DOCUMENT RESUME

ED 021 204 AC 002 726

THE COLLEGE AND ITS COMMUNITY; A CONFERENCE ON PURPOSE AND DIRECTION IN THE EDUCATION OF ADULTS. CSLEA OCCASIONAL PAPERS, NUMBER 16.

Center for the Study of Liberal Education for Adults, Brookline, Mass.
Pub Date 68
Note- 64p.
EDRS Price MF-$0.50 HC-$2.64
Descriptors- *COLLEGES, COMMUNITY RESOURCES, *COMMUNITY SERVICE PROGRAMS, ECONOMICALLY DISADVANTAGED, *EDUCATIONAL INNOVATION, EDUCATIONAL PHILOSOPHY, FEDERAL AID, NEGRO EDUCATION, *UNIVERSITIES, *URBAN EXTENSION, VOCATIONAL RETRAINING
Identifiers- Negro College Committee on Adult Education, Norfolk State College, Opportunities Industrialization Centers, Syracuse University, Tuskegee Institute, University of Wisconsin

At a conference on the college and its community, papers were presented by leaders of universities that had participated in the "sister-college plan" for training adult educators, sponsored by the Negro College Committee on Adult Education. The University of Wisconsin has taken the lead in moving beyond its campus, with no boundaries of geography, time, methods, clientele, or subject matter. Syracuse University has recognized its community commitments by providing leadership training, pilot and innovative programs, brokerage of community resources, theater programs, social criticism, and funding from outside sources. In their programs of remedial, vocational, and continuing education at Norkolk State College, Tuskegee Institute, and Opportunities Industrialization Centers, commitment has been to the rehabilitation of the disadvantaged. Federal funds are available for programs from other sources than Title I and the Adult Education Act, such as the Office of Economic Opportunity, the Administration on Aging, and the Department of Commerce; in some cases, state and local funds may be available. We have to sell adult education on a project-by-project basis; the important thing is to conceive imaginative projects relating university resources to community needs. We must accept the commitment that continuing education and retraining are proper functions of universities. (eb)

OCCASIONAL PAPERS • NUMBER 16

THE COLLEGE AND ITS COMMUNITY

A Conference on Purpose and Direction In the Education of Adults

CENTER *for the* STUDY OF LIBERAL EDUCATION FOR ADULTS
at Boston University

OCCASIONAL PAPERS

A special series devoted to documents which, though prepared in a specific context and for a limited audience, are judged to be of such general interest that they merit wider distribution than that for which they were originally intended. They are presented in the hope that they will contribute to the more general sharing of information and opinion about questions of importance in the field of liberal education for adults.

CENTER PUBLICATIONS

Center publications on education of adults include the *Notes and Essays* series examining purposes and philosophy, *Reports* on methods and practices in the field, *Research Reports*, and *Occasional Papers*.

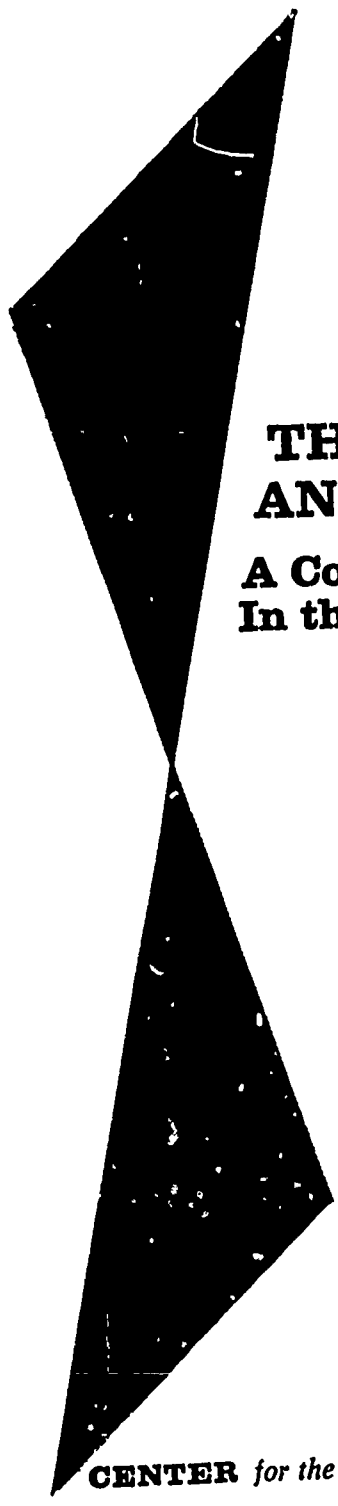
For a complete list and prices write:

CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS *AT BOSTON UNIVERSITY*

138 Mountfort St.

Brookline, Mass. 02146

$ .75



THE COLLEGE AND ITS COMMUNITY

A Conference on Purpose and Direction In the Education of Adults

CENTER *for the* STUDY OF LIBERAL EDUCATION FOR ADULTS
at Boston University

THE CENTER *for the* **STUDY OF LIBERAL EDUCATION FOR ADULTS** was established in 1951 by a grant from the Fund for Adult Education to work with universities seeking to initiate or improve programs of liberal education for adults. In 1964 CSLEA affiliated with Boston University. The purpose of the Center is to help American higher education institutions develop greater effectiveness and a deeper sense of responsibility for the liberal education of adults.

PRINTED IN U.S.A.

PREFACE

The University of Wisconsin was happy to be host to the conference on the "College and Its Community" which is the basis for the papers in this volume. The conference brought together personnel from southern Negro colleges and northern universities. The papers of the conference that are reprinted here reflect the business of that meeting—to examine with care the educational needs of the society, especially in the disadvantaged areas, and to identify ways the university may try to meet them.

The papers were presented by leaders of the universities that had participated in the "sister-college plan" for training adult educators in which we in Wisconsin participated. The plan and its sponsor, the Negro College Committee on Adult Education, are described in the opening paper by Peter E. Siegle.

We felt that Wisconsin was the right place to have a meeting dealing with university involvement in community life, for we have always believed in the social action function of a university. The man whom we have regarded as our greatest president (Charles R. Van Hise) asserted that a university must be more than a teaching and research institution—it must be active also in the community. "I shall never rest content," he said, "until the beneficent influences of the university are made available to every home in the state."

This philosophy set the direction and pattern for Wisconsin programs of extension, and in the light of the needs identified in the papers that follow, it is an approach that is absolutely necessary today. Following this pattern in its own development, the University of Wisconsin started the vocational schools in this state to offer work below traditional college level.

With all the attention we give today to status and prestige, some express horror at the idea of university involvement in education below the university level, forgetting the real need. We of the University of Wisconsin have always felt that, although we specialize in high level work, we

must also do work below that level when no one else can do it, or when demonstration or research can improve the way in which it is done.

Wherever there are problems of whatever "level," there are calls for extension help. We are asked to solve the problems of poverty and prejudice, the problems of the city, of housing and employment, of transportation and pollution, the problems of size. The problems of our society are so great, and the consequent calls upon our institutions are so many that we need many occasions to find new understanding and new strategies.

That being so, we feel that this is the right time to reexamine the university's responsibility to its community. The conference on the "College and Its Community" was much needed, and these papers that came from it will be useful to all of us as we go on trying to help solve national problems through extension education and university public service.

Fred Harvey Harrington
University of Wisconsin

CONTENTS

BOTH/AND—EITHER/OR: A DECADE OF DEVELOPMENT OF THE NEGRO COLLEGE COMMITTEE ON ADULT EDUCATION

Dr. Peter E. Siegle, Secretary

The conference for which these papers were originally written was the immediate result of a recent activity of the Negro College Committee on Adult Education. This activity was the financing of two post-doctoral internships, one of which enabled Theodore Pinnock of Tuskegee Institute to study at University Extension at the University of Wisconsin, in its Milwaukee office; and one of which enabled Mrs. Mercedes M. Meyers of Norfolk State College to intern at Syracuse University. The purpose of these two internships was to see if we could develop a viable way of solving one of the critical problems that the Negro College Committee has faced over the past ten years, namely, the lack of trained personnel to carry on the work after the decision about appropriate action has been made.

It was Dr. Pinnock who suggested that we call together once again a number of presidents, administrators, and faculty members from Negro colleges to talk further about what the situation is and what we can do about it. A proposal was written, approved, funded, and implemented. And here we are.

This particular internship training program for Dr. Pinnock and Mrs. Meyers was one result of ten years of work which began in 1956. Dr. G. W. C. Brown of Norfolk State College, who for years had been concerned with the education of adults, confronted me in Atlantic City with the question: "What are you people at the Center for the Study of Liberal Education for Adults doing for the education of my people?" And my response was a simple, "Nothing, George, nothing." He replied, "Isn't it about time you did?" I said, "Of course, George, of course. So let's get busy."

We got busy and called the first conference in a long series of activities, one of the results of which was the organization of the Negro College Committee on Adult Education. At this conference in Norfolk we had representatives from many Negro colleges. We talked about the role of the college in adult and continuing education, and everybody was excited and enthusiastic.

But little of significance happened in any of the colleges as a result of this meeting. As we examined the situation, we found that we had perhaps invited the wrong people to the Norfolk meeting. We had invited faculty members, not administrators. It appeared that the faculty did not have enough power in any of these colleges or universities to get our program off the ground.

So we said, "Let's get political; let's invite some college presidents." We did. We invited them to what we now refer to as the historic front porch meeting in Chicago. This was in July, 1958. We sat on the porch and rocked and talked and formed the Negro College Committee on Adult Education. And we got a small amount of money to experiment with.

The question we discussed with those presidents on that front porch was, "What are the needs of the South about which the Negro colleges can do something through the education of adults?" Perhaps today we might modify it a bit and ask "What are the needs of the poor and deprived, the disadvantaged and the semi-advantaged of all social classes in the South and in the North, in the country and in the city, about which we can do something through adult education?"

With the former as our basic question, we have worked with some success for ten years. We began a series of researches, consultations, conferences, and institutes. Two were at Fisk, one was at Norfolk, one at Tuskegee, one at the Atlanta complex, and one with the Southern Regional Education Board in Gatlinburg.

Some things have happened as a result of these conferences, but always the problems remain: Where are we going to get the money and people to do what we know needs doing? Some of the thoughts we have had during this time may be of some use to others thinking along the same lines.

One of the primary concerns has been the relationship of the college

to the education of people with respect to their rights, privileges, and obligations of citizenship.

A second area of concern has been that of the economic competence of the constituents of our institutions. What do we do that actually prepares people to do a better job in available occupations, to be better consumers, to get a better knowledge of governmental services available to them? How can we help people anticipate and prepare for a changing economy, for the changing roles of the Negro in labor, in management, and in the professions?

A third concern deals with the question of adjustment to and control of this rapid social change which confronts all Americans today. It involves the plight of the migratory worker, the increasing urbanization of the rural South, and the migration of southern Negroes to southern and northern urban areas. This leads to a need to provide for appropriate organization, not only to prepare the Negro to adjust to the problems of the city, but also to aid his adjustment and control of life once he has arrived in the city.

A fourth concern involves attitude changes in the Negro community in relation to the changes that are occurring in the Negro self-image. One used to be able to say with assurance that the Negro was isolated from the Caucasian society. Today he is part of it, but not quite. The Negro colleges must concern themselves with helping the Negro get rid of feelings of dependency, to build up the Negro's sense of belonging and participation in the decision-making process.

And of course there is that constant, growing fifth concern, the concern for the development of what Andrew Torrence and I call the basic literacies—not only the literacy of reading, writing, and arithmetic, but also literacy in health, in family relations, in knowledge of available services, in political and economic matters, and in knowledge of rights, privileges, and obligations.

A final concern is the need for leadership, real leadership in knowing how to make one's own community, to organize the community, to develop methods for implementing community goals and for developing strategy and tactics for the achievement of community goals.

These needs that I have described are vocational, they are remedial, and they are continuing; they must be met at the present time and con-

tinue to be met if the adults about which we speak are to achieve their greatest potential in this complex society.

Current thinking in the world emphasizes over and over again that adult education or the continuing education of adults is desirable in the good society or the Great Society. For those groups who have been historically disadvantaged, it is an absolute must. The need among Negroes is great. But one cannot be entirely sanguine about being able to meet that need without a struggle. There are many forces acting against us as we attempt to meet these needs.

The first of these forces I would call the problem of either-or versus both-and. We came into this business as the Negro College Committee on Adult Education in the best of times and the worst of times. It was the best of times because there was ferment in the land; and it was the worst of times because part of the ferment was the fact that the major thrust of our colleges was either to become accredited or to make certain that the accreditation we had was solid. This has been our major concern for the past ten years. We could arouse interest in the need for the college to face up to its community responsibilities, but when that responsibility is related to other priorities, and these alternatives are placed on an either-or basis, the decision usually has been to strengthen the undergraduate campus program of the colleges first.

I think that today the situation is more hopeful, that while we are still concerned with accreditation, there is enough help around for that work and there's enough interest in community and adult education to enable the college to be both an accredited, strong, undergraduate institution of teaching and research and also a college concerned with the continuing education of its community.

The second force acting against our efforts to expand our community service program is the tendency of colleges to have a rather narrow and sometimes hazy conception of what the social responsibilities of an institution of higher education shall be. It seems to me that if Negro educational institutions are most effectively to serve the public, they have to include as a part of their stated and pursued objectives the education of adults. To do less would be to deny every sign and trend of modern educational institutions and to bypass an opportunity to render a large and more immediately rewarding service in seeing that the things that are taught are put to use.

The third force we must recognize is social unrest in the North and the South. Should the social unrest of our times divert our energies from the task? The direction that the movements have been taking does not include continued, concerted developmental education. We may applaud the progress made in extending the franchise to millions of new voters, but we must now think about what happens after the Negro gets the vote, and about what happens after the demonstrations and riots to introduce a stabilizing factor into our communities, and about where we can find the faculty to help us.

Finally in terms of the forces that militate against us is the fact that we are poor. Very often institutions which are poised to work cannot find the personnel or the money to do the job.

All is not lost, however. There are some forces at work which are in our favor. There is, for example, a general increase in the educational level among Negroes which tends to increase the demand for more education. Education begets education. There is an increasing mobility of the population which creates a demand for education to aid in many kinds of readjustment activities. There is an increasing occupational opportunity for Negroes which sharpens the focus on education as a means to performing successfully the new tasks.

The most significant single positive force is the whole atmosphere of the Negro community itself, an atmosphere which stems from the desegregation issue and the kind of renaissance of a sense of dignity that emerges from the children of Little Rock and Clinton and from the grown-ups from Montgomery and Tallahassee. There is a kind of glow from the kids at North Carolina A & T who led us forward, from the kids in CORE and SNCC and the Black Power people in Watts and Detroit. This is a force which pulls us somewhere, but where it pulls us, we must decide. There is a kind of what the "psychologues" call a "goal-gradience" in the air. I have the feeling this is a very positive force, a factor very much in our favor today. People are coming closer to that precise moment at the end of the springboard where they are ready to dive in and swim.

This is a very definite factor in our favor. If we examine the directions of the movement today, the need for education and the readiness for education looms larger and larger. It may not be the kind of education we are accustomed to. Thus, we must ourselves continue to learn. The institutions of higher education, our colleges, must dare to take the leadership

in the development of a community-oriented program which takes us all beyond the mundane, beyond the demonstrations, beyond the riots, to help the people believe that there is more help and more opportunity for them. The work of these institutions must reflect need more than it reflects custom or tradition.

The ten-year history of the Negro College Committee on Adult Education is a history of progress and a history of frustration. We have had the help and the concern of some of the Negro institutions, some of the sister institutions such as Wisconsin and Syracuse, the Center for the Study of Liberal Education for Adults, Boston University, and many others who know how to do things and who understand the needs and are certainly concerned and want to help. We have the Negro College Committee and the Negro College "brotherhood." We do need a better organization to keep the discussion going and the pressure up. We need money to plan, coordinate, and develop programs, and we need a program to develop personnel to do the job.

We are indeed poised to meet these needs. That is why we are here together at this conference. Our task seems clear. We are here to sharpen our understandings of the needs and of the ways of meeting them. To help our thinking we will hear examples of relatively successful programs for adults among our Negro colleges and among other colleges. As we look at these programs we will see how much is left to be done. We will also learn about available resources of money from private foundations and government agencies. We will discuss sources of manpower within our colleges and without. We will have an opportunity to examine our colleges' commitments to community constituencies. And finally we will work together to hammer out a modus operandi for future work.

If we are willing to accept both/and rather than either/or as our watchword, we will succeed.

UNIVERSITY EXTENSION IN WISCONSIN: TRADITION AND CHANGE

Chancellor Donald R. McNeil
University Extension, The University of Wisconsin

Presidents, deans, and faculty members of all types of institutions of higher education—not merely of predominantly Negro colleges and universities—must become more deeply involved in extension activities.

Most educators are not really oriented to the public service-continuing education cycle. We work hard at educating a person until he reaches the age of twenty-two, but then we drop him and leave him on his own. This effort is not enough in our modern society, for it is becoming increasingly apparent that we must bring people back into learning situations to keep them abreast of new developments, ideas, and knowledge.

Part of the reason that we are not doing this to any significant degree in terms of society's needs is that the people who most need continuing education are unable to pay the entire cost. Yet extension activities are usually expected to assume a large share of the cost. Even the affluent University of California is rapidly moving toward 100 per cent self-support, eliminating any state subsidy for continuing education and extension programs. In effect, this is saying to the people of California, "We'll give you all the education you can afford." Show me an educational program that depends entirely upon self-support and I will show you an inadequate, unimaginative educational program.

There is now in this country a limited effort to raise the quality of the Negro colleges. The conference for which this paper was written was designed in the hope that with this development you would want to build the extension function.

What do we mean by the terms extension, public service, adult education, or continuing education? Logan Wilson, President of the American Council on Education, has said that universities cannot do everything

—cannot engage too actively with citizens in society. This, to me, is an ivory tower concept; unfortunately, there are many people who support Mr. Wilson's point of view.

What I am talking about involves moving into the ghettos with programs that might not have the stamp of approval from academic departments. It means hiring community aides, which we do, in the inner core of Milwaukee, partly to solve the poverty problem and partly to give us some idea of the needs of the people who live there. It means establishing a method within the university whereby we can keep in touch with the people.

The cooperative extension people solved this problem fifty years ago. Their approach, however, was restricted to agriculture and home economics and did not pervade the other schools and colleges of the land-grant institutions. But they had the right idea. Hire people and send them where the problems are. Find out what the people want, what they need in the way of educational programs, and then bring these wants and needs to your particular institution to design the necessary programs. If the programs cannot be designed with existing personnel, then find faculty and staff who can do the job.

What I envision is "a campus with no boundaries." I am not talking only about geographical boundaries: the university of the future will not have such boundaries. It will extend its influence over the city or the state in new forms not yet envisioned.

Universities must move beyond their campuses and go where the people are. We have tried it with surprising success in the inner core in Milwaukee. We find that we cannot bring Negroes from the inner core to our big, white campus in Kenwood next to Whitefish Bay. They won't come—they are suspicious; they don't have the proper clothes; they feel self-conscious and sometimes humiliated. The university has to go into the core, and that is what we have done. We rented a store front, remodeled it, made it attractive, put our name on the door, and began involving the people in the design of the program. We do sensitivity training for teachers in the ghetto schools, and prenatal and postnatal training for expectant mothers.

When we tell our colleagues on the campus that our people are doing excellent work in the inner core, some of them will say, "Well, that's

hardly university level." But they must bear in mind that if the university does not take the leadership in this kind of programming—experimenting and demonstrating that these things can be done—we are indeed lost as a significant and relevant social agent.

Our sensitivity training of the teachers from the ghetto schools in Milwaukee has been so successful that next year the public school system will take over our training program. This is right. The university has devised the program and experimented, made it work, and now will turn it over to another concerned agency. And we will go on to other things, thereby fulfilling the real role of a college or university—to try new things in new ways.

We also have a paint-box art center in the inner core of Milwaukee. It is one way of communicating with the parents through the kids. A member of the extension staff stimulates interest in painting and art at the elementary school level. From that starting point, we are able to reach some of the parents to find out what their problems are.

We have identified kids whom we have helped enter vocational schools and even the university. We have also trained young people to take civil service examinations. Some may say that that is hardly the university's function. I say that if some other agency will do it, then let it; but if other agencies will not, then we will. The colleges and universities, the last of the neutral agencies in our society, may indeed have to engage in many activities of this practical sort. In fact, through our varied activities, we at the University of Wisconsin are probably one of the few agencies or institutions which has good contact with both Father Groppi's group* and Mayor Meier's office in Milwaukee.

We are neutral. It is not necessary to give up independence or academic freedom or anything else to become involved in community life. But we realize that programming of this kind is filled with controversy. We told our university president, "The time may come when forces in the community will denounce the efforts of the university." But he stands ready to abide by our commitment; and if controversy results, we will live with it.

This does not mean that we have to be a protagonist for either side.

*An action group of persons from the Milwaukee Negro community agitating for fair housing.

Ours is an educational institution, but sometimes we are the very agency that is needed to bring people to the conference table while passions cool.

The campus must also have no boundaries in terms of time. The traditional campuses are still operating on the old 8 a.m. to 5 p.m. schedule, but we must be more flexible in order to reach the adults who are engaged in occupations. We must move into the evening and into the weekend, as we have already begun to do, so that adults can participate in learning programs.

As there are no geographic or time boundaries on our campus, there are also no "method" boundaries. We will use any method that can do the job. At present we use the telephone and the tape recorder, audio-visual materials, and radio and television. In fact, we are putting increasingly heavy emphasis on these methods to change the old patterns of reaching the people in the state.

Nor have we any boundaries to our campus as far as clientele is concerned. We serve the rich and the poor, the far and the near, the old and the young, and the occupational groups which need us. There is hardly an occupation or an organization in the state of Wisconsin with which University Extension has not been concerned in some educational way.

Finally, there should be no subject matter boundaries to our campus. For instance, we have not even begun to touch on the applied research field or to use the results of this research in the undergraduate curriculum.

Other areas that have impact on extension education include the high degree of obsolescence, technological advances, cultural demands, and the need for public affairs education. Also to be considered are the changing roles of the federal and state governments and their subsequent impact on education. In many ways the federal government is far ahead in acknowledging the need for action programs on the part of universities. We must always have research, but now is the time to do something on the basis of the research we have done.

If we have learned anything after the Milwaukee riots, it should be that the time for action is now. These people do not want any more research. The farmers want little more research; they, too, want action. The small businessmen want educational programs that will pay off. And

people concerned with public affairs want action programs, not more research. What happens in many instances is that grants made to institutions for action programs end up as grants to professors to do more research. This is unfortunate.

In our University Extension program here in Wisconsin, there are three points which are especially pertinent to the design of programs at other institutions. In the first place, we decided many years ago, before the merger of cooperative extension, general extension, and radio and television, that the kind of faculty we wanted in extension were those with subject matter competence. There is quite a difference between building a staff that is capable in engineering, law, pharmacy, history, chemistry, and English and hiring somebody who merely coordinates somebody else's efforts. I advise others strongly to concentrate on subject matter more than on the methods for disseminating knowledge.

Secondly, we have erected here in Wisconsin an "independent but dependent" unit. My position is on a line with the other campus chancellors, all of whom report directly to the president. We have our own budget, our own programmers, and our own faculty. This is all-important, for if extension administrators were dependent upon the resident, teaching, and research-oriented department administrators, extension would lose every time. This is true because extension activities are often controversial and often difficult. Extension work means long hours, late nights, and considerable travel; it is not an easy life. What makes extension strong in this university, as it is in some others, is that we have a responsible unit within the university to do the outreach job.

Lastly, we have the ability to experiment and to go almost anywhere and do almost anything that our subject matter oriented faculty decides we ought to do.

I have one criterion for evaluating new programs and reviewing the old. If the program does not make a difference and is only keeping faculty members busy—if it does not change or reinforce social attitudes toward life or promote better understanding—then University Extension should not do it and will not do it.

A number of problems confront the university which moves toward a dynamic extension operation to complement the other two functions, research and credit teaching.

I have already referred to the necessity for a structure which balances dependence and independence. There is also a need for top-notch people. The trouble in many institutions is that the president or director picks an ineffectual faculty member and says, "You're it." Or the administrator picks a public relations-type person and says, "You handle this because you're good at meeting people." This is the wrong approach; universities should choose their best people for extension.

In addition to structure and personnel, the extension program must have an absolute commitment by the president. If the president does not believe in extension and is in it largely for public relations or is only paying lip service to it, then the operation will fail to function. Too often there will be controversies within the institution as to the allocation of resources. Department chairmen and deans have a way of knowing whether the president is committed or not. If he is not, they will cut extension's allotments without a second thought.

I have already discussed the matter of "university level" quality. In a modern society, a university should be involved in all phases of society. Of course we have to have standards! But if there are competent people in extension, they will tell you whether it is proper or not for the university to get into a specific program area or to work with certain other agencies. Nor would I accept a minimum age level for extension work. We have 60,000 4-H boys and girls involved in the cooperative extension program. And for every three and one-half 4-H persons, we have an adult leader; we are able to reach all of these people as potential enrollees in our continuing education program.

One of the most unfortunate aspects of extension is the concept of self-support. There is a general tendency to urge, if not force, extension to make money in its programming. When this is true, administrators usually end up designing programs for industrialists, physicians, lawyers, engineers, and pharmacists, charge what the higher income traffic will bear, and then use the net income to finance programs for the less fortunate. But one soon reaches the point of diminishing returns with this type of fiscal management.

In agriculture, where our cooperative extension staff had a stable form of financing by the federal government over the past fifty years, we have been able to transform rural life. We once thought we had a similar

federal financial base in Title I of the Higher Education Act. Perhaps we will in the future through an increased interest of other federal agencies.

Financing is always a problem, but if you have good people and if you have the commitment, there is usually money these days to do the job. Last year we had about 3.5 million dollars from federal government gifts and contracts. I believe we could have 30 million dollars if we knew more about available sources. Consider some of the recent federal legislation and observe how extension is built into it.

Furthermore, there is also private money for extension which we have not even begun to tap. Business and industry, for example, might pay for programs in which we would train Negroes to do a skilled job that industry needs. We are beginning to move into this field in Milwaukee by designing a program for personnel managers of big corporations to tell them about the aspirations of the Negro, something about Negro history, and something of the makeup of the inner core. Out of this may come properly financed programs which successfully meet the needs. Whether or not we are the proper agency for doing this job does not matter if the job gets done.

The great dilemma that is facing each of us is the matter of talent. Where do we get qualified people? Universities and colleges will have to take another look at who teaches what, where, when, and to whom. The traditional concept that it is necessary to have a well-published Ph.D. to teach certain subject matter is passé. It would be poor judgment not to employ a specialist because he does not have a Ph.D. or a long publication record if he can teach a good course in consumer education or insurance law or some phase of engineering. We should begin to identify lay people in our own communities to teach in our colleges. And do not be fooled by the attitude of affluent white universities that to do this is not good enough, not respectable enough. Their goals are not the same as some of our goals, one of which is to promote democratic educational opportunities for all. If we are short of people in the current talent pool, we must then go some place else to get them. We have not even begun to search our communities.

These various problems are all interlocked. To do the type of recruiting I have suggested, something will have to be done about the reward system inside the university. But you cannot change the reward

system unless you have presidential commitment. These factors, of course, are related to proper financial support.

Where do we start with these interlocking problems? We could start with you. If you are committed to move ahead with us, all of these interlocking problems can be resolved.

Do not underestimate what extension and continuing education will do for your institution. In the first place, this outward thrust will help you in your recruitment. There are many people in graduate schools today who realize that a university has to have some relevance to society--that a university is more than teaching in the ivory tower. By getting some of these people involved in the problems of your community, you will help to retain a good faculty, for there is something rewarding about confronting the challenges of real people that is not found in teaching captive undergraduates on the campus three or four times a week. It will also help you in financing other projects. The fact that you stand as a community liaison, that you are interested in the interaction of the university and the community, can increase your worth, your reputation, and your attractiveness. Furthermore, extension can improve your undergraduate teaching and suggest opportunities for research.

These actions call for a deep commitment on your part. You will have to face difficult decisions, which I hope you have the courage and support to make. We at Wisconsin stand ready to help through internships and many other ways as you continue to move further and faster in bridging the gap between your college and its community.

UNIVERSITY EXTENSION IN AN URBAN COMMUNITY

Dean Clifford L. Winters, Jr.
University College, Syracuse University

Someone once said, "Syracuse University is a land grant college in an urban location under private auspices." This is not of course correct. But because of various factors, Syracuse University has operated in many ways as a quasi-state university. This was due in part to the late development of the state university system in New York, which has had a different kind of heritage than schools in the Midwest. It was also due in part to the strong private educational system that had grown up in New York State over the years. It has only been in the last few years that the State University of New York has begun to assume its rightful role in higher education.

The role of Syracuse University as a quasi-state institution was also strengthened because of its strategic location at the crossroads of the state. It also has had a chancellor, William Tolley, who has been supportive of continuing education. He believes, in fact, that no modern university can exist in an urban community unless it pays attention to its continuing education needs and its urban problems. For these reasons, Syracuse University has in many ways acted like an urban-located land-grant institution under private auspices.

But the situation in New York State is changing. The state university system is being strengthened under President Samuel Gould. All private universities, great or small, are facing many financial problems and are caught in a cost-price squeeze. As a result, Syracuse is constantly re-evaluating its role in continuing education. We are trying to see what it is that we can do that is unique and different so we can continue to make a contribution to the total program of continuing higher education in the state of New York.

I think those of us in private universities will increasingly be concerned with regional and national rather than strictly local problems,

although I am sure we will always relate closely to the urban community of which we are a part. We will have to be increasingly experimental and increasingly selective in the kinds of programming we do. Our emphasis will continue to be on urban problems, however, because there are no more important problems facing our nation than those of our cities. I am confident that funds will be available to save our urban communities once the war in Vietnam is ended.

Brief Description of University College Programs

I shall now recount briefly some of the activities of University College at Syracuse University in the area of continuing education. First of all we run the traditional kind of evening college for our urban co· 'munity, in which we offer the standard credit courses leading toward a baccalaureate or advanced degree. The term evening college is really a misnomer. Many adults find it more convenient to attend class during the day, while their children are in school, rather than to attend in the evening.

At University College we operate a theater in which we present professional, collegiate, community, high school, and children's drama. We also schedule in this theater musical events, lectures, forums, and other discussions. We do this because we are concerned about the state of the performing arts in the urban community.

As a part of our programs we operate residential conference centers in the Adirondacks, one hundred miles from Syracuse. In addition, all of the conferences scheduled on the campus are a part of our responsibility.

We have also been concerned about the quality of governmental leadership in our society and we have established a continuing education center for the public service. Here we can bring people from local, state, and federal governments back to the campus for periods of study to improve their effectiveness as public officials.

Syracuse operates five graduate centers in various parts of the state so that research and development engineers and scientists who are employees of General Electric, IBM, and other corporations can earn a master's degree without ever coming to the campus. Mr. Thomas Watson, Jr., of IBM, put the need for these graduate centers succinctly in saying that

unless engineers and scientists continue to have formal study at least once every two years, they are as obsolete as the vacuum tube.

At University College we also operate an experimental bachelor's degree program which I like to call an honors program for adults. This degree program depends heavily on independent study and enables an adult to earn a baccalaureate degree by coming to the campus only 21 days a year. We have observed that there are exceptional adults who have the ability to study independently. Just as we have developed independent honors study for selected undergraduate students on the campus who have shown this ability, we have also set up a special program for these exceptional adults.

At University College we have also been concerned about the continuing education of women and we have established a center for them. We are concerned about adults who no longer want or need a degree, but who wish to become better citizens or keep themselves intellectually alive. As a result we have established high level non-credit programs in the area of liberal education for these adults.

At Syracuse we have tried to develop a full spectrum of community service programs. These include leadership programs for city and county executives of our major cities, programs for industrial leaders who are major community decision-makers in the private sector, and programs for the emerging leaders in the ghettos, in labor organizations, in women's organizations, and in civil rights groups.

This, in very sketchy outline, is a description of our continuing education at University College of Syracuse University.

Basic Commitments

I also want to say something about our basic commitments, and to suggest what some of your basic commitments might be and how you can establish priorities. Let me indicate a few of our basic commitments in continuing education at Syracuse.

First of all, in order to maximize our effectiveness, we have tried to concentrate our community service programs on the development of leaders—but leaders from all socio-economic classes. Because private universities unlike some public institutions, have to scrounge for our financial resources (about two-thirds of our financial support last year at

University College came from sources other than tuition), many of the best programs we operate do not require lots of money; they need only good ideas.

Here are a few examples of programs we have developed. We call one our "Thursday Morning Roundtable." We made a study of the Syracuse community to see who made the community decisions in Syracuse, and we arranged to get them together once a week to discuss community issues. The program does not cost anything; the participants even pay for the coffee and sweetrolls we serve them. In this Thursday Morning Roundtable we try to mix academicians, industrialists, local government leaders, civil rights leaders, ministers, and others for the purpose of a continuing dialogue on selected community issues. Normally these people never meet regularly for this purpose and seldom find themselves discussing problems which really affect them all. With our help they now have weekly opportunities to share ideas about community problems.

Twice a year we take this same group to one of our residential centers to have a two-day dialogue about some central community issue. Such a conference begins tomorrow. It will deal with the problems of urban renewal and low-cost housing. We will have representatives from the ghetto, the Housing Authority, the mayor, the Urban League, industry, the NAACP, and others. We will explore these problems and proposed solutions for the next two days. These kinds of conferences do not cost much money, yet I believe they enable Syracuse University to make a significant contribution to its greater community by acting as a catalytic agent to insure that thoughtful discussions of this type take place.

Recently we were approached simultaneously by the Urban League and the Junior League for a training program in which they could learn more about how community agencies operate in our city and how decisions are made. We are going to have the new initiates and their husbands from the Junior League and the neighborhood advisory groups and their husbands from the Urban League participating jointly in a ten-week seminar. As a part of the seminar they will spend some time in a social agency, participating in its board deliberations and its committee meetings. At the conclusion of the seminar we are going to try to get many of our seminar participants onto the boards of Community Chest agencies. This is another type of activity that does not cost a great deal of money, but does have a significant impact on the community.

In summary, our first basic commitment is to emphasize programs of leadership development to maximize the effect we can have on our community.

Secondly, we have a commitment to pilot and innovative programs. One of the roles of the university is to step into an area of community need and demonstrate programming that can be done. Then, hopefully, the university will relinquish this role to others to carry on.

A third commitment is one that does not take place in the classroom at all. It is performing a brokerage role. There are many things that have to be done in a community that a university does not have to do at all. What is needed, however, is a staff which knows its university well—knows where resources and decision-making power are within the university. This staff also needs to know its community well enough to know where its resources and decision-making power lie. This staff then needs to broker these forces, get them together, to work toward the solutions of mutually recognized community problems.

Let me give one example. Our local Community Chest, as most, does not have enough funds to provide adequate support for its member agencies. University College ran a ten-week seminar on potential sources of governmental and foundation funds and on how to write proposals. The purpose was to assist these agencies in getting funds from the federal and state governments and from other places where potential money is available to support programs for the poor. Again this is a program which does not cost much money. It is a matter of bringing the appropriate resources within the university to bear on a community problem area to help others do the job.

A fourth basic commitment is pacing the taste of the community in the performing arts. Symphony orchestras, museums, and other institutions in a community have similar commitments. One of the deadening and distressing things about the modern American city is its lack of beauty. We are trying to have some impact on the community's artistic tastes in the performing arts. We run a wide gamut of programs in our theater for the general public. But in addition we often tour these programs around to city schools or develop special performances for public schools. It costs us very little more, and it helps enrich the public school program. There are lots of other ways in which a university can have impact on the performing arts of a city.

A fifth basic area in which we have a commitment is that of functioning as a social critic. At one time we brought in people who had grown up in poverty neighborhoods to be trained by social workers to organize the poor neighborhoods so they might have more effective political and social power in affecting decisions about their lives and living conditions. This was an unusual activity for a university—it sometimes involved bailing out of jail people who had been sitting in, and it sometimes involved picketing the mayor's office. It should not be necessary to add that some of these programs were not too well received by some segments of our citizenry. But we have learned a great deal from these kinds of experiences —we have learned first that you can go further than you think in pricking the community's conscience, and we have learned that though you sometimes fail, there is usually some residual effect left in the community that will carry on even after the actual program has ceased to exist.

The final basic commitment we have, as a private institution, is funding by what I call the "Robin Hood" method. We try to get as much money as we can from some sources which are relatively affluent. We feel that these sources of support can pay for the full cost of the programs designed for them. We then try to plow any indirect costs gleaned from these sources into those offerings which are needed, but for which we cannot find this much support. Some people call this compensatory budgeting. We also do our best to obtain funds from foundations and the federal and state governments, recognizing that diversity of support gives the maximum amount of freedom to an institution.

Establishment of Priorities

Now, briefly, how did we go about establishing our priorities? The first thing we looked at was how could we properly allocate the scarce resources in higher education—those of personnel, funds, and physical facilities.

We asked ourselves such questions as the following: "Is this an important problem in our community or our society?" "Is this an activity which can help us accumulate resources as an institution?" We asked, "Can the university do this job best, or can it do it better than some other institution currently carrying on a program?" If we cannot do a job as well or any better, perhaps our task is merely to act as a broker to get appropriate institutions to deal with the problem.

The final question we had, of course, to ask was "Can we pull it off?" No institution can do all of the things it would like to do. It has to assess its chances of accomplishing what it sets out to do.

Need for Effective Staff

Finally, an institution must have an effective extension staff. It must have an extension staff which knows the total institution of which it is a part. The staff has to know which faculty members are more equal than others, which deans are more equal than others, and which vice presidents are more equal than others. It has to assess who can deliver the goods in the university internally. To know this it must establish listening posts within the university. It must function on the key committees. It must have cocktail parties and coffee with key people to get to know them and to get them to understand the problems of extension. It must know the key political decision-makers and political process within the university—and the university is a political organization—and it must provide the appropriate incentives to get these decision-makers to contribute to extension programs—money, satisfying working conditions, good students, prestige, whatever may be needed.

Externally the problem of mobilizing resources is exactly the same. Your staff has to know what is going on in the community, where the problems are. It must be on the local Community Action Program and sit with decision-makers in the Community Chest. It must be close to at least one of the political parties and have good informants in the other one. This is the only way the staff is going to know how the community organizes itself, who its key decision-makers are, who has to say what about what in order to get a job done. Then it is just a problem of brokering community and university resources.

A modern urban extension division requires a staff who, in the words of Harland Cleveland, "are filled with unwarranted optimism." The staff must consist of people who are educationally innovative and prudent risk-takers in terms of program selection. They have to be flexible about the kind or format and techniques they are going to use. They have to be politically sophisticated about the university and its publics. They have to be exceedingly expert administrators. These people are hard to find, but you must and can find them.

THE NORFOLK STATE STORY

Dr. Lyman B. Brooks, Provost
Norfolk State College

It is with some humility that I stand before this group to tell the Norfolk State story because it could easily seem to be a bit of boasting. Then I remember that Edna St. Vincent Millay once said, "It is a long way out of the past and it is a long way forward." For Norfolk State College, founded in 1935, the way out of the past has not been as long as it has been challenging. But it is a long way forward. In adult education the job is so great that it is with some trepidation that I look back to tell a story rather than forward to press a dream.

Norfolk State College was founded in 1935 in the midst of a great depression by those who felt that the hopes and aspirations of youth and adults should not be subject to the economic limitations of the times. Almost from its beginning, the college developed evening programs in which primarily teachers enrolled. But in the early part of World War II, the Engineering, Science, Management War Training Program brought a relatively large number of non-teachers into the Evening College. And in the late 1940's and early 1950's, a variety of vocational, technical, business, and community service program courses were added to the Evening College program, and increasing numbers of adults began to pursue vocational and avocational interests. I think now of the lady who started in the Evening College in her fifties and went consistently for twenty years for the pure joy of learning and the stimulation of an intellectual atmosphere.

In 1957 Norfolk State College held a National Conference on Adult Education under the directorship of Dr. G. W. C. Brown. Outstanding leaders and consultants in adult education came from many parts of the nation. A good number of colleges, especially the predominantly Negro colleges, sent representatives. Out of the 1957 Norfolk State conference grew the Negro College Committee on Adult Education, which is one of

the two sponsors of the conference for which this paper was prepared. In terms of its far-reaching effects, the 1957 conference was one of the high points in the Norfolk State story.

Another important step was taken in 1960 when Norfolk State established a Social Science Laboratory. A National Science Foundation grant was awarded to the laboratory for the development of interdisciplinary projects and research related to problems and groups in the tidewater region of Virginia. The program has enabled sociology majors to do senior research projects in the community under direction of faculty who work in the laboratory.

Yet another advance took place in November, 1962, when Norfolk State College began a Demonstration-Research Project in the Training of Hard-Core Unemployed, Unskilled Workers. The project received an initial grant which grew to a half million dollars, and attracted widespread interest.

What are the factors that focused national attention on the Norfolk State College experiment? Why did Secretary of Labor Willard Wirtz call the Norfolk State College project "one of the most important and critical experiments going on in the United States today"? What caused the president of the United States to talk about the project on several occasions? What brought hundreds of government officials, educators, industrial and labor representatives, and newspaper and magazine reporters to the college to study the Norfolk State experiment?

There are several answers to these questions. First, the Norfolk State experiment was a pioneer and pilot study in the training of hard-core unemployed, unskilled workers. Second, from the beginning the team and interdisciplinary approaches were used in vocational and technical education. Third, as a part of the experimental design, general education was meshed with vocational and technical education in such a way as to bring a new emphasis to the National Manpower Training Program. Fourth, some special techniques and procedures were used in recruiting and training the participants. Fifth, the holding power of the project over a full year was surprisingly high for the hard-core unemployed. Sixth, the success of the placement and on-the-job follow-up of the men exceeded expectations.

From the unemployed, unskilled adults of the Norfolk area, two hundred persons were selected for the project. These were divided into four

closely matched groups of fifty men each. There was a main experimental group and a subsidiary experimental group; a main control group and a subsidiary control group.

The main work of the project was done with the one hundred men in the two experimental groups. The function of the other one hundred men in the two control groups was to determine the extent to which changes in the experimental groups were influenced by their educational and training experiences in the project. Therefore, nothing was attempted or done for the fifty men in the main control group. They were tested at the beginning of the project and at the end of the follow-up period. The changes in test scores and work history follow-up data indicated the extent to which changes in employability were due to sound dynamics or to fortuitous occurrences in the job market. The fifty men in the subsidiary control group were brought to the college bimonthly for guidance and occupational information to test the "Hawthorne Effect"—to discover whether some attention and information will change behavior just as will designed attention, which in this case was general and technical education.

The core of the project was twelve months of intensive work with the two matched experimental groups of fifty men each. The fifty men in the main experimental group were given intensive instruction in general education in addition to the same technical training as the other experimental group.

The Norfolk State experimenters realized that past efforts in retraining unemployed, unskilled workers had skimmed off the cream and had been effective primarily for the upper 5 per cent as identified by standardized tests. Taxpayers were spending money to train those most easily trainable while the hard-core cases—the real problem—remained virtually untouched. The challenge here was not selection of the best training prospects.

The crowning point of the Norfolk State experiment was the rising sense of dignity and worth in the men. The lifting of the total tone of life was evident, though it is difficult to describe. It was the thing that gradually caused hitherto shy and deprived men to talk with pride and confidence when people in high positions from all parts of the nation came and sat in their classrooms.

To understand this change, one had to be present at the graduation

exercises and see the trainees as they listened to the principal address by Francis Keppel, U. S. Commissioner of Education. One had to see them march out of the auditorium, carrying a set of tools and a new dignity, amidst thunderous applause from more than two thousand students. A trainee, a once unemployed and forgotten man, came up to the writer and told of his automobile assembly line job, on which he often makes $200 a week with overtime. As he talked, this new sense of worth and dignity shone through his entire being. It showed in the way he held his shoulders, in the expression on his face, and in the rising inflection of his voice.

The most difficult challenge and job was not that of providing technical education for a particular skill, nor that of upgrading the men in specific areas of general education, but that of changing attitudes and rehabilitating individuals.

Another aspect of the Norfolk State story is an all-citizens forum, which the college has conducted on Sunday afternoons for fifteen consecutive years. Speakers from all over the nation and a question-and-answer period provide the core of the forum.

In another project, the college has conducted tele-lecture programs for the past six or seven years through which distinguished persons have lectured to adult and student groups and have participated in symposiums and discussions.

In a different direction, the Division of Adult Services took the leadership in organizing and implementing the program of the Tidewater Area Council for Community Improvement. At a dinner meeting of about 250 citizens during the first year of the Tidewater Area Council for Community Improvement, Dr. Peter E. Siegle was the speaker. He found the name too long and began to call it TACCI, and it has been TACCI ever since. The program of TACCI is reflected in the following general purposes:

(a) to support and encourage programs that devote effort toward the rebuilding and reshaping of the human community so as to improve the economic, social, education, and cultural competencies of all citizens;

(b) to conduct educational programs informing residents of various constituent communities that have as their goal the alleviation of such acute needs as hunger, ill health, poor clothing, poor housing, and shortage of formal education;

(c) to help the people in communities to find a viable way of living and thus cultivate the responsibility of self-help development and community improvement;

(d) to conduct programs of research and education in community development and dissemination of information to its membership and the general public with any of the foregoing aims.

Another part of the Norfolk State story involves an Institute on Community Development Problems—Interdisciplinary Approach to Attitudinal Changes, which is supported by a grant under Title I. This special training institute helps a group of volunteers from social workers and public school teachers and a selected number of interns from certain low income neighborhoods to develop and experience the attitudinal changes that are essential to enhancing the general level of self-realization of all persons, wherever their residence and whatever their socio-economic level. It is directed toward helping a large segment of our population, now stigmatized by being called "poor," to rid themselves of isolation and become citizens interested and concerned about making their communities a better place in which to live.

Together this selected group works and studies both the interdisciplinary program of the classroom and the actual field work in the low income community. Semester-long community development seminars give some direction to the field workers and the interns who are indigenous to the communities.

The story of Norfolk State College and its work with adults also involves a Manpower Research Institute. Norfolk State was one of seven colleges and universities to receive a Manpower Research Institute Grant under the Manpower Development and Training Act. The institute provides continuing research in manpower utilization in the tidewater area of Virginia. It involves an interdisciplinary manpower research team from sociology, economics, psychology, business administration, social and economic history, and technology. The institute is in its second year.

The Norfolk State story also includes numbers of institutes and workshops that relate to the education of adults. Among them is a Workshop in Updating and Upgrading Research Competencies of Personnel in Vocational Research and Development, sponsored by the Division of Adult and Vocational Research of the U. S. Office of Education at Norfolk State College in the summer of 1966. This was regarded as a pioneering effort to bring personnel in small colleges into the expanding family of

research in vocational and adult education. Twenty-five smaller colleges from twelve states sent a total of thirty-six participants. The most expert consultants from many parts of the nation came in the midst of the 1966 summer air strike Follow-up indicates that the conference stimulated more research proposals.

A Language Arts Institute for Elementary School Teachers and a Humanities Institute for Secondary School Teachers in Integrated Schools under Title IV are mentioned because of the active participation of school superintendents and administrators in the academic-year program that succeeded the summer institutes and because of the success of the entire program.

Two of the larger and more significant projects of Norfolk State are not discussed here because they relate to adult education indirectly or only in a relatively small way. They are the Cooperative Relationship with New York University and the Curriculum Program of the Institute for Services to Education.

Just last week the college began to design a pilot program with the Housing Authority for language and reading competencies in low rent housing projects.

The Norfolk State story is a simple story of a working commitment to the dignity of man. It is a story of the kind of deep experiences and programs that will help the advantaged and the disadvantaged and defeated climb up on the main high road of human dignity.

THE TUSKEGEE STORY

Dr. Andrew P. Torrence
Vice President for Academic Affairs
Tuskegee Institute

History and Tradition

In 1881, when Booker T. Washington founded Tuskegee Institute, he realized that for a people long enslaved and lacking in general, professional, and technical education, as much attention had to be given to the education of adults as to that of young people. For this reason, many of Dr. Washington's first students were adults, and adult education at Tuskegee had its beginning with the establishment of the institution as an educational agency.

As the institute grew and more young people were enrolled, the concern for adult education remained firm, and Dr. Washington constantly sought ways to maintain contact with and to involve adults in the educational programs at Tuskegee. This often required ingenuity and resulted in the innovations for which Tuskegee and Dr. Washington became famous. His willingness to explore new ways of helping people is evident in the many novel and effective programs he inaugurated and is expressed in one of his early statements:

> We began at Tuskegee in 1881, in a small shanty church, one teacher, thirty students, no property . . . convinced that the thing to do was to make a careful systematic study of the conditions and needs of the South, especially the Black Belt, and to bend our efforts in the direction of meeting these needs, whether we were following a well-beaten track or were hewing out a new path to meet conditions probably without parallel in the world.

It is out of this orientation that adult education at Tuskegee was conceived, nurtured, and developed.

Tuskegee Institute has some distinctive characteristics that differentiate it from most other institutions. In the first place, never in its history has it encouraged the "town-gown" schism either by seeking to

make its campus exclusive or by accepting local community efforts to isolate it. Dr. Lewis W. Jones cites a symbolic act that attests to this. At one time, he tells us, the new Tuskegee Institute campus had a fence about it. But Booker T. Washington had the fence removed because he said he wanted the people to feel free to come on campus to see and to become interested in what was going on in shops and classes.

A second distinctive characteristic of Tuskegee Institute is the circumstance of its establishment. Its origins are different from other institutions primarily for the higher education of Negroes. When Tuskegee Institute was opened as a school, the only other schools were the private church-related institutions taught and administered by young white missionaries from the North and fledgling normal schools opened with state support about the South.

Tuskegee Institute came into being in a political deal. Immediately following the Civil War, for readily understandable reasons, Negroes were Republicans. The war had been over for fifteen years, and Negroes in Macon County did not have the school they so dearly wanted. In 1880, the Negro Republican leader made a deal with an ex-Confederate colonel who sought a seat in the Alabama legislature. The agreement was that the Negro Republicans would vote for Colonel Foster if he would secure an appropriation to establish a school at Tuskegee. The compact was kept by both parties. So, Tuskegee Institute was not a mission enterprise from the North nor a general state gratuity. It was purchased by the political coins of the Negroes of Macon County.

A third distinctive characteristic of Tuskegee Institute is the immediate concern of Booker T. Washington for the education of adults who did not enroll in the classes at his school. On horseback and by buggy he visited farm families, counseling and advising. After George Washington Carver joined him, they would take a new kind of plow, a new kind of churn, or other small equipment and demonstrate its use. His ideas about extramural education took form in philosophy and in practice. He felt he could not wait for a new generation to come through the school; everybody needed education too badly and welcomed any small instruction so eagerly.

As an integral part of the total Tuskegee Institute educational program, the growth and development of adult education has paralleled the progress and advancement of other major aspects of the college. Indeed,

the eminence of the college is in large measure due to the noteworthy adult and continuing educational programs that have been conceived, inspired, sponsored, and conducted by Tuskegee Institute. The following programs represent significant adult education activities in Tuskegee's early history.

The Farmer's Conference, one of the earliest programs, has met annually on the campus since it was initiated in 1890. It still serves as a model for colleges and other institutions in the region interested in improving the welfare of small farmers. It still provides a forum for over two thousand farmers to discuss agriculture, civic, social, and family affairs, and honors an outstanding farm family for the year with a merit award that is highly coveted by its recipients.

Another project, the Farm and Home Short Course, was established as an annual one-week residential program in 1937. Although the format has varied from year to year to meet changing needs, the basic purpose of the Short Course has remained that of acquainting the rural dweller with the latest and best practices in farming and homemaking. As the understanding and mastery of increasingly complex skills and practices became more and more important to successful farm management and operations, it was recognized that if farm people were to get the most from the annual Farm and Home Short Courses, they would need to raise their levels of functional literacy and applied knowledge. Special literacy programs and regular night classes were started for this purpose, and they have intermittently been a part of the adult education activities at Tuskegee since that time.

The National Negro Business League was organized at Tuskegee Institute in 1900, and it remained headquartered on the campus for several years until it gained sufficient strength and stature to relocate and continue on its own. This organization played an important role in developing leadership and expertise among the struggling Negro businessmen of the early twentieth century.

Tuskegee's Movable School, which first rolled out into Macon County, Alabama, in 1906, influenced the work of the U. S. Cooperative Extension Service, which was organized eight years later, in 1914. This model project, referred to as the "School on Wheels" and also as the "Jesup Wagon" in honor of the philanthropist who supplied the necessary funds to construct the wagon according to Dr. Washington's specifications, was

perhaps the most ingenious adult education project of the early twentieth century. The first Negro farm agent was hired away from operations of the Jesup Wagon.

Another project, the John A. Andrew Clinic, begun in 1912, continues annually to bring to the campus outstanding specialists in many areas of medicine to teach—through lectures and demonstrations—the latest techniques and advances in the profession to practitioners of the Southern region.

In the field of health education for adults, varied activities have been promoted and experimental programs carried out. Booker T. Washington initiated a "Negro Health Week" that ultimately had the sponsorship of the U. S. Public Health Service and encompassed many hygiene and preventive medicine features. Over the years, studies in the field of health have been made and experiments conducted to alleviate detrimental health care practices; for example, Tuskegee still operates pregnancy clinics in rural areas of Alabama.

A memorable experiment in supervised rural community development was made when Dr. Washington secured philanthropic funds to purchase land for resale in small units to Negro farmers with provisions made for managerial and technical agricultural counseling by members of the Tuskegee faculty.

When the New Deal agricultural program was launched in the 1930's by President Franklin D. Roosevelt, Tuskegee Institute, in cooperation with the Farm Security Administration and Fisk University, trained farm management specialists for supervisory jobs on the farm relocation projects undertaken by the U. S. Department of Agriculture.

The Tuskegee adult education program in the course of its history has undertaken broader educational tasks in carrying out demonstrations and disseminating information designed to influence American public opinion.

Noteworthy among its occasional publications that provided reliable information were issues of the Negro Yearbrook, a standard reference work when figures and facts about the Negro were hard to come by and nowhere else readily available. The Annual Report on Lynchings for many years focused public attention on a great American shame. The Department of Research and Records at Tuskegee provided materials

about the Negro and the South when no other such source existed.

In the period when rigid segregationists claimed that Negroes were incapable of learning and following some occupational callings, Tuskegee Institute simply developed such training programs to demonstrate that Negroes could be trained and could function effectively in these areas. The establishment of Moton Field for airplane pilot training at the beginning of World War II when other training programs overlooked Negro young men is one such demonstration program that was eminently successful.

Another adult program at Tuskegee was the Rural Life Council. A grant was secured from the General Education Board to finance the coordination of the community activities of the several departments of Tuskegee Institute. The Office of Director of the Rural Council began operation in 1948 and set about to service the institute departments by collection of information, research, and stimulation of community activities. Its five-year experimental program produced several impressive activities.

One such activity was the Roba Community Credit Union and Fertilizer Cooperative. In this small farm, low income community, a credit union was organized with the collection of $1.80 in shares; in two years it had more than $600 in shares. Relief from the high cost of fertilizer was accomplished through cooperative purchase of fertilizer by farmers in the community.

The Rural Life Council also stimulated the low-cash cost housing program in several of the rural communities in Macon County, which resulted in a general improvement of housing. In addition to houses, several community buildings were constructed by communal production of concrete building blocks and cooperation of people in the communities in erection of the structures.

Several conferences were convened by the Rural Life Council, notably one on The Changing Status of Negroes in Agriculture and another on Rural Social Service Centers in the South. A number of monographs were published as The Rural Life Information Series.

The foregoing are historical facts that highlight Tuskegee Institute's interest in adult education. The activities described are by no means a full catalogue. Current programs continue to follow long established tra-

ditions, while other programs, wistfully envisioned, await circumstances and resources to permit their initiation.

Current Program and Activities

Tuskegee conducts more than thirty-five conferences (short courses, forums, institutes, clinics, and workshops) each year which are attended by six to eight thousand persons. For the most part, these activities are conceived by members of the faculty based on needs in the community and conducted by the major educational units on the campus—without, at the moment, centralized leadership for coordinating the activities and resources.

These adult education activities may be classified as (1) remedial—designed to help adults close the gaps that exist in their background of training; (2) vocational—designed to help prepare adults for job opportunities, to upgrade themselves for promotion on their present jobs, and to retrain them for advancement to higher jobs; and (3) continuing—designed to help adults to advance to higher levels of learning by building on to their formal educational achievement, and designed also to provide an opportunity for additional liberal, cultural, and leisure time educational pursuits. These classifications, as may be expected, are not rigid and mutually exclusive; indeed, except at extreme ends, where education loses some of its effectiveness, there is considerable overlapping among the classifications.

The following brief enumeration of some of the adult education activities conducted at Tuakegee Institute over the past two or three years is designed to indicate the breadth and type of our offerings.

Small Businessmen's Association—organized primarily for operators of small rural businesses. Holds one annual meeting a year on the campus, with a guest speaker who is knowledgeable in the field. Has held five- and six-week (one night a week) workshops.

Food Service Workshop—meets annually for several days. Participants include owners, operators, managers, and other workers in foods in the southern region.

Hospital Dietetics Workshop—an annual course for sub-professional food handlers in hospitals.

Two MDTA Retraining Projects—demonstration-experimental projects designed for retraining hard-core unemployed rural adults in Alabama. Twelve-month training projects supported by the Office

of Manpower, Automation and Training and the U. S. Office of Education.

Summer Secretarial Institute—an intensive course designed to improve the skills of in-service clerical workers and to prepare pre-service clerical workers for successful employment.

Reading Clinics—several held during the academic year for the purpose of helping teachers and other community people improve their reading comprehension and speed.

Conference on Disadvantage—two in a series have been held so far in which leading sociologists, psychologists, social workers, economists, and educators concerned themselves with the question: After desegregation, what?

Geriatric Institute—an interdisciplinary activity for the purpose of awakening professional people, and especially those working in foods, to the growing problem of aging and services needed for this group in our population.

Food and Nutrition Institute—conducted annually by our School of Home Economics and Food Administration for persons who want to learn more about the preparation and nutritive value of foods. The School of Home Economics also operates a telephone service for answering questions about the purchase, nutritive value, and preparation of foods.

Workshop on Personal Financial Management—held irregularly. The last one focused on the use of credit and extended over a period of three days.

Clinic for Parents and Exceptional Children—sponsored by the School of Education.

Band Clinic—to provide refresher training for persons in this area of music.

In-Service Workshops, Institutes, Short Courses—for teachers of home economics, agriculture, biology, chemistry, English, and the like.

Professional Agricultural Workers Conference—a truly significant activity which is held on the campus annually. The professional agricultural workers who participate in this conference represent such agencies as the Farmers Home Administration, the Conservation Service, the Forestry Service, the Agricultural Extension Service, and come from every state in the southern region.

Principals' Workshop—an annual meeting supported by funds from the International Paper Company.

Rural Ministers Workshop—conducted by the institute's Department of Rural Religious Extension.

Conference on Vocational-Technical Education—sponsored jointly

by the School of Mechanical Industries at Tuskegee and the Southern Education Foundation

Recent activities include the training of VISTA workers, participation in Project CAUSE I and II, a continuing Head Start Teacher-Training Program, Workshops in New Media Education, and Cooperative Work-Study Programs, annual seminars for veterinarians, off-campus credit and non-credit courses, and the involvement of community people in cultural activities such as music, art, and drama on and off the campus.

A Labor Mobility Project identifies unemployed workers in the state and relocates them in areas where jobs are available. A Seasonally Employed Agricultural Workers Project is a massive literacy program that has assisted more than two thousand adults in about thirty communities. Our most recent adult education activity is called HEP—High School Equivalency Project—aimed at bringing fifty high school dropouts up to high school equivalency in twelve months; the project includes three months of exposure to a cluster of vocational skills. Students who pass the General Education Development Tests may apply for jobs or admission to colleges as high school equivalency graduates.

Most of the projects are experimental and carry a research component. Moreover, many of our students are involved in them, and some focus their master's research on problems centered in these projects.

In addition to these types of adult education activities, Tuskegee conducts educational programs for adults in connection with its two teacher-training institutions in Liberia, Africa. Foreign nationals come regularly to our campus for training, assistance, and information about our adult education programs that may be useful to their own countries. Through this type of assistance and through the work in foreign countries carried on by our graduates and faculty, the Tuskegee idea has been planted in the Near East, Haiti, the Virgin Islands, the Philippines, South America, and Indonesia, as well as in Africa.

In conclusion, Tuskegee Institute seeks to render a service to the total society. It recognizes that societal needs are both determined and achieved by people. The student therefore becomes the institute's raison d'être. Tuskegee's concept of the student, the focal point of its concern, is not limited to the young undergraduate or the graduate student pursuing a degree. It includes the community adult who determines the well-being of our society today and who plants the seed in the very young who

will have this responsibility tomorrow. This is no small part of the work of Tuskegee Institute, for we recognize that our success with undergraduate and graduate students and in advancing society generally depends both generally and specifically on our success in advancing the education of adults. The economic status, cultural development, civic participation, recreation, and health of adults are factors of their education and of the welfare of the total society. Out of this orientation, the program at Tuskegee Institute was conceived, has grown, and is further projected in its plans for the future.

THE STONES WHICH THE BUILDERS REJECTED

Dr. Lawrence Reddick, Executive Director
Opportunities Industrialization Center Institute, Incorporated

I can think of two previous occasions when I wished very much that the persons at this conference might have been with me. One was the White House Conference on Civil Rights. I was in a session that was hotly debating the question of what is happening to the money, the big money, that now comes to education, and my figures told me that the top twelve universities were grabbing 50 per cent of all the federal funds. I thought that was a scandal, and I tried to fight it. But the big twelve had too many allies in that meeting. I looked around for some of you. I thought that if some of the presidents of some of the smaller colleges, especially the predominantly Negro colleges, were there, maybe they would help me.

I did not do so well in that encounter and, when the report finally came out, I got only one line.

There is a danger that the big university complexes will swallow up many of the smaller institutions and not only take over the general area of research, development, and training, but even become the experts when it comes to disadvantaged children and adults.

Another time when I wished for the people at this conference was when I read Christopher Jencks' and David Riesman's article on "The American Negro College" in the Harvard Educational Review. I considered the article a very inaccurate and dangerous assault upon what we call the Negro college. I believed that in the next issue and in the letters to the editor of Time magazine, you would thunder forth a rebuttal. I believed that you would point out the gross errors and you would unmask this attack for what it was, an effort to take over, to discredit, and to downgrade these institutions.

But I never read your answer. I have heard that you have some research going on and in good time you will make a scholarly refutation of

these charges. But in my view this is a political question. It is also a question of public relations, and I think the rough rude counterthrust would have been the appropriate way to meet this attack.

And so when I needed you the most I could not reach you, and now I feel somewhat superfluous in this meeting. There was an old song said, "I sent for you yesterday, but here you come today." And perhaps you are saying the same thing to me.

Our subject here is adult education, and in this you will find my prejudices are quite strong. I suppose that I am really here to give a slightly different view from the others at this conference and from what may be the general orientation of this conference.

I think we have learned a few things from what I have seen at Opportunities Industrialization Center (O.I.C.). At least we feel that we have. I am sure that the historian will point out that we have not discovered anything that was new—there are always precedents, antecedents, and parallels. Yet I think our experiences might serve as suggestions for some of the educational programs and some of the clientele with whom you may be working.

I was talking with the president of one of the colleges represented here who said that each year about 1,400 freshmen enter his and the other colleges of his town. Half of them are lost somewhere on the way through the four-year sequence. This half—these dropouts or pushouts—are of great interest to O.I.C.

In the slums and ghettos of our city, unemployment often ranges from one-third to one-half of all the people who are able and willing to work, but cannot find work or full-time work. This group is also of great interest to O.I.C. Statisticians lull us to sleep by saying unemployment in the country as a whole is approximately 4 per cent or even a little less. Their definition of unemployment is the number of persons willing to work and who are looking for work. They do not count those who have given up hope of ever finding a job and are no longer looking. They do not count those who would like to have full-time work and have only a part-time job. They do not co' those who have a full time job but make 3,000 dollars or less per year.

When you add the unemployment to the sub-employment, you get a

staggering picture of need. These people are the ones with whom we are most concerned.

One of the things we have learned in dealing with such people concerns motivation. We have found that education and training when related to employment will interest a great many persons who would not otherwise be interested. So all of the education and training we give is oriented toward jobs, real jobs.

We only train in those areas where jobs are available and where there is the promise and commitment from industry for subsequent employment if our trainees reach a job-entry level of capability. That is one aspect of motivation.

Another aspect of motivation is the feeling of identification with what is being done. Unless the people who are to be "improved" and "educated" and "trained" have some say in the educating, improving, and training, many of them would rather do without it. The real struggle is not merely a struggle to learn a skill or get a little more literacy, but it is a struggle for the individuals involved to have some say in the determination of the programs which affect them and some say in the running of their communities.

We want the support of industry in terms of offering jobs, offering technical assistance so that the training will be the kind of training industry wants and needs, and providing equipment and sometimes financial support. That is our relation with industry. Industry does not run the Opportunities Industrialization Centers. These centers are independent facilities, community-based, community-oriented, and community-operated.

In our relations with government, we operate on the same principles. Unless a community has shown that its people are interested in learning marketable skills and that its leaders are interested in helping them do this, we never make the attempt to get federal funds to support the operation. Federal funds are only sought after a local community demonstrates a readiness for them.

We have high regard for many of the assets of the colleges and universities. But we consider the colleges and universities as a resource—a very valuable and cooperative resource—and we would never think of

turning even the training of our staff members completely over to the universities.

We do have staff training and program problems. It is difficult for us to find executive directors, directors of instruction, counselors, and accountants. But the O.I.C. Institute will work out a program in collaboration with the nearby colleges or universities and will use the professors of the colleges or universities as resource persons. If a candidate for one of our positions who is undergoing training needs to know something about business administration, we will contract with a professor in business administration to tutor our candidate.

We have the same attitude toward urban sociology. We would not think of letting college professors loose on our people, putting them into their regular college courses. Our people might be kept too long, taught things they really do not need, and lose the fire of motivation.

We have also learned that many of our people in these indigenous communities have a lot to offer but have little confidence in their ability to offer it. On the other hand, many people with degrees from colleges and universities have a great deal of confidence, but I fear that much of their confidence may be somewhat superior to their know-how. So we try to instill a feeling of self-confidence in our trainees and our community leaders similar to the confidence felt by persons in positions of responsibility.

When I was teaching in Montgomery, Alabama, the I.C.C. had issued an order saying that all restrooms, railroads, etc. should be desegregated. A particular railroad station would never allow us Negroes to use the so-called white restroom. One morning about 5:00 o'clock, a friend of mine and I were to catch a train, and it so happened that the ticket salesman was the only official of the railroad station there. There was one of him and two of us. We decided to take advantage of him. My friend went up to the counter and purchased our tickets, and I went into the white restroom. All these years we had been wondering about this restroom, and we had imagined that the facilities there must be made of marble and brass. But after I got in I saw that that restroom was almost as shabby as the restrooms I had been allowed to use.

I think that when integration was the great watchword in American society, many of our predominantly Negro institutions were ready to

close shop because they were so sure that these white universities were so much better. But I think more and more the news is creeping out that many of them are almost as shabby as some of those we have had and in some instances are not quite as good.

When I tell people that I got a better education at Fisk University than I did at the University of Chicago, they smile. But it is my feeling that teacher for teacher, pound for pound, the instructors at Fisk University were better than the instructors at the University of Chicago. It is my belief, further, that if the University of Chicago had decided to serve as a big brother to Fisk, as other big universities have attempted to help other small, predominantly Negro institutions, Fisk University might have taught the University of Chicago more than it learned. In some of these big brother-little brother situations that I have seen, very often the smaller, predominantly Negro institution has had more to give than it has had to learn.

There is money in these hills, and many new people are coming in. In the face of these changes, we must not forget Booker T. Washington, General Armstrong, and Hampton. We must not forget what many of these small, state-supported Negro institutions have done. Many of them know in terms of motivation and in terms of student contact much more about the problem of dealing with college pushouts and disadvantaged adults than the large white universities.

Let me close by suggesting that there is a place for all of us—for the large university, for the community-centered operations, and for the predominantly small institutions. But I ask you to remember the O.I.C. principles of confidence in the people and of self-help. Once this confidence has been built up and once we have developed the idea that we can help ourselves, then we appeal to the whole society for cooperation and further support.

FEDERAL RESOURCES: A CANDID VIEW

Jules Pagano
First Director of Adult Education Programs
United States Office of Education

I want to describe very candidly what I think the problems for continuing and adult education are and will be as far as federal resources are concerned.

Most of us do not quite understand the many categories into which federal funds are divided and the various programs through which they are channeled to institutions of higher education. Neither do we fully understand the reasons for all the frustrations and discouragement encountered when we are trying to get what we think is our share of the money available.

This is due in part to the Vietnam situation, which puts a fantastic pressure on the budget. The role the administration takes in asking Congress for funds for education is obviously colored very strongly by that commitment in Southeast Asia. There are tremendous pressures which influence the way in which administrators can handle their dollars, the freedom they have to spend them, and how they are asked to hold back in planning and spending.

This does not mean that there is no commitment on the part of the administration. It does mean, however, that the complex role of the Bureau of the Budget is to manipulate, in the best sense of that word, the resources of the federal government at any given time to handle priorities. This administration has an excellent commitment to continuing and adult education. The only important new legislation in the field of education passed in 1966 was the Adult Education Act. And the administration has also worked to upgrade Title I by asking Congress for increased appropriations.

Although enough money has never been allocated to adult and con-

tinuing education, these programs are not in the same position as other pieces of legislation which are merely sustained on a "holding operation level."

I do not think we are going to see these appropriations getting significantly larger until the Vietnam situation is over. Title I will not reach its 50-million-dollar authorization, and the Adult Education Act of 1966 will not reach its full authorization of 100 million dollars until the war is resolved.

But given these limitations, there remain significant opportunities for federal funding in adult and continuing education. Title I and the Adult Education Act are not the only sources of federal funds. When you plan for federal resources in terms of university programming, ask this question—how can you make your institution aware of how it can restructure, manipulate, and put together programs to tap other federal resources. This means that you may have to seek support at three levels—city, state, and federal.

I was very excited about a session I attended earlier in this conference. I saw great imagination, some real soul-searching for ways to stretch faculties and resources beyond what has already been done and to cooperate in developing an educational process to solve some of your community problems.

Yesterday's newspaper had a very interesting story concerning the use of private industry for a major attack on riot-torn ghettos. The article described plans to revamp the rules and regulations of the Department of Housing and Urban Development to find new ways to implement the war on poverty. It proposed a massive utilization of the know-how, techniques, and resources of private industry for manpower training and for job development.

But the article had a disturbing aspect. In no way and nowhere was there described a role for continuing or higher education. This indicates a failure on our part to articulate the way in which we could play a vital role in that total effort. It did not occur to the writer to consider the total educational apparatus—to look at federal resources to help develop meaningful, comprehensive programs. Instead, he proffered a proposal for a crash program that will have little long-range value for the solution of community problems.

Dr. Samuel Proctor* is one of the persons who has probably the greatest insight into what is needed in terms of federal funds. Dr. Proctor always says that the most important thing you can do is to deal with the problem of the moment but then take another look at it for an educational solution. This is what I think is important. So I suggest you look at the various problems facing your community in terms of what your institution can do and then write a proposal to deal with one or more of them in terms of educational solutions. The ideas will have to be good. They will have to be sufficiently novel and creative so they can be "sold."

Dr. Proctor's concern for the Vietnam veteran offers some exciting direction for our thinking. What do we do about returning veterans from Vietnam? What unique programs should we plan to make sure these veterans can make a significant contribution to their own human growth and to our society? What programs of transition can we develop with the Department of Defense, the Department of Labor, and other relevant federal agencies?

We really have to sell adult and continuing education on a project-by-project basis. This is the moment in time, as far as the federal government is concerned; it is the time for looking at the total problem in terms of specific ideas that can be funded project by project. It becomes our task to conceive imaginative projects that will enable us to relate the resources of the universities to the problems of our times and to render a real service to our communities and institutions.

Another area that I think is crucial is career preparation. The tight market situation in most of our industrial cities is unbelievable. We need to find ways to identify the new careers which are or should be developing and ways of helping people achieve the necessary skills and knowledge to fill them. I have been involved in a number of experiments looking at new careers where the role of the college and university is becoming increasingly clear in the development of semi-professional skills, the new skills, the managerial skills. The technological requirements of some of these new careers is at a level of the skills you have developed for more traditional vocations and professions. We need to look at the requirements of these emerging careers in light of the unique strengths of our institutions and find ways to focus the imagination and skill of our

*President of the Institute for Service to Education.

faculties on proposals which will help people prepare for their careers. This is an important emerging area in which projects should be funded by the federal government.

As we look at the problem areas of health, the aged, and youth, it is obvious that we are in desperate need of new ideas that can be packaged into good proposals. Ideas are floating around asking for someone to relate them to recognized needs and to conceive fresh approaches to their implementation.

A popular current concept is that of coordination or continuity of funding in order to get the most out of the dollar; to use all the various resources; to tie one program with another (e.g., manpower with placement, basic education with manpower, Title I to Title III). The magic formula here is one which will stretch dollars and give some continuity and institutional support.

In summary, once you identify what you think is your institution's special strengths and priority concerns, try to find some way you can put together a number of unique and imaginative packages. Then comes the problem of funding. There is no easy way. It is hard work. There is no one place to find all the necessary funds. I urge you to check with the proper offices in your own state. There is money just not being used; for 10 cents you can get 90 cents and in a number of places for 25 cents you can get 75 cents.

One of the sources for funding could be cities. I recently spent several days in St. Louis as a consultant. A tragic thing is happening in that city. What was once one of the best vocational high schools in the country has become, with the progress of integration, a predominantly Negro school. In the past, when it was predominantly white, it never had any trouble placing its graduates, white or Negro. As it became more and more Negro, so did its faculty. Placements have now become a real problem. The new Negro faculty members do not have the community, labor union, industry, business, and institutional connections so necessary to place their students. The Negro faculty members are excellent teachers, but they are not part of the power structure. They have not even been able to relate to the labor department in that city because the labor department does not want to relate to them.

I would like to suggest that there may be an important function for

you to perform in helping to build a new kind of administrator, guidance adviser, and teacher in the public schools who can take on these new responsibilities which are so crucially needed. I think what I described in St. Louis also exists in most of the cities of the great Southeast and Southwest, and in the North as well.

In conclusion, what I have been trying to get across to you is my belief that it is going to be more "projectitis" for the next few years in Washington, D. C. It is important that you think through what kinds of projects you want to do and think them through well and plan your proposals well. If you do, I sincerely believe you can get them funded. Do not be afraid to lobby in Washington; find out whom you must see and go after him. Use all the pressures you can. This is the way proposals are developed and funded. Do not neglect to work at the state level also. The intention of the federal government is to influence the states, and the reaction of the states is always crucial in any given situation. I am not telling you anything new. I have given you what I think, as I have witnessed it during the time I have been responsible for adult and continuing education in the Office of Education.

Remember that the opportunities are not only in Health, Education, and Welfare, but also in the Office of Economic Opportunity, the Administration on Aging, the Department of Housing and Urban Development, and the Department of Commerce. There are approximately one hundred programs in all federal departments in continuing and adult education that can be related to your potential and the needs of the people you serve. Decide on what area or areas you want to make an impact and specialize in them.

In the next two years, as far as I can see, there are going to be many opportunities to do demonstration work that shows a commitment on your part to do something about one of our great problems—self-renewal. I do not really believe we are mature enough or smart enough to be able to defend ourselves externally and renew ourselves from within at the same time. I do not know if we as a nation can do both, but at least we are in the renewal business and we must use our resources as best we can to be a vital part of our times. I urge you to see the next two years as opportunities for you to do some demonstration work in areas which are meaningful to your programs and appropriate to your institutions and package them well. Funds <u>are</u> available if you work at it.

THE PUBLIC SERVICE ROLE OF THE MODERN UNIVERSITY

Dr. C. Brice Ratchford, Vice President
The University of Missouri for Extension

The world today is experiencing several revolutions. I use this term deliberately and in contrast to evolution. Evolution goes on all of the time and is usually thought of as slow enough for society to adjust to the changes it brings about. Revolution, on the other hand, is a dramatic change which occurs so rapidly that social institutions are threatened and the traditions of the people markedly modified.

Three Revolutions

I wish to review briefly three revolutions taking place in our society today. The first is a revolution in knowledge. The majority of all scientists in the accumulated history of mankind are alive today. Our knowledge has doubled in the last twenty-five years. It is predicted that it will double again in the next fifteen. The half-life of a new discovery is said to be only five years. This has many wonderful results: more wealth, better health, greater security, and increasing leisure time. This same new knowledge has created many problems, however: among them the pollution of our environment, the tremendous social and economic adjustments which have to be made, and the challenge to educational institutions which have to be met.

The second revolution is in human rights. This country started out with a stated goal of equal opportunity, but only recently have we gotten around to working on this. While we are still far from our goal, more has been happening in the last decade than in all of the preceding century.

This revolution has various aspects. The first is equal rights for minority groups. This is too self-evident to need any elaboration here. The second aspect refers to what have been called the economically deprived, and all of these persons are not part of minority groups. They

are not all in the United States, either, as witness the concern shown by our people for the economically deprived in other countries by private giving and our massive foreign aid programs. Another aspect of which we are hearing more and more is women's rights. A fourth is the role of youth and their demands for more voice in the determination of what they contend to be their affairs.

A major factor in achieving these goals is education. The technological achievements of our age, widely publicized by radio, television, and the press, contribute to the impatience of the underdog. After all, it is asked, if we can send a man to the moon, why can't we do something about the social and economic problems of our society?

A third revolution is the growing importance of the public sector, not just at the federal level, but at all levels. Over a period of several generations and increasing markedly with each session of Congress, state legislatures, county boards, and city councils, more and more functions are delegated to, or assumed by, government. We see this in transportation, education, protection and security, utilities, resource management, economic development, recreation, social goals, employment, and the rebuilding of our cities.

Part of this shift to the public sector is caused by new technology, such as the impact of the automobile and the airplane. Part is caused by new social goals, new or higher hopes and aspirations for all of our people. As a result, the problems public groups face are immensely complex, within themselves and in relation to others. Many more people are involved in trying to find solutions for these problems. The community action agencies are involving entire new segments of our people in efforts to cope with the problems of our communities. While the public sector is staffed with well-intentioned elected and appointed people, few have been trained for these jobs. This is a major problem we will refer to later.

The Impact of These Revolutions on Education

A major effect of these revolutions has been its impact on education at all levels. There is no place, anymore, for the uneducated. The rapid changes in technology will soon dictate that every person will have to learn three different jobs during his lifetime. The changes which have taken place in elementary and secondary education have now caught up

with higher education. You are familiar with most of this impact. More and more of our high school graduates are going to college, more and more of our college graduates are going on into graduate school and advanced professional preparation. Completely new fields of knowledge are developing within old disciplines and across departmental lines.

The continuing education needs of our society which must be met by higher education are staggering. Margaret Mead writes, "For those who work on the growing edge of science, technology, or the arts, contemporary life changes at very short intervals. Often, only a few months may elapse before something which previously was easily taken for granted must be unlearned or transformed to fit the new state of knowledge or practice." This continuing education, this retraining, is just as important to society as is the initial education or training.

How is higher education responding to this challenge? Fairly well in the affluent professions such as law, medicine, and engineering. Less well with education. And, in my opinion, very poorly with public officials and youth leaders. We have not yet fully accepted the commitment that continuing education and retraining are proper functions of a university. With a few notable exceptions and in the fields of agriculture and home economics, where there is a fairly large amount of federal support, a very poor job is being done in rendering community service.

What do I mean by community service? I define it as providing direct educational assistance (i.e., assistance which attacks the problem directly and not indirectly through training future leaders) in helping solve the problems of community and society—the whole range from air pollution to poverty to civil rights, housing, health, governmental organization.

Our society must find a way to solve these problems. Obviously education of a very sophisticated nature is one necessary component to a solution of these problems.

Education is needed on at least two levels. The first is the level of the decision-makers. It would seem to me that there is much higher education can do to ensure that those who make the major decisions in our society have available the background information, necessary facts, various alternatives, and possible results which would follow from the various alternatives.

Education is also needed on the level of the general citizenry. Unless the voters are somehow brought into the process, they may simply turn down the recommendations in a referendum or put pressure upon public officials to vote against what might well be in the public interest.

I believe that higher education is the agency in society best qualified to perform this educational mission on both these levels. It has a large share of the brainpower necessary for such a venture; it has a reputation for objectivity and impartiality; and it has the capability to harness a spectrum of related disciplines to make a frontal attack on society's complex problems.

As I see it, either we begin to perform or society will set up some other mechanism to do the job, and an inevitable result would be a brain drain away from the universities.

I wish to throw in one caution—the university is not a direct action agency. It does not do things, but can come awfully close, and must. If knowledge is power, the university should be a great authority.

How to Put the Show on the Road

1. Each institution should determine its public service role in specific terms. You cannot become all things to all people. What kind of people need your services most? What areas of strength do you have in your departments from which you can work? Once you have determined your mission, then seek funds to finance it.

2. Once having determined your public service role, make a commitment to it. Do not use it as a public relations device, a method of recruiting students, or a means of making money. A good public service program may have one or all of these results, but do not confuse these possible outcomes with your public service purpose.

3. Recognize that public service is much, much more than taking what is on-campus off. We need to do more than extend campus courses to off-campus locations. We need imaginative, creative new programs, different approaches and techniques, specially tailored combinations of disciplines. Much might be done with the help of radio and television. Your public service role can be an area for experimentation and innovation and this, in turn, can work back and affect and improve your resident program.

4. Get all the faculty participation you can, in the determination of just what is your specific mission and in the selection of methods of fulfilling it. Build participation in the public service mission into the reward system of the university. Avoid, if you can, a dichotomy of your faculty into extension and non-extension categories, as this often hurts your total effort.

5. Relate your public service or extension programs to your campus strength. If you have a professional school, continuing education or retraining in that field might be one way to go. If a department, such as music, is especially strong, build on this—not only for performing but also for advising community groups. Build up a capability of making a contribution to at least one major community problem. Select one where no one else is working and make a commitment to fill it. Do not try to copy other schools. If your school is located in an urban community, remember how cooperative extension has related to rural communities. Find a similar way of relating to problems and peoples of the cities and suburbs. The more innovative your proposal may be, the more likely you are to find funding for it within the various new federal programs. Recognize that it will probably be in an area of controversy and you must retain your objectivity, "keep your cool."

SUMMARY REPORT OF SMALL GROUP DELIBERATIONS

During the course of the conference at which these papers were presented, the participants gathered in small group discussions to identify and analyze the central problems brought out by the speakers. Four groups discussed the meaning of these problems and their implications for action. The summary below combines the points made in all four group reports.

1. The groups agreed on the basic need for Negro colleges to draw larger numbers of Negroes into college. Participants stressed the responsibility for reaching into the community to motivate Negro youth to go to college, and thus to bring into the working force talented persons in the communities who have withdrawn because of defeatism. In this connection, they noted that it is in the interest of both Negro and white institutions to become seriously engaged in the improvement of the quality of education provided in the lower educational levels—the elementary and secondary schools. They must try also to reach the resentful student and the "pseudo" student to tell him about the opportunities available to him if he gets the salable skills—the necessary competence—to qualify for job openings. And they agreed that, in addition, continuing education was needed for the already educated—the professional and skilled workers—to upgrade their performance.

2. Another fundamental need the groups stressed was the necessity for the college to assume an active role in shaping the community. To achieve this end, the participants felt that work needed to be done both inside and outside the college.

Inside the institution, it is necessary to try to create sensitivity to the need for college-wide involvement with community problems. This may require development of new thinking on the part of faculty and staff, recognition that the college does not serve as a means of escape from the community. Turning outward toward the wider community, the col-

lege must aid in the alleviation of specific problems of the community.

In trying to work with the community, the college must try to become involved with the white groups, including the power structure and the disadvantaged white, as well as with the disadvantaged Negro groups. This is not easy to do, for many obstacles stand in the way of reaching the white community. The Negro college faculty has a defeatist attitude because of past rebuffs. There is no rapport between the college and the white community. The college's resources are ignored by the community, even though the community can very well use them—to acquire new farming techniques, for example, or to improve other areas of living. The Negro faculty and Negroes in general simply do not travel in the same circles as the white community—they are not members of the Chamber of Commerce, the country clubs, the Kiwanis, and the other organizations where decisions affecting community issues are made in an informal atmosphere. On the other hand, poor whites, unorganized as a group, are totally unreachable.

Similarly, whites do not feel welcome or comfortable in predominantly Negro groups. Social pressure acts to perpetuate the separation. White students, for example, enrolled in a Negro institution face social ostracism from the surrounding white community. Without common bonds, in time of crisis, the white power groups do not know whom to turn to within the Negro community.

Complicating the situation further is the growing student hostility and unrest and the shaky administrations and general isolation of the Negro colleges themselves.

Seeking ways to overcome these obstacles, the groups suggested a number of activities. They recommended that more white students be recruited into the Negro colleges, that white staff members be used to reach the white community on various levels, that the NDEA Institutes serve as a recruiting ground, and that scholarships be offered to white freshmen. The groups suggested also that colleges identify faculty members who will make their time and talents available to community groups, and that college personnel be designated to serve as catalysts between the community and the college. In addition, leadership seminars for elected officials could, over time, help to involve the Negro college more deeply with whites in community life.

Other suggestions to help overcome the division between the college and the white community included the following.

a. The doors of the college could be opened to civic meetings of all kinds.

b. Whites might be named to Negro college development boards, planning committees for forums, and the like so that they may become more interested in college concerns.

c. Institutions could publish an open letter to the community, inviting them to use college resources.

d. The college could undertake a study of the community to identify leaders and thereby learn whom to contact.

e. Assistance could be requested from white merchants in preparing kits for orientation of freshmen and in sponsoring refreshments for some activities.

f. A local newspaper might be asked to publish a special edition devoted to the college.

g. Floats and bands could be entered in community parades.

h. School groups, scouts, and local school board members and their wives might be invited to tour the college. The college as a tourist attraction of the city should be emphasized.

i. Young people might be asked to urge their parents to take an interest in the college. Desegregated students in NDEA, Upward Bound, and the Teacher's Corps could also be used as a means of reaching the white community.

The Negro college also faces many obstacles in developing good relations with the Negro community. The Negro college establishment is alienated from the common Negro. This is evident in tight housing restrictions imposed in some Negro neighborhoods. The Negro "man in the street" is indifferent to the college, and the college is isolated from him. Some of the faculty have a "you're my color but not my kind" attitude, and the college has a history of non-involvement with the problems of the race.

Several suggestions were made for dealing with the alienation.

a. First of all it was felt that the college should focus on the Negro community before attempting to build a bridge to the hostile white community.

b. An "evening college" ought to be established that offers courses below college level to reach a wider base of the population.

c. The college might assist welfare agencies and other community agencies in carrying out their objectives.

d. Educational programs could be set up in housing centers and other areas of family living through home economics departments.

e. Educational programs could be developed to train community aides.

f. The administration might encourage staff involvement in community organizations.

g. Students who have first-hand knowledge of life in the segment of the community to be reached ought to be involved in community service programs in that area.

h. Professional, sub-professional, and retired people of the community should be conscientiously involved in identifying problems and in helping to eliminate them.

3. An especially difficult problem exists, the groups felt, in trying to relate to the masses of Negroes in the urban areas, a group which constitutes nearly 75 per cent of the Negro community. Only nominal contact, it was pointed out, exists between colleges and poor Negroes. No long-range design to work with Negro poor has been developed, and we see only sporadic attempts to help this group. Slum people demonstrate feelings of hostility toward college students who pass through the area, partly because lower class Negroes have not been made welcome at campus events, and partly because the college has not gone into the community to help with problems.

To begin to work on this difficult situation the Negro college might use the community as a laboratory for work with the disadvantaged. Programs for the poor could be developed. Studies of special group problems (e.g., migrant labor camps) could be made. Forums to stimulate the community might be developed.

The college must express concern for the problems of the man lowest down on the social scale, and it must open lines of communication with the poor Negroes who need help. The college can reach out to slum areas through student involvement in tutorial and clean-up campaigns. Similarly, a program of voter registration could be set up using political science students in an active role.

In summary, the groups agreed that to set goals and devise effective techniques for reaching them, each college must determine for it-

self what constitutes its college "campus" and what problems of the community it can deal with. It must understand the academic dimension that it can contribute to the solution of these problems. This work is not part time. It requires a serious commitment, a willingness to marshal the human and material resources necessary to do this, while at the same time carrying forward other parts of the college's ongoing programs without diminishing their quality.

4. In order to further their common purposes, the participants concluded the conference by making the following specific recommendations.

a. We recommend the formation of a Continuing Committee of this Conference on Continuing Education.

b. We ask that this body express its approval of the plan (as an idea), recognizing that it is not a commitment of any single institution until it receives approval of the administration and faculty of each institution.

c. The purpose of this Committee on Continuing Education is to establish a central coordinating and energizing agency for "developing" colleges concerned with the continuing education of adults. The agency would help

(1) institutions establish departments of continuing education and services where they do not now exist;

(2) institutions which already have departments to improve and strengthen their programs.

d. This agency must be able to plan out a system of core funding for permanent service to continuing education. It would not only procure funds and funnel them to institutions, but would coordinate efforts through such activity as:

(1) training programs for needed personnel (teachers, administrators, and community leaders);

(2) research relevant to continuing education of particular populations;

(3) maintenance of clearinghouse and information services;

(4) consultative services to all schools;

(5) cooperative thinking and planning;

(6) providing internships and skill in "grantsmanship."

The keys to this proposal are two:

First, that its central motif represents a shift from ad hoc expediency to permanence, in recognition of the growing need for the

permanence of adult and continuing education.

Second, that since the task is massive, the primary source of funds shall be from the public sector, especially the federal government.

These two will not relieve pressure on all forces.

To proceed immediately to move into the kind of action which this conference demands, we propose the following steps:

a. Establish a secretariat to assemble the committee for planning. For this purpose, about 5,000 dollars will be necessary (hopefully, from a private fund)

b. By July 1, 1968, the committee must be in operation in a tool-up year, working toward a first full year of operation by July 1, 1969.

   For first year - 75,000 dollars for full-time staff, to establish the office and tool-up,

   For second year - 1,000,000 dollars for first operations (twenty institutions @ 50,000 dollars);

c. Suggest a 5,000,000 dollar budget in three years.

We suggest that the Committee on Continuing Education be designated as a continuing committee of this conference which is to be fully represented at this time.

We further suggest that this conference name Dr. Andrew P. Torrence of Tuskegee as chairman pro tempore of the committee and empower him to select five or more persons as a temporary executive in the formative stage.

We suggest also that the permanent office of this committee be located either in Washington or somewhere in the South. For the nonce, however, we suggest that whatever money comes into the committee during the first stages be deposited at Tuskegee as receiving fiscal agency.