, however, gives greater importance to the tools of learning. The capacity to learn, motivation, desire, and adjustment to change must have

special emphasis. The new knowledge and the new world give fresh meaning to our understanding of education as a lifelong process.

Unlike its medieval predecessor, however, the modern university is committed to the advancement of knowledge as well as its transmission. It is too late to argue that the university should not be a centre of research; it is and will continue to be. The systematic invention of our technological society depends upon fundamental inquiry, man's endless, disinterested search for new knowledge. This is the base on which the new society rests. Moreover, it is a base that must be constantly widened. In a dozen areas man is still fettered by myth and ignorance.

A university is an institution, not a person. It is, however, a responsive and responsible institution. It is concerned with all the issues of the present and the future. It responds to the needs of the times, deals with emerging pressures and possibilities of contemporary life, and transforms itself in serving a changing society. Yet it would be a serious error to describe the university as responding chameleon-like to the environment in which it is set. It is leader and creator as well as servant. Its contribution to men and to knowledge makes possible the new world Because of the crucial importance of its role, the university is becoming the most influential institution of western society.

It is in the United States that the degree of change is greatest. To trace the history of American institutions of higher learning since World War II is to sketch a scene full of movement and mutation. Among the dynamic areas in the modern university are its libraries, graduate work, the fine arts, university presses, international studies, sponsored research, sponsored instruction, radio and television, urban studies and continuing education.

Libraries

With the explosion of knowledge and the fall-out of published ideas and information, the development of a university is closely related to the growth and adequacy of its library. Already in the United States there are sixteen libraries with an annual budget of over two million dollars; and forty-five have

budgets of more than a million dollars. Even these princely sums are not regarded as adequate. Harvard now has an annual library budget of $5,761,000; Texas, $4,838,000; Berkeley, $4,589,000; and the University of California at Los Angeles, $4,090,000.

It should be noted, however, that with a total of more than seventy thousand periodicals and some three hundred and twenty thousand new books published each year throughout the world, the acquisition of 165,594 volumes by the University of California at Berkeley, 193,576 by the University of California at Los Angeles, or even 250,631 by Harvard is not sufficient to keep pace with the tremendous flood of new material.

Accompanying this growth in new collections there has been a massive building boom. "In the five year period 1961-65, 504 libraries came into being on college or university campuses at a cost of approximately $466,600,000. This means that we are spending an annual average of almost a hundred million dollars on new library buildings designed to bring book and scholar together".[1]

With information doubling in quantity every ten years, it is evident that we cannot meet the demand for the storage and retrieval of published material by using time-honoured techniques. Sweeping changes of layout, procedure and staff organization are already in process. Tapes, films, microfilm, photographs and copying machines are in wider and wider use. University libraries are beginning to co-operate, as in the Midwest Library Center. We are preparing for the eventual day when our university libraries will be linked together in a national automated system to provide immediate access to all available information for researchers throughout the country. In the meantime we are designing our libraries to achieve a maximum utilization of space and at the same time to preserve the aesthetic elements essential to a building which, perhaps more than any in the university complex, should be designed with man in mind.

Graduate Work

One of the most dynamic elements in the American university has been graduate education. Harvard University opened its advanced courses to graduates of other institutions as early as 1825, but graduate work as such did not begin until 1863 and a separate graduate department was first established in 1872.[2] Yale awarded its first Ph.D. in 1861. Johns Hopkins gave impetus to graduate studies, but growth in enrolments was not spectacular until the twentieth century. In 1900 graduate enrolments numbered 5,831; in 1920, 15,612; in 1930, 47,255; in 1940, 106,120; in 1950, 237,600; now they are well over 500,000.[3] This national growth is reflected in my own institution where graduate enrolments have increased from 555 in 1942, when I became Chancellor, to 6,738 during the past semester. We have now reached the point where one of every three students at Syracuse is in our graduate division.

With substantially increased federal, state, and private support both for individuals and programmes, the graduate divisions of universities will take on more and more importance.[4] There is increasing demand not only for highly trained and specialized scientists and engineers but also for lawyers, social workers, librarians, and members of the other professions. Every advance in technology throws an additional burden on graduate programmes. The need for teachers alone would insure the continued expansion of graduate studies, but this is only a small part of the story. The explosion of knowledge compels a broader and less specialized undergraduate programme and a longer time-span for formal study. In the stronger institutions, at least half of those taking baccalaureate degrees go on to graduate or professional schools. That percentage will continue to rise.

Fine Arts

A third development has been the increasing interest and involvement of the American university in the fine arts. Once looked upon with disdain or indifference, they are now treated with respect. Eighty museums are now operating as integral parts of university campuses, more than twice the number

affiliated with our colleges. Normally functioning as adjuncts to either the science departments or the schools of art, museums provide teaching tools of the greatest importance. Behind the growth of museums and their collections is the growing army of men and women whose interest in art is more than casual. Arnold Mitchell of the Stanford Research Institute reports that consumer spending on the arts rose twice as fast between 1953 and 1960 as spending for recreation as a whole, and six times as fast as for spectator sports and movies. Some fifty million Americans play a musical instrument, are amateur photographers, Sunday painters, sculptors, or community theatre performers. Mitchell finds more piano-players than fishermen, as many painters as hunters, more theatre-goers than boaters, skiers, golfers and skin-divers combined, and twice as many people who attend concerts as see major baseball games.

With the growth of interest in the arts, there has been an expansion of the number of schools of art affiliated with universities. The function that used to be exclusively performed by music conservatories, art institutes, and drama schools is extending more and more to colleges and universities. It is becoming apparent that the university can be a secure and stable community base for all the arts. Integrated with the other academic disciplines, instruction in the arts in the university setting provides a balanced and enriching educational experience for an increasing number of our citizens.

A recent report of the Rockefeller Foundation (1965) notes that "the colleges and universities of 20th century America provide a cultural environment for the arts comparable to that given to composers and painters by the courts of 17th and 19th century Europe."[5] The Report pointed out further that "The university . . . is becoming more and more involved in every aspect of the arts: its audiences, its performers, its teachers, and its creators".[6] In addition to making the arts an integral part of education through the creation of formalized courses, "More and more campuses are making a place on their faculties for the writer, painter, or musician, with a reduced teaching load. The university . . . is providing opportunities for creative people to have their works seen and heard, to try out a new play or symphony, to finish a novel, opera, or

ballet".[7] The Report concludes with the hope that the encouragement and development of the arts in colleges and universities will be a major concern of private philanthropy.

The University Press

A less dramatic but still significant development has been the flowering of the American university press. Although the first university press book in the United States did not appear until 1869, a good four centuries after the first title bearing the Oxford imprint, Americans are beginning now to make up for their late start.

Since Cornell launched the first university press in America, some thirty-five thousand titles have been published by American university presses, and approximately one-half are still in print. More than one of every seven books in print today come from our university presses. Much of this growth has come in the past decade. Since 1957 dollar receipts from sales have risen from ten million to over twenty-five million. This increase has been accompanied by a doubling in the number of books published.

The Syracuse University Press, established in 1943, has doubled its sales within the past four years, continuing a record of exceptional growth in a field known for its growth. In the past year alone, sales rose almost twenty-three per cent. Although this increase was due in part to the success of the twenty-five new books published, a substantial portion of our revenues came from older titles which continue to attract the attention of both the scholar and the general reader.

If the past has been impressive, the future of university presses should be spectacular. It is estimated that between now and 1970 the number of copies sold annually will more than triple while revenues will increase fourfold. No other segment of the publishing field will come close to matching this record of growth. With this prospect, we shall be increasingly concerned to assure the effectiveness and quality of our university presses.

International Programmes

Other distinguishing marks of the modern university are the exchange of students overseas and the growth of international programmes. Ten years ago only 34,000 foreign students were reported to be attending colleges and universities in the continental United States. In 1963 we enrolled 65,000 foreign students. A recent census of foreign students reveals that more than 7,000 come to us from Canada. The United Kingdom sends us more than 1,500 students and ranks eleventh on the list of the countries represented. At the University of California more than 3,000 students from other countries are enrolled. Close behind are New York University with 1,925, the University of Illinois with 1,369 and the University of Michigan with 1,325. At some institutions, such as Howard University and the Massachusetts Institute of Technology in Cambridge, more than one student in every ten enrolled has come from outside the United States.[8] At Syracuse we have over 700 international students representing 85 countries. With increased aid from American institutions, private organizations, and the United States Government, the growth of these programmes promises to continue.

It is, of course, not a one-way traffic. More and more American students feel the attraction of study abroad. They are going by the tens of thousands, usually for a semester or a year, and often for doctoral or post-doctoral studies. Many universities are establishing their own programmes overseas. Syracuse, for example, has undergraduate programmes in Italy, France, and Colombia, and a graduate programme in Italy. We are also working with other nations and other educational institutions in many parts of the world: Pakistan, India, Kenya, Tanganyika, Tanzania, the Philippines and Colombia.

Not all young men and women sent abroad by American universities are pursuing programmes of formal study. Typical of the non-academic involvement of Americans overseas is the Peace Corps. Established by President John F. Kennedy in 1961, it employs more than 18,000 Americans who are working abroad to strengthen emerging nations. Universities have had

a major role in the training of Peace Corps volunteers. At Syracuse, for example, where 373 are currently in training, we have provided orientation and basic skills for more than 1,100 volunteers in the past four years. Moreover, through programmes financed by the federal government, American universities are deeply involved in the development of political and social institutions in scores of nations.

Of particular significance is the development of regional programmes. One of the first of these was set up in 1915 at the University of Texas, for the study of Latin America. In his annual report for 1918, President Nicholas Murray Butler of Columbia University referred to a French area language programme. In 1934 the Rockefeller Foundation gave grants to Columbia, Harvard and the Institute of Pacific Relations, for instruction in Russian. In 1937 Yale launched a programme in Chinese. In 1939 Cornell began its programme in Russian studies. The Russian Institute at Columbia was established in 1945. A recent report from the United States Department of Health, Education, and Welfare indicates some 136 area studies programmes. There are 13 such programmes dealing with Africa, 16 in Asia, 14 in Southeast Asia, 29 in Latin America, 18 in the Near East and 34 in the Soviet Union and East Europe.

At Syracuse there is now an East European Language programme devoted to the teaching of foreign languages to Armed Services personnel, and there are undergraduate and graduate programmes in East African, Latin American, Russian, and South Asian Studies.

Sponsored Research and Instruction

A whole new area of research and teaching sponsored by the federal government has emerged since the war. In 1950 the National Science Foundation was created, the first of the federal agencies designed to channel funds into sponsored teaching at the college and university level. In 1952, when the first grants were made, the total of federal support for teaching was under one million dollars. In 1966, funds budgeted through the National Science Foundation and the United States Office of

Education will total three and one-half billion. About two-thirds of this amount will be used or administered by institutions of higher education, and the majority of this money will be spent by universities.

In addition to its support of sponsored teaching, the federal government continues to be a strong factor in the support of research. Currently more than seventy per cent of the funds for the sponsored research in universities is provided by the United States Government. The rate of growth in this area is comparable to that in sponsored teaching, with an increase from seven million in 1942 to almost two billion dollars during the current fiscal year.

The bulk of this increase in federal aid for higher education has come within the past five years, with the enactment of our Civil Rights Act in 1964; the establishment of our Office of Economic Opportunity in the same year; and the passage of the Higher Education Facilities Act, the Elementary and Secondary Education Act, and the Higher Education Act, all in 1965. The new legislation expands the opportunity for education at all levels in the United States and assists in the effort to build the programmes of high quality instruction and research. Even for the privately endowed institution, the government is rapidly becoming a major source of funds, supplementing the traditional trio of tuition, gifts, and endowment. At Syracuse current income from sponsored teaching and research now amounts to twelve million dollars a year, or twenty per cent of our current budget.

Radio and Television

American universities began using radio channels for educational purposes in the 1920's, and television in the late 1950's. There are now one hundred and eighty-four colleges and universities in the United States offering undergraduate programmes in radio, and sixty-four institutions with graduate programmes in television.

When radio was just beginning, the universities sought licenses, constructed broadcasting stations, and broadcast programmes for adults as part of their general extension

services. The emphasis was on the broadcasting of programmes for adults. Relatively few of the programmes offered academic credit. Two of the earliest credit courses were programmes by Syracuse University on how to write for publication and how to conserve the natural beauty surrounding one's home. In 1947 the successful testing of a low-powered FM transmitter at Syracuse led to a much wider use of radio by educational institutions. There are now well over three hundred non-commercial radio stations in the United States, one-half of which are low-powered stations of the type pioneered at Syracuse. The vast majority are owned by colleges and universities.

The story of college and university involvement in television is strikingly different from radio, partly because institutions did not repeat the mistakes made in radio and partly because they had full warning of the cost and effort required to build an effective programme. A university now weighs carefully what it wants to do in television before it commits itself, irrespective of whether it is instruction *by* television or instruction *in* television.

In the early 1950's the Federal Communications Commission reserved television channels for non-commercial educational purposes. Colleges, universities, and school systems were thus generally relieved of the necessity of competing with commercial interests for channels and licenses, as had been necessary in radio. The result has been that the number of non-commercial television stations now operating in the United States in 1966 is in excess of one hundred. More educational stations have been put into operation in the last five years than commercial stations. Collectively, these stations offer a programme service to well over half of the homes in the United States.

The federal government, and often state governments, have offered financial aid to cover a portion of the capital costs required. Ford Foundation grants, requiring matching dollars, also made a substantial difference. Thus, the financing of non-commercial stations was not left solely to individual institutions. In Syracuse, for example, the local non-commercial station, WCNY, was financed roughly one-third by the federal government, one-third by the state, and one-third by Syracuse

University and a local foundation. The city and county school systems are now supplying over half of the annual operating funds (this year $375,000). This type of financial assistance was not available when non-commercial radio stations were established.

Unlike radio, most of the non-commercial television stations in the United States are constructed and operated as joint ventures of most of the educational institutions in a given area. Only a few universities own and operate their own non-commercial stations. In general, even federal aid has been limited to stations jointly sponsored by local educational agencies, and the most recent Ford grant was for stations so classified. An educational television station is more likely to be a co-operative educational effort than an investment by a single institution.

The non-commercial television stations have not been as dependent on locally produced programmes as radio stations. Taped programmes from National Educational Television, a Ford Foundation supported institution, provides network quality programmes beyond the resources of a single local station.

And finally, as distinguished from radio, the annual operating budgets for non-commercial television stations range from two hundred and fifty thousand up to two million dollars. This may be compared with radio budgets ranging from a few thousand to perhaps a hundred thousand dollars a year. If the recent proposal of the Ford Foundation (or some modification of it) to use satellites for the distribution of all network programmes is approved, with certain savings to the commercial networks assigned to non-commercial stations, the opportunity for a national educational interconnected network will be a real possibility. If this should occur, the nation would then have a broadcasting system one part of which is for network commercial broadcasting and one part of which is for educational and public service purposes. While the problem of financing quality television programmes is far from settled, it has been recognized and large-scale efforts are being made to solve it. This did not occur in radio.

Instruction by television for both in-school and out-of-school viewing from non-commercial stations has advanced more in fifteen years than non-commercial radio developed in forty years, even though there are not as many stations. When colleges or universities participate in a community-owned station, almost all offer programmes for adults. Perhaps the most noted of these stations, WGBH, is located on the Harvard campus, and professors from that institution, Massachusetts Institute of Technology, Boston University, Yale, and Northeastern—to name the major participating institutions—contribute their talent. In 1965 this station had more than one million dollars in contracts for taped programmes intended for nation-wide distribution.

The gulf between educational and commercial television is still wide and deep. American commercial television is essentially a free entertainment and news service paid for by advertisers attempting to buy viewers. As a primarily news or entertainment medium, it has had a limited interest in the educational possibilities of television. While educational institutions still contribute programmes to commercial stations, they do not depend on them for a regular programme service. It is only when education has its own facilities that the educational service becomes truly meaningful.

Urban and Metropolitan Studies

Some sixty-three per cent of the population of the United States is now located in 216 metropolitan areas. By 1990 it probably will be between eighty and ninety per cent. It is estimated that practically all the growth in population predicted for the next twenty-five years will take place in metropolitan areas.

With this tremendous concentration of human resources in our cities, the university—and especially the urban university—should be the prime mover and source of significant new developments in higher education. The challenge presented by urban blight, poverty, crime, traffic, noise, and ethnic and racial tensions, the special problems of elementary and secondary education in the central city, and the new opportunities in the performing arts, cannot be ignored.

The fact is that even the urban universities are just beginning to focus their attention on urban or metropolitan problems. To be sure, extension or adult education divisions have been interested in them for a long time. With a few notable exceptions, however, leaders in adult education have not had great influence with university faculties. The faculty is the centre of power in a university, and it moves with deliberate speed. Only recently have faculties put their stamp of approval on international programmes, and then with some misgivings. If this step was made partly because of the size of federal appropriations and the availability of generous financial support, a similar interest in urban problems may follow the massive federal grants to combat poverty and to help the disadvantaged in metropolitan areas.

In general the new programmes in urban and metropolitan studies are at the graduate level. They sometimes consist of an option of doctoral programmes in a department such as political science, sociology, economics, or public administration; sometimes the programmes are interdisciplinary, offered, for example, by the School of Architecture, Landscape Architecture and a graduate department in the College of Arts and Sciences (as in regional planning programmes). There are also graduate programmes for urban teachers, graduate courses for women desiring to return to teaching or to the market-place after the children are old enough to fend for themselves, and mid-career training for public servants.

In some university programmes, concern for social action is not balanced by an equal concern for objectivity of approach and a reliance on research. There is a tendency to prejudge social situations, to confuse the roles of educator and propagandist, to condone emotional responses to emotional problems, to insist that human needs cannot wait for either objectivity or the findings of research.

The university need not shrink from controversial topics. Its role is that of free and full discussion. It is, however, not a pressure group. Its service is not to be confused with that of a labour union, a manufacturer's association, or a Chamber of Commerce. Its function is instruction, training, and research. It is not an institution for direct social action.

Educational programmes are frequently designed for specific training goals without prior investigation into a choice of goals or their appropriateness and social value. In police training, for example, the programme design and the goals of the programme are likely to prove very different after there has been extensive research into overlapping jurisdictions, communications between the county sheriff and the city police, the accuracy and completeness of a central file for juvenile and other offenders, the relation of voluntary and public agencies to the officers of the law, and the judicial processes in the diverse jurisdictions.

If there is a single primary need in this area of education, it is the need for research and evaluation. Large-scale social action such as President Lyndon B. Johnson's poverty programme should be preceded and accompanied by research. In dealing with problems of incredible complexity, good intentions and dollars can be piled as high as Mount Everest without solving the problems or benefiting the socially disadvantaged in any but a temporary way.

Educators will have to try out new ideas, experiment with new approaches, test hypotheses, direct pilot programmes, and administer larger-scale research and training programmes in the urban field. Many of the answers are not known. To be sure, the social sciences are considerably more sophisticated than they were a decade ago. Nevertheless, they are not sciences, and it is not at all clear that they ever will be. They can, however, be more objective. They can be more research-oriented. They can also learn to ask the right questions. At the present time much of our effort is spent in attempting to answer the wrong questions.

The success that land grant universities achieved through extension services to farmers suggests that perhaps these universities should now turn their attention to the cities to perform a similar function for metropolitan communities. Unfortunately, the land grant colleges are usually located in rural areas. Moreover, their experience in extension has not been with urban problems.

Even if we turn from the land grant to the urban university, the analogy should be used with care. The services provided to

agriculture through university extension were more easily focused than could possibly be true of urban extension services. Agricultural extension was concerned primarily with the production and marketing of agricultural products. As a result, the services had immediate application to the livelihood of the aided farmer and in general were willingly accepted by him.

In the case of urban extension, the services which might be provided are usually not directly related to the professions of the people involved. Rather, such services have to be relevant to all other aspects of metropolitan life. They could range all the way from aid in the preparation of urban renewal plans to the provision of pre-school education and homemaking advice. Their nature, therefore, does not lend itself to the concentration of university resources on any single need. Further, there is much less readiness on the part of the recipients of urban extension to see the need for such assistance, or to seek it.

Because of the difference between rural extension concepts and what is relevant to urban areas, urban programmes should begin with specific fields. Urban teachers' programmes are examples of what a university might do specifically for its local community. Programmes for training professionals in other areas would also be helpful. A case in point would be a programme which tries to relate architectural design to the needs and desires of the disadvantaged in a particular segment of the city. Another possibility is the social work profession. Certainly there is a critical need for imaginative new approaches to the training of social workers.

Now that urban studies are a part of the educational curricula of universities, one wonders why it took us so long to discover their importance. Obviously, if we are to meet our responsibilities, we cannot disregard those in our front yard.

Continuing Education

Of all the forces at work in the shaping of our new idea of the American university, few have had so profound or pervasive an effect as adult or continuing education. Considered only a few decades ago to be a peripheral activity of the university,

concerned primarily with the administration of educational programmes for farmers and housewives at the high school level, adult education has emerged since the war as one of the significant and urgent missions of the modern university.

With the growing importance of adult education in the American university, institutions are beginning to follow the example of Syracuse by making the directors of continuing education programmes directly responsible to their presidents. In the two years since we named a vice-president for continuing education, the University of Wisconsin has appointed a chancellor for continuing education, the University of Missouri has combined co-operative and general education in an office of vice-president, the University of Oregon has designated a vice-chancellor for continuing education, and the State University of New York has named an executive dean for continuing education. These appointments reflect the commitment of universities to adult education and provide an effective control over the wide range of programmes scattered throughout the increasingly complex administrative structure of the modern university.

Recognition of the significance of adult education has gone far beyond the campus. The appointment of an Advisory Council on Extension and Continuing Education by the President of the United States is an eloquent expression of interest at the national level. At the state government level, the Board of Regents of New York State has created a State Advisory Council on Continuing Higher Education. Government action has been supplemented by that of voluntary associations. The American Council on Education, for example, has recently appointed an Advisory Committee in Higher Adult Education as a subcommittee of the Committee on Academic Affairs. Expression of interest is also evident in the nation's press, where articles on adult education have appeared in magazines such as *Time*, *Business Week*, and *Kiplinger*.

The growth of adult education is the product of a combination of factors. Shorter working hours and labour-saving devices have increased leisure time significantly. Thanks to the paperback revolution, a vast range of printed materials

is now within reach of the average citizen.[9] Stimulated by new reading habits, men and women long out of school and college have sought out ways of continuing and supplementing their formal education. The ambitious junior executive, the housewife, and older people seeking to make the best use of their retirement—all are turning to organized study. Finally, the rapid changes in industry and commerce have created a demand for people with highly developed and up-to-date skills.

Mid-career training is of growing importance in practically every area. Short courses either in the evening or in released time during the day, residential programmes for a few days to a few weeks and attracting people from a distance, special printed materials, seminars, informal programmes, and on-the-job instruction—all have their place. Because of its importance to society, this kind of institutional service is expanding rapidly.

It is no coincidence that the impact of adult education has been greatest precisely in those areas we have described as the most dynamic in the American university. The shape and direction of our growth in libraries, graduate work, fine arts, radio and television, university presses, sponsored teaching and research, and international studies and urban programmes reflect our growing concern for the special needs of an expanding non-resident, part-time, adult clientele.

In our libraries we have created special collections uniquely suited to those enrolled in our continuing education programmes. At Syracuse we have established a library in continuing education with twelve thousand volumes, more than two hundred newsletters and periodicals and some five hundred thousand pamphlets, slides, tape recordings, microfilms and reports. In addition to this collection, we have created small satellite libraries throughout New York State, to serve students in special programmes that have been created and administered by the university in response to the needs of regional military establishments, small cities, and industrial plants that have no other ready access to higher education.

The rapid growth of graduate studies in recent years has been due in large measure to adults enrolled part-time in programmes leading to advanced degrees, especially at the

master's degree level. Indicative of a national trend, more than forty per cent of our candidates for a master's degree at Syracuse are part-time students. Typical enrolments at the first level of graduate work would include elementary and secondary school teachers working for the master's in education, a requirement for permanent appointment in most of our state systems; businessmen attending evening courses leading to a master's degree in Business Administration, often with their tuition and fees paid by their employer; and engineers and scientists anxious to keep up with the latest developments in their fields.

With the continued specialization and professionalization of our work force, the prospect for the continued growth of adult education at the graduate level is assured. As our system of tax-supported community and four-year college expands, the university will increasingly address itself to adult education programmes at the graduate level.

Measured in terms of enrolments, a substantial portion of the expanding involvement of our universities in fine arts can be accounted for by men and women in middle and later life. Enrolled in the evening divisions, they can take the same courses, hear the same lectures, and reap the same benefits as their younger counterparts who attend the university during the day.

As a supplement to this formal training, our universities are tending to tailor their museum exhibitions to the tastes and interests of those outside the academic community. Through well-planned and well-publicized exhibits at our campus gallery, we at Syracuse have steadily increased attendance from less than eight thousand in 1954 to more than two hundred thousand during 1965.

Long a patron of the performing arts in the community by virtue of the high proportion of students, faculty, and staff composing audiences, the university is now assuming a more direct role. Typical of this movement is the programme of our Regent Theatre, a former neighbourhood cinema located near the center of the city. Operated as an adjunct of our adult education division, the Regent provides a variety of concerts, dramatic productions, film presentations, and lectures for

adults, students, and children of central New York State. With the completion of an experimental theatre adjoining the large proscenium arch theatre, we will bring to the community performing and creative artists of first quality, will have a professional resident theatre company serving as an outlet for established theatre artists and as a training ground for students, and hopefully, a higher level of understanding and appreciation for both the campus and the community.

A new educational television station will, we believe, extend the influence of the theatre programme. Established only last year, programming has been devoted almost exclusively to the rebroadcasting, on the national educational television network, of films produced by metropolitan television stations. With the completion, however, of new studios and broadcast facilities on campus, a wide variety of courses and programmes is possible. They can range from a lecture course on archaeology to a telecast of *As You Like It* from the stage of the University theatre.

Syracuse may be in advance of many American universities in developing television as a teaching tool, but we share in the general responsibility for failure to exploit the full possibilities of television as an educational medium. In existence since 1936, the technology of television has consistently outdistanced the quality of its programmes. We now have front row seats for the spectacle of a wasteland that is becoming ever more desolate. Hopefully the initiative of the universities, supported by the government, foundations, and friends of learning, will be able to make this desert bloom.

Up to the present, university presses in the United States have had little to do with extension or continuing education. This pattern is, however, in the process of change. Organizations such as the University Council on Education for Public Responsibility have found that in the development of their initial television series, *Metropolis: Values in Conflict*, special materials were needed which had to be in printed form. In addition to a book of selected readings, a utilization manual, a viewer's guide and promotional brochures were required. Now

the Council is at work on a series about race relations, and again a text is in preparation to accompany the television programme.

This experience has led institutions like Syracuse to begin negotiations with their university presses for the publication of special materials in the field of adult education. Typical of this new approach is a monograph series in which it is proposed to deal in depth with problems such as housing, schools in the central city, municipal government, retirement and medicare plans, the United Nations, and the place of religion in modern life.

With the explosive development of adult education, we predict a new and growing involvement of university presses in this field. Of obvious interest to the university presses is the literature directed at those who plan and administer adult education programmes. As the field expands, there will be an increasing need for well-designed, widely circulated monographs, collections of essays and books dealing with the organization and implementation of adult education.

The relationship of adult education to the growth of sponsored research and teaching programmes has been one of mutual stimulation. Kellogg Centers and other conference centers in continuing education have been proving grounds for sponsored teaching programmes. On the other hand, the enormous demand for specific training has stimulated growth in the number and kind of special educational programmes on the campus during the regular academic year and in the summer sessions as well as in the extension or adult education divisions.

The adult education programmes gave the universities experience in handling sponsored instructional programmes. However, few in the adult education movement anticipated the remarkable growth that would take place, or the desirability of reorganizing the administrative structure of the university for better co-ordination and control.

Adult or continuing education plays an important part in the growth of international programmes in higher education. Typical of such programmes is the International Management Development Department at Syracuse University. Through

class instruction, industry programmes, and community activities, the Department teaches foreign students our business practices and American students the operation of foreign markets. In the twelve years of the Department's existence, more than nine hundred foreign nationals from seventy-one different countries have participated in the specially tailored programmes. Most of these men and women have been from top and middle management levels in private and public enterprise. Many have been sponsored by the Agency for International Development (AID) of the United States State Department, others by world-wide educational foundations, while others have come directly to the university under the initiative and sponsorship of their employers.

As we have already noted, the urban universities of America discovered the importance of international service long before they were responsive to the needs of their own urban communities. Universities differ, of course. Even now they may have few international programmes. Many, however, are active in many foreign countries, count their students from overseas by the hundreds, have well-developed adult education programmes in foreign policy, international trade, comparative religion, oriental literature, music and art, and regional studies.

No one can blame the universities for the ugliness of our cities or the complexity of their problems. If, however, the problems are to be solved and the cities made livable and attractive, it will be through the leadership and service of the university, and particularly the urban university with its programmes of adult education.

Now that the federal government has recognized that the unsolved domestic problems are those of its metropolitan areas, there is a fresh sense of hope. The commitment of the federal government, under Title I of the Higher Education Act of 1965, to adult or continuing education is not only the most exciting news we can report from the United States but may also prove to be news of the greatest significance for urban communities all around the world.

The growth of sponsored teaching programmes, international programmes, urban studies, and liberal and vocational programmes has increased enrolments beyond any plan of even

five years ago. We believe these will continue to increase beyond present projections. With a shortened working week growing steadily shorter, and with wage and salary levels ensuring a new level of affluence for all who are not on welfare, the problem of adults is boredom. The cure for boredom is not recreation or sports but learning. In a world literally inundated by new knowledge this is an opportunity, a challenge, and a necessity for informed and responsible citizens.

Great nations borrow from each other. The influence of Britain's socialized medicine on America's medicare programme is a case in point. In the field of adult education, we in the United States feel the influence of Albert Mansbridge and the Workers Educational Association in our programmes of liberal education for adults. It is perhaps not unreasonable to suggest that American models in vocational and professional adult or continuing education may prove useful in Great Britain. Again, if urban or metropolitan studies by urban universities prove effective in the solution of vexing urban problems in America, I am confident that this too will not pass unnoticed by other nations.

Of all the new responsibilities the modern university is assuming, none is more meaningful for the future than this concern for metropolitan problems and urban development, and particularly as this relates to continuing education. The university in the heart of the central city has special opportunities and responsibilities with respect to the urban community. Indeed, it is not too much to hope that the impact of the university on the city and the metropolitan area surrounding it may usher in a new day bright with promise.

Footnotes

1. "Bricks and Mortarboards", a report from the Educational Facilities Laboratories, New York, 1915, p. 71.
2. American Universities and Colleges, 9th ed., American Council on Education, Washington, D.C., 1964, p. 15.
3. *Ibid.*, p. 54.
4. *Ibid.*, p. 49.
5. J. George Harrar, *The President's Review*, The Rockefeller Foundation, New York, 1965, p. 7.
6. *Ibid.*, p. 8.
7. *Ibid.*, p. 8.
8. *American Universities and Colleges*, p. 11.
9. Of the more than twenty-eight thousand new titles published in the United States last year, one in every three appeared in paperback.

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