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ABSTRACT

The Association of University Evening Colleges held its 1969 conference in conjunction with the Galaxy Conference on Adult Education. Over 4,000 people representing 21 different organizations interested in adult education attended. Presentations dealt with the areas: learning to change, imperatives for action, the Nixon administration and continuing education, higher education, The Federal City College, the Middle East, the white racism. Problem clinics focused upon new opportunities, counseling and admissions, the need for work with the community college, marketing and promotion, and associate degrees in the evening college. Among other things, the supplementary section contains the financial statement, and reports from the following committees: legislative, membership promotion, research, junior colleges, special programs for women, urban extension, joint AUEC-NUEA student personnel, and budget and finance. Appendixes present the roll of past presidents and annual meetings, AUEC Committee Structure 1968-9, Officers and Executive Committee 1969-70, AUEC Committee Structure 1969-70, and the Roster of Attendance -- Washington, D.C. 1969. (NL)

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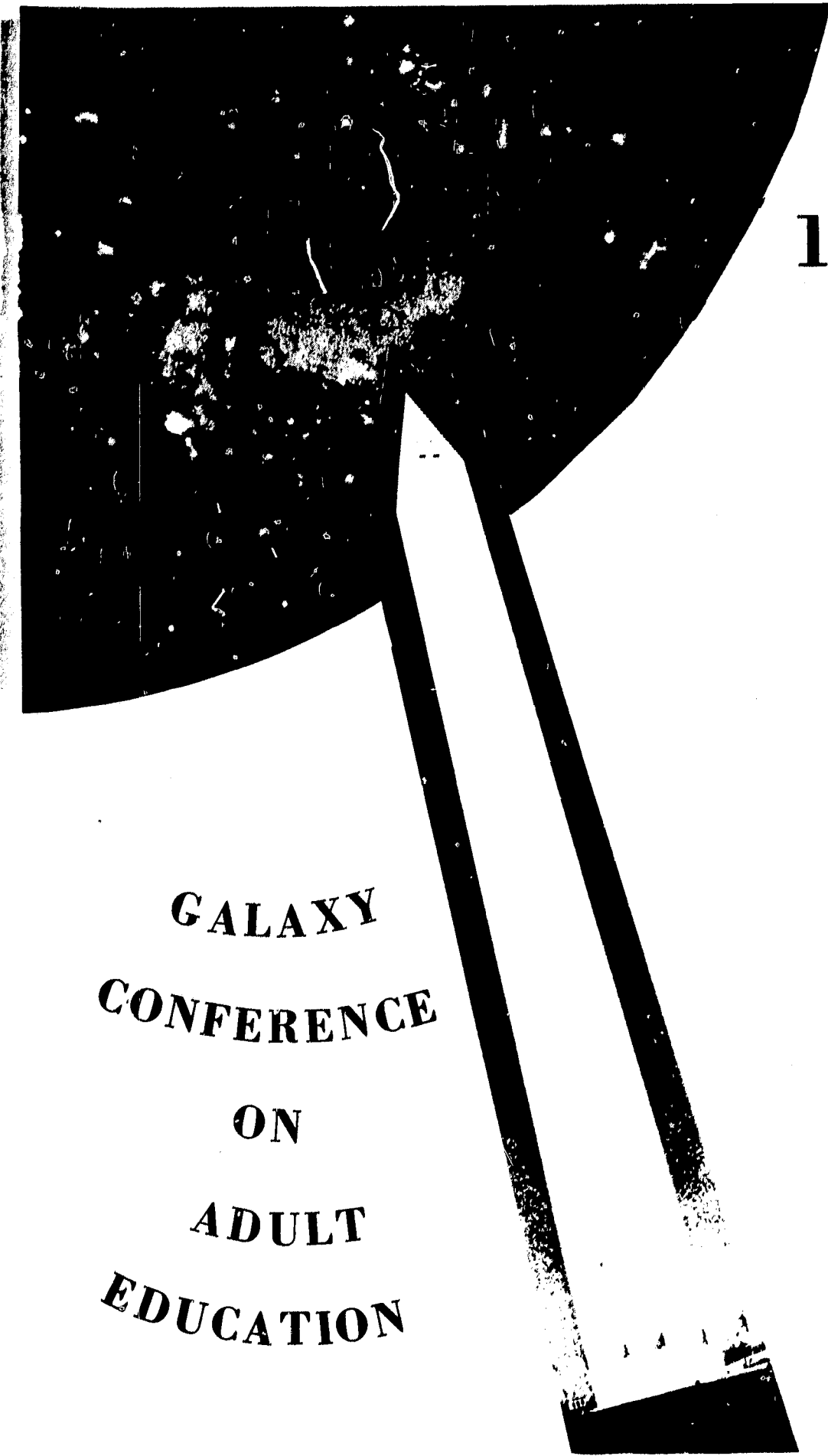
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**ASSOCIATION
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PREFACE AND ACKNOWLEDGEMENTS

The Association of University Evening Colleges held its 1969 conference in conjunction with the Galaxy Conference on Adult Education in Washington, D. C., December 5-11, 1969. The Galaxy Conference was held at the Shoreham and Sheraton Park Hotels and was attended by over 4,000 people representing twenty one different organizations interested in Adult Education.

These Proceedings represent only the program of AUEC of the Galaxy Conference. It is hoped that the following pages will help recall experiences of the conferees in attendance at the convention; that it will give those who could not attend a summary of the conference and that it will have archival value for both groups.

Sincere appreciation is given to those speakers, committee chairmen and recorders who supplied the Editor with typewritten manuscripts of various presentations thus making his work much easier. A particular debt of gratitude is given to Executive Secretary Howell W. McGee; to the staff in Administrative Services of Louisiana State Division of Administration; and to my office staff, especially Mrs. Katherine Crochet, my secretary, who did the typing for the Proceedings.

Ralph L. W. Schmidt
Director, University College
Louisiana State University
in Baton Rouge

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PART I - INTRODUCTIONS

PROGRAM
THIRTY-FIRST ANNUAL CONVENTION

THEME: Learning to Change -- A Social Imperative

Galaxy Conference
Washington, D.C.
December 5--December 11, 1969
Sheraton Park and Shoreham Hotels

DECEMBER 6 - SATURDAY

10:00 A.M. Executive Meeting
2:00 P.M. Executive Meeting

DECEMBER 7 - SUNDAY

2:00 P.M. Galaxy General Session. "International
Relations and Public Understanding"
Professor Hans Morgenthau,
City University of New York

5:30 P.M. Presidents' Reception--Joint Reception
by presidents of all Associations

DECEMBER 8 - MONDAY

9:00 A.M. Business Session--Presiding: Raymond
Witte, Loyola University, New Orleans

12:15 P.M. President's Luncheon--Address: Raymond
Witte, Loyola, New Orleans, "The Voice
of Higher Adult Education."

2:00 P.M. Galaxy General Session--"Learning to
Change: A Social Imperative," Arthur
Flemming, President, Macalester College

3:45 P.M. Role of Adult Education in Other Countries

- A. Africa
- B. Near East, South Asia
- C. East Asia
- D. Latin America
- E. Europe

DECEMBER 9 - TUESDAY

9:00 A.M. Commission on Research in Adult Education, Joint AUEC, AEA, NUEA session. "Improvement of Practice through Action Research." Ray Jones, Howard University.

9:00 A.M. Joint AUEC, NUEA General Session. "The Nixon Administration and Continuing Education." James Allen, United States Commissioner of Education.

Reaction Panel:

- Paul Miller, Rochester Institute of Technology
- Sterling Tucker, National Urban League
- C. Brice Ratchford, University of Missouri
- Kenneth Clark, City College of New York

12:15 P.M. Regional Luncheon

2:00 P.M. Joint AUEC-NUEA General Session. "The Federal City College, Its Academic Plan," Joseph C. Faige, Federal City College

3:45 P.M. Problem Clinics

A. New Opportunities

- Chairman: Ed Spengler, Brooklyn College
- Resource: Lewis Clarke, New York University

Evelynne Patterson, New York University
 Recorder: Howard C. Smith, Orange County Community College, Middletown, N.Y.

B. Counseling and Admissions

Chairman: Ray Zelazny, New York University
 Resource: Cecil Dobbins, University of Akron
 Recorder: Arnold Scolnick, Manhattan Community College

C. The Need to Work with the Community College

Chairman: Milton R. Stern, University Center for Adult Education
 Resource: Kenneth Cumiskey, American Association of Junior College
 Nathan Shaw, Montgomery County, Maryland
 Recorder: Thomas J. Bryde, Iona College

D. Marketing and Promotion

Chairman: James Southouse, University of Bridgeport
 Resource: Janet Solinger, New York University
 Recorder: John Hedrick, The University of Akron

7:00 P.M. Air Force Band and the Singing Sergeants
 8:00 P.M. "Middle East" Honorable William P. Rogers, Secretary of State
 9:00 P.M. "White Racism", Alvin Poussaint, Harvard University

Panel: Fred Byron, Southern Methodist University
 Robert Curwin, Rutgers University
 Clifford Winters, Syracuse University
 John Erwin, Washington University, St. Louis, Moderator

DECEMBER 10 - WEDNESDAY

9:00 A.M. Problem Clinics

- A. New Opportunities
 Chairman: Hy Lichtenstein, Hofstra University
 Resource: Lewis Clarke, New York University
 Evelynne Patterson, New York University
 Recorder: Mary E. Chesbrow, The University of Akron
- B. The University's Interface with the City
 Discussion Leader: Frederick Canavan, S.J., Fordham University
 Recorder: Clarence Thompson, Drake University
- C. Continuing Professional Education
 Discussion Leader: Gurth Abercrombie, Pratt Institute
 Recorder: Maureen McGrann, New York University
- D. Associate Degrees in the Evening College
 Discussion Leader: Russell F. W. Smith, New York University
 Recorder: Lewis Popham, Orange County Community College

- 10:45 A.M. Business Session--Presiding: Raymond Witte, Loyola University, New Orleans
- 2:00 P.M. "Designing A Continuing Future Through Continuing Education", Robert J. Blakely, Syracuse University
Panel: "Washington Confrontation: The Federal Educational Response to Social Imperatives."
Arnold R. Weber, Department of Labor
Samuel C. Jackson, Department of Housing and Development
James J. Gallagher, Department of Health, Education and Welfare
- 6:00 P.M. Social Hour and Banquet
- DECEMBER 11 - THURSDAY
- 9:00 A.M. Executive Committee Meeting

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PART II - PRESENTATIONS

LEARNING TO CHANGE: A SOCIAL IMPERATIVE
Arthur Flemming
President, Macalester College

Thank you very much, Mr. Thompson. First of all, may I express appreciation for a more than generous introduction. I am indeed grateful to the officers of this conference for inviting me to serve as chairman of the advisory committee that was set up for the conference. It has provided me with an opportunity of obtaining new insights particularly as a result of my participation with some of your leaders in the conference held in November at Wingspread. Today it provides me with the opportunity of underlining my convictions relative to the need for political action if we are to present our people with maximum opportunities for lifelong learning.

But first, why should we as a society, provide maximum opportunities for lifelong learning? At the heart of our Judeo-Christian teaching is the commandment "Thou shalt love thy neighbor as thyself." This commandment, it seems to me, places upon us a common responsibility. What is the nature of that responsibility? Leslie Weatherhead in a sermon delivered at the City Temple in London, England, in the midst of the Blitz during World War II dealt with that question. He said that, under this commandment, we are not required to like our neighbor. I remember when I first read that I reread it a couple of times and then breathed a sigh of relief because I had found it a little difficult to like some of the neighbors with whom I'd come in contact over the years. But as I thought about it I realized that he was on sound ground, because after all you cannot be compelled to like someone. This is a feeling that must come from within. Then also he pointed out that we are not required to approve of everything that our neighbor says or does. Of course that makes good sense. No, he rejected those two approaches and then identified as our common responsibility the obligation to never pass up an opportunity to help

our neighbor achieve his highest potential.

This I believe identifies a spiritual law of life, a law which if broken breaks up the life of the lawbreaker and certainly helps to disrupt the society of which he is a part. You who are gathered here for this historic conference have dedicated your lives to the acceptance of this common responsibility.

I believe that more and more of our people must come to the place where they recognize and accept and apply this spiritual law of life. This is the only way in which we can develop a national will, a national commitment, which will lead, for example, to the implementation of the findings and recommendations of the Kerner Commission and now the Eisenhower Commission. This is the only way in which we can develop support for an action program that will close the gap between the ideal of providing our citizens with opportunities for lifelong learning experiences and the reality which confronts us today. This is the only way in which our nation will be brought together instead of being driven further and further apart. So, it is within this frame of reference that I would like this afternoon to address myself especially to the following two recommendations that emerged from the Wingspread conference and that are contained in the document which has been distributed to you (see Imperatives for Action, page 20) namely, (1) that the role of the coalition of adult education organizations be formalized and strengthened, and (2) that the coalition, in turn, give leadership to the establishment of a political action unit with responsibility for influencing legislation at state and federal levels.

First, that the role of the coalition of adult education organizations be formalized and strengthened. There isn't any question in my mind but that as a nation we need to widen and deepen the application of what I have come to think of as the coalition principle in all walks of life.

I believe that if we are to apply the coalition principle in a meaningful manner there are certain musts we need to keep in mind. First, the governing board of the coalition must be made up of representatives of the power structures of the organizations that make up the coalition, namely the persons who can make decisions on the spot. I know that this runs somewhat counter to the normal way of doing business but I feel that this is no time for "business as usual."

Second, the governing board, it seems to me, must be prepared and be authorized to deal with the "hot" issues--the issues that divide us. I have served since the fall of 1967 as a member of the executive committee of the National Urban Coalition. As I have had the opportunity of going to communities in order to talk about the coalition principle, I have stressed this point. I have sometimes put it this way: Unless a coalition is dealing in such a vigorous and forthright manner with hot issues that some segments of the coalition walk out temporarily, it isn't doing its job. I'm not one who believes that you bring coalitions together in order to reach agreement on the lowest common denominator. I believe that you bring coalitions together in order to raise sights. As you do so you recognize that there are going to be minority views as well as majority views emerging from the work of a coalition. Consensus that represents the lowest common denominator of the thinking of a coalition is never going to move us forward in terms of dealing with the difficult, the tough issues of our day.

Third, a coalition must be provided with a competent staff, members of which are related only to the coalition. I have seen coalitions in various areas of society attempt to get under way by using staff borrowed from the organizations that make up the coalition. As I have observed, it seldom ever works: A coalition has got to keep itself in a position where it can deal at arm's length if need be with the several organizations that make up the

coalition. It needs its own staff which is responsible only to the coalition, and it needs a better staff than any one of the organizations may have if it is going to do its job in an effective way.

Then, fourth, the coalition must not spread itself too thin, it must concentrate on a few major issues. This way it has a chance to begin to chalk up some victories. For example, in the document that is now before you, it is stated that it is imperative that adult and continuing education be made a vital instrument of national purpose. "To prepare each person to understand and cope with the issues of our times." I believe that if an effective coalition of adult education organizations had been in operation at the time the Kerner Commission Report was issued it could have devised ways and means for presenting the findings and recommendations of the Report to tens of millions of our citizens who up to now have ignored the findings and recommendations. If this had been done, the report, "One Year Later" prepared by the Urban Coalition and Urban America to identify what had happened in the year following the issuance of the Kerner Commission Report would have been a report of progress instead of being a report of lack of progress.

The field of education, in my judgment, shares a major part of the responsibility for the fact that the Myrdal report, issued twenty-five years ago, entitled "The American Dilemma" did not bring about a change in our relationships with members of the Black community. It was permitted to gather dust on the shelves of our libraries.

I believe that we in the field of education share a major part of the responsibility for the fact that the Kerner Commission Report is beginning to gather dust on countless shelves. An effective coalition of adult education organizations could change that picture. It could change it in a very short period of time. Don't misunderstand me. I'm not saying that if the opportunity were provided, to tens

millions of our citizens to confront the findings and recommendations of the Kerner Commission Report that every one of them would come to the end of such study agreeing with all the findings and recommendations. I do contend, however, that they would come to the end of such a study with a far better understanding of the issues that confront us, and with far sounder conclusions. And I believe so completely in the soundness of that Report that I am convinced that if tens of millions had the opportunity of confronting it, under the leadership of leaders in the field of adult education, millions of our fellow citizens would reach the conclusion that the time for talk is over and that the time for action in terms of implementing the recommendations of that Commission, has arrived irrespective of the price tag that may have to be attached.

The second recommendation in the document that is before you to which I would like to address some comments, is this: "The Coalition in turn give leadership to the establishment of a political action unit with responsibility for influencing legislation at state and federal levels." Let me make this categorical statement. Unless this recommendation is implemented, this conference will prove to be just another conference. Unless this recommendation is implemented, the professional workers and organizations that are participating in this conference will continue to be a part of a far too large group of professional people who meet time and time and time again and agree on recommendations which, if implemented, might make it possible for our system to close the gap between the ideals and reality but who are unwilling to make sacrifices of time, energy, and money in order to put the recommendations into operation. Personally, I have almost come to the place where I feel that I really don't want to participate in any group meetings dealing with the issues that confront us today unless I can be assured ahead of time that the people who are meeting want to plan, and to implement, an action program. I am not interested in meetings where people are simply interested in passing resolutions, then going home and forgetting

about them.

If a political action unit in the area of life-long learning is to succeed, I think it must have, among others certainly, the following characteristics.

First, it must be organized solely for political action and must make no claim for tax exempt privileges. Persons contributing to its program must understand that they can claim no tax privileges as a result of their contributions. You can't carry on an effective program of political action if all of the time you've got to be looking out of the corner of your eye at the Internal Revenue Service. If you are going to have an effective political action program, you have to set up in such a way as to be completely independent of the Internal Revenue Service.

Second, such a political action unit must be willing to make a heavy investment in good old-fashioned, practical politics in order to bring about the implementation of the kind of imperatives you have under discussion at this conference. This means that individuals must make contributions to the political action unit which in many instances can only be described accurately as sacrificial contributions. It also means that the individuals concerned must be willing to take calculated risks in order to be effective in the realm of political action. A large war chest is an imperative. I believe that those represented here and those you in turn represent, are capable of providing a large war chest for political action in the area of adult education. Then it means a major contribution of time. Many persons who would be called upon to give of their time and of their talent in the area of political action will be warned against participating in political activity because of the effect it may have on their careers. Many people must be willing to ignore such warnings and take a calculated risk in the interest of achieving political objectives.

The Congress a few years ago established a

Commission to review the Hatch Act which governs political activity on the part of federal and state employees. I was asked by President Johnson to serve as chairman of that Commission. It was a Commission made up of representatives of the Senate, the House of Representatives, the Executive Branch and the public. We worked out what I thought was a pretty good Report. At least it moved in the direction of liberalizing the provisions of the Hatch Act. Up to the present time, it is another Report that is gathering dust on shelves. To my knowledge, nothing has been done with it. I suspect that not very much is going to be done with it until someone is willing to take a calculated risk and get himself involved in a court action so that the courts can once again consider its constitutionality. Somehow or other, I have the feeling that if the constitutional issue came before the courts today, it might very well be upset. I recall the fact that it was upheld by a vote of 4 to 3 in 1947 by the Supreme Court of the United States and I note that all of the persons who participated in the majority opinion are no longer on the Court and that 2 of the 3 who participated in the minority opinion are still on the Court.

I would like to see it back before the Court again. Why? Because I do not believe that our system can work effectively if large segments of our society are denied the opportunity of participating in our political process. I hope that in the field of adult education, a political action unit will emerge which will challenge people to take a chance in the interest of achieving the objectives to which I know you are dedicated. Just recently, as some of you know, an ad hoc committee for the full funding of educational programs was set up. I was asked to serve as the spokesman for that ad hoc coalition. I was happy to do so. Some results have been achieved. The document before you points with approval, yes enthusiasm, to Title I of the Higher Education Act of 1965 and then states "In the present fiscal year, Title I is funded at \$9 1/2 million rather than the \$50 million that was authorized." That is typical of the

situation that confronts us at the federal level in the field of education at the present time. The Congress passes this sound legislation. It sets a reasonably high authorization figure and then proceeds to appropriate funds far below that figure. In my judgment, when the Congress does this, it is creating a credibility gap. People note the authorized figures, their expectations rise as a result and they begin to make plans. Then they suddenly discover that the funds made available are far below those authorized figures. I believe that all of us who are involved in the field of adult education share responsibility for the fact that out of the \$50 million authorization, only \$9 1/2 million has been appropriated. We haven't carried out the kind of political action program that makes Congress sit up and take notice. As we look at those figures and ponder those figures let's not try to shift the responsibility to someone else. We say "If Congress would only do this that or the other." Well, if we'd only go to work and utilize the political muscle that we have, Congress would in all probability respond.

Yes, we can, by working through our system, get action but we can get it only if we are willing to engage in meaningful political activity. I repeat, unless this particular recommendation is implemented as a result of this Conference, I feel that the Conference will just go down in history as another conference with people being unable to point any specific accomplishment as a result of the investment that has been made, and is being made in the conference.

The second paragraph of the Imperatives for Action document which was developed at the Wingspread Conference reads as follows, "On the one hand, millions are denied equal opportunity to develop and exercise their full potentialities. (There's no doubt about that.) On the other hand, millions despite educational and other advantages are unable to understand and unwilling to accept the reforms and innovation necessary for peaceful accommodations."

There's no doubt about that. The rhetoric is good. But it will be as sounding brass and tinkling cymbals unless we go forth from this conference determined to accept and persuade others to accept our common responsibility to never pass up an opportunity to help our neighbor achieve his highest potential, determined to establish a powerful coalition of adult organizations; and determined to develop a political action unit in the adult education field that will have real political muscle. In brief, may the God of us all give us the strength to act in behalf of opening up opportunities for lifelong learning for our fellow human beings instead of just talking.

IMPERATIVES FOR ACTION
Wingspread Conference Participants
Arthur Flemming, Chairman
President, Macalester College

In planning for the Galaxy Conference on Adult Education it was agreed that a statement of IMPERATIVES FOR ACTION in adult and continuing education should be developed for presentation at the conference to be held in Washington, D.C., December 6-11, 1969. Ernest E. McMahon, Dean of the University Extension Division, Rutgers University, was named chairman of a committee to develop a first draft of these imperatives.

On November 13-15, 1969, a group of distinguished citizens under the chairmanship of Arthur S. Flemming, President of Macalester College, met at the Wingspread Conference Center in Racine, Wisconsin, to consider the McMahon committee report. Host to this meeting was the Johnson Foundation.

Presented herein are the IMPERATIVES FOR ACTION on which those at the Wisconsin meeting reached general agreement. It is not to be assumed that each participant necessarily subscribes to all of the recommendations. Still, the document does represent a consensus, and all who were at Wingspread are in agreement on the urgent need for action.

In presenting these IMPERATIVES FOR ACTION, we extend a special word of appreciation to the Johnson Foundation for having made the Wingspread meeting possible.

EDUCATION OF ADULTS FOR SOCIAL
RESPONSIBILITY

The ability of the American people to live and work together in self-government is not keeping pace with the demands of today's complex and increasingly troubled society. We are losing ground because in

the past we have too often failed to measure up to our democratic ideals, and in the present we are failing to develop an ever stronger sense of community and cooperation among all segments of society.

On the one hand, millions are denied equal opportunity to develop and exercise their full potentialities. On the other hand, millions, despite educational and other advantages, are unable to understand and unwilling to accept the reforms and innovations necessary for peaceful accommodation.

The American people desperately need an adequate system of life-long learning to enable us to remedy past deficiencies and to direct the forces of change toward humane ends. This lack cannot be filled merely by improving conventional schooling designed to prepare young people for the future, important as that may be. It must be filled by meeting continuous challenge with continuous response. Life-long learning must be made an all pervasive influence through which those who are responsible for today's critical decisions and choices - the adults of our nation - control the present and create the future we want.

For the achievement of these goals, it is imperative that adult and continuing education be made a vital instrument of national purpose:

To prepare each person to understand and cope with the issues of our time.

To remedy educational deficiencies.

To provide everyone with equal opportunity for meaningful work at decent pay--in preparation, access and advancement.

To function more effectively as workers, parents, neighbors, citizens.

To improve the quality of our lives--physical and spiritual, individual and social.

To enable us to share meanings, values, purposes and power with ourselves and other peoples, in a world where constructive sharing is the only alternative to mutual destruction.

The organizations which sponsor or conduct adult and continuing education include schools, colleges, libraries, correspondence agencies, radio and television stations, professional societies, businesses and industries, trade unions, the Armed Forces, governments at all levels, community action organizations, religious groups, voluntary social and welfare agencies, health and recreation units and many others.

The range of their programs includes cultural, political, professional, recreational, religious, remedial, and technical and vocational instruction. Their students are concerned with citizenship, family life, occupation, trade union organization, industrial management, business and community leadership and other interests.

Many of these activities are well supported by business, government, foundations, professional or personal sources. Many others of equal private and public importance either lack adequate support, or are not supported at all.

THE TASK

To achieve an effective and balanced system of adult and continuing education in the United States it is essential:

1. That the role of the Coalition of Adult Education Organizations be formalized and strengthened;
2. That the Coalition in turn give leadership to the establishment of a political action

unit with responsibility for influencing legislation at state and Federal levels;

3. That together the Coalition and the political action unit lend fullest efforts to the achievement of the following Imperatives for Action:

I. TO ELIMINATE EDUCATIONAL DEFICIENCIES OF AMERICAN ADULTS

More than eight million Americans over the age of twenty-five have less than five years of formal schooling, and millions more lack a high school education or its equivalent. Through adult and continuing education, these millions can be raised to new educational levels that will provide them with new and improved economic, political, and social opportunities.

Illiteracy. We support the concept advanced by Commissioner of Education James Allen in his pronouncement on "The Right to Read," and urge a total commitment on the part of all adult and continuing education agencies to raising each American to a level of literacy.

High School Education for Adults. We consider the completion of high school or its equivalent by every adult to be the minimum level of educational attainment acceptable in today's complex society and urge fullest efforts to achieve this goal.

To secure these ends we urge Congress to enact legislation that will provide state and local educational agencies with annual support of \$500 million.

At the same time a concerted effort must be made to secure increased funds from private industry, trade unions, private foundations, and other non-public agencies. State and local educational agencies should

not only continue their present levels of funding but also increase their financial efforts.

We further urge the present administration in Washington to undertake studies to reassess on-going programs for the under-educated and make recommendations to the Congress concerning the most effective means of distributing Federal funds to community educational agencies.

II. TO STRENGTHEN ADULT AND CONTINUING EDUCATION AND COMMUNITY SERVICE EFFORTS OF COMMUNITY COLLEGES, COLLEGES, AND UNIVERSITIES

The nation's need for well-informed citizens, coupled with the personal needs of its people for an understanding of the world in which they live and the skills with which to earn their livings, gives emphasis to the need for increased levels of post high school education.

We endorse the national objective set forth by the Congress, that two years of post high school education, adapted where necessary to the occupational needs of adults, be made available to all who are capable of benefiting from it.

The clear need to support adult and continuing education in community colleges, colleges, and universities was recognized by the Congress with the enactment of Title I of the Higher Education Act of 1965. Designed to support established programs of extension, to provide community services, and to assist in the establishment of such programs in institutions of higher education, Title I has proved an effective instrument. Unfortunately appropriations have lagged far behind authorizations. In the present fiscal year, Title I is funded at \$9 1/2 million rather than the \$50 million that was authorized.

We urge minimum annual funding of Title I of the Higher Education Act of 1965, at \$100 million a year, with national priorities to be spelled out anew each

year, to meet the changing needs.

III. TO PROVIDE ADULT AND CONTINUING EDUCATION IN
THE ARTS AND HUMANITIES, PUBLIC AFFAIRS, AND
IN THE DEMOCRATIC PROCESS

Opportunities for life-long learning in the arts and humanities, and in public affairs, are essential to the preservation of our freedoms. To solve problems rationally and peacefully, we must continually acquire new social and political competencies, and the powerful and privileged must learn equally with the powerless and deprived.

There is an over-riding urgency for people to be informed and to be equipped to make informed judgments in matters that strike to the heart of our democratic society. To this end we urge major funding of programs of adult and continuing education in public affairs and in the democratic process.

Of equal importance is the need for each person to experience the fullest flowering of the human spirit. To achieve this goal we urge greatly expanded funding for the National Endowment for the Arts, and the National Endowment for the Humanities.

IV. TO IMPROVE FINANCIAL SUPPORT FOR ADULT AND
CONTINUING EDUCATION

Much of adult and continuing education is dependent on income from tuition and fees. As a result, many adults forego instruction because they cannot afford the tuition and, in turn, agencies tend to conduct only those courses which will produce sufficient revenue. Many essential needs thus go unmet. A comprehensive program of adult and continuing education will be provided only when adult and continuing education receives financial support comparable to that presently provided to elementary, secondary and higher education.

We urge vigorous efforts to secure full funding

on the part of the Congress for authorized programs serving adult and continuing education, and the development of new and imaginative programs to further meet these needs. At the same time we urge equally vigorous efforts on the part of the private sector to provide vastly expanded support and leadership.

V. TO PROVIDE ADEQUATE AND APPROPRIATE OPPORTUNITIES
IN ADULT AND CONTINUING EDUCATION FOR PERSONS
IN LOW INCOME GROUPS

Most adult and continuing education programs fail to reach low income and under-educated groups. Instead, programs draw largely from well-educated middle class groups. The reasons are numerous and sometimes difficult to ascertain. One factor is financial. Courses and workshops that must be self-supporting will draw only those students who are able to pay. Consequently they will meet only the educational needs of the more affluent. Further, most promotional materials are printed and, therefore, appeal essentially to a more literate clientele. Both the programs and the communications relating to them are aimed at the middle and upper economic groups.

New and aggressive programs must be instituted with a view to increasing the percentage of enrollments of low income and under-educated students.

Educational programs must be taken into the neighborhoods where people live rather than being conducted mainly in central facilities such as schools, colleges and universities.

Existing programs of adult and continuing education must be examined to insure that they are relevant to the needs of the 80 per cent of the adult population that does not presently participate in such programs.

New and effective multi-medial programs must be undertaken.

VI. TO STRENGTHEN WITHIN OUR EDUCATIONAL INSTITUTIONS THE SUPPORTING STRUCTURES FOR ADULT AND CONTINUING EDUCATION

Adult and continuing education is too often thought of as being apart from the traditional educational process. It is seldom integrated with the elementary and secondary establishment and its status in higher education is ill defined. Adult and continuing education must become a recognized responsibility of the educational establishment, must achieve its full commitment and support, and must attain fuller public understanding of its vital importance to society.

VII. TO URGE NATIONAL NON-GOVERNMENTAL ORGANIZATIONS TO STRENGTHEN THEIR ROLE

We recognize the importance of national non-governmental voluntary organizations in providing adult and continuing education, and urge these groups to strengthen their role and expand their efforts so that society may receive increased benefits from the full utilization of these unique resources.

VIII. TO INCREASE PUBLIC AWARENESS

A national campaign should be launched to acquaint Americans with the importance of life-long learning, and to gain their greater support for adult and continuing education.

IX. TO ACHIEVE HIGHER LEVELS OF FEDERAL SUPPORT AND COORDINATION

The United States Government should establish appropriate instrumentalities to provide leadership in adult and continuing education and to develop cooperation among the many public organizations operating in this field.

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THE EDUCATIONAL THIRD DIMENSION*

Address by James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education

Participants in this Galaxy Conference do not have to be told that education does not stop today with a high school diploma or a college degree. Indeed, this entire meeting is dedicated to the proposition that education is a lifelong process. We all agree that after basic elementary and secondary education, followed by relatively specialized post-secondary training, we must be concerned with a third dimension--the education of adults in a continuing process which we have labelled adult education, continuing education or, as I prefer to call it, lifelong learning. As Secretary Finch said in a speech on November 20, "Continuing education is an attempt to integrate education into enriched experience throughout a lifetime."

In spite of our experimentation with its process the extent of its impact, this third dimension is still the neglected stepchild of the educational establishment. Efforts at all levels--local, State and Federal--too often are scattered, fragmented, underfunded and increasingly out of step with the times and with the people who most need its benefits.

I ask that you who represent the national and State associations of adult educators, as well as others who serve the numerous adult education efforts of the public and private sectors, join with me and the Office of Education to give this dimension the

* Before Galaxy Conference on Adult and Continuing Education, Sheraton Park Hotel, Washington, D.C., Tuesday, December 9, 1969, 9:00 a.m.

identity and the support which it deserves. I share your desire to close the chapter headed "peripheral and secondary" and open the chapter headed "integral and central."

Those of you who know of my efforts in New York State, know that I have a strong commitment to the concept of continuing education. My convictions have heightened in the seven months I have been in Washington. We desperately need new and imaginative ideas in this important field.

We must recognize first that if we are going to do something about this third dimension in education that we must know more about it. We must have some idea why people enroll for additional learning, how many there are, who they are, and what they expect of the programs they enter. We must also have plans and support for developing techniques to serve these people better and to reach out for those currently being missed. Finally, we must define the role that Government should play and take steps to implement that role.

We are, I am sure, in agreement on the aspects of human development to be served by lifelong learning. The goal--for all as for each--is personal effectiveness, as a worker, as a member of a family, as a citizen taking part in the affairs of his community, and as an individual fulfilling private aspirations and potentialities. The means start with the establishment of fundamental literacy and go on through an almost infinite range of approaches to specialized skills and knowledge.

The National Center for Educational Statistics at the Office of Education has set out to learn about the kinds of people who participate in these programs.

The Center asked the Bureau of the Census to add a number of questions to its May 1969 Current Population Survey so that it could determine how many had participated in any kind of adult education activity.

It sounds like a simple and foolproof procedure, but getting the desired result in this sort of factfinding endeavor can involve complications. Testing a single question approach like one used for a similar survey in 1957, the Center learned that many persons did not report this occupational training and other activity. Apparently they did not think of the types of learning experiences that they were undergoing as "education." For many people, the activity is considered part of the job, a natural community participation effort, or just a part of everyday living.

The Center experimented further and finally went into the field with a "screen" of seven very specific questions. These questions were asked of all persons 17 years and over who were not regular full-time students in the Census sample of 50,000 families. These families provide a cross-section of the United States, and the results, when properly weighed, provide reliable estimates of what the answers would have been if the same questions had been asked all families.

The results are now in. The Center's study reveals that 13,150,000 adults say that they are participating in an adult education activity. We are, even now, uncertain of the accuracy of the figure. Still, over 13 million people reporting adult education participation is a significant number. It is larger than the enrollment in all post-secondary institutions. About the same number is enrolled in grades 9-12 throughout the United States.

The 13 million represents 1 person in 9, or 11 percent of all Americans age 17 or over who are not full-time students. It included 13 percent of the white males, but only about 8 percent of non-white males. It includes about 10 percent of all females, with equal distribution between white women and those of other ethnic designations. When we consider not only the needs of a rapidly changing technology but the social imperatives of our time, these figures are less notable for being large than for being small.

Let's consider for a few minutes what we need to do with our third dimension of education. We need to know more about what lifelong learning is, what it isn't, and what it should be.

According to Peter Drucker, we are living in what he calls a "knowledge economy."

In his book, The Age of Discontinuity, Drucker reviews the startling facts that support his assertion. For example: 90 percent of all scientists and technologists who ever lived are alive and at work today as many books as were published in the 500 years between Gutenberg and 1950 were published in the last 25 years by 1960, knowledge workers in the various professional, managerial, and technical fields, had edged out farmers and industrial workers as the largest single occupational group in the United States.

This brings me to the point that I want to make. We need lifelong learning--that is, the repeated return of the experienced and the developed adult to the learning process so that new knowledge can continually be applied to living and working. It is increasingly accepted that all workers must be re-trained periodically to keep abreast of the knowledge explosion. Experience alone has only limited value in modern work-life. Using knowledge makes change and personal growth inevitable. For knowledge by definition innovates, searches, questions, and changes.

The adult education that we have had in the past was primarily schooling for those who had been poorly educated. Prior to World War II, the working classes either took or were given the training needed to make them more efficient producers of goods and services. It was almost unheard of for highly educated persons to think of adding to an elite college degree by going back to school after graduation. But today, continuing education has become the fastest growing part of our educational system.

The time has arrived for us to think seriously of making major shifts in our educational perspective. We should not go on adding to the content of education, hoping that we can cram into the head of youth all that it needs to know by graduation time. Rather we should make life itself a part of the continuing education process. We must understand that while a youth can learn much before he arrives at adulthood, adults can sometimes learn even better after reaching maturity. Continuing education assumes that the richer the life experience, the greater the desire to learn and the capacity to accept the learning experience.

The challenge to public policy now is to create new arrangements and new opportunities for the growth and development of adults. In an era of scarce resources where there are competing claims for public support, the critical task is identifying the alternatives for action. An innovative approach to planning for adult education is needed to serve better the needs of both individuals and society.

I recognize that a great virtue of American adult education is pluralism. But pluralism, valuable as it is, means limitations of perspective and fragmentation of professional and volunteer effort. Each of the agencies and institutions involved in the educational enterprise may work in ways unrelated to each other and to total national interest.

A way must be found to bring their views together in the formulation of national policies. Limitations need to be delineated as well as goals and priorities. Interrelationships between employment, education, and social service policies should be made explicit, now that, as Robert Blakely pointed out in a recent report, continuing education is more concerned with poverty than with affluence, and with problem-solving than subject matter.

The time may be at hand for some tangible steps to be taken which pull together and unite efforts across the country in the third dimension field of

continuing education. Some have proposed the establishment of a National Center for Lifelong Learning. Such a national organization may be needed to focus on continuing education as an indispensable component of America's system of education and I would welcome your ideas on this proposal. I believe it has great merit. If we are to be what Thomas Jefferson called "an aristocracy of achievement growing out of a democracy of opportunity," we must develop comprehensive educational opportunity for all adult citizens, including those not now benefiting from your programs.

We can no longer leave to chance the growth and development of this vital sector of American life. We can no longer assume that the unplanned multiplicity of efforts will add up to the required total effort. The creation of a single national organization, with private as well as public funds, might serve better our Nation's goals in relation to adult education. The Center could provide a link between the generators of new knowledge and practitioners in the field.

A basic responsibility of such a Center could be the interpretation of data on adult education as a basis for comprehensive planning of continuing education programs and services. The Center could also serve as a reference hub for the organizations and agencies represented at this Conference in the improvement of the general effort.

The Office of Education could jointly develop with the Center of Lifelong Learning data collection requirements for adult education programs at all levels of operation. The provision of comparable data would permit the Center and program administrators to assess more accurately the effectiveness of program efforts.

The Center could be the instrument for developing a network of communications among adult education programs at all levels. In providing informational

feedback to these agencies and organizations, coordination could be enhanced. It could serve as a clearinghouse of promising practices and unique program applications developed through State and local programs.

As a ready resource for organizations and institutions, the Center could advise them on the range and availability of Federal support to adult and continuing education.

With initial support, the Center could encourage the improvement of operational efficiency and the qualitative enhancement of existing facilities and services.

I realize that, because of the heterogeneous nature of programs for adults at the community level, problem-solving efforts have made little headway. Structures must be devised which make it possible for adults to join together in local task-centered activities that seek solutions to community and human problems.

The creation of local Lifelong Learning Councils would be a step in this direction. Federal funds, when they are made available, might be used to sustain the work of these Councils. The entire spectrum of community educational and cultural endeavors should be represented--public and private schools, community colleges, universities, libraries, museums, volunteer groups, public agencies, and communications media. The Councils would cooperate as mechanisms to coordinate all continuing education activities within the community, stimulate program innovation, and act as the information center for all local efforts. Properly funded and dynamically directed, the Councils could identify educational needs in the community to which appropriate resources could be applied.

The Councils would be both a contributor to and a beneficiary of the services of the National Center for Lifelong Learning. The local Council would be a

vital link in the development of a national network of communications between learners and teachers and among agencies and organizations.

Such local Councils and the National Center might also help continuing education become a central ingredient in the reform of education at all levels. The structure, techniques, materials and offerings of continuing education programs can well become the "yeast" of testing new ideas and approaches for learning in general. I am convinced education dollars in the years immediately ahead are going to gravitate increasingly towards new forms of teaching and learning and that adequate dollars will not be forthcoming without such new forms which have been tested and determined to have significant promise. You could well be at the forefront of this educational reform--with which, I might add, I firmly intend to be identified as an advocate.

As you know, the Office of Education already had significant investments in continuing education. I hope to see these investments increase in the future once the current budget restraints imposed by the President's battle against inflation can safely be removed. In the meantime, I am eager to see that existing resources available under programs like the Adult Basic Education Act of 1966 and the Community Services and Continuing Education title of the Higher Education Act of 1965 are fully and effectively administered to strengthen your efforts on behalf of lifelong learning.

You may already be aware that I have reorganized the U.S. Office of Education so that all planning, research and evaluation efforts are now centralized under Deputy Assistant Secretary James Gallagher. One objective of this move and Dr. Gallagher's appointment was to assure better planning for all levels of education--including continuing education--and better coordination of available resources. Our long-range plans include establishment of a new Bureau of Continuing Education as a means of improving Office

of Education support and leadership for lifelong learning. In these efforts and others, we hope to join with you in developing better understanding and backing for this third dimension of education.

Anything short of a nationwide commitment to adult and continuing education will perpetuate the status quo and the popular conception of adult education as a pleasant extra, to be underwritten if other demands on the budget permit. It is for you to knock on the doors of your school and college administrators, your governing boards, your county and State legislatures and your national government to convince Americans everywhere of the importance of continuing education for personal fulfillment in a democratic society and for economic success in a technological world.

The case for continuing education is strong. It is the hope of a second chance for the disadvantaged whom other channels of education have failed. It is a necessity for keeping the Nation's labor force abreast of its dynamic technology. It is a key to many kinds of redevelopment--personal and communal. It may be an invaluable tool of great versatility for that recasting of basic social institutions that our turbulent era demands. We at the Office of Education want to see it used to the limits of its capacities. We invite your collaboration in an endeavor large enough to call upon the best energies of all Americans; an endeavor with promise for any individual American, and for all of us as a Nation.

THE VOICE OF HIGHER ADULT EDUCATION

PRESIDENTIAL ADDRESS

Raymond P. Witte

Director, Evening Division

Loyola University (New Orleans, La.)

Last year, at the San Francisco Convention, I was directed by the membership to send the "White Racism" resolution to then President Elect, Richard M. Nixon. In my letter I referred to AUEC as the voice of Higher Adult Education in the United States. Briefly, I would like you to reflect on the volume of this voice. To start with, no one in the Nixon Administration answered or acknowledge receipt of my letter or our resolution. Secondly, how much of an impact does AUEC have on national policies affecting higher adult education? I don't know, but I fear that it is very little. To be truthful, we do very little concerted speaking. In our thirty year history we have taken very few stands on issues and have done very little fighting for benefits. For the most part we have remained a passive organization.

Throughout our history there runs a yearning to be a voice for higher adult education. Coupled with the yearning is a feeling that the only natural podium for this voice is a national office, headed by a full-time Executive Secretary. In the balance of this talk, I would like to review our efforts and thinking about both of these items. The time seems ripe to reopen the discussions. At its mid-year meeting, the Executive Committee discussed the possibilities of a national office and then charged the Advisory Committee to study it and report back to the Executive Committee at this convention. Howell McGee put his own thoughts on paper and gave copies to the Executive Committee last Saturday morning. Under the direction of Sherman Kent, Region 4 studied this question and added a new facet - accreditation. I believe that all of this proves that the membership is ready to take a major step.

and future. Ed Spengler spoke on the history of AUEC, Ernie McMahon spoke on the history of NUEA, and Clif Winters pleaded for a union of the two into a new organization called ACHE, Association of Continuing Higher Education. Clif pointed out that there were 38 institutions that were members of both organizations. But the members of AUEC vehemently and emotionally denounced the proposal. At the end of the discussions votes were taken. The results were:

1. Are you in favor of preserving AUEC as it is now structured?

Yes 58 No 15 Undecided 14

2. Are you in favor of a merger with NUEA?

Yes 15 No 58 Undecided 14

3. Are you in favor of dissolving AUEC & NUEA and forming a new group?

Yes 15 No 53 Undecided 12

4. Are you in favor of joint regional meetings?

Yes 36 No 25

5. Are you in favor of national meetings at the same time and place as NUEA?

Yes 26 No 35

6. Are you in favor of scrapping SPECTATOR AND NEWS-LETTER in favor of a new publication?

Yes 24 No 46

It is interesting to note that at this Galaxy Meeting we have come closer together than at any other time.

But I would like to return to the theme of a national office. Let us say that we hire a man for

Historically, this desire surfaced in 1958, at the Louisville Convention. The floor discussions centered around the immediate problem of a more efficient Executive Secretary and the long range goal of a full-time official in that capacity. That year the Executive Secretary was granted \$600 a year to pay for the extra clerical help needed for the chores created by the office. That action marked AUEC's first step toward paying its own way. Throughout our history we have depended on subsidies in the form of money or space from the institutions of the President, the President Elect, and the Executive Secretary. At any rate, three years later, AUEC took a second step by paying the Executive Secretary \$1000 a year. The discussions that produced these monies made it clear that the ultimate goal was a national office.

We have talked of many ways to accomplish our goal without costing too much money. We first hunted for foundation money to support our national office. When that proved unsuccessful, we thought that increased revenues resulting from increased membership would be able to finance it. Several unsuccessful drives proved that an illusion. Then we thought we could get a retired Dean who would be content with a modest sum to supplement his retirement pay and maybe have his institution furnish an office which he could use at little or no cost. But our income was not enough to pay the modest salary required. We talked of hiring a retired Dean part-time. We even talked of turning the job over to one of the many management organizations that do this type of work for a wide variety of professional groups. We can sum up all of our past efforts by simply saying we talked about it.

It is impossible for any group of our members to discuss a national office without bringing in the National University Extension Association. In my 21 years with AUEC I have noticed a continuous flirtation with NUEA. This courtship resulted in a solid proposal five years ago at the St. Louis Convention. The theme of the meeting was AUEC: past, present,

\$20,000 a year, get him a secretary for \$6000 and give him \$10,000 for an office and supplies, etc. What would he get for the \$36,000? Not much. Certainly, not much more than we have now. We would have a more efficiently run AUEC simply because more time would be devoted to it. But we would have very little else.

This raises the question of what can we expect from a national office? I think the services can be rounded off at an even dozen.

1. Lobbying: For six years we have had a very good Legislative Committee. It has diligently searched the Congressional hoppers for legislation of interest to us. But to my knowledge, AUEC as an organization has never lobbied for or against any bills. I think that the first function of a national office would be that it could speak for the Association and actively marshal support the way the membership directs it.
2. The collection and dissemination of nationally significant information.
3. Preparation of proposals for association members.
4. Send representatives to meetings of other associations.
5. Assist in the preparation of the annual convention.
6. Maintain a placement office.
7. Conduct surveys.
8. Maintain records for the association.
9. Assume fiscal responsibility for collecting dues, etc.
10. Handle official correspondence.

11. Perform staff work for the Executive Committee.
12. Handle the sale and the distribution of printed materials.

I, for one, believe that the creation of a central office handling all or most of the above functions is essential to AUEC, if we are ever to become the Voice for Higher Adult Education. How much would such an office cost us? Howell McGee, who has played with the cost of this idea more than anyone else, figures it would cost a minimum of \$60,000 a year. Sherman Kent came up with the same figure. Our annual budget is less than \$25,000. But I think that I have a solution that can give us these services within our present budget. I suggest that we purchase these services from the present national office of NUEA. Certainly, NUEA is as much a voice of higher adult education as we are. A very successful national office now offers NUEA members the dozen services listed above. It would take very little additional staff to extend the same services to the members of AUEC. We now dedicate \$14,000 of our present budget to providing a portion of these services. It would be interesting to discover how many of them we could purchase from the NUEA national office for the same \$14,000 or lets say within the scope of our present total budget of \$25,000.

It is interesting to note that we have 176 institutional members in AUEC generating \$17,600 in dues, while NUEA with only 145 institutional members produces \$60,000 in income.

Five years ago when Clif Winters proposed the merger of AUEC and NUEA he made much of the fact that 38 institutions were members of both organizations. Today that number has been raised to 53 and two others have applications on file. I am not proposing a merger of the two associations. But I believe that it is evident that we have a lot in common. I believe that we can each maintain our own identities while operating out of a joint office. Regardless of the

emotions involved, we have to admit the NUEA office is a successful one. In his talk on the history of NUEA, Ernie McMahon mentioned the difficulties they were having trying to operate a national office with a part-time director. Now five years later there are two full-time directors in the NUEA office. Casual conversations with the people involved lead me to believe that we would be welcome in the NUEA office. Therefore, I am hereby recommending that the Executive Committee appoint someone to further study this proposition and discuss it with the proper NUEA officials. It is high time that we do more than just talk about a national office.

46/47

THE NEW FEDERAL CITY COLLEGE

Its Academic Plan

This paper was prepared by the Committee on Administration and Planning, Federal City College and summarizes the presentation made by Dr. Joseph C. Paige, Dean of Community Education, as part of the AUEC proceedings at the 1969 Galaxy Conference on Adult Education.

Meeting Target Problems. The effective operation of the College presupposes that we deal with certain basic issues. First, there is the challenge of providing quality higher education to a large number of students, with limited resources from tax revenues and in inadequate facilities. Secondly, curricula must be designed so that, coupled with effective administrative procedures, teaching will result in an education of high quality that is relevant to urban realities. Thirdly, the College must focus upon its dual priorities: the educational needs of its students and the urban problems with which they live daily. That is, we must develop in students not only brainpower but also the will and commitment to deal with urban problems. To accomplish these goals, we must add new thrusts to education by making it possible for our students to learn through problem solving. Success in such an endeavor will demand creativity and dedication and will make the Federal City College a uniquely relevant and effective institution without parallel in the nation.

The Role of the College. As the nation's first urban land grant institution, FCC must serve as a model for other educational institutions yet to be developed in urban centers throughout the country. As an urban-based land grant college, however, the College must offer the services of a state university to the District, an area that has never had free public higher education but which has always had an education-conscious citizenry. To meet these demands, the College must broaden its scope to reach beyond

its student body to the entire District community. The Community Education Division of the College has already moved aggressively to determine the needs of the community and to meet them with its limited resources.

In steadily moving out into the community, the College must seek to give residents the skills needed to cope with the problems of urban life. Here, the needs of the community and the learning experiences of the student body must be brought together. We believe that urban problems can best be resolved by an academic institution that offers a high quality of education and action rooted in the liberal arts and in professional studies.

Penetration of new educational horizons requires constant evaluation. The College must evaluate its programs in terms of resource use, while trying to find the measurable and meaningful impact that its programs have on its students and the Washington community. To this end, divisions and departments of the College, must specify their goals in terms of what students should be able to accomplish after completing a course of studies. Only in this way can the effectiveness of the education provided be established. In this sense, education is a contract between the students and the College. The highest level of consistent performance will be encouraged and expected from all staff, faculty and students at the College.

The College must remain constant in its purpose to act as an agent for desirable social and economic improvement wherever its resources are significant; the College must remain constant in its purpose to work as a catalyst wherever its influence can be felt.

Quality in Urban Education is the keynote for the College's second year and for the future. There are already 26 undergraduate instructional

programs* in operation:

The Freshman Studies Program
 Biology
 Business Administration
 Chemistry
 Communications in Community Development
 Communicative Arts
 Community Development and Planning
 Comparative Cultures and World Affairs
 Computer Science
 Economics
 Engineering
 English
 History and Philosophy
 Mathematics
 Media Technology
 Modern Languages
 Nursing
 Physical-Health-Recreation Education
 Physical Science
 Physics
 Political Science
 Psychology
 Sociology
 Speech Pathology and Audiology
 Teacher Education and Urban Studies
 Urban Studies Program

There are two graduate programs:

Counseling Education and Adult Education

All of these are degree programs launched and approved during our first year. Our task is to polish and perfect these varied offerings as programs of the highest quality.

Advantages of the Academic Plan. Our curricula must be designed to meet the specific needs of the

*Several still require BHE approval.

students who come to us and to enable each student we serve to reach his fullest potential. Incidentally, the Federal City College will have a long-range impact upon the economic life of the community and more than replace what it consumes from the tax revenues. By enhancing the earning power of large numbers of District residents and raising standards of living throughout the Nation's Capital, the College can raise the tax base arithmetically as classes graduate annually. By maintaining low tuition rates and a policy of open enrollment, the College can improve the life of a segment of the community that might otherwise have remained at the floor in earnings and tax payments. This economic impact is one of many reasons why a quality urban education that leads to opportunity is more vital.

In many cases our graduates will represent a first generation of collegians; they come from high and low income families and from the top and middle of their high school classes. We plan to channel graduates into the traditional fields of teaching, social work and medicine, but we also plan to prepare a number of graduates in engineering, the natural sciences, and business and to create pioneers in such pressing areas as urban development. If our students are equipped to cope with urban problems, the results will be truly dramatic. A community that has in the past been largely without resources will be transformed into a vibrant, confident citizenry able to approach its future with the ability and dignity of self-help.

Objectives of the Academic Plan. The Academic Plan shall confer the Associate in Arts (A.A.), Bachelor of Arts (B.A.), Bachelor of Science, (B.S.), Master of Science (M.S.), and Master of Arts (M.A.) Degrees, based upon the sound and high academic standards that the College must maintain. Even beyond this, the College must base its degrees upon programs that will insure the application of knowledge with the utmost of social awareness and concern relative to problem areas and urban situations. In such programs, students and faculty members must

become involved in community activities as part of the teaching-learning process. In brief, Federal City College must provide high impact educational opportunities at a cost that is within reach of the largest possible majority of District residents. We believe it is possible to measure and monitor the results of such efforts so that the payoff to both the taxpayer and the student can be enhanced.

Programs. The Federal City College, by its very nature, functions in a variety of meaningful ways: (1) as a community or junior college by granting the A.A. degrees where appropriate, (2) as an urban land grant liberal arts college by offering the bachelor's degrees, and (3) as a state university by expanding its present two graduate programs into new fields. Expansion of graduate programs, however, will only come after the quality and soundness of our undergraduate education has been assured.

The Community Education Division will offer valuable service and leadership to the District by translating the Department of Agriculture's programs at other land grant colleges into urban terms. Already our program at Lorton Reformatory has brought eleven students to the College as advanced freshmen through a FCC freshman year at Lorton that will change the course of these young men's lives. This program represents the beginning of the creativity and public service that this Division hopes to build into its programs. Through other FCC programs, members of the inner city community are receiving dietary training, narcotics addicts are being given rehabilitation, student cooperative housing is being organized and adult education programs are being brought to citizens who might have been reluctant as older adults to enter the College as freshmen.

The expertise of the whole faculty must also be translated into a community resource. The College proposes to grant teachers release time which will enable them to give professional assistance to community groups without charge. Future faculty research and publications on urban problems can become directly

relevant to a community that will, more and more as time passes, move decisively to help itself and structure its own future.

Admissions. An open admissions policy is essential if the College is to expand the educational vistas of the whole community. Residents of D. C. who have a high school diploma or have passed the GED or are recommended by a counselor will be admitted; nonresidents will be admitted on a space available basis after paying a higher tuition charge. The high risk student is admitted as a matter of policy, but with a skills-oriented freshman studies program to usher him into college, experience will point the ways by which risks can be minimized to the maximum advantage of the student.

Once the College has allowed a student to matriculate, the College assumes a responsibility for his development. To determine the level of his preparation for college level work and to chart his immediate courses of study, each student is asked to take a series of assessment tests and to undergo counselor interviews and faculty conferences. Transfer students must enter with a 2.0 (average based on 4.0 scale) grade point average. Federal City College students must maintain a 2.0 average in order to enter the Upper Division (junior and senior years) level of study.

The out-of-state student is a desirable addition to the college community. Out-of-state students will be admitted up to a set percentage so as not to limit the educational opportunities open to District residents. Students from outside the District must pay a higher tuition than residents, \$240 per quarter compared to \$25 for the residents. Student exchange programs are planned to broaden the experiences of both the Federal City College student and his replacement in the Nation's Capital.

Whenever there is space available, persons who want to attend college but who do not meet the normal requirements will still be admitted. These students

are categorized as special students. Those special students who demonstrate that they can perform on the college level can matriculate toward a degree.

Introduction to College Work. The Freshman Studies Program is designed to meet an individual's needs and academic readiness. The program focuses upon three skills areas:

The art of communication, the basic learning tool, is sharpened in English, writing and speech classes. Where necessary, special courses in reading and reading perception can be taken. The academic or coping skills are stressed in classes focused on critical analysis, research methodology, logic and mathematics. Finally, the Freshman Studies Program will introduce students to the various disciplines of the humanities, the social and behavioral sciences and the natural sciences. The expansiveness of the program is designed to give the student the background needed to plan his life's work and select an area of concentration in the immediate future.

The Freshman Studies Program allows each individual to advance at his own rate. Students will thus be able to move beyond the confines of the program in their areas of strength while receiving the benefits of the program in their weaker areas. Acceleration of pace will be accomplished in several ways, ranging from departmental tests through accelerated study within a given course component.

Beyond Freshman Year. After completing the Freshman Studies Program requirements, the student is free to plan his major course of studies within the 180 total credits needed for graduation. He should consult the College's Guide to Degree Programs, which outlines the requirements for degrees in each of the twenty-six undergraduate departments and the two graduate programs. A good part of the sophomore year can be spent on electives while completing the last of the college-wide requirements for graduation. The requirements assure the College that the student has sampled each of the main academic divisions:

Humanities, Social Science and Natural Science. Once he has selected a discipline for concentration and possibly a second for a minor, the student moves to meet the requirements for a degree in the discipline as outlined by his department.

Characteristics of the Departments. All of the College's departments have structured courses of study that are academically sound and which meet the standards established by professional associations. Specific standards for student and faculty performance are submitted by each department to the Provost to ensure valid criteria for evaluation of the program and personnel performance. Generally, the departments at the College strive to qualify the student to meet the specific employment requirements in fields related to a discipline. Further, departments must form relationships with graduate schools so that they can assist in placing graduates. It is imperative that interrelationships be established between the mastery of a discipline, graduate study, employment opportunities, community service, and urban problem-solving. Again, the beneficiaries of such a programmed relationship would be the Federal City College student, the District taxpayer, and the community-at-large. Hence, all departments and programs at the College will be expected to justify their programs in terms of relevant academic, student and urban needs.

The faculty of the Federal City College will be expected to perform on the very highest level of professionalism. In the early years, our stress will be upon teaching Community Science. However, academic scholarship and research that does not detract from the classroom and other College needs will be rewarded. Thus there is no reason for classroom performance ever to represent less than the very limits of a teacher's talent, creativity, energy and knowledge. Each department will produce a mechanism for evaluation of teaching performance through observation, and salary and promotion justifications will be based upon this procedure. While such procedures need not be totally uniform, all will be approved at the division level

and by the Provost, whose office will be directly involved in teacher evaluation.

Wherever possible, courses will structure some practicum into their instruction and will seek to build upon the student's strength while recognizing and working to overcome his weaknesses. Means must be developed for student critique and other student indicators of curricular effectiveness. Attendance and tests, two of several methods of evaluation, should be used with other means of determining the degree to which a student is able to cope with and solve real problems and develop his full learning potential. A good college education should prepare the student to solve immediate problems and to learn throughout his life. Education should, in short, begin and not end with the receipt of a diploma.

Since the College's programs must synthesize formal, structured learning experiences and informal, practicum experiences into a cohesive entity, academic credit must be given for field experiences from which theoretical concepts can be drawn. In general, there must be sound academic concentration on the theory, principles, methodology and application of a discipline.

Grades. Grades are based upon the range of student performance, mastery of content, application of the discipline to real problems, his commitment to learning and to the ultimate solution of urban problems. Generally, the Federal City College feels that is necessary to allow the student one year to acclimate himself to college work, but the College cannot tolerate any diminution in the quality of education. The traditional grades of A (superior), B (good), C (average), and D (below average) will be given. A grade of W (withdrawn) will be granted when a student drops a course within two weeks. After two weeks, however, a grade must be given. A grade of I (incomplete) will be awarded where appropriate. Any I grades remaining after two quarters will be interpreted as failures.

Failures. It is not the mission of the Federal City College to arbitrarily deem that certain students will not make it. Instead, the College is committed to the concept that the high risk student, properly motivated and well taught, can succeed. On the other hand, the College is committed to offering a high quality education to the superior high school graduate. Instead of eliminating the student who is unable at the outset to negotiate the Freshman Studies Program, special assistance by faculty, counseling services and the communication laboratory will be made available. Only when it becomes clear to both the student and the College that a pupil cannot be reasonably expected to maintain a 2.0 grade point average the pupil will be suspended from attendance at the College. However, no student will be dropped during any quarter in which he is maintaining a 2.0 grade point average.

Advanced Placement. Performance carries as much weight as class attendance since the College is committed to certifying that its graduates can perform the tasks and have mastered the information and methodology implicit in their awarded degrees. Students can secure credit without class attendance by passing the College Equivalency Examinations. Students successfully completing the examinations can be placed in the junior year. Generally, departmental examinations will be available for testing out of certain basic courses with the approval of the chairman of the department and the student's faculty advisor.

The Adult Education Program, a graduate course of studies, will be open to persons with para-professional experience who have not completed college. Finally, Upper Division students acting as teaching assistants in basic survey courses might under certain circumstances receive credit for the experience gained.

Availability of Courses. The Federal City College is an urban institution serving a community

that hungers for education after decades of deprivation. At this stage our students are older, more mature and more responsible than the typical college freshman. Many of our students are men and women of considerable ability who should have entered college years ago and who are grasping this unexpected opportunity. Because of the deserving nature of the student body and the professionalism of the faculty, course scheduling will be arranged for the convenience of the student body. There will be no distinction between day and night programs and where possible, all courses offered to day students will be made available in the evening hours. The regular hours of the College operation will be between 8:00 a.m. and 10:00 p.m.

The College Calendar will be divided into four quarters so as to provide year-round educational opportunities to the student body. The basic courses in each program will be offered in every quarter; any student forced to interrupt his attendance will be able to resume where he stopped when he is able to return. As the faculty expands, efforts will be made to offer every course in the morning, afternoon and evening; hopefully, this schedule would accommodate the student's need to block his time for work, family and school. During the second year, class schedules will be expanded to include Saturdays. If the student response is favorable, Saturday offerings will be expanded to make it easier for students to work full-time while they complete their education.

Approval of Courses. All programs and courses are proposed by one or a group of faculty members. After approval has been secured from the department and division, proposals must then be approved by the Educational Policy Committee (EPC) which forwards the program with a recommendation of the faculty to the Provost for approval. The Provost then presents the proposed program to the President for his approval. After the President has reviewed the proposal, it is forwarded to the Board of Higher Education for review and necessary approvals. Such procedure aims at

insuring that every program offered to our students is effectively planned and academically sound and relevant to our students and to the community.

After Graduation. The College will maintain a continuing interest in the progress of its graduates by providing job referrals, recommendations for graduate school, and informational materials. Research on student performance after graduation will be used as a means of curriculum development.

Growth. At the start of the second year, the College is able to serve only about 22 percent of the 18,000 who have applied for admission. Even if the College is able to expand to 21,000 students by 1975, studies indicate that we would be meeting less than half of the educational demand from District residents between the ages of 18 and 24. Inclusion of applicants over 24 would reduce the figure even further. While presently there are plans to expand to about 21,000 students by 1975, the pressures of funds and facilities will keep the city's urban land grant college from meeting even one-half of the existing need.

Special Educational Resources. The College has many creative educational facilities that, when fully developed, will be unique in American education. The Media Center serves both as support for the faculty in the classroom and as an educational degree-granting program. The Communication Laboratory, focusing upon the skills needed by the students, can become the basic vehicle for freeing a student from the high risk category. (EMC to be added.)

Community Participation. Great universities across the nation often remain disengaged from the surrounding communities. The Federal City College hopes to strengthen, during the second year of operation, the community ties already established. The College must make every effort to involve the larger community in planning that is relevant to the whole city. Further, the College must draw the

community into the process of evaluating new curricular proposals and critiquing established programs. Generally, the community will be asked to communicate its needs and desires and to contribute its own wisdom and experience to the College. Thus college and community can act as a potent team in guiding social institutions toward positive change and in launching joint programs of widespread benefit.

Prospectus for the Second Year. During the first year of operation, a curriculum was created. During the second year, all our efforts must aim at implementation of the programs of study and at building quality into our classroom offerings. Throughout the school, the dominant theme for faculty, staff, students and administrators must be to maintain a high level professionalism. The whole mood of our new institution must reflect the dignified and serious task to which we are dedicated and must support our commitment to the deserving student body and the community we serve.

The central and direction giving concepts of the College's programs are:

- * Meeting the educational needs of the District's residents
- * Providing high quality - low cost higher education
- * Applying the resources of higher education to urban problem solving
- * Combining learning and urban problem solving into an Education-Action Plan
- * Developing the brainpower and capabilities necessary for academic success and community development.

60/61/62/63

ADDRESS BY
THE HONORABLE WILLIAM P. ROGERS
SECRETARY OF STATE
BEFORE THE 1969 GALAXY CONFERENCE
ON ADULT EDUCATION
SHERATON PARK HOTEL, WASHINGTON, D. C.
TUESDAY, DECEMBER 9, 1969, 8:00 P.M., E.S.T.

Dr. and Mrs. Charters, Members of the Central Planning Committee, and ladies and gentlemen of the 1969 Galaxy Conference on Adult Education.

I am very happy to be with you this evening and be a part of this impressive Conference.

The Galaxy Conference represents one of the largest and most significant efforts in the nation's history to further the goals of all phases of adult and continuing education.

The State Department, as you know, has an active interest in this subject. It is our belief that foreign policy issues should be more broadly understood and considered. As you know we are making a good many efforts toward providing continuing education in the foreign affairs field. I am happy tonight to join so many staunch allies in those endeavors!

In the hope that I may further that cause I want to talk to you tonight about a foreign policy matter which is of great concern to our nation.

I am going to speak tonight about the situation in the Middle East. I want to refer to the policy of the United States as it relates to that situation in the hope that there may be a better understanding of that policy and the reasons for it.

Following the third Arab-Israeli war in twenty years, there was an upsurge of hope that a lasting peace could be achieved. That hope has unfortunately not been realized. There is no area of the world

today that is more important because it could easily again be the source of another serious conflagration.

When this Administration took office, one of our first actions in foreign affairs was to examine carefully the entire situation in the Middle East. It was obvious that a continuation of the unresolved conflict there would be extremely dangerous; that the parties to the conflict alone would not be able to overcome their legacy of suspicion to achieve a political settlement; and that international efforts to help needed support.

The United States decided it had a responsibility to play a direct role in seeking a solution.

Thus, we accepted a suggestion put forward both by the French Government and the Secretary General of the United Nations. We agreed that the major powers - the United States, the Soviet Union, the United Kingdom, and France - should cooperate to assist the Secretary General's representative, Ambassador Jarring, in working out a settlement in accordance with the resolution of the Security Council of the United Nations of November, 1967. We also decided to consult directly with the Soviet Union, hoping to achieve as wide an area of agreement as possible between us.

These decisions were made in full recognition of the following important factors.

First, we knew that nations not directly involved could not make a durable peace for the peoples and governments involved. Peace rests with the parties to the conflict. The efforts of the major powers can help; they can provide a catalyst; they can stimulate the parties to talk; they can encourage; they can help define a realistic framework for agreement; but an agreement among other powers cannot be a substitute for agreement among the parties themselves.

Second, we knew that a durable peace must meet

the legitimate concerns of both sides.

Third, we were clear that the only framework for a negotiated settlement was one in accordance with the entire text of the UN Security Council resolution. That resolution was agreed upon after long and arduous negotiations; it is carefully balanced; it provides the basis for a just and lasting peace - a final settlement - not merely an interlude between wars.

Fourth, we believed that a protracted period of no war, no peace, recurrent violence, and spreading chaos would serve the interests of no nation, in or out of the Middle East.

For eight months we have pursued these consultations, in Four Power talks at the United Nations, and in bilateral discussions with the Soviet Union.

In our talks with the Soviets, we have proceeded in the belief that the stakes are so high that we have a responsibility to determine whether we can achieve parallel views which would encourage the parties to work out a stable and equitable solution. We are under no illusions; we are fully conscious of past difficulties and present realities. Our talks with the Soviets have brought a measure of understanding but very substantial differences remain. We regret that the Soviets have delayed in responding to new formulations submitted to them on October 28. However, we will continue to discuss these problems with the Soviet Union as long as there is any realistic hope that such discussions might further the cause of peace.

The substance of the talks that we have had with the Soviet Union have been conveyed to the interested parties through diplomatic channels. This process has served to highlight the main roadblocks to the initiation of useful negotiations among the parties.

On the one hand, the Arab leaders fear that Israel is not in fact prepared to withdraw from Arab

territory occupied in the 1967 war.

On the other hand, Israeli leaders fear that the Arab states are not in fact prepared to live in peace with Israel.

Each side can cite from its viewpoint considerable evidence to support its fears. Each side has permitted its attention to be focused solidly and to some extent solely on these fears.

What can the United States do to help to overcome these roadblocks?

Our policy is and will continue to be a balanced one.

We have friendly ties with both Arabs and Israelis. To call for Israeli withdrawal as envisaged in the UN resolution without achieving agreement on peace would be partisan toward the Arabs. To call on the Arabs to accept peace without Israeli withdrawal would be partisan toward Israel. Therefore, our policy is to encourage the Arabs to accept a permanent peace based on a binding agreement and to urge the Israelis to withdraw from occupied territory when their territorial integrity is assured as envisaged by the Security Council resolution.

In an effort to broaden the scope of discussion we have recently resumed Four Power negotiations at the United Nations.

Let me outline our policy on various elements of the Security Council Resolution. The basic and related issues might be described as peace, security, withdrawal and territory.

Peace between the Parties

The Resolution of the Security Council makes clear that the goal is the establishment of a state of peace between the parties instead of the state of

belligerency which has characterized relations for over 20 years. We believe the conditions and obligations of peace must be defined in specific terms. For example, navigation rights in the Suez Canal and in the Straits of Tiran should be spelled out. Respect for sovereignty and obligations of the parties of each other must be made specific.

But peace, of course, involves much more than this. It is also a matter of the attitudes and intentions of the parties. Are they ready to coexist with one another? Can a live-and-let-live attitude replace suspicion, mistrust and hate? A peace agreement between the parties must be based on clear and stated intentions and a willingness to bring about basic changes in the attitudes and conditions which are characteristic of the Middle East today.

Security

A lasting peace must be sustained by a sense of security on both sides. To this end, as envisaged in the Security Council resolution, there should be demilitarized zones and related security arrangements more reliable than those which existed in the area in the past. The parties themselves, with Ambassador Jarring's help, are in the best position to work out the nature and the details of such security arrangements. It is, after all, their interests which are at stake and their territory which is involved. They must live with the results.

Withdrawal and Territory

The Security Council Resolution endorses the principles of the non-acquisition of territory by war and calls for withdrawal of Israeli armed forces from territories occupied in the 1967 war. We support this part of the Resolution, including withdrawal, just as we do its other elements.

The boundaries from which the 1967 war began were established in the 1949 Armistic Agreements

and have defined the areas of national jurisdiction in the Middle East for 20 years. Those boundaries were armistice lines, not final political borders. The rights, claims and positions of the parties in an ultimate peaceful settlement were reserved by the Armistice Agreements.

The Security Council Resolution neither endorses nor precludes these armistice lines as the definitive political boundaries. However, it calls for withdrawal from occupied territories, the non-acquisition of territory by war, and for the establishment of secure and recognized boundaries.

We believe that while recognized political boundaries must be established, and agreed upon by the parties, any changes in the pre-existing lines should not reflect the weight of conquest and should be confined to insubstantial alterations required for mutual security. We do not support expansionism. We believe troops must be withdrawn as the Resolution provides. We support Israel's security and the security of the Arab states as well. We are for a lasting peace that requires security for both.

By emphasizing the key issues of peace, security, withdrawal and territory, I do not want to leave the impression that other issues are not equally important. Two in particular deserve special mention - the questions of refugees and of Jerusalem.

There can be no lasting peace without a just settlement of the problem of those Palestinians whom the wars of 1948 and 1967 have made homeless. This human dimension of the Ara-Israeli conflict has been of special concern to the United States for over twenty years. During this period the United States has contributed about \$500 million for the support and education of the Palestine refugees. We are prepared to contribute generously along with others to solve this problem. We believe its just settlement must take into account the desires and aspirations of the refugees and the legitimate concerns

of the governments in the area.

The problem posed by the refugees will become increasingly serious if their future is not resolved. There is a new consciousness among the young Palestinians who have grown up since 1948 which needs to be channeled away from bitterness and frustration towards hope and justice.

The question of the future status of Jerusalem, because it touches deep emotional, historical and religious well-springs, is particularly complicated. We have made clear repeatedly in the past two and one-half years that we cannot accept unilateral actions by any party to decide the final status of the city. We believe its status can be determined only through the agreement of the parties concerned, which in practical terms means primarily the Governments of Israel and Jordan, taking into account the interests of other countries in the area and the international community. We do, however, support certain principles which we believe would provide an equitable framework for a Jerusalem settlement.

Specifically, we believe Jerusalem should be a unified city within which there would no longer be restrictions on the movement of persons and goods. There should be open access to the unified city for persons of all faiths and nationalities. Arrangements for the administration of the unified city should take into account the interests of all its inhabitants and of the Jewish, Islamic and Christian communities. And there should be roles for both Israel and Jordan in the civic, economic and religious life of the city.

It is our hope that agreement on the key issues of peace, security, withdrawal and territory will create a climate in which these questions of refugees and of Jerusalem, as well as other aspects of the conflict, can be resolved as part of the overall settlement.

During the first weeks of the current United Nations General Assembly, the efforts to move matters toward a settlement entered a particular intensive phase. Those efforts continue today.

I have already referred to our talks with the Soviet Union. In connection with those talks there have been allegations that we have been seeking to divide the Arab states by urging the UAR to make a separate peace. These allegations are false. It is a fact that we and the Soviets have been concentrating on the questions of a settlement between Israel and the United Arab Republic. We have been doing this in the full understanding on both our parts that, before there can be a settlement of the Arab-Israeli conflict, there must be agreement between the parties on other aspects of the settlement not only those related to the United Arab Republic but also those related to Jordan and other states which accept the Security Council Resolution of November 1967.

We started with the Israeli-United Arab Republic aspect because of its inherent importance for future stability in the area and because one must start somewhere.

We are also ready to pursue the Jordanian aspects of a settlement - in fact the Four Powers in New York have begun such discussions. Let me make it perfectly clear that the U.S. position is that implementation of the overall settlement would begin only after complete agreement had been reached on related aspects of the problem.

In our recent meetings with the Soviets, we have discussed some new formulas in an attempt to find common positions. They consist of three principal elements:

First, there should be a binding commitment by Israel and the United Arab Republic to peace with each other, with all the specific obligations of peace spelled out, including the obligations to prevent hostile acts originating from their respective territories.

Second, the detailed provisions of peace relating to security safeguards on the ground should be worked out between the parties, under Ambassador Jarring's auspices, utilizing the procedures followed in negotiating the Armistice Agreements under Ralph Bunche in 1949 at Rhodes. This formula has been previously used with success in negotiations between the parties on Middle Eastern problems. A principal objective of the Four Power talks, we believe, should be to help Ambassador Jarring engage the parties in a negotiating process under the Rhodes formula.

So far as a settlement between Israel and the United Arab Republic goes, these safeguards relate primarily to the area of Sharm al-Shaykh controlling access to the Gulf of Aqaba, the need for demilitarized zones as foreseen in the Security Council Resolution, and final arrangements in the Gaza Strip.

Third, in the context of peace and agreement on specific security safeguards, withdrawal of Israeli forces from Egyptian territory would be required.

Such an approach directly addresses the principal national concerns of both Israel and the UAR. It would require the UAR to agree to a binding and specific commitment to peace. It would require withdrawal of Israeli armed forces from UAR territory to the international border between Israel and Egypt which has been in existence for over a half century. It would also require the parties themselves to negotiate the practical security arrangements to safeguard the peace.

We believe that this approach is balanced and fair.

We remain interested in good relations with all states in the area. Whenever and wherever Arab States which have broken off diplomatic relations with the United States are prepared to restore them, we shall respond in the same spirit.

Meanwhile, we will not be deterred from continuing to pursue the paths of patient diplomacy in our search for peace in the Middle East. We will not shrink from advocating necessary compromises, even though they may and probably will be unpalatable to both sides. We remain prepared to work with others -- in the area and throughout the world -- so long as they sincerely seek the end we seek: a just and lasting peace.

RACISM: AN OVERVIEW

by

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An abstract of the discussion on "White Racism" presented at the Galaxy Conference on Adult Education in Washington, D.C. on December 9, 1969.

Ethnic prejudice expressed in group and tribal animosities has plagued all civilizations and races from the beginning of time. Regrettably, the easy facility by which the mind of man can be marshalled to accept irrational prejudices against "out groups" appears to be a propensity universal in the psyche of man. The history of the world has been one of constant blood-baths precipitated by national, racial and religious intolerance and bigotry.

Is it necessary for man to have "scapegoats" on which to project unacceptable and hostile impulses in order to maintain his own individual psychological integration? Is it necessary for survival for humans to be wary of "the stranger;" in order to protect themselves against potential "dangerous ones"? As the world has figuratively grown smaller, and the self-destructive aspects of racism have become apparent, man has attempted to control these primitive tendencies because of the group interdependency that "civilization" demands.

White, black, yellow and red men have destroyed and subjugated each other throughout the ages. Woe-fully, it has come to pass that in recent centuries the white man has emerged with more advanced, destructive weaponry for the systemic annihilation and oppression of other peoples. Yet, it is frequently white man against white man, German against Jew, Catholic against Protestant, as well as white against

black. It appears to be in the nature of racial groups to be self-centered and primarily concerned with their own vested interest, even if it at times requires the oppression of other groups. History abundantly verifies this fact.

In America, there is a high degree of ethnic pluralism but blacks have become the present scapegoats for man's primitive psyche. Naturally, this victimization has been facilitated because of the Negro's black skin color and heritage of slavery. This is due in part to the special negative and evil symbolic connotations that the color black has garnered in a white American culture that is essentially Christian-puritanical. This elevates the use of projection to a prime mechanism of defense in our society.

The relationship of the emotions of white guilt and internal frustration and rage to the defense of projection is also quite important. Whites often harbor rather conscious guilt over the condition of blacks, but when they can project and say, "It's their fault. They're evil and inferior." much of this guilt is relieved. In a similar fashion the internal rage associated with intense guilt is also alleviated. White Americans have developed a split super-ego and an irrational double standard regarding blacks in a desperate attempt to psychologically integrate the contradictions and immorality of white racism. To accomplish this feat blacks have had to be viewed as a species that is to some degree sub-human. In addition, individuals enjoy a primary, vicarious satisfaction in projecting forbidden impulses onto the "universal stranger." Much of whites' preoccupation with imputed black sexuality and violence is because of its direct titillating effect. It is notable that where aspects of the black culture have not been "forbidden," white have partaken of them freely, i.e., music and dance.

The essential point is that dominant groups incline to maintain control and power and will use

all resources -- social, military, economic psychological -- to maintain their position of advantage and destroy black aggression and organizational unity. Since slavery, white America has attempted to keep blacks unorganized and powerless. There were laws forbidding such group formation. Only harmless church and social functions were permitted. Even civil rights groups are often white-controlled and directed. Today, the label of "separatist" is a white psychological technique to intimidate black people from becoming organized for liberation like other ethnic groups. Is B'nai B'rith called separatist? Is the Chinese Businessmen Association separatist? Are the multiple Irish and Greek groups separatist? Why is not the label ever given to the Mafia? It appears that most whites in America do want segregation but really object to blacks having power.

Black "individualism" also hinders a total assault on the economic motivation that underlies much of American racism. It is very clear that the oppression of blacks has always been closely linked to white capitalist exploitation. Today, behind much of the resistance to lowering racial barriers for blacks is a fear on the part of whites of direct competition for jobs and professional positions. Commerce in black ghettos has been structured to enhance economic exploitation by the dominant white society. Many of our institutions are designed to knowingly or unknowingly serve the needs of whites often at the expense of the black minority. Thus, many American institutions manifest concealed or "de facto" racism.

The President's Commission on Civil Disorders (Kerner Report) over a year ago made important recommendations for taking decisive steps in eliminating institutional racism. But like a serpent devouring itself, white racist attitudes have denied white culpability and most of the recommendations of the report have gone largely ignored and unimplemented.

PART III - PROBLEM CLINICS

NEW OPPORTUNITIES

Chairman: Hy Lichtenstein, Hofstra University
Resource: Lewis Clarke, New York University
 Evelynne Patterson, New York University
Recorder: Mary Elizabeth Chesrown, The University of
 Akron

The Clinic opened at 9:15 a.m. with introductory remarks by the Chairman, Hy Lichtenstein. These questions were posed for discussion: What happens when the University works with disadvantaged groups? and Do you take students and let them "bust out" or do you work with them? The resource persons were introduced.

Mrs. Evelynne Patterson described the NYU program of the Associate in Applied Science in Public Services as dealing with adults already working in the fields of early childhood education, pre-physical therapy work in hospitals and in mental health facilities. These persons, who are mostly women, hope eventually to complete work on a BA but they do not now meet the admission requirements to enroll in the University.

Specially structured courses bring them to the point where they can be admitted to the School of Education. About 80 persons have transferred and these 80 have had a lower attrition rate than the regular students. Admission to the special Associate in Applied Science program is geared to those achieving the 40th percentile in the Cooperative Test of English Ability though persons as low as the 20th percentile may be admitted if they can pass the GED test within the first year of schooling and have scored higher on the English Ability Test on subsequent retesting.

To cope with the student's background, specially structured courses which involve more hours of schooling and/or individual counseling are provided.

Mr. Lewis Clarke described the program at NYU for younger full-time students which has been in operation since September of 1968 to create a better learning climate for students who come from disadvantaged educational backgrounds. Students with scores as low as 600 on the SAT test and high school averages as low as 65 are admitted. All these students are in the Washington Square campus with 1/3 in the School of Education and 2/3 in the four other divisions. The students have reduced course load hours but for each course there is a corresponding workshop with equal hours spent in each. Additionally, all students are involved in a human relations course which includes sensitivity training by the five staff members termed "mentors." These special workshops and courses are mandatory since these students are not really admissable. This extra work means that students have 20 to 30 hours of classes per week plus study time, thus extra-curricular activities and even work is discouraged.

At the end of the first year all but 7 students had at least a 2.0 average indicating that they fared better than the regular students in the same classes.

Question/Discussion

Mr. McGee - What is being done to help these people live according to middle class values, i.e., change their cultural values?

Evelynne Patterson answered that a disservice would be done to perpetuate middle class values. The basic concern is with human values rather than middle class values.

Mr. McGee then related the value system of the American Indian in regard to time.

Mr. Lewis Clarke - Spoke of white racism and the difficulty of determining how to and in what manner to change the white racist values.

Kermit Johnson - Spoke of the difficulties in having an 18-year old student from South America live in his home, especially in regard to the student's attitude toward the role of women.

Mr. James Holstein discussed the problems his family had met in India in relation to the close family ties within India Society.

Mr. Clarke further explained the sensitivity training of the NYU program which tries to help the student develop a positive self image in order that he might make choices of the style of life he chooses to live with understanding of the various choices of values within life.

Myrtle Jacobson - Described the small college program at Brooklyn College in which 50% were black students and 50% were white students. In the two-year old program, persons whom one would not expect to succeed had been found to have very high motivation and the blacks had adapted excellently.

Mr. Clarke in response to a question regarding admission procedures for the NYU program explained that students did not apply for the program but rather applied for admission to the University and the student was selected from those who could be considered "rejects" but who in the staff's judgement might do well in college. These students are NOT identified to the university faculty and are known only to those working in the program.

Mr. John Mybeck asked Mrs. Patterson about the reading test standards and their validity in the Applied Science program. She indicated that students were at the 9th or 10th grade reading level, although some students are taken at the 20th percentile. The test seems to be a valid indication of probable success though the program cannot be too helpful to persons scoring below the 20th percentile.

Mr. Clarke explained the mechanics of the workshop

or tutoring portion of his program. Ten to fifteen students comprise a workshop group who are also involved in regular classes plus the human relations sessions. In response to a question regarding financing, Mr. Clarke indicated that the workshop/human relations part cost \$140,000, funds for which came from the Martin Luther King Fund and the Higher Education Opportunities Act, plus the tuition of \$2,000 per year. The student applies for financial aid and can receive tuition only or tuition plus a stipend.

Mrs. Patterson explained that her students were adults working full time and that their classes were from 2 to 6 p.m., often on a released time (from work) basis. The program involves the use of supportive sessions which are equal in time to the regular class periods with additional tutoring when desirable. The program is financed by the student with, for example, the OEO (Headstart) putting in direct cost for those persons and the institutional agency or employer paying either all or part of the tuition in other cases.

Edwin Banks indicated that at a student referendum at Colorado University the students had voted to pay a \$5 minority education fee to be administered by the financial aids office for Mexican, black, or ANY financially disadvantaged student.

Hy Lichtenstein - Declared that money should go toward supportive services NOT tuition. Universities (or Boards of Regents) should grant free tuition instead.

A question was asked about dropouts and Mr. Clarke indicated that most left the program for non-academic reasons; i.e., illness. In only two cases has a student not come to class or not made it academically.

In response to a question about the instructors in her program, Mrs. Patterson indicated that in two other cases there is a different teacher for the supportive session.

The meeting was adjourned by the chairman at 10:30 a.m.

* * *

COUNSELING AND ADMISSIONS

Chairman: Ray Zelazny, New York University
Resource: Cecil Dobbins, University of Akron
Recorder: Arnold H. Scolnick, Manhattan Community College

The "walk in off the street" concept of registration refers to students who register without the college obtaining prior information regarding their background or previous educational level. While this procedure seemed to be widely employed by members of the audience, Dobbins saw a trend away from the practice. An important factor influencing this trend is the lack of pertinent educational information about these walk-in registrants.

Many colleges are engaging part-time evening counselors to service their students. As a departure from day session counseling approaches, the concept of "backwards counseling" was proposed by Dobbins to motivate evening students. Adults are advised to begin programs of study by registering in courses related to present employment rather than on a prescribed semester sequence basis. In this way, evening division students initially pursue courses which are immediately relevant and help to maintain their motivation. It was suggested that an academic program should be prepared for evening students on a yearly basis with the assistance of an academic adviser.

A discussion on the maximum number of credits which a student may take revealed that this frequently depends upon his academic ability and finances. Many colleges indicated that they mandate the maximum number of courses a student may take.

Dobbins described mail registration procedures at the University of Akron. A student first sees an adviser who helps him to prepare a program for the next two semesters. This information is fed into a computer where it remains readily available for future counseling. Registration procedures at other colleges were reviewed. The problem of checking previous records of new students and methods of certifying compliance with college requirements were discussed. One college pointed out that a student will be transferred to audit, non-credit status if he has lied about his record. Some colleges do not question students' background until they apply for matriculation.

The question of permitting a student to take a course for which he does not have the requisite background and the policy of transferring D's and F's were discussed with differing points of view expressed.

* * *

THE NEED TO WORK WITH THE COMMUNITY COLLEGE

Chairman: Milton R. Stern, University Center for
Adult Education
Resource: Kenneth Cumiskey, American Association
of Junior Colleges
Nathan Shaw, Montgomery County, Maryland
Recorder: Thomas J. Bryde, Iona College, New
Rochelle, New York

It is generally agreed that the growth and development of the junior colleges--both quantitatively and qualitatively--has already had an effect on the credit programs of Evening Colleges, as well as on their non-credit offerings. In more and more instances, junior colleges are draining off students from the conventionally established 4-year programs in both business administration and the liberal arts.

The growing number of courses offered in rented buildings throughout the country attest to this. But the very fact that so much space has had to be rented has pushed the "status" problem to the forefront in many areas. Here is where cooperation can and should play a significant role. As the future unfolds we will see the effect of this cooperation.

The situation is not one of "either-or," but rather, since the need for collegiate education is so great, there is room for both--the community college as well as the evening college. The problem that arises is how can the evening college best help the student in the transitional phase from the junior college to the four-year college. All recognize the student's worries, and know that these worries will be justified until such time as the administrations of both institutions sit down, and in mutual confidence work out smooth, transfer procedures.

The rate of student turnover vexes both, but the incidence is greater among evening session students. No easy solution appears.

One significant difference was noted--in that the junior college has been developing a philosophy of the part-time day student; that is good. The four-year liberal arts colleges have not done this, and they might do well to re-examine their objectives in the light of this particular group of students.

These are but some of the problems which emphasize the need for the two groups--evening colleges and community colleges--working together. The problems of cost, prestige and transfer seem to be uppermost in the minds of all the participants. While some felt there was no solution to some of these problems, particularly in the references to cost differentials, most of the participants agreed that there was much to be gained by continued dialogue and interplay between day and evening faculty of both community and four-year colleges.

MARKETING AND PROMOTION

Chairman: James W. Southouse, University of Bridgeport

Resource: Mrs. Janet Solinger, New York University

Recorder: Richard Lipp, New Haven College

The problem clinic on marketing and promotion was initiated by general statements from Janet Solinger as to what a Public Relations Department stands for and works towards. Then the problem was opened to the group for discussion and the following questions and answers followed.

Q. Why do P. R. offices take so long to complete various tasks?

A. Initially there was too much red tape, lately most P. R. offices are working directly with individual offices in order to expedite release, publication, etc.

Q. What media produces best results? Radio--news--etc?

A. This question developed into a very lengthy discussion with the outcome being; depending upon the school and locale, various methods would produce the necessary results. In general the newspaper advertising proved to be the source of best return. Many institutions have checked inquiries and found the bulk to have been the direct result of newspaper advertising.

Q. Is enrollment checked against inquiries?

A. Not in total, but a sampling shows that for every \$5.00 spent on advertising there was a net result of one registration.

Q. What value can be placed on Mailing Lists vs. Advertising in general?

A. Mailing Lists gain excellent results in the area of non-credit courses rather than in the degree areas.

These questions and answers led to an open discussion on such topics as: what caliber of newspaper should be used, and what other type of contacts can be utilized, such as, personal industrial contact and school publications that can be circulated.

The general trend of this problem clinic was to solicit ideas and concepts from other schools in the area of advertising for possible future use.

* * *

NEW OPPORTUNITIES

Chairman: Ed Spengler, Brooklyn College
Resource: Lewis Clark, New York University
 Evelynne Patterson, New York University
Recorder: Howard C. Smith, Orange County Community
 College, Middletown, New York

The Chairman of the "New Opportunities" - Problem Session, Dr. Ed Spengler, Brooklyn College introduced the resource persons, Mr. Lewis Clarke, Director of the Opportunities Program and Mrs. Evelynne Patterson, Director of the Associate of Applied Science Public Service Program, both with New York University. The resource persons explained their programs, both of which are designed to open the doors to potential students who have not previously had the opportunity to attend college.

The program directed by Mrs. Patterson is funded by the Headstart Agency and is mainly for headstart students who wish to obtain an A.A.S.

Degree in preparation for a para-professional occupation (i.e., Mental Health Aides). In-service training as well as classroom instruction are combined to provide terminal or transfer training for such occupations as Mental Hygiene Assistants for hospitals. It is not necessary that those entering the program to have a high school degree. The students are selected on the basis of a cooperative reading examination on which participants must score 40% or higher and those achieving 20% or 40% are admitted, but must take basic educational skills courses during the first year of the program. During the second year of the special program, students must obtain all skills and the content required for all of these college requirements. Almost all of the students that enter the program work in community social agencies and attend classes on release time and the individual courses are taught in approximately twice the amount of time as that of the normal college course. In addition, open laboratory sessions are provided on an optional basis for some courses (i.e., Mathematics).

The other Opportunities Program is directed in cooperation with the Office of Economic Opportunity and is provided for disadvantaged students that are high school graduates who would not otherwise be capable of attending the college or university. The program composed of minority group students provides special mentors or advisors who require daily reports of their 10 to 15 advisees. This program is operated very successfully with a very low rate of attrition.

Questions from the group disclosed that 3 hours of in-service credit are granted for on-the-job experience in the Headstart Program and both programs plan to expand in the future. Since the programs are relatively new the success of the graduates of these programs is hard to be determined.

The students are handpicked in both the programs and part-time jobs are found for the students. In some cases, private funds are obtained for the disadvantaged students. The students enrolled in credit

courses are not identified as belonging to either of these special opportunities programs. Both programs appear to be relatively successful and multiplicity of functions of both opportunities programs make dovetailing of the programs impossible at this time.

* * *

ASSOCIATE DEGREES IN THE EVENING COLLEGES

Discussion Leader: Russell F. W. Smith, New York University

Recorder: Lewis Popham, 3rd, Orange County Community College, Middletown, New York

Associate Degree programs in university evening colleges normally are considered to be the half way point towards the Baccalaureate Degree. In the community college they are, of course, considered in a different light since they are the completion of a specific curriculum. Whether that curriculum is intended to be a terminal or transfer one the A.A. Degree means something in itself and thus has a significant role. The role of the professional organizations in the assessing of the university Associate Degree is a crucial one if the degree itself is to have real significance, for example, para professional.

The role of a Certificate as contrasted with the Associate Degree was discussed and the general feeling was that the Certificates are less formalized and less structured. It was pointed out, however, that requirements for the Associate Degree vary from those barely structured at all to those very heavily prescribed.

Several expressed the feeling that the Association of University Evening Colleges should make an evaluation of the Associate Degree programs within its membership and that, perhaps, some kind of survey

is needed relative to this problem. There were those who believed that many of the problems relevant to requirements for the Associate Degree are really not unlike similar problems confronting the Baccalaureate Degree but on a different level, particularly, this would seem to be true as it applies to the general educational requirements.

The view was expressed that in all probability universities should not have Associate Degree programs which do not in some way or other relate to a university Baccalaureate program but that, of course, community colleges need not be concerned with this problem. The question was explored as to how you can blend better the Associate Degree with its problems into the regular Baccalaureate Degree programs with, perhaps, corresponding problems. The question was also raised as to whether or not the Associate Degree in the university should be something exclusively related to the continuing education function of the institution or should this be a normal part of the regular university undergraduate programs. In either event, the staffing question is one of concern in that the role of the part-time faculty and the role of the regular faculty in the determination and implementation of the Associate Degree needs to be carefully worked out.

Frequently, it was pointed out, courses in technical areas at the community college and in some universities lead to an Associate Degree which may be transferable to a Baccalaureate Degree although that might not have been the original intention.

The whole question of the role of community colleges and their Associate Degree programs in areas where universities have Associate Degree programs was discussed. It was pointed out, for example, that in Virginia the four-year units have been told to leave the business of two-year programs up to the community colleges. It was also pointed out that many universities are building Baccalaureate programs on top of the Associate Degree which the student

brings from the community college. Fairleigh Dickinson and the Rochester Institute of Technology are at work already in this area.

The discussion turned to whether or not there is really such a thing as a terminal Associate Degree program since many seem to go on to higher degrees even though they are in what is called "terminal programs."

The basic programs should have relevance to the goals that have been set forth by the institution. It is important, for example, that engineers should have some "hands on" and machine experience in addition to their theoretical training. Too frequently it seems that only the technicians are getting this practical experience which the professionals also need and it might well be appropriate that this be done at the Associate Degree level. The training itself should be transferable in that it should be general enough to permit use in other areas and the training should not be so specific as to have a high obsolescence factor.

The great growing need for para professionals causes considerable need for development of Associate Degree programs in many institutions of higher education. The admission of non high school graduates into Associate Degree programs was discussed and the question of high school equivalency examinations during the first year of such enrollment was mentioned as a frequent arrangement. It was also pointed out that perhaps courses should be extended in time rather than taught on a remedial basis. For example, rather than having a subject taught in 45 clock hours in 15 weeks, perhaps, the same subject matter should be taught in 90 clock hours in 30 weeks. The assumption would be that the greater length of time would make it easier for people that have a weak background to master the subject. If a person has been out of high school for several years there should be no question about his admission to an Associate Degree program, for people who have

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been out of high school for awhile, studies indicate their high school record has little relevancy to college success.

The Clinic agreed that the Association of University Evening Colleges Research Committee should be encouraged to study Associate Degree programs and that the Program Committee for the 1970 A.U.E.C. Convention should have future programs on this subject.

* * *

PART IV - ASSOCIATION BUSINESS

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

Annual Meeting
December 6 - 11, 1969

Washington, D.C.

President Witte opened the first General Session of the AUEC's 31st Annual Convention at 9:00 A.M., December 8, 1969.

BUSINESS SESSION - December 8, 1969

Call to Order

President Witte called the Business Session to order at 9:00 A.M., December 8, 1969.

TRIBUTE TO DECEASED MEMBERS AND FRIENDS OF AUEC

At the suggestion of President Witte, the entire audience stood for a few moments in silent tribute to the memory of our beloved members and friends in the evening college movement who passed away during the current year:

Donald M. Searcy, Associate Dean, University College, University of Southern California who held Associate membership in AUEC.

A. A. Liveright, Syracuse University, Syracuse, New York

A letter was read from Mrs. Liveright thanking AUEC for the resolution that was sent to her by the Executive Committee and the Committee of Adult Education Organizations.

MINUTES

The minutes of November 11 and 13, 1968 which were published in the 1968 Proceedings were given formal approval.

MEMBERSHIP

At the request of the President, the Executive Secretary announced the following members admitted to AUEC since November, 1968:

Institutional

East Carolina University, Herman D. Phelps
 Herbert H. Lehman College of the City University
 of New York, Chester H. Robinson
 University of Missouri at St. Louis, Joy E.
 Winter
 University of Utah, Russell G. Hales
 Bradley University (reinstated), Donald A.
 Johnson

Associate

Donald E. Collins, New York University (reinstated)
 Richard T. Deters, Xavier University (former
 institutional representative)
 Albert I. Godden, Old Dominion College
 Roy Ilowit, C.W. Post College (former institu-
 tional representative)
 Myrtle S. Jacobson, Brooklyn College
 Jules Mirel, Pratt Institute
 Robert Perske, Marquette University
 Judith F. Raulf, Rider College
 Robert T. Ross, Philadelphia College of Textiles
 Ernest Schwarcz, Queens College, CUNY
 Robert W. Shaw, Bradley University, (former
 institutional representative)
 Walter M. Shea, Elmira College
 Edwin Spengler, Rockville Centre, L.I., N.Y.
 (former institutional representative)
 Lawrence B. Wood, Christopher Newport College

The following Associate Members were accepted for membership in March, 1969:

David N. Bean, University of Tennessee
 James R. Blackwell, Purdue University
 Mary E. Miller, Southern Methodist University

John G. Hedrick, University of Akron
 N. Buck Robinson, Northeastern University

Personal

Hilton T. Bonniwell, Georgia Southern College
 Frank G. Butorac, Mercer County Community College
 Thomas J. Calabrese, Jr., Sacred Heart University
 Anne Freidus, Glen Head, New York
 Jerald F. Hunt, Millikin University
 Roy J. Ingham, Florida State University (former
 Associate Member)
 James J. Kenny, Quinnipiac College
 John J. Koral, Cuyahoga Community College
 Robert Osborne, 4 County Technical Institute
 (former Associate Member)
 George W. Parker, Jr., Southern University, New
 Orleans
 Robert D. Pitts, Geneva College
 Mario A. Taddeo, Monmouth College
 Robert W. Thorburn, Akron, Ohio
 F. Neil Williams, Penn Valley Community College

The following Personal Members were accepted for
 membership in March, 1969:

Wesley A. Muth, Southwestern Michigan College
 C. Alfred Perkins, Upsala College
 Sanford J. Zeman, State University College,
 Fredonia, N.Y.

Resignations were received from the following
 Institutional Members:

St. Louis University, Dr. Leonard S. Stein
 (March)
 University of California, Edward B. Roessler
 Francis T. Nicholls State College, A.F. Guidroz

Resignations were received from the following
 Associate Members:

Donald E. Collins, Adelphi Suffolk College (March)

Robert F. Schwarz, Purdue University (March)
 John B. Woods, University of Tennessee (March)
 Carl H. Elliott, Purdue University (now institutional representative)
 Richard Flavey, Babson Institute
 Joseph Goddard, University of Tennessee (now institutional representative)
 Hilary Gold, Brooklyn College (now institutional representative)
 Clyde T. Hardwick, University of Detroit
 Carl E. Haller, Queens College, N.Y. (now institutional representative)
 Arch W. Hunt, Baylor University
 Roy J. Ingham, Florida State University
 (changed to Personal Member)
 William F. Kelly, University of Louisville
 Donald W. Lovejoy, Northeastern University
 James V. Mircale, Christopher Newport College
 Thomas J. Murphy, Loyola University, Chicago
 Robert Osborne, 4 County Technical Institute
 (changed to Personal member)
 Ben Rothblatt, University of Chicago
 Bernard H. Stern, Brooklyn College
 William T. Tracy, Marquette University (now institutional representative)

Letters of resignation were received from the following Personal Members:

Agency Class: Bureau of Community Colleges, Louis
 W. Bender

Personal Class:

Gerald Robbins, Upsala College (March)
 Adolph Thompson, Public Service Commission
 (March)
 Hayward R. Bond, Cleveland State Community
 College
 Clyde Browning, Millikin University
 John J. Cogan, Middlesex County College
 John D. Conner, Massachusetts Bay Community
 College

T. A. Delegal, Florida Junior College
William J. Doherty, Marian College
William H. Fox, Community College of Philadelphia
Paul M. Helmer, Sinclair Community College
William H. Hurst, Peirce Junior College
William V. Lockwood, Community College of Baltimore
Paul V. Trovillo, St. Petersburg Junior College
J. L. Yount, Polk Junior College

MEMBERSHIP CERTIFICATES

Membership Certificates were presented to the new Institutional Members by President Witte.

REPORT OF THE TREASURER

The treasurer reported total cash receipts of \$16,006.71 for 1968-69 and disbursements of \$18,636.49. The current commercial bank balance is \$3,714.09. Other cash reserves are \$2,031.01. The savings bank accounts amount to \$11,980.51 making total cash resources of \$17,725.61. This is in harmony with the long-established tradition of the Association to maintain reserves approximately equal to the level of expenditures for a single fiscal year. The treasurer made the following explanations regarding the expenditures for the Proceedings. The Proceedings had gone over the budget due to two issues being paid out of one year's budget. This occurred since the Association operates on a cash basis and budget items are not carried forward from one year to the next. The financial report was received. A detailed summary of the financial report appears as Supplement I to the minutes.

ADVISORY COMMITTEE

Dean Huffman noted that his report would be given in the business session on Wednesday.

DEAN'S DESK

Richard Deters commented briefly on the publication. The written report appears as Supplement II to the minutes.

PROCEEDINGS

Ralph Schmidt made some announcements regarding the publication of the Proceedings.

CODIFICATION OF BUSINESS SESSIONS 1962-1968

Stewart Goas reported that the codification was completed. The report is contained in the Supplement as item III.

LEGISLATIVE COMMITTEE

Heinz Mackensen commented briefly on the activities of the Legislative Committee. The full report appears as Supplement IV to the minutes. His committee distributed a questionnaire on foreign students and requested that the membership respond to this questionnaire by the business session Wednesday. The following resolution was introduced by the Legislative Committee:

Whereas The Teachers Insurance and Annuity Association and the College Retirement Equity Fund have for many years served the academic community on a national basis for retirement systems, annuity plans, group major medical, disability insurance, and life insurance, and

Whereas various states are planning to regulate and to tax TIAA-CREF as a commercial insurance company even though it serves the academic community exclusively; and

Whereas regulation and taxation by the states would introduce a multiplicity of regulations, increase the cost of operations

by TIAA-CREF thereby adversely affecting the benefits payable, substantially reduce the mobility of teachers covered by TIAA-CREF contracts, and, in general, increase the costs of education; and

Whereas bills are now pending in the United States Senate and House of Representatives providing for a Federal College Benefit Corporation which would incorporate TIAA-CREF as a federal corporation immune from state regulation and taxation;

Now, therefore, be it

Resolved that the Association of University Evening Colleges consisting of colleges and universities throughout the United States strongly supports the aforesaid pending bills; and be it further

Resolved that copies of this Resolution be transmitted to Senator John McClellan, sponsor of the Senatorial bill, to Congressman Emanuel Celler, sponsor of the House bill, and to TIAA-CREF at its principal office, 730 Third Avenue, New York, N.Y.

Dated: December 8, 1969
Washington, D.C.

Submitted by:
Dr. Sol Jacobson
Honorary Vice-Chairman
AUEC Legislative Committee

MEMBERSHIP PROMOTION

Alban Varnado commented on the activities of Membership Promotion. The full report appears as Supplement V.

PUBLIC RELATIONS COMMITTEE

Charles Bruderle gave an oral report. In an experimental activity the Public Relations Committee concentrated on a regional effort to test various items. They expressed hope that these efforts could be expanded to the entire membership during the coming year and that the Public Relations methods found to be most effective be utilized in a long range project.

REGIONS

Sherman Kent noted that his committee would present the program during the luncheon session on Tuesday and requested permission to distribute his report at that time. The written report appears as item VI in the Supplement.

RELATIONSHIPS WITH OTHER ASSOCIATIONS

Raymond Witte reported that he had served as a committee of one for this function of AUEC. He noted that the Galaxy Conference has provided the greatest cooperative effort in the history of adult education. President Witte said that the Galaxy Conference was the finest thing that had ever been done. He observed that AUEC had provided much leadership in this joint effort and anticipated that the Association would be involved more heavily with others in the future.

RESEARCH

Attention was called to the book published by Scarecrow Press of the Research Committee study. Members were urged to buy copies of this publication. The book is Policies and Practices in Evening Colleges, 1969, by the Research Committee of the Association of University Evening Colleges, William A. Hoppe, Editor. The Scarecrow Press, Inc., Metuchen, New Jersey, AUEC will receive the royalties from the sale of this publication. Other activities of the Research

Committee as reported by William Hoppe are contained in Supplement VII to the minutes.

SPECIAL PROGRAMS FOR WOMEN

William Gordon reviewed briefly some of the efforts of this committee. The written report appears as Supplement IX to the minutes.

STUDENT PERSONNEL

William Tracy gave an oral report for his committee. The committee recommended that some consideration be given to staggered terms for committee appointments. They further recommended that: (1) AUEC maintain a closer relationship with the Student Associations; (2) that liaison be encouraged and developed at the regional level and provide for joint regional meetings; (3) a resource pool of directors and deans be made available to student associations. (See Supplement XIII)

JUNIOR COLLEGES

Wilbur McElwain commented on the activities of the Junior Colleges Committee. The report is contained in the Supplement as item VIII.

URBAN EXTENSION

William Barton reported on some of the problems his committee has encountered in studying urban extension. The report appears as item X of the Supplement.

JOINT AUEC-NUEA COMMITTEE ON MINIMUM DATA AND DEFINITIONS

Howell McGee noted that the Office of Education would have the report on the study of non-credit activities in higher education available in the near future and that the Office had cooperated with the census bureau in conducting a study in adult education in the current population survey. The report

on this committee appears in the Supplement as item XI.

PROGRAM AND LOCAL ARRANGEMENTS

Richard Robbins made announcements concerning the schedule and program. He noted the headquarters would be open during the entire meeting to assist the membership in any way possible.

CONSTITUTION AND BY-LAWS

The motion was made that Article V, Section 2 of the Constitution be changed to read: "There shall be an advisory committee composed of all past presidents of the Association who hold some type of membership in the Association." The motion carried.

The motion was made that Article I, Section 3 of the By-Laws be changed by deleting the words "Affiliate and". Motion was passed.

The motion was made that Article VI of the By-Laws become Article VII and that the following become Article VI: A. There shall be a standing Research Committee composed of a Chairman appointed by the President, and four additional committee members. B. The Research Committee shall be assigned as one of its functions the up-dating of "A Survey of Policies and Practices in Various Evening Colleges and Divisions of Colleges and Universities in the United States" each biennium. C. In order to maintain continuity of purpose and to benefit from the experience of those members who have served on the Research Committee, two committee members will be appointed for a two-year term and the remaining members for one-year terms. The motion died for lack of a second.

The motion was made that a Section 4 be added to Article IV of the By-Laws to read: "The President is authorized to conduct a mail vote on matters of urgency which arise between the Executive Committee

meetings. The action taken must be ratified and included in the minutes of the next regular meeting." The motion passed.

CONVENTION SITES

The following convention sites and dates were announced:

- 1970 - Montreal, Queen Elizabeth Hotel, November 8-12.
- 1971 - Des Moines, Fort Des Moines Hotel, October 31 - November 4.
- 1972 - New York, Hotel Commodore, November 7-11.
- 1976 - Philadelphia, Benjamin Franklin Hotel, November 7-11.

RESOLUTIONS

President Witte appointed the Legislative Committee to draft the resolutions for the annual meeting. He requested that persons desiring to submit resolutions contact a member of the Legislative Committee.

The meeting was recessed at 11:45 A.M.

BUSINESS SESSION - December 10, 1969

The meeting was called to order by President Witte at 10:45 A.M., Wednesday, December 10, 1969. He read a telegram from Richard Matre extending his best wishes and regretting that he was unable to attend the meeting. This was the first meeting in 17 years he has not attended.

President Witte read a letter from Brother Emery Mollenhauer submitting his resignation from the Executive Committee due to his promotion. Raymond Witte had asked that the Nominating Committee nominate someone to fill this unexpired term.

ADVISORY COMMITTEE

William Huffman reported that the Advisory Committee had met and considered the feasibility of employing a fulltime director. The Advisory Committee recommended that in view of the lack of money that a fulltime director not be employed. (See Supplement XII)

WASHINGTON OFFICE

President Witte opened the floor to discussion on a Washington office and fulltime director and asked for reactions to the comments contained in his speech at the Monday luncheon. There was some discussion regarding the relationship with other associations and particularly the desirability of using the services of another association to provide the support management for AUEC. President Witte called on Howell McGee to give a brief summary of a report he had prepared for the Executive Committee. Dr. McGee summarized the three points in his paper: (1) To form a new organization of higher adult education; (2) Increase the dues by \$20.00 a year over a 5 year period and recruit new members at the rate of 25 a year for 5 years; (3) If neither of these were acceptable, that continuity be provided in the office of Executive Secretary by changing the constitution to have an Executive Secretary-elect for one year prior to the termination of the term of office. He pointed out that there was no competition or conflict between this paper and the recommendations in the President's address.

There were several comments from the floor and a lively discussion on the various recommendations and suggestions. It was noted that colleges and universities may have to choose between the national associations and belong to only one in view of the rising dues structure of all organizations. There were several comments indicating that many of the Washington based offices were experiencing financial difficulty. A representative from an institution in Washington noted that their experience had been that

an association should anticipate a budget of \$250,000 to operate a successful, dynamic national office. Questions were raised regarding the possibility of increasing the membership at the rate of \$25 a year. It was moved that a straw vote be taken on how many members would be willing to pay \$500 to \$1000 a year in dues. The motion was seconded. A substitute motion was made that the Executive Committee explore the question of merger, new associations, shared expenses, and a permanent office and that a straw vote not be taken. The motion was seconded. A motion was made that the substitute motion be amended that the Executive Committee make a recommendation for action at the next annual meeting. The amendment was adopted and the substitute motion was passed. It was moved that the questions raised be used as a part of the regional programs. At this point President-elect Thompson requested permission to present his closing remarks due to the subject matter being discussed. Permission was granted by the chair. Dean Thompson outlined the following assignments: the Executive Committee to study committee structure, continuity, and guidelines and make recommendations; the Advisory Committee to study the administrative structure of AUEC and the judicial controls and make recommendations; the Regions to consider the suggestions contained in President Witte's remarks and other pertinent proposals relative to a fulltime director and the Washington office. They would also be asked to consider relationships with other associations.

RESOLUTIONS

Sol Jacobson gave a report of the Resolutions Committee and moved the following resolutions be adopted by the Association:

1. Be it resolved that the Association extend its commendation and thanks to its outgoing President, Raymond P. Witte, for his eminently productive year in office and to his committees.
2. Whereas Commissioner of Education, James E. Allen,

Jr. stated that he would like advice and counsel regarding the establishment of a Bureau of Continuing Education, therefore

Be it resolved that the Association of University Evening Colleges, through its President express a willingness and desire to meet with Commissioner Allen to further the establishment of this Bureau.

3. Whereas the 1969 Conference on Adult Education was held in Washington, D.C. in which the Association of University Evening Colleges was a participating organization; and

Whereas participation in and conduct of such Conference involved a large amount of imagination and planning,

Now, therefore, be it

Resolved that sincere appreciation be extended to the Officers and Arrangements Committee of the Association for the superb devotion and planning they committed in contributing to the success of the Galaxy Conference.

4. Whereas Dean Don Searcy of the University of Southern California made significant contributions to the objectives and operations of the Associations of University Evening Colleges for many years; and

Whereas Dean Don Searcy departed this life while in the maturity of his many contributions

Now, therefore, be it

Resolved that the members of the Association of University Evening Colleges memorialize the memory of Dean Don Searcy with grief; and be it further

Resolved that heartfelt condolences be extended to his widow and family.

5. Whereas Father Richard T. Deters, former president of the Association of University Evening Colleges, has been named Superior of the Jesuit Order at Xavier University, Cincinnati, Ohio; and

Whereas the distinction awarded to Father Deters reflects glory upon the Association of University Evening Colleges,

Now, therefore, be it

Resolved that Father Deters be congratulated upon his meritorious achievement; and be it further

Resolved that good wishes be extended to him for a long and happy life in his new office.

6. Whereas, Dean Edwin H. Spengler has formerly served with distinction as Executive Secretary of the Association of University Evening Colleges; and

Whereas Dean Spengler has retired from his position as Dean of the School of General Studies and Summer Session at Brooklyn College;

Now, therefore, be it

Resolved that the Association of University Evening Colleges extends heartiest congratulations to Dean Spengler upon his attaining this status; and be it further

Resolved that cognizance be taken with thanks of his many constructive contributions to the policies and procedures of the Association of University Evening Colleges.

7. Whereas Dean Richard Matre and Brother Francis Emery have been appointed to the distinguished positions of academic vice-president of their respective institutions, Dean Matre at Loyola University, Chicago, and Brother Emery at LaSalle

University, Philadelphia, Pa., and

Whereas these distinguished appointments reflect credit upon the Association of University Evening Colleges,

Now, therefore, be it

Resolved that the Association of University Evening Colleges extends heartiest congratulations to Dean Richard Matre and Brother Francis Emery upon their respective appointments; and be it further

Resolved that good wishes be extended to each of them for many years of distinguished and productive service in their new positions.

8. Whereas the Research Committee has compiled a collection of readings on the subject of "Policies and Practices of Evening Colleges -- 1969" published by Scarecrow Press of Metuchen, New Jersey; and

Whereas this publication adds to the lustre of the Association of University Evening Colleges;

Now, therefore, be it

Resolved that the Association of University Evening Colleges extends heartiest congratulations to the members of the Research Committee, and be it further

Resolved that members of the Association of University Evening Colleges be urged to obtain copies of this publication in order to expand the depth and breadth of knowledge concerning the policies and procedures of evening colleges.

9. Whereas Richard Clemo has been elevated from Dean of the University College to the responsible position of Dean of the Faculties of Arts and

Sciences at Adelphi University, Garden City, Long Island, and

Whereas this distinguished appointment reflects credit upon the Association of University Evening Colleges,

Now, therefore, be it

Resolved that the Association of University Evening Colleges extends heartiest congratulations to Dean Richard Clemo, and be it further

Resolved that good wishes be extended to Dean Clemo for many years of distinguished and productive service in his new position.

BUDGET AND FINANCE COMMITTEE

Frank T. Carroll presented the budget for 1969-1970 and recommended its adoption. The motion was approved by the membership and the budget appears as Supplement XIV to the minutes.

NOMINATING COMMITTEE

President Witte called on Lawrence Barden, Acting Chairman of the Nominating Committee, to present his report. The slate of nominees were as follows:

Vice-President	Joseph P. Goddard
Directors-at-Large	Edwin P. Banks
for three years:	Carl H. Elliott
Director-at Large	
(Completing term of	
Brother Emery Mollenhauer)	
for two years:	Sherman V.N. Kent
Executive Secretary-Treasurer	
for three years:	Howell W. McGee

There being no further nominations from the floor, it was moved and seconded that the entire slate be approved as presented. The motion was carried unanimously.

CONCLUDING REMARKS

President Witte thanked all of his committees and the membership for their excellent cooperation and assistance during his year of President.

COMMENDATION TO PRESIDENT WITTE

The delegates with a standing ovation commended President Witte for his service to the Association. There being no further business, President Witte declared the business meeting adjourned at 12:00 noon.

Respectfully submitted,

Howell W. McGee
Executive Secretary

SUPPLEMENTS

110/ 111

SUPPLEMENT I

FINANCIAL 1968-69 STATEMENT
As of September 30, 1969

Balance on Hand 9/31/68 \$ 9,087.24

CASH RECEIPTS

Dues:

Institutional	\$12,850.00
Associate	1,395.00
Association	75.00
Personal	410.00

Miscellaneous:

Proceedings sales	213.00
Newsletter Subscriptions	30.00
Publications	69.85
Gift	15.00
NUEA	<u>361.08</u>

Total operating income for 1968-69 \$15,418.93

Savings Account interest 552.56

Increase in membership applica-
tion revolving fund (income
over expenses) 35.22

Total income for 1968-69 \$15,006.71

DISBURSEMENTS

	BUDGET	ACTUAL
Publications:		
Proceedings	\$ 1,000.00	\$ 1,289.36
Newsletter	3,000.00	3,000.00
Printing	1,000.00	939.87
Office Expense	100.00	100.00
Postage	500.00	300.39
Travel	2,500.00	2,649.43
Midyear meeting	3,000.00	1,056.07

	BUDGET	ACTUAL
Secretarial	\$ 5,000.00	\$ 4,858.58
Program	1,000.00	925.00
Committee	300.00	179.00
Convention expense	1,350.00	761.87
Annual dues - ACE	375.00	375.00
Joint AUEC-NUEA report	500.00	441.28
Honorarium	1,100.00	1,100.00
Audit and Bond	100.00	100.00
Contingency	<u>1,000.00</u>	<u>560.64</u>
	\$21,825.00	
Total expenses for 1968-69		\$18,636.49

Detail of Cash Balance on September 30, 1969:

Bank account (regular account)	\$ 3,714.09	
Membership application revolving account	1,640.21	
University of Oklahoma account	390.80	
Savings accounts:		
Norman Building and Loan Association	10,000.00	
Oklahoma City Federal Savings and Loan Association (including interest)	<u>1,980.51</u>	
Total cash accounts on September 30, 1969		<u>\$17,725.61</u>
Net Decrease in cash during the fiscal year		\$ 2,629.78

Detail of Membership Application Revolving Account

Balance October 1, 1968:		\$1,604.99
Total application fees received	\$700.00	
Total expenses	<u>664.78</u>	
Increase in account	\$ 35.22	
Balance as of October 1, 1969		<u>\$1,640.21</u>

SUPPLEMENT II

THE DEAN'S DESK

The unique spirit which exists in AUEC was exemplified during 1968-1969 by the response to requests for a Dean's Desk. Almost to a man, those who were asked to write - wrote. Those who had to decline, declined for solid reasons, and always with the hope that they would be able to write a Dean's Desk in the future.

Two issues were mailed each month from November through June. If production has been sporadic this fall the reason was, not the unwillingness of AUEC members to write, but the assignment of new duties to the editor.

As retiring editor may I urge most strongly that we continue the Dean's Desk. It is another bond which holds together the members of AUEC in such close affection and fellowship.

Richard T. Deters, S. J.
Xavier University

SUPPLEMENT III

CUMULATIVE CODIFICATION OF AUEC
POLICIES AND PROCEDURES1962-69 Minutes of Business Meetings
and Executive Committee Meetings

An analysis of the actions, resolutions, motions and decisions of the AUEC in the period of 1962-1969 suggests a five-category classification. The following classification is adopted for convenience:

1. Purposes, Directions, and Policies
2. AUEC Structure and Organization
3. Programs and General Activities
4. Finances
5. Miscellaneous

This abstract does not purport to give the reader a clear view of AUEC, but to clarify the nature of the formal actions and decisions arrived at during the seven year period reported.

For persons already familiar with the AUEC organization and program, this abstract is intended as a useful supplement.¹

At the request of the President, Raymond D. Witte, of AUEC, this Codification was prepared by T. Stewart Goas.

¹Note: The dates and sources of actions reported in the abstract are in parentheses throughout. "An.M." means the action was taken at the annual meeting in the month and year shown. "Ex.Com." means the action was taken by the Executive Committee.

I

Purposes, Directions, Policies

AUEC Records

A suggestion was made that Syracuse University be the depository for the archives of AUEC. Roy J. Ingham appointed librarian-archivist. (Ex. Com. 3/63).

AUEC bound volumes of proceedings and newsletter have been deposited with Roy Ingham at Syracuse University. (Ex. Com. 10/63).

The executive secretary authorized to send all materials to the archivist which in his opinion are important to AUEC history. (Ex. Com. 3/64).

It was named the official permanent archival agent and all records to be transferred to this location. (Ex. Com. 11/66).

The Executive Secretary was authorized to microfilm all records which would be needed in the office of the transmittal revisionals to the archives at Syracuse University. (Ex. Com. 11/67).

Galaxy Conference

Eleven organizations were invited to a meeting which was held on March of 1965. The Executive Committee advised the President to write to ACE to ask them to assist in further cooperation among associations of institutions engaged in higher education. (Ex. Com. 3/65).

The Ad Hoc Committee has decided that all adult education organizations should hold a galaxy meeting in 1969. It is tentatively scheduled for the fall of the year in Chicago. The general idea approved and AUEC would cooperate pending final plans. (Ex. Com. 3/66).

The Galaxy meeting of the various associations will be held at Chicago in November 14-18, 1969. (Ex. Com. 11/66).

Discussed the report of CSLEA. It was suggested to help support by indication subscriptions. This was endorsed. (Ex. Com. 11/66).

Galaxy conference to be held December 6-11, 1969 in Washington, D. C. A hundred dollars was voted for interim expenses. (Ex. Com. 3/67).

AUEC will participate in the conference. The AUEC is opposed to hiring a public relations firm for the conference. No allocation of funds may be made without prior notice being furnished to AUEC and approved by the Executive Committee. Any division of revenue will have to be approved by the Executive Committee. (Ex. Com. 11/67).

National Contracts

AUEC would be willing to seek and submit non competitive proposals for federal programs. The President, Chairman of the Advisory Committee, and the Executive Secretary are empowered to act for the association in negotiations and contracts. This committee can expend funds from the reserve accounts to develop proposals. The committee is also authorized to negotiate and contract with public and private agencies and organizations. (Ex. Com. 3/66).

National Legislation

Use of sample letter to legislature by AUEC members approved. (Ex. Com. 3/63).

Passed a resolution calling upon the federal government to amend Title II of the National Defense Education Act to extend two of its provisions for student loans to part time students. (An M10/63).

Passes a resolution asking the U. S. Office of Education to conduct necessary research studies on

the composition, economic status, and financial burdens and loan opportunities for part time college students. (An M10/63).

Approved a resolution requesting the U.S.O.E. to conduct research studies in the part time student. (Ex. Com. 10/63).

Passed a resolution that student loans under the national defense education act be extended to part time students.

Passed a resolution that the Office of Education conduct research on part time college student population endorsed by the executive committee. (Ex. Com. 10/63).

Approved a resolution in the Federal government to include part time students in the N.D.E.A. (Ex. Com. 10/63).

It was announced that part time students are now eligible for loans. (An. M. 10/64).

The Association passed a resolution directed to the commissioner of education stating that the Title I of the Higher Education Act of 1965 be administered by the Division of Higher Education in the Office of Education. (An. M. 10/65).

The U. S. Office of Education was again requested to do a study of the part time student population. (Ex. Com. 3/66).

The request was approved to ask the U. S. Office of Education to permit each student determine the full-time and half-time load of students. (Ex. Com. 3/66).

The Legislative Committee should take the initiative in furthering definitions of part time students and grants-in-aids to part time students. (Ex. Com. 11/66).

A letter was written to the chairman of the Congressional Committee on Education requesting that Title I be continued on the current 75-25 matching basis. (Ex. Com. 11/67)

II

Structure and Organization

Annual Report

The executive committee requested that all future reports of committees be prepared in quantity to give to the membership at the regular annual business meeting. (Ex. Com. 10/64).

Committees

AUEC to appoint a committee to collect data for public relations; to appoint a committee on inter-association relations. (Ex. Com. 3/63).

Chairman of committees were advised that reports should be prepared in multiple copies for circulation to the general membership on convention floor. (Ex. Com. 10/63).

The advisory committee functions were noted as to (1) serve as a watchdog group, (2) accept charges from the executive committee and the president on special projects, and (3) to undertake such projects which the committee felt to be pertinent. (Ex. Com. 10/63).

Public Relations committee functions are to be examined carefully. The advisory committee was to study this problem. (Ex. Com. 10/63).

It was decided that committee members should hold membership in AUEC in one of the membership categories. (Ex. Com. 3/66).

The program committee duties were outlined by the Executive Committee at its meeting in March, 1968. See the news minutes. (Ex. Com. 3/68).

The Executive Committee will at the next annual meeting present to the membership information regarding the duties of the local arrangements committee. (Ex. Com. 3/68).

These should always be published in the Newsletter. (Ex. Com. 11/68).

The Executive Committee suggested to the president elect he might consider reappointment of certain members of committees in order to provide continuity. (Ex. Com. 3/69).

Constitutional Changes

A number of amendments proposed but all were rejected. Suggested some of these be made more specific. (Ex. Com. 3/63).

Article V, Section 2, delete: "The immediate past president of the Association shall be the chairman of this committee." (An. M. 10/65).

Article IV, Section 4, was changed to state that "Should the offices of the Executive Secretary and the Editor of the Newsletter become vacant at the same time the Executive Committee shall solve this problem as it deems best." (An. M. 10/65).

Article III, Section 2, No. 5 - change this to include the fact that application for membership should have a letter of recommendation from an institutional member and must be accompanied by the application fee. The application fee shall be established by the Executive Committee and is not refundable. (An. M. 10/65).

Article V, Section 4 - A committee on membership shall be appointed by the President and this committee

shall make recommendations to the Executive Committee. The Executive Secretary shall always serve as chairman of the membership committee. (An. M. 10/65).

Article III, Section 2, No. 1 was revised as follows: "Application for Institutional membership will be accepted from institutions of higher learning which have an evening division in which credit programs lead to or are transferrable toward an associate and/or baccalaureate and/or graduate degree."

This provides for admission of junior colleges and community colleges to the association. It was passed by the association. (An. M. 11/66).

A great number of constitutional changes were approved at the annual meeting in San Francisco on Tuesday, November 12, 1968. These are so extensive that they are not placed in this report. They can be reviewed in the minutes of the annual meeting and the revised constitution. All of the proposed amendments and revisions were adopted. (An. M. 11/68).

Directory

The roster may be used for mailing purposes by educational publishers and educational organizations if cleared with the executive secretary. (Ex. Com. 3/64).

The Executive Committee directed the executive secretary to use regional number instead of number of membership, asterisk to indicate charter membership and phone number of members and an index by individuals in the AUEC Directory. (Ex. Com. 10/64).

A complimentary copy of Who's Who is to be presented to all new members. (Ex. Com. 3/65).

The Executive Secretary was to use appropriate designations particularly for those with clerical relationships but no academic degrees are to be used in the Directory or minutes. (Ex. Com. 3/65).

The Executive Secretary was to include the address of the associate members in the directory. (Ex. Com. 10/65).

Agreed that the directory should be issued by January 1st each year or soon thereafter as possible. (Ex. Com. 3/69).

Evening Student Personnel Committee

A consulting service will probably be started in the regular column appearing in each issue of the Newsletter. Also a brochure announcing this service should be published. The Committee on Brochure Publication was authorized. (Ex. Com. 3/66).

Incorporation

The Executive Secretary was authorized to legally charter the Association articles of incorporation if desirable. (Ex. Com. 10/64).

The Executive Secretary reported it is working with the Internal Revenue Service to have the Association placed on the non-profit listing. (Ex. Com. 3/65).

Had to inquire into whether it would be appropriate for the association to file for incorporation. (Ex. Com. 3/67).

Membership

Each institutional application must be accompanied by written recommendations from three institutional members and at least two of these members shall visit the campus of the prospective member and submit a written report to the AUEC membership committee. A non-refundable application fee of \$100 shall be payable in advance. (Ex. Com. 3/63).

At least two members shall visit the prospective member's campus and submit a written report to the

AUEC membership committee. A non-refundable application fee of \$100 shall be payable in advance and applied to the expenses of the application. (Ex. Com. 3/63).

The committee recognized the lack of interest on corporate memberships. It was suggested that publishing firms and those dealing in educational supplies and equipment should be contacted. (Ex. Com. 3/63).

Liason established with American Association of Junior Colleges. Community and Junior Colleges are not eligible for institutional membership, but are eligible for contributing memberships (personal class) could be accepted. (Ex. Com. 3/63).

Membership cards are not to be issued. (Ex. Com. 10/63).

Every effort should be made to convince delinquent members to pay dues before invoking Article 5 Section 3 of the by-laws. (Ex. Com. 10/63).

The secretary authorized to accept resignations from institutions and other members. (Ex. Com. 3/64).

Any associate or personal member is to be dropped after he is in arrears for two years. (Ex. Com. 3/64).

The Executive Secretary authorized to send a registered letter to the president of any institution whose dues are two years in arrears. (Ex. Com. 3/64).

An institution who was three years in arrears must be dropped from membership unless all dues are paid immediately. (Ex. Com. 3/65).

The Executive Committee requested the membership committee to prepare a check list for visitation teams to prospective new members. (Ex. Com. 10/65).

The Executive Committee approved the idea of

admitting junior colleges and instructed the Executive Secretary to prepare a constitutional change to authorize this. (Ex. Com. 10/65).

The Membership Chairman was instructed to send the names of the visitation team to the regional chairman. (Ex. Com. 10/65).

The Committee on Relations reported favoring admitting junior colleges for members of a regional accrediting association. It was also recommended that there be a more liberal interpretation of institutional membership on branch campuses. The Executive Committee adjusted the preparation of a position paper on the proposed membership of two-year colleges in AUEC. (Ex. Com. 3/66).

It was suggested that all regions be contacted on a new membership promotion campaign. (Ex. Com. 3/66).

Associate members should not have voting rights. (Ex. Com. 3/66).

The visitation checklist was submitted and adopted. This checklist is to be used for visitations for new members. (Ex. Com. 3/66).

Membership certificates will be presented during the regular business sessions at the annual meeting. (Ex. Com. 3/67).

Associate and personal members who have not kept in touch with the association on their addresses were ordered dropped from membership. (Ex. Com. 3/67)

An interim class of contributing membership was established to take care of state associations, etc. with dues of \$25. (Ex. Com. 3/67).

Three or more members must be used on a visitation team. Associate members are eligible to serve as members of visitation teams. Actual expenses

incurred in the visit will be reimbursed. (Ex. Com. 3/67).

The Executive Secretary authorized to drop from the rolls of the association all associate and contributing members who were more than one year in arrears in dues. (Ex. Com. 11/67).

Newsletter

It was decided that it was not possible at this time to use a magazine type publication because of the expense. (Ex. Com. 11/66).

There should be no advertizing in the Newsletter. (Ex. Com. 3/69).

Officers

The executive committee recommended the election be moved forward to the early business meeting at the annual meeting. (Ex. Com. 10/63).

Permanent Secretariat

Discussed resolution passed at Miami in 1962 to establish a permanent secretariat with a budget of \$15,000. Goal cannot be reached at this time. As a first step \$1,000 is to be paid as an honorarium to the Executive Secretary. (Ex. Com. 3/63).

It was agreed that the present cost was too high. (Ex. Com. 10/65).

The Executive Committee decided against raising dues to provide full time secretary. (Ex. Com. 3/69).

Proceedings

Current size of proceedings was approved and 500 copies were to be printed. These will be mailed free of charge only to members of the association. (Ex. Com. 11/67).

Regions

Report filed on strengthening regions. (Ex. Com. 3/63).

The Executive Committee directed that at all national meetings the program committed should allocate time for regional meetings. (Ex. Com. 10/64).

It was suggested that a map outlying each region be prepared and requested information on the possible state organization for AUEC. (Ex. Com. 10/64).

New boundaries are being prepared for regions. (Ex. Com. 3/66).

It is reported that most institutions did not want to stay at the present regional geographical boundaries. This was accepted by the Executive Committee. (Ex. Com. 11/66).

Recommended that time be given in the annual meeting for a leadership conference of regional chairmen. (Ex. Com. 11/66).

A handbook for regional chairmen is being developed and the regional committee was to continue to work on this. (Ex. Com. 11/66).

Regional Chairman leadership conference will be held Thursday, November 9, 1967. (Ex. Com. 3/67).

The committee on regions was authorized to study regions 10, 11 and 12 and make recommendations on defining the boundaries. (Ex. Com. 3/67).

Research Resource Centers

The Research Committee is going to try to establish research resource centers. This idea was endorsed. (Ex. Com. 3/66).

III

Program and Activities

Annual Meeting

The annual meeting should always have a quality program and that funds will be budgeted from the budget of the association in order to provide excellent speakers. (Ex. Com. 3/68).

Brochures

The report of the Brochures Committee was accepted and it was ordered printed. (Ex. Com. 3/65).

Certificates

James Baker was asked to draft a model certificate for citation for meritorious service. (Ex. Com. 3/65).

CSLEA

It was announced that the CSLEA would be terminated as of June 30, 1968. (Ex. Com. 3/68).

From the Dean's Desk

The Executive Secretary was authorized to bind each year's publications of this particular publication into a volume which would be placed in the archives. (Ex. Com. 3/65).

Guidelines

Discussed guidelines as a possible basis for achieving aims and objectives. Membership committee to formulate criteria. These will be the main objectives of the annual meeting at Boston. (Ex. Com. 3/63).

Preliminary report filed by the ad hoc committee

on teacher education appointed by Deters. (Ex. Com. 3/63).

Committee appointed by President Deters on excellence in business programs. (Ex. Com. 3/63).

Progress report by "ad hoc" committee on business. (Ex. Com. 3/63).

A Committee on Guidelines was asked to prepare a position paper on a more positive position in Business. (Ex. Com. 3/66).

It was approved that the committee would request NCATE for a current position paper on evening colleges and Teacher Education. (Ex. Com. 3/66).

The Committee is working with ECDP on guidelines for Engineering. (Ex. Com. 3/66).

Ad Hoc committee appointed to prepare "guidelines on excellence" for publication. (Ex. Com. 11/66).

Local Arrangement Committee

Local arrangement chairman duties were outlined by the Executive Committee at a meeting in March 1968. See meeting of March, 1968. (Ex. Com. 3/68).

The Executive Committee approved the responsibilities of the local arrangements committee. See the Executive Committee minutes of March 1968. (Ex. Com. 3/68).

Proceedings

February 1st is to be the public deadline for all future proceedings. (Ex. Com. 3/65).

IV

Finances

Annual Meeting Fee

The registration fee for the annual convention was raised to \$30. (Ex. Com. 3/64).

A maximum fee of \$40 was set for the San Francisco annual meeting. The Executive Committee said in the future the local committee must submit a request for the registration fee one year in advance of the meeting. (Ex. Com. 3/68).

Annual Dues - Contributing Members

Contributing members, agency affiliate class, dues changed to \$35. (Ex. Com. 5/68).

Association Funds

Howell McGee, executive secretary-treasurer, was authorized to have the funds transferred to him and to relocate savings account if it is desirable. (Ex. Com. 10/63).

Basic Bibliography Expense

The Executive Committee approved \$300 payment to the ERIC Center at Syracuse to prepare a Basic Bibliography on Adult Education. (Ex. Com. 11/67).

Bonds

The Treasurer of the Association to be bonded. (Ex. Com. 3/65).

Billing New Members

The Treasurer was instructed to bill new institutional members immediately following the annual meeting in which they were accepted. Associate and

personal members will be billed following the Executive Committee meeting in which they were admitted. (Ex. Com. 11/66).

Committee Expenses

The Public Relations Committee was authorized to use up to \$1,000 from reserves. (Ex. Com. 10/65).

Approved \$200 for the legislative committee for travel expenses. (Ex. Com. 11/66).

The budget for executive committee meetings shall never exceed \$3,000. Payments must be limited to the Executive Committee and to committee chairmen. Expenses will be paid for only one mid-year meeting per year. The meeting shall not exceed three full days and members must be present at all meetings. (Ex. Com. 3/69).

Convention Budgets

It was agreed that the local arrangements committee could prepare the budget for the annual meeting without submitting to the executive committee, but the local committee could not obligate any funds other than registration fees. (Ex. Com. 11/66).

Expenses

Members of the AUEC making trips on AUEC business shall be allowed actual expenses and air travel. These will be allowed at the rate of ten cents a mile on short trips and on long trips the amount shall not exceed air fare. (Ex. Com. 11/66).

Financial Support for Research

Advisory committee was requested to make efforts to secure financial report for research. (Ex. Com. 10/63).

Newsletter Expenses

The edition to receive an honorarium of \$250 per issue. (Ex. Com. 3/69).

Proceedings

Costs are to be kept to \$950 cost which includes \$140 honorarium for the editor. The number of copies to be 350. The price per copy is to be raised to \$5 with a 20% discount to libraries. (Ex. Com. 3/63).

Program Committee Expense

Program committee was authorized \$300 for speakers and materials. (Ex. Com. 3/67).

Publications

A book prepared by Martha Farmer on evening college personnel services - it was decided that AUEC would guarantee sales of 200 copies at a price of up to \$5 each if the book is published. (Ex. Com. 3/66).

Refunds

No refunds will be made to registrants after the beginning of the annual meeting. (Ex. Com. 3/67).

Regions

A request for financial assistance for regional meetings was rejected. Regional activity must be supported by the local region. (Ex. Com. 3/64).

Funds were approved for mimeographing the regional chairman's handbook. (Ex. Com. 3/67).

Revolving Fund

A revolving fund was created in which application fees will be deposited. Expenses for visiting

teams will be charged against this fund and this will be a continuous fund. (Ex. Com. 3/64).

Enrollment Statistics

1963 would be the last year for a separate collection of statistics by AUEC. (Ex. Com. 3/63).

Report by Frandsen in AUEC-NUEA joint report. AUEC is committed to this report. (Ex. Com. 3/63).

The Joint Committee approved a maximum of \$450 for a study of the statistics for a six-year period. (Ex. Com. 3/66).

Exhibits at National Convention

Publishers have been contacted on book exhibits and was decided this was not practical. (Ex. Com. 10/63).

National Advisory Commission on Civil Disorder

By resolution the association declared its recognition of the importance of the conclusions and recommendations of the commission and urged its members to intensify their efforts to aid in affective actions. (An. M. 11/68).

Newsletters

It was recommended that the Newsletter be published six times a year. (Ex. Com. 3/66).

Public Affairs Book

Ernest McMahon has been requested to write a publication for the "Public Affairs Committee, Inc." This is contingent upon the fact that organizations should purchase a minimum of 10,000 copies at an approximate cost of \$1500. It was agreed this was desirable and AUEC would go along if NUEA also helped

jointly under a direct proposal. (Ex. Com. 3/67).

Recognition of Deceased Members

Notes of sympathy may be written to the family of the deceased in the institutions. Resolutions will be issued when deemed appropriate. (Ex. Com. 3/67).

SUPPLEMENT IV

REPORT OF LEGISLATIVE COMMITTEE

The Committee on Legislation met three times during the past year.

1. On March 19, 1969, at New York University, New York City
2. On September 24, 1969, at the Teaneck Campus of Fairleigh Dickinson University, New Jersey
3. On November 19, 1969, at Queens College, New York, N. Y.

At these meetings the committee considered bills which had been introduced into Congress and were of concern to evening colleges or to evening students and faculty as individuals. The Legislative Committee then formulated its stand which it recommended to the Executive Committee.

Upon concurrence by the Executive Committee, letters were sent to the sponsors of the bills and to the chairman of the appropriate Congressional committees informing them of the Association's stand. Copies of the reports to the Executive Committee are attached hereto.

Your Committee on Legislation during the past year considered twenty-one bills. On these it took the following stands:

- | | |
|---|----|
| a. Supported without reservation - | 13 |
| b. Supported with reservations or suggested changes - | 4 |
| c. Opposed - | 4 |

The Committee on Legislation:

Heinz F. Mackensen, Fairleigh Dickinson University, Chairman

Sol Jacobson - Brooklyn College, C.U.N.Y.,
Honorary Chairman

Thomas E. Chambers - Manhattan College
 Martha L. Farmer - City College, C.U.N.Y.
 Carl E. Hiller - Queens College, C.U.N.Y.
 Charles J. Longacre - Newark State College
 Robert E. Mosely - Dutchess Community College
 Maurice O'Sullivan - Sacred Heart University

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

MEMORANDUM

TO: Executive Committee DATED: December 1, 1969
FROM: Heiz F. Mackense SUBJECT: Report of
 Chairman, Legisla- activities to
 tive Committee date

The Committee on Legislation met on November 19, 1969, and agreed upon the following recommendations regarding bills currently before Congress:

- A) S2668 (Mr. Cranston) and H.R. 13006 (Mr. Halpern).
 To amend chapter 34 of title 38, United States Code, to provide additional education and training assistance to veterans and to provide for a predischarge education program.--The committee recommends both of these bills but feels that the definition of "a full time course of studies" should be changed from "14 semester hours or the equivalent thereof" to "twelve semester hours or the equivalent thereof." The twelve hour basis for a full time student is already accepted by immigration and draft authorities and is used by lending institutions for scholarship incentive awards.
- B) H.R. 13697 (Mr. Edwards). To increase the rates of vocational rehabilitation, education assistance and special training allowance paid to eligible veterans and persons under such chapters.-- The committee recommends this bill but with the proviso that half-time to be defined to equal six

semester hours, three-quarters time to equal nine semester hours and full-time to equal twelve hours. The same justification for change would apply as with the two bills under "A" above.

- C) S2803 (Mr. Byrd). To encourage institutions of higher education to adopt rules and regulations to govern the conduct of students and faculty, to assure the right to free expression, to assist such institutions in their efforts to prevent and control campus disorders, and to amend the Higher Education Act of 1965.--Your committee strongly opposes this bill on the principle that it introduces controls in the internal governance of public and private institutions of higher learning which are inimical to the concept of academic freedom.
- D) S2827 (Mr. Scott). To provide injunctive relief to prevent serious disruption of federally assisted institutions of higher education.--The committee similarly opposes this bill also on the grounds that it introduces controls in the internal governance of public and private institutions of higher learning which are inimical to the concept of academic freedom. Moreover, the committee wishes to emphasize that injunctive relief is already provided for on the state and local levels and it seems superfluous to extend it to the federal level.
- E) S2866 (Mr. Hollings); S2979 (Mr. Dominick); S3027 (Mr. Byrd); S3077 (Mr. Ribicoff); and H.R. 11126 (Mr. Devine). To allow a credit against income tax to individuals for certain expenses incurred in providing higher education.--These bills are very similar with differences principally in the cash amounts or percentages involved. Your committee endorses all of these bills since they generally seek to accomplish a highly desirable aim with maximum effect. The Committee on Legislation would like to request in its communication to the Senate Committee on Finance that when

hearings are held on these bills our statement, already formulated for H.R. 11126 (see "B", September 30, 1969) be read into the record, as follows:

The Association strongly endorses these bills because they apply equally to all donors and/or students, full or part-time; working subsidized or independently wealthy; advantaged or disadvantaged. Moreover, since the whole transaction is carried out between the individual taxpayer and the Internal Revenue Service there is no need for any administrative action or expense by colleges or universities. The features providing a tax credit for any individual who has paid higher education expenses "for himself or for any other individual" provide broad encouragement to give and a flexible scope for donors. If the term "individual" is interpreted as including corporations (as it frequently is) then the subsidizing of study of their employees by business corporations would be greatly encouraged. The element of choice is given the private donor. Private as well as state institutions would benefit equally from this bill.

RECOMMENDATION

The Legislative Committee requests the Executive Committee's permission to take a stand on each of the above bills in the name of the Association.

A synopsis of the congressional bills, with this committee's stand will be submitted to the Newsletter for publication.

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

MEMORANDUM

TO: Executive Committee DATED: September 30, 1969

FROM: Legislative Committee, SUBJECT: Report of activ-
Heinz F. Mackensen, ities to date
Chairman

The Committee on Legislation met on September 24, 1969, and agreed upon the following recommendations regarding bills currently before Congress:

- A) HR 11768 (Mr. Stanton). To assist students who, to attend college, are relying on their own wage-earning capacity rather than depending on others. Your committee approves the intent of this bill, but feels it would be too difficult to administer because of its feature that reimbursements to working students would be channelled through the institutions. A vast, unnecessary expansion of the financial aid offices on each campus would result.
- B) HR 11126 (Mr. Devine). To amend the Internal Revenue Code of 1954 to allow a credit against income tax to individuals for certain expenses incurred in providing higher education. Your committee strongly endorses this bill because it applies equally to all donors and/or students, full or part-time; working subsidized or independently wealthy; advantaged or disadvantaged. Moreover, since the whole transaction is carried out between the individual taxpayer and the Internal Revenue Service there is no need for any administrative action or expense by colleges or universities. The feature providing a tax credit for any individual who has paid higher education expenses "for himself or for any other individual" provides broad encouragement to give and a flexible scope for donors. If the term "individual" interpreted as including corporations (as it frequently is) then the subsidizing of study of their employees

by business corporations would be greatly encouraged. The element of choice is given the private donor. Private as well as state institutions would benefit equally from this bill.

- C) HR 11274 - To assist in removing the financial barriers to the acquisition of a postsecondary education by all those capable of benefitting from it (Mr. Podell). This bill reminded your committee of the Kansas-Nebraska Act, -- "something for everyone." The only provision the committee favored as useful is the inclusion of a category of half and three-quarter time students. The committee agrees with the bill's intent but the detailed, planned implementation aroused extremely negative reactions for the following reasons:
- a) The projected "Higher Education Loan Bank is too cumbersome. The size, powers and responsibilities given this bank seem to go far beyond what might be needed for its indicated purpose. It is essentially the Secretary of the Treasury's bank and the controls are too limited.
 - b) The bill would lead to a great proliferation of public and private agencies of all sorts and the need for many such remains to be proven.
 - c) Your committee greatly prefers HR 6535 (Mr. Reid), which we have already recommended in our previous report. It does what this bill wants to do but without the concomitant, potentially dangerous details.
- D) HR 9010, S 1290 -- It incorporates the Teachers Insurance and Annuity Association and College Retirement Equities Fund under the College Benefit System of America and protects the system from state taxation and regulation. Your committee endorses this proposal as giving needed, added protection to this pension system, to which

so many of our institutions and faculty belong.

RECOMMENDATION

The Legislative Committee requests the Executive Committee's permission to take a stand on each of the above bills in the name of the Association.

A synopsis of the congressional bills, with this committee's stand, will be submitted to the Newsletter for publication.

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

MEMORANDUM

TO: Members of the Executive Committee DATE: March 19, 1969

FROM: Martha L. Farmer SUBJECT: Recommendations of the Legislative Committee

The Legislative Committee met today. The following members were present: Tom Chambers, Heinz Mackensen, Robert Moseley and Charles Longacre's representative--George Sisko.

After reviewing the congressional bills before it, the following recommendations are made to the Executive Committee:

1. The Higher Education Bill of Rights of 1969, H.R. 6535, was supported with enthusiasm. It is felt that many of the amendments suggested in it to the Higher Education Act of 1965 are of great importance to the constituent members of the AUEC.

2. Bill S. 338, introduced by Mr. Yarborough, was also approved by the group as appropriate to the AUEC. Apparently several of the evening colleges hold meetings of a flight training instructors

organization. It was felt that the section dealing with eligible veteran flight training would be of value to our organization. In addition, the increased allowances on page 3 were approved.

3. Bill H.R. 122, which provides for payments to educational institutions for reports made by them with respect to eligible veterans enrolled therein was also thought to be important to the AUEC.

4. The bill S. 366, introduced by Senator Pell, in its present form might not be of value in that it calls for full time undergraduate student scholarships. The committee felt that with the approval of the Executive Committee, Mr. Pell should be approached to see if a half-time provision could be included in it, which would have greater applicability to the evening colleges.

5. Bill S. 60, introduced by Mr. Boggs, which deals with the creation of a catalog of federal assistance programs, would be extremely useful for evening directors as the multiplicity of programs in various federal agencies makes the identification of appropriate programs difficult at the present time.

6. Bill H. R. 829 arrived after the meeting. However, since it proposes to "amend the National Defense Education Act of 1958 to permit reductions in institution contributions to student loan funds on account of expenditures in administering the program," the Chairman has taken the liberty of acting for the Committee of the Whole, as it is felt that the evening institutions would be interested in this amendment.

RECOMMENDATIONS

The Legislative Committee solicits from the Executive Committee permission to take a stand on each of the above bills in the name of the Association. Prior to the receipt of such permission a synopsis of the congressional bills concerned will be submitted

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to the Newsletter for publication in its next edition so that the members of the Association may be informed of legislation which is appropriate to the university evening colleges.

SUPPLEMENT V

REPORT OF THE MEMBERSHIP PROMOTION COMMITTEE

The Membership Promotion Committee of AUEC for 1968-69 had the following membership:

Dr. Sam C. Bills, Univ. of Tennessee, Knoxville, Tenn.

Dr. W. A. Brotherton, Memphis State Univ., Memphis, Tenn.

Mr. N. Lee Dunham, Baylor Univ., Waco, Texas

Mr. Reuben R. McDaniel, Jr., Baldwin-Wallace College, Berea, Ohio

Mr. George Parker, Southern Univ. in New Orleans, New Orleans, La.

Mr. Paul Trovillo, St. Petersburg Junior College, St. Petersburg, Fla. (resigned and was replaced by Mr. Wilbur J. McElwain, Miami-Dade Junior College, Miami, Florida)

Dr. Alban F. Varnado (Chairman) La. State Univ. in New Orleans, New Orleans, La.

This committee adopted a "Plan of Operations" at the San Francisco Convention which was designed to promote membership at the local level. It was felt that the Committee should work closely with the Chairmen of the different Regions who should be encouraged to assume the responsibility of promoting membership drives in their respective regions. The following assignments were made for liaison purposes:

Dr. Bills: Regions 8, 9 and Western Canada

Dr. Brotherton: Regions 1, 2, 3 and Eastern Canada

Mr. Dunham: Regions 10, 11 and 12

Mr. McDaniel: Regions 4 and 6

Mr. Parker: Regions 5 and 7

Mr. Trovillo (Mr. McElwain): Junior Colleges

Under the Plan of Operations, the regional chairmen were asked to survey their own regions and develop lists of prospects; they were asked to send personal letters promoting membership to these prospects and

to send lists of the prospects to the President of AUEC and to the Editor of the Newsletter for follow-up letters.

In January, the committee had 1000 copies of the article "After-Five Students" from College Management Magazine printed for the use of the regional chairmen in making membership contacts.

In March, membership blanks and a copy of Article III (Membership) from the Constitution and By-Laws were sent with the revised fee schedule to the committee members for distribution to regional chairmen.

Communications from Mr. N. Lee Dunham, Dr. Sam Bills, and Dr. W. A. Brotherton have indicated some activity in the regions under their supervision. Mr. Wilbur J. McElwain is to be commended for his work in actively soliciting membership in the Junior College area.

Membership promotion is a continuous process and it is difficult to assess its success during any one particular time. Possibly the report of the Membership Committee itself is a more accurate reflection of the work of the Membership Promotion Committee.

This report respectively submitted by

ALBAN F. VARNADO
(Chairman)

SUPPLEMENT VI

REPORT OF THE COMMITTEE OF REGIONS 1968-1969

Committee Members:

Sherman V. N. Kent - Rider College, Chairman
Robert L. MacDonald - University of Pennsylvania,
Vice-Chairman
Ernest E. McMahon - Rutgers, The State University
Richard D. Robbins - The Johns Hopkins University

The year 1968-69 will be remembered as "the year of the moon conquest" but also in AUEC as "the first year that the regions were allotted a Regional Luncheon at the national convention." For this privilege we thank President Ray Witte, his Executive Committee and Chairman Russ Smith and his Program Committee. We believe that the regions are an increasingly important part of AUEC; for in the regions, the individual member gets the training and experience that may one day fit him for a role in the national organization. So better regions in the long run mean better national organization.

It seems appropriate at least once a year that the twelve young members of the family return home to report their health and welfare. The twelve regions of AUEC are happy to have this opportunity to report to the father organization. They are all alive and doing well. I should like to introduce now the spokesmen for each region. They are:

Region 1 - John S. Bailey, Northeastern
University

Region 2 - Nicholas Kish, Jr., Millard Filmore
College, State University of New
York at Buffalo

Region 3 - Carl E. Hiller, Queens College of the
City University of New York

- Region 4 - Lawrence C. Barden, Philadelphia
College of Textiles and Science
- Region 5 - Stanley R. Pliska, Old Dominion
University
- Region 6 - Reuben R. McDaniel, Jr., Baldwin-
Wallace College
- Region 7 - Fred McCune, East Tennessee State
University
- Region 8 - Marvin E. Hartig, University of
Evansville
- Region 9 - John C. DeLaurenti, Elmhurst College
- Region 10 - Donald Z. Woods, University of
Minnesota
- Region 11 - N. Lee Dunham, Baylor University
- Region 12 - Rev. Gerald Sugrue, S.J., University
of San Francisco

These twelve chairmen hold office at present time. In four regions different officers served from November, 1968, to April, 1969. The four chairmen who served during the first half of this year are as follows:

- Region 4 - Emery C. Mollenhauer, F.S.C., LaSalle
College
- Region 5 - Donald J. Herrmann, College of
William and Mary
- Region 7 - Wilbur J. McElwain, Miami-Dale Junior
College
- Region 9 - George J. Dillavou, Roosevelt
University

One chairman was elected for the full year last

November, but relinquished his post in September of this year to devote full time to his Ph.D. candidacy. Therefore, Region 6 is temporarily without a chairman since the resignation of Reuben McDaniel.

Trying to describe "the year that was" is difficult. More meetings were held, and more meetings of two or three days in length were held.

More evening Deans and Directors were promoted to Vice-Presidencies or other upper echelon posts. The theory that evening administration is a dead-end job has been, in part, disproved. You may actually go up and out rather than down and out. Or as most of us do--you will go on and on and on. Joint meetings of AUEC, NUEA, and AEA were held by Region 1 and also by Regions 10 and 11 jointly. Joint members were held by Regions 3 and 4, Regions 7 and 8, and Region 9 AUEC met with the Missouri Valley Adult Education Association. Some of the most interesting quotations from these meetings follow:

(1) from Region 3: "a panel of three experts discussed The Data Processing Explosion and its implication for the four year and two year evening colleges. After the two panel members representing the academic world talked at some length about the importance of offering programming and computer technology and language as a "salable" item for students, the third panelist, representing the business world, said, in effect, "Give us a well educated liberal arts graduate who can think, and we'll do the technical training."

(2) from Regions 3 and 4: "The meeting was highlighted with an address on 'Roots of Student Discontent' by Dr. Martyn Gay, Fellow in Forensic Psychiatry Temple University and Department of Psychological Medicine, University of Edinburgh (Scotland). Other speakers included Robert Ochs, Assistant to Vice-President at Rutgers speaking on security measures and practice with

Discontent from Students and Outsiders; 'Cracking Ethnic Discontent', presentation by Murray Friedman, American Jewish Committee; 'Quality versus Quotas' by Dr. Carl A. Fields, Assistant Dean of Princeton and Justin Dunn, Admission Officer for Brooklyn College of C.U.N.Y."

(3) from Region 4: "Future plans include an invitation to student officers to attend a monthly meeting,..."

(4) from Region 4: "During the last decade Evening College enrollment in the Philadelphia area increased from 17,100 to 46,900, an increase of almost 300%!!!"

(5) from Region 5: "Region 5 recommends most highly that whenever possible other Regions meet at a Continuing Education Center. These layouts are something to behold and something to dream about! The University of Maryland really has an eye-catcher, and those University College boys know how to entertain."

(6) from Region 7: "Much discussion was related to the breakdown in communication between those administering day programs and the administrators of evening programs. The observation was made that in those institutions in which the evening school administrator is an active participant in a college wide 'council of deans' there exists a better working relationship between those administering the day and the evening programs."

(7) from Region 9: "During the chairmanship of George J. Dillavou, a committee was appointed to explore and implement legislation to help part-time and evening students taking courses for credit in the private universities and colleges in the State of Illinois."

Only a sampling of "subjects covered" can be included in this report. Greater detail is available

in the A.U.E.C. Newsletter. Complete details and complete lectures are generally available by contracting the Regional Chairman.

Early in the year the Committee re-issued the "Handbook for Regional Officers," originally compiled by Frank Carroll. An up-to-date map was issued with the handbook.

The traditional battle of the boundaries remained unchanged. Certain colleges in Utah have preferred to attend meetings with Region 11. This is permissible and requires no change in boundary lines. Region 10 covers a vast territory but has solved part of its problem by meeting annually with the Missouri Valley Adult Education Association. They have cemented the union this year by electing Tommy Thompson as president.

Region 11 has found a similar meeting with the Mountain-Plains A.E.A. a worthy combination.

Region 12 has not yet organized a Pacific States A.E.A. or a similar umbrella organization. Thus activity in the Pacific States, where thousands of miles separate large institutions, is minimal.

"Leadership and communication" were set up as goals for this committee this year. Neither goal was fully won, nor was either goal neglected. Letters, minutes, ballots, phone calls, and even a few visits made communication a reality. The fact that evening deans and directors are generally over-worked became quickly apparent. To consider added duties and more research as professional goals of the evening administrators is absurd when many of these people have trouble answering routing mail. Thus better and fuller staffing of evening offices is essential for our mutual welfare.

Leadership in the form of new ideas was not lacking this year. Attempts to set and attain separate regional annual goals was largely unsuccessful. A few notable exceptions were recorded.

SUPPLEMENT VII

REPORT OF THE AUEC RESEARCH COMMITTEE
1968-1969

The AUEC Research Committee completed a survey of "Policies and Practices in Various Evening Colleges and Divisions of Colleges and Universities in the United States". A questionnaire was sent to over two hundred colleges and universities throughout the United States including all member institutions of AUEC. The survey included seven topics: I. Admission Policies; II. Terminology; III. Fees; IV. Faculty and Faculty Recruitment; V. Scheduling and Research; VI. General Information, and VII. Student Recruitment and Publicity.

Over one hundred institutions responded to this survey, and information was compiled on each institution as well as being prepared in summary form. The complete study was sent to all member institutions of AUEC and other institutions responding to the questionnaire. This study is now available in published form through the Scarecrow Press, Inc.

Other activities of the Research Committee included the following:

- 1) The Committee identified those institutions where research projects in adult education have been completed. The committee wishes to thank those Regional Chairmen who cooperated in furnishing this information. Copies of several significant studies were forwarded to the Research Committee.
- 2) The Committee reviewed several questionnaires submitted by graduate students and other individuals before granting or denying permission for distribution to the membership of AUEC.
- 3) The Committee served in an advisory capacity to several individuals and institutions planning to

initiate new programs in adult or continuing education.

Future Activities and Recommendations

1) The Committee will continue to act as a clearinghouse for all research projects involving the circulation of questionnaires to the membership of AUEC.

2) The Committee will continue to encourage research in the area of adult and Continuing Education by graduate students and other individuals.

3) The Committee will continue to collect copies of research projects relating to adult and continuing education.

4) The Committee is committed to up-date its publication "Survey of Policies and Practices in Various Evening Colleges and Universities in the United States" each biennium.

5) The Committee recommends that one or more members of the Research Committee serve more than one year to assure continuity in committee activity.

Members of the Research Committee

William A. Hoppe, Chairman
Dr. Eugene Upshaw
Dr. Glenn L. Bushey
Mr. D. David Hughes
Mr. Paul V. Trovillo

Attempts to mate populated and active regions with distant and subpopulated regions was also unsuccessful. The idea of distant meetings--more than once a year--regardless of professional value, seems to be impractical at this time.

Attempts to encourage visitation of other institutions met with little success. The most valuable visitations are those involving evaluation for admission to A.U.E.C. Perhaps, even without becoming an accrediting agency, A.U.E.C. could foster additional visitation by requiring, each 10 to 15 years, a "re-evaluation" for continued membership. The purpose would not be any actual elimination--but rather the objective would be to stimulate, to help solve current problems, and to benefit all participants. Such visits would be both essential and prepaid. Voluntary visits like voluntary military service does not seem to fill the need.

Four official meetings of the Committee were held on November 12, November 13, February 7 and March 5. An additional informal meeting was also held on April 24. Minutes for all of these meetings appeared in the Spring, 1969, issue of the Newsletter.

The utilization of the Regions Committee as the Nominating Committee worked well. It gave a truly broad-based representation to this important task. Size made its operation a little slower and follow-up phone calls had to be made. Much favorable comment came from reaching out to the membership for nominations.

A file of leaders in each region was begun. Biographical data and photos were sent in by half of the regional chairmen. Modesty or lack of time deprived us of other leadership data. This material will be forwarded, together with other correspondence, to the new Regional Chairman. The project, even half fulfilled, is impressive and may be the basis for a very valuable Archive of Evening College Administration.

A large chart of officers and committee personnel, through the years, was drawn up by Ernie McMahon and made part of our official records. This will also be passed on to the new Chairman.

A complete and up-to-date Roster of the Regions --reaching to 25 pages--was published on December 1 and is therefore already inaccurate. Since changes occur weekly, the perfect roster is almost impossible. Officers of the regions and of the national organization receive this Roster.

For the wonderful feeling of belonging to an active profession, for the pride of achieving part, if not all, of our goals, and for the privilege of associating with the finest educators in the world: our thanks. Thanks to each member of our Committee for patience and hard work and thanks to the individual chairmen of the regions for their cooperation.

For the Committee:

Sherman V. N. Kent
Chairman

Galaxy Conference
Washington, D. C.
December 7-11, 1969

SUPPLEMENT VIII

REPORT OF THE COMMITTEE ON JUNIOR COLLEGES
1968-1969

The first task of the Junior College Committee was to carry out President Witte's injunction to find out what AUEC could do to serve junior colleges; the Committee adopted as its secondary task that of publicizing the organization among junior colleges, and recruiting new members.

To carry out the first task a questionnaire was prepared in an attempt to get as wide a view as possible of the opinions of junior college administrators. The second task was accomplished at the same time by including with the questionnaire a packet made up of an AUEC membership brochure, a reprint on the AUEC from College Management, a copy of a "From the Dean's Desk" entitled "The Weekend College", an Evening College schedule from Miami-Dade Junior College, and a cover letter. This packet was sent to approximately 250 junior colleges which seemed likely to have large evening programs.

Ninety-four replies were received; of these, five from present members were not used in the figures cited below.

Item I "Were you aware that institutional and individual membership is open to junior colleges and junior college administrators?"

Yes 39 No 38 No reply 12

The fact that nearly half the respondents were unaware that they could join the AUEC indicates that publicity is badly needed. Membership has been open to junior colleges for about three years, but, apparently, the news has not spread very widely.

Item II "Have you considered membership in AUEC?" (Only those replying "yes" to Item I are here considered).

Yes 28 No 10 No reply 1

Of the group aware of the opportunity to join the AUEC, roughly 60% (24 of 28) had considered and rejected the idea. Reasons for the failure to join are detailed below.

Item III "If you have considered membership but have not joined AUEC, why did you decide not to join?"

Funds not available	16
Not able to attend conferences	(6) (these also checked the first item)
Did not feel AUEC would be useful	4
Belong to other similar organizations	3
Have not gotten around to it	4
No reason given	1

These responses suggest that no serious objections to AUEC membership exist among junior colleges. Indeed, four responses indicate that membership is just a matter of time--or perhaps a matter of a slight push from a member!

The fifteen responses citing lack of funds present no great difficulty. If AUEC can show itself to be useful, the small matter of individual dues should be easily overcome; if individual membership proves worthwhile, institutional membership should follow.

The three responses citing membership in other organizations present the problem of apparent duplication of services. AUEC, by stressing its exclusive concern with collegiate level adult education, rather than with other types of adult education institutions, can attract junior college members.

Item IV "If you were to join AUEC what services do you feel AUEC should bring you?"

Information

on organization and administration of evening programs	<u>52</u>
on curriculum and courses	<u>54</u>
on fees, policies	<u>39</u>
on instructors salaries	<u>38</u>
on publicity and advertising	<u>46</u>
Acquaintance with administrators of evening colleges	<u>39</u>
Articulation with senior colleges	<u>24</u>
Assistance in persuading administration to adopt more comprehensive evening program	<u>27</u>
Research studies on evening school problems	<u>51</u>
Listings of job openings	<u>20</u>

Only one respondent suggested a service beyond those listed, and this was simply a specific suggestion for one of the general items listed above. While there is an understandable reluctance on the part of questionnaire answerers to add items where more is needed than a checkmark, the complete absence of any suggestions indicates that the listed services, most

of which are presently performed to a greater or lesser extent by AUEC, are those desired by junior colleges.

It seems reasonable to conclude that junior college evening divisions have very much the same problems as do the evening divisions of 4-year colleges. Thus the best service that AUEC can perform for junior colleges is to continue providing programs and publications as in the past.

Recommendations

1. The Junior College Committee should continue to investigate whether any special services to be instituted to meet the needs of junior college members. It should also consider setting aside a period at the next national convention for a meeting of junior college representatives to discuss the matter of AUEC services to junior colleges.
2. The Junior College Committee should cooperate with the Membership Committee in a continuing campaign to bring junior colleges into the AUEC. Since the survey conducted for this report indicates only 50% of eligible junior colleges are aware of their opportunity to join AUEC, a good deal of effort will be necessary to bring AUEC to the attention of prospective members. This committee will provide the incoming Junior College and Membership Committees with information, obtained from the survey, which will assist in recruitment.

SUPPLEMENT IX

REPORT OF THE COMMITTEE FOR SPECIAL
PROGRAMS FOR WOMEN 1968-1969

PREFACE

The committee for "Special Programs for Women" selected as a project for 1969 the publication of a reference source listing short courses, seminars and programs specifically designed for women which are currently being offered at institutions of higher education. The inquiry was restricted to Region VII of A.U.E.C. (Alabama, Florida, Georgia, Louisiana, Mississippi, Tennessee) and was determined to be a pilot study. An expanded nation-wide study should be conducted in 1970.

The survey forms were sent to 215 junior colleges, colleges and universities in Region VII, with a percentage return of 69 per cent (148). Only 29 returns (20 per cent) reported course offerings specifically designed for women. Survey Data is displayed in exhibit "C" of the complete report.

This survey of "Special Programs for Women" was made by the Committee for Special Programs for Women of the Association of University Evening Colleges in the interest of members of the association throughout Region VII. Members of the A.U.E.C. committee included: Mr. David N. Bean, Assistant Director, Division of University Extension, The University of Tennessee; Dr. James L. Yount, Dean of Continuing Education, Polk Junior College; Dr. William A. Hoppe, Associate Dean of Arts and Sciences, University of South Alabama, Advisor; Mr. William R. Gordon, Director of Extended Services, Seminole Junior College, Chairman.

CONCLUSIONS

The results clearly indicate that a large majority

of institutions do not offer special courses for women. Of the institutions reporting "No courses offered", many expressed an interest in the survey results and some (9) indicated that "special courses" were being planned.

Very few of the reported courses are offered for credit with the majority being short, non-credit, special interest courses. The offerings are diverse and varied, ranging from basic home economics courses to leadership training seminars. The fees are nominal, in fact the average cost per contact hour is less than \$1. Very few courses are taught at "off campus" sites. Participation was reported as either "good" or "excellent".

Several colleges reported cooperative programs with a local council for continuing education for women.

RECOMMENDATIONS

It is recommended that a more extensive and expanded survey be made in 1970. The survey should be regional or nation wide with the results being published in the Dean's Desk or the A.U.E.C. News Letter.

An item to be included in the survey is "the identification of local and national organization working in the area of "continuing education for women".

(The complete report may be ordered from the chairman of the committee).

SUPPLEMENT X

REPORT OF COMMITTEE ON URBAN EXTENSION

Committee: William D. Barton, Chairman, (Tennessee)
Paul C. Morgan (University of Southern
Mississippi)

The Urban Extension Committee is a new AUEC committee for the year 1968-69. In appointing the Committee, President Raymond Witte asked that we "attempt to find out who is doing what in the area of urban extension."

As the Committee began to explore the area described as "urban extension," it became readily apparent that no clear definitions exist among the various associated terms such as urban extension, urban development, community development, urban affairs, urban studies, community services, etc. Therefore, our Committee approached the AUEC Executive Committee, at its February, 1969 meeting in New Orleans, for more specific directions and definition of the task. The Executive Committee suggested that the area of interest be expanded to include community development and other similar program concepts. It was further agreed that the Committee should attempt to develop definitions for related terminology.

It was later decided that a survey could be used to determine the general usage of the basic term "urban extension." If the meaning and general usage were consistent among the AUEC institutions, we would not need to further define the term. The results of this brief survey are presented in an Appendix to this report.

The Community Development Division of NUEA has also been concerned about definitions and terminology related to their activities. In a speech at the Southeastern Regional Conference of NUEA at Gatlinburg, Tennessee, on March 31, 1969, Dr. Otto G.

Hoiberg noted that Sociologist George Hillery had found in an examination of sociological literature no less than ninety-four different definitions of "community" including sixteen basic concepts. Dr. Hoiberg further stated that "so far as 'development' is concerned, your definition is as good as mine; and mine is probably as good as yours."

A position paper entitled, Our Urbanizing Society: A Search For Perspective, has been drafted for possible approval by the Community Development Division of NUEA for presentation at the Galaxy meeting. This paper, which is in the fifth draft stage, is a thorough look at the area of community development with specific definitions and recommendations.

CONCLUSIONS

The brief survey was sent to AUEC member institutions for two purposes, (1) to determine the kinds of programs being developed and given in the general area of urban extension, and (2) to determine the meaning of the term "urban extension" to different institutions.

In light of these objectives, it appears that over half of the AUEC institutions see themselves as being involved in urban extension, urban affairs, and/or community development activities. From the comments received in the survey, however, urban extension and community development provide no conceptual differentiation from one institution to another. Several persons apologetically noted the inability to categorize their programs; while others put a question mark on the paper with the word "definition."

We can only conclude that if there is any need to categorize the various services of our institutions among the several terms from which to choose, other position papers must be forthcoming.

RECOMMENDATIONS

1) AUEC should consider whether or not distinctive definitions are important or necessary in performing our tasks relating to urban and community services. Communication of ideas may be the most valid reason for definitions, particularly in the internal affairs of a single institution.

2) Regardless of definitions, AUEC should undertake a more thorough study of the involvement of member institutions in the area of urban and community development. The large number of unique and innovative programs being created are worthy of sharing with all members on a more systematic basis.

SURVEY

Committee on Urban Extension
Association of University Evening Colleges

Institution Name _____ Reporting 134 returns of 175 mailed

1. Does your institution have activities which it considers an urban extension program?

Yes 62 No 72

2. If the answer to #1 is yes, in what department is the administrative home for the program?

See attached list

3. Describe or give examples of activities included in your Urban Extension program

See attached list

4. Does your institution have an Urban affairs program?

Yes 64 No 65

5. Does your institution have a Community Development Program?

Yes 58 No 74

Is it separate from the Urban Extension program?

Yes 33 No 24

6. Is your community development program funded by Title I of the Higher Education Act of 1965?

Entirely 2 Partly 39 No 18

SURVEY QUESTION #2

The list below shows the wide variety of titles of departments acting as the administrative home for "urban extension." The list is not fully inclusive and is meant as an example.

ADMINISTRATIVE HOUSE	NUMBER OF INSTITUTIONS REPORTING
No Centralized Authority	5
Continuing Education (Division, College, School)	18
University College	5
Cooperative Extension Education	4
Evening College	4
Vice-President for Academic Affairs	4
Extension Division	3
Business Administration	1
Center for Community Development	1
Center for Urban Affairs	1
Center for Urban Studies	1
College of Community Services	1
Commissioner on Extension Courses	1
Continuing Education Center for Public Service	1

<u>ADMINISTRATIVE HOUSE</u>	<u>NUMBER OF INSTITUTIONS REPORTING</u>
Council on Urban and Regional Studies	1
Division of Civic Affairs	1
Division of Continuing Studies	1
Division of Urban Extension	1
Management Department	1
Office of Urban Affairs	1
Political Science	1
Program Development and Public Affairs	1
School and Community Services	1
School of General Studies	1
Sociology	1
Urban Development Institute	1
Urban Studies Institute	1
Vice-President for Community Affairs	1

SURVEY QUESTION #3

The following are examples of program titles given to urban extension activities as reported by the institutions. The list is only a sample of the large variety of programs reported.

Elementary School Intern Pilot Program
 Youth and Drug Institute
 Upward Bound
 Law Enforcement
 Stearns Project
 Institute for Community Education on Chemical
 Dependency
 Consumer Education
 Community Action Education
 Black Business Development
 Black American Families Conference
 College Level Courses in a Poverty Neighborhood
 Urban and Regional Economic Development
 Social Deviation and Disorder

Rehabilitation and Social Services
Courses for Upgrading Technical Proficiency of the
Non-White Community
Remedial English
Remedial Mathematics
Computer Operations
Community Worker-Aides
National Urban Corps
Student Volunteers
Special Industrial Faculty Projects
Minority Business Management Training Programs
Housing and Neighborhood Improvement Program
Municipal Employee Programs
Coordination of Governmental Units
Urban Planning
Self-study sessions
Policy Community Relations Programs
Community Agencies, Title I - Educational Projects
Seminars for Black Leaders in Pontiac, Michigan
Establishing 4-H Clubs in Low Income Areas
Program for Nursing Home Administrators
Adult Long Island Vocational and Educational System
Community Development Projects
Supplemental Head Start Training
Staff development courses for public officials
Urban Issues
G.E.D. Preparation
Education for the Disadvantaged
Consumer Education
Black and White Studies
Specialized programs for small businessmen
Low-Income Housing
Workshop in Writing
Personality and Interpersonal Behavior
Counseling activity for "inner-city" young people
Neighborhood Club for Disadvantaged Children
National Urban League Secretarial Training Program
Regional Opportunity Centers in Ghetto Areas

SUPPLEMENT XI

REPORT OF THE JOINT AUEC-NUEA COMMITTEE
ON DATA AND DEFINITIONS
1963 - 1969

The Joint AUEC-NUEA Committee on Data and Definitions was established in 1960 to improve the gathering and distribution of information on higher adult education for member institutions of the Association of University Evening Colleges and the National University Extension Association. In the period since that date the Joint Committee first established uniform definitions and standards for measurement of data. Thereafter, based on these standards, the Committee has collected and published data on programs and registrations on an annual basis, together with periodic analyses of trends and projections. The Committee's work has been carried out in cooperation with such national organizations and government agencies as the American Association of Collegiate Registrars and Admissions Officers and the U. S. Office of Education, in an effort toward effective coordination of the respective publications and surveys of all concerned.

During the past year the Joint Committee's activities included the following:

- 1 -- Publication of the regular annual report on programs and registrations for the period ending June 30, 1969. Combined registrations of AUEC and NUEA member institutions totaled 4,956,613 which included 2,993,958 registrations in classes, 1,733,947 registrations in conferences and institutes, 166,259 college correspondence registrations, and 63,449 high school correspondence registrations. (For comparison with the previous year ending June 30, 1968, the following were the combined registrations for that period: 4,412,390; 2,767,252; 1,483,978; 161,160, respectively -- high school correspondence :

registrations were not summarized last year.)

- 2 -- Maintenance of liaison with AACRAO on areas of common concern among higher adult educators, registrars and admissions officers. This responsibility has been handled by the Committee chairman.
- 3 -- Consultative service to the National Center for Educational Statistics of the U. S. Office of Education, in connection with this agency's national survey on higher adult education. At a Washington meeting the agency presented collected data and preliminary findings to the Committee, for review and advice regarding interpretation and appropriate format for publication.
- 4 -- Consultative service concerning a special data collection study, requested by the U. S. Office of Education to be conducted by the U. S. Bureau of the Census.

Richard T. Deters, S.J.
Xavier University
Representing AUEC

Howell McGee
University of Oklahoma
Representing AUEC

Gayle Childs
University of Nebraska
Representing NUEA

Phillip E. Frandson, Chairman
University of California
Los Angeles
Representing NUEA

SUPPLEMENT XII

THE ADVISORY COMMITTEE REPORT TO THE 1969
AUEC EXECUTIVE COMMITTEE AND ANNUAL MEETING

The President of AUEC, Dr. Raymond Witte, asked the Advisory Committee to study the following problems and make recommendations for their solution:

1. Honorary Membership - It is recommended that the Executive Committee award honorary membership on the basis of recommendations of any member of the Association. It is suggested that, in general, the nominations be restricted to those persons who have been active in the work of the Association and who are retired or are nearing retirement from their professional position as well as membership in AUEC.
2. From the Dean's Desk - It is recommended that this project be continued on a voluntary basis and at the will of the President of AUEC. However, it is strongly recommended that the separate editions not be published in a bound form because of the lack of money and time.
3. Full-Time Secretary-Treasurer With an Office in Washington - The Committee felt that three possibilities are open to the membership of AUEC:
 - (1) Re-examine the goals of AUEC in order to determine whether or not a full-time national office is desirable.
 - (2) If a full-time office is desirable, then the Executive Committee should explore the means of attaining this goal.
 - (3) The membership should charge the Executive Committee with the task of formulating a National Office Proposal based upon a realistic dues structure (\$500-\$1,000 per

170

year) which might give adequate funding for a full-time Washington office.

SUPPLEMENT XIII

REPORT OF STUDENT PERSONNEL COMMITTEE
Report - 1969

In keeping with the concept of forming committees in Regional Areas to facilitate meetings, the Student Personnel Committee was mainly composed of members from Region IX. The membership was constituted as follows:

Dan Lang	-	Northwestern
George Dillavou	-	Roosevelt
Esther Kronovet	-	Hofstra
John Donohue	-	Loop College
William Tracy	-	Marquette, Chairman

For a variety of reasons, the Committee did not function as effectively as had been hoped. These fall mainly on the shoulders of the chairman who, between completing his doctorate in June and assuming a new position in August, did not exercise the leadership expected of him. It is also noted that several on-going research studies dealing with adult student personnel work seemed to obviate the need for the Committee to engage in any normative survey work.

Therefore, the committee, rather than submitting a glowing report of goals met would like to make several recommendations which have come out of the discussions of the several members:

1. Closer liaison be established between AUEC and the International Association of Evening Student Councils.

Specifically, it is recommended that the Board of Directors (AUEC) be enlarged to

include an adult student member nominated by the IAESC, and/or, that the President of the IAESC or an alternate named by him, be invited to each subsequent National Meeting of AUEC and furthermore that, should such attendance be prohibitive due to lack of IAESC funds, that at least partial reimbursement of such expenses be made available by AUEC.

2. It is recommended that the various regions be encouraged to invite student representatives to participate in regional meetings whenever possible.
3. It is recommended that some consideration be given to having some members of all AUEC standing committees serve for more than one year to give some additional continuity to committee efforts. This need not necessarily compete with the regional nature of committees, although this is recognized as a problem.

In closing, I would like to thank President Witte for allowing me to serve the Association during the past year. I hope that I may continue to serve the new officers and the membership in the year ahead.

Respectfully submitted,

William T. Tracy

SUPPLEMENT XIV

ASSOCIATION OF UNIVERSITY EVENING COLLEGES
BUDGET 1969-70

Income:

177 Institutional @ \$100
94 Associate @ \$20
56 Personal @ \$15 and 3 @ \$35

\$17,700.00
1,880.00
945.00

Sale of Publications
Interest
Miscellaneous

300.00
500.00
25.00
\$21,350.00

Total Estimated Income

EXPENDITURES:

1. Publications:
A. Newsletter
B. Proceedings
C. Directories, brochure, etc.
D. Miscellaneous

\$2,000.00
1,200.00
1,000.00
100.00

4,300.00

2. Office Expense		
A. Salaries	\$4,500.00	
B. Equipment rental	250.00	
C. Printing & Duplicating	300.00	
D. Communications: telephone, postage, etc.	300.00	
E. Audit & Bond	100.00	
F. Supplies	<u>300.00</u>	5,700.00
3. Travel		
A. General	\$2,500.00	
B. Midyear	2,500.00	
C. Program	500.00	
D. Committee	500.00	
E. Miscellaneous	<u>375.00</u>	6,375.00
4. Executive Committee		
A. Annual Meeting	\$ 250.00	
B. Midyear Meeting	<u>250.00</u>	500.00
5. Annual Meeting		
A. Program	\$ 500.00	
B. General	<u>500.00</u>	1,000.00
6. Committee		
A. General	\$ 250.00	
B. Joint Report	<u>500.00</u>	750.00

7. Dues ACE	\$ 375.00	\$ 375.00
8. Honorarium		
A. Executive Secretary	\$1,100.00	2,100.00
B. Editor of Newsletter	<u>1,000.00</u>	
9. Contingency	250.00	<u>250.00</u>
	Total Estimated Expenditures	\$21,350.00

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PART V - APPENDICES

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

<u>Year</u>	<u>Place of Meeting</u>	<u>President</u>
1939	New York City	Vincent H. Drufner University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased) Cleveland College
1941	Cleveland	A. Caswell Ellis Cleveland College
1942	Buffalo	George Sparks (acting for A. L. Boeck, resigned) University of Georgia
1943	Chicago	George Sparks University of Georgia
1944	Pittsburg	Norman P. Auburn University of Cincinnati
1945	Philadelphia	Lewis Froman University of Buffalo
1946	New York City	Henry C. Mills University of Rochester
1947	Minneapolis	F. W. Stamm University of Louisville
1948	New Orleans	Rollin B. Posey Northwestern University
1949	Cincinnati	Herbert C. Hunsaker Cleveland College
1950	Denver	Frank R. Neuffer University of Cincinnati

ROLLS OF PAST PRESIDENTS AND ANNUAL MEETINGS
(continued)

1951	Detroit	Robert A. Love City College of New York
1952	Atlanta	Cortell K. Holsapple Texas Christian University
1953	St. Louis	Henry J. Wirtenberger, S. J. University of Detroit
1954	Milwaukee	Willis H. Reals Washington University
1955	New Orleans	John P. Dyer Tulane University
1956	New York City	George A. Parkinson University of Wisconsin
1957	Montreal	William H. Conley Marquette University
1958	Louisville	Alexander Charters Syracuse University
1959	Pittsburg	Richard A. Mumma John Hopkins University
1960	San Francisco	Kenneth W. Riddle Drexel Institute of Technology
1961	Cleveland	Richard A. Matre Loyola University (Chicago)
1962	Miami	Daniel R. Lang Northwestern University
1963	Boston	Richard T. Deters, S. J. Xavier University

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS
(continued)

1964	St. Louis	Ernest S. Brandenburg Drury College
1965	Dallas	Ralph C. Kendall University of Toledo
1966	Buffalo	Robert F. Berner State University of New York at Buffalo
1967	New Orleans	Ernest E. McMahon Rutgers University
1968	San Francisco	William C. Huffman University of Louisville
1969	Washington, D.C.	Raymond P. Witte Loyola University, New Orleans

AUEC COMMITTEE STRUCTURE 1968-1969

Advisory

William C. Huffman (Louisville) Chairman
Robert F. Berner (Buffalo)
Alexander N. Charters (Syracuse)
Richard T. Deters, S.J. (Xavier)
John P. Dyer (Delgado)
Daniel R. Lang (Northwestern)
Richard A. Matre (Loyola, Chicago)
Ernest E. McMahon (Rutgers)
Richard A. Mumma (Johns Hopkins)
Frank R. Neuffer (Cincinnati)

Editor of Proceedings

Ralph L. W. Schmidt (Louisiana, Baton Rouge)

Codifier of Business Sessions

T. Stewart Goas (Pennsylvania)

Dean's Desk

Richard T. Deters (Xavier)

Parliamentarian

Reuben R. McDaniel, Jr. (Baldwin-Wallace)

Liaison with AACSB

Frank Genovese (Babson)

Budget

Frank T. Carroll (Delgado)
Melvin Fuller (Roanoke)
A. F. Guidroz (Nicholls State)
Paul Morgan (S. Mississippi)

Joint AUEC-NUEA Committee on Data & Definitions

Richard T. Deters (Xavier)
Howell W. McGee (Oklahoma)

Junior Colleges

Wilbur J. McElwain (Miami-Dade) Chairman
T. A. Delegal (Florida Junior College)

Junior Colleges - Continued

William R. Gordon (Seminole)
 Kermit K. Johnson (Manatel)
 Paul V. Trovillo (St. Petersburg)
 Carl E. Vickery, Jr. (Jefferson St. Junior College)
 J. L. Yount (Polk)

Legislative

Martha L. Farmer (City College) Chairman
 Sol Jacobson (Brooklyn) Honorary Chairman
 Tom Chambers (Manhattan)
 Carl Hiller (Queens College C.U.N.Y.)
 Charles Longacre (Newark State)
 Heinz Mackensen (Fairleigh Dickinson)
 Robert Moseley (Dutchess Community College)

Local Arrangements

Richard Bray (American) Co-Chairman
 Richard Robbins (Johns Hopkins) Co-Chairman

Membership Approval

Executive Secretary, Chairman
 Executive Committee

Membership Promotion

Alban F. Varnado (Louisiana State, New Orleans)
 Chairman
 Sam C. Bills (Tennessee)
 William A. Brotherton (Memphis)
 N. Lee Dunham (Baylor)
 Reuben R. McDaniel, Jr. (Baldwin-Wallace)
 George Parker (Southern, New Orleans)
 Paul Trovillio (St. Petersburg Jr. College)

Nominating

Sherman V. N. Kent (Rider) Chairman
 Region 1 Dean John S. Bailey (Northeastern U.)
 Region 2 Nicholas Kish, Jr. (Millard Fillmore)
 Region 3 Carl Hiller (Queens, N. Y.)
 Region 4 Emery C. Mollenhauer (LaSalle)
 Region 5 Donald Herrmann (William and Mary)
 Region 6 Reuben R. McDaniel, Jr. (Baldwin-Wallace)
 Region 7 Wilbur J. McElwain (Miami Dade Jr. Col.)

Nominating - Continued

Region 8 Marvin E. Hartig (Evansville)
 Region 9 Thomas J. Wynn (De Paul)
 Region 10 Donald Z. Woods (Minnesota)
 Region 11 N. Lee Dunham (Baylor)
 Region 12 Rev. Gerald Sugrue, S.J. (San Francisco)

Program

Russell Smith (New York) Chairman
 Allen Austill (New School for Social Research)
 Thomas Bryde (Iona)
 Frederick L. Canavan S.J. (Fordham)
 Martha Farmer (City College)
 Roy Ilowit (C. W. Post)
 Hyman Lichenstein (Hofstra)
 Heinz F. Mackensen (Fairleigh Dickinson)
 Peter Meyer (Queens)
 Robert Mosely (Dutchess)
 Arnold Scolnick (Borough Manhattan)

Public Relations

Charles Bruderle (Villanova) Chairman
 Dean B. Arnold (PMC Colleges)
 Lawrence Barden (Philadelphia College of Textiles
 & Science)
 Paul Betz (St. Joseph's College)
 Frederick M. Burgess (Villanova)

Regions

Sherman V. N. Kent (Rider) Chairman
 Robert MacDonald (Pennsylvania) Vice Chairman
 Ernest McMahon (Rutgers)
 Richard D. Robbins (Johns Hopkins)

Relationships With Other Associations

The function of this committee will be fulfilled
 by the Galaxy Conference.

Representatives on Galaxy Committees

Central Planning Committee
 Raymond P. Witte (Loyola, New Orleans)

Program Committee

Russell Smith (New York University)

Representatives on Galaxy Committees - ContinuedBudget

Frank Carroll (Delgado)

Public Relations

Melvin Fuller (Roanoke)

Imperative for Action (AUEC Philosophy presented to the Galaxy Resolutions Committee)

Cliff Winters (Syracuse) Chairman

Kenneth Haygood (Cleveland)

Ernest E. McMahon (Rutgers)

Hamilton Stillwell (Wayne)

Research

William A. Hoppe (South Alabama) Chairman

Glenn Bushey (Chattanooga)

David Hughes (Georgia)

Paul Trovillo (St. Petersburg Jr. College)

Eugene Upshaw (Tennessee)

Special Programs for Women

William P. Gordon (Seminole) Chairman

David N. Bean (Tennessee)

William A. Hoppe (South Alabama)

James L. Yount (Polk Junior College)

Student Personnel

William Tracy (Marquette) Chairman

George Dillavout (Roosevelt)

John Donohue (Loop College, Chicago)

Daniel Lang (Northwestern)

Urban Extension

William Barton (Tennessee) Chairman

Hayward R. Bond (Cleveland)

D. David Hughes (Georgia)

Paul C. Morgan (So. Mississippi)

Albert C. Noble (E. Tennessee State)

Paul V. Trovillo (St. Petersburg)

OFFICERS AND EXECUTIVE COMMITTEE

1969 - 1970

PRESIDENT

Clarence H. Thompson, Drake University.

VICE-PRESIDENT

Joseph P. Goddard, University of Tennessee

EXECUTIVE SECRETARY-TREASURER

Howell W. McGee, University of Oklahoma

IMMEDIATE PAST PRESIDENT

Raymond P. Witte, Loyola University (New Orleans)

EDITOR, NEWSLETTER

Robert W. Shaw, Bradley University

DIRECTORS AT LARGE

Edwin P. Banks, University of Colorado

Frank T. Carroll, Jr., Delgado College

Carl H. Elliott, Purdue University

Melvin E. Fuller, Roanoke College

Sherman V. N. Kent, Rider College

William T. Utley, University of Nebraska at
Omaha

AUEC COMMITTEE STRUCTURE 1969-70

Advisory

Raymond P. Witte (Loyola University, New Orleans)
Chairman

Robert F. Berner (State University of New York
at Buffalo)

Alexander N. Charters (Syracuse University)

Richard T. Deters (Xavier University)

John P. Dyer (Delgado University)

William C. Huffman (University of Louisville)

Daniel R. Lang (Northwestern University)

Richard A. Matre (Loyola University, Chicago)

Ernest E. McMahon (Rutgers, The State University)

Richard A. Mumma (The John Hopkins University)

Frank R. Neuffer (University of Cincinnati)

Dean's Desk

Richard T. Deters (Xavier University)

Budget

William D. Barton, Jr. (University of Tennessee)
Chairman

Other members to be announced.

Faculty Development

Kenneth Haygood (Cleveland State University)
Chairman

Cecil L. Dobbins (University of Akron)

Leonard T. Grant (Indiana Central College)

Robert W. McCormick (Ohio State University)

Frank R. Neuffer (University of Cincinnati)

International Relations

Edward F. Cooper (University of Maryland, Balti-
more Division) Chairman

Richard Bray (The American University)

Richard D. Robbins (The John Hopkins University)

Elzberry Waters, Jr. (George Washington University)

Joint AUEC-NUEA Committee on Data and Definitions

Myron A. Spohrer (Washington University) Chairman

Howell W. McGee (University of Oklahoma)

Junior Colleges

Wilbur J. McElwain (Miami-Dade Junior College)
Chairman
Roy J. Ingham (Florida State University)
William R. Gordon (Seminole Junior College)
Kermit K. Johnson (Manatee Junior College)
Carl E. Vickery, Jr. (Jefferson State Jr. College)

Legislative

Heinz F. Mackensen (Fairleigh Dickinson University) Chairman
Sol Jacobson (Brooklyn College) Honorary Chairman
Thomas Calabrese (Sacred Heart University)
Thomas E. Chambers (Manhattan College)
Carl E. Hiller (Queens College, CUNY)
Charles J. Longacre (Newark State College)
Robert E. Moseley (Dutchess Community College)

Local Arrangements

James R. McBride (Sir George Williams University) Chairman
Rev. R. Eric O'Connor (Thomas More Institute)
J. Martin O'Hara (Thomas More Institute)
Donald L. Peets (Sir George Williams University)
Charlotte H. Tansey (Thomas More Institute)

Membership Approval

Executive Secretary, Chairman
Executive Committee

Membership Promotion

Alban F. Varnado (Louisiana State University, New Orleans) Chairman
N. Lee Dunham (Baylor University)
Ralph L. W. Schmidt (Louisiana State University, Baton Rouge)
Chairman of each region

Military Affairs

Donald Z. Woods (University of Minnesota) Chairman
Roger H. Heylin (Ft. Riley, Kansas)
James R. Quimper (University of Maryland)
William T. Utley (University of Nebraska at Omaha)

Nominating

Martha L. Farmer (City College, CUNY) Chairman
 Hy Lichtenstein (Hofstra University)
 Edward D. Shanken (Engineers Joint Council)
 Russell F. W. Smith (New York University)
 Edwin H. Spengler (Brooklyn College)
 Joseph P. Goddard (University of Tennessee) ex
 officio

Parliamentarian

Gurth I. Abercrombie (Pratt Institute)

Proceedings Editor

To be announced

Program

Frank C. Genovese (Babson College) Chairman
 John S. Bailey (Nasson College)
 Kenneth Ballou (Northeastern University)
 Clinton M. Bowen (American International College)
 Ralph C. Dean (Bryant College)
 Thomas J. Dolphin (Clark University)
 Edward J. Durnall (University of New Hampshire)
 Walter P. Fridinger (University of Maine at
 Portland)
 Joseph M. Jolda (Worcester Junior College)
 Reginald H. Phelps (Harvard University)
 Joseph H. Strain (Suffolk University)
 Rev. James A. Woods, S.J. (Boston College)

Public Relations

Charles P. Bruderle (Villanova University)
 Chairman
 Dean B. Arnold (PMC Colleges)
 Lawrence C. Barden (Philadelphia College of
 Textiles and Science)
 Paul R. Betz (St. Joseph's College)
 Frederick M. Burgess (Villanova University)
 Stanley J. Gwiazda (Drexel Institute of Tech-
 nology)

Regions

Robert L. MacDonald (University of Pennsylvania)
 Chairman

Regions - continued

Rev. John J. Burns, S.J. (Loyola Evening College,
Baltimore)
Ernest E. McMahon (Rutgers, The State University)
Charles C. Onion (Towson State College)
Constance M. Scott (Rider College)

Relationships with Other Associations

The function of this committee to be fulfilled
by the regions.

Research

Eugene Upshaw (The University of Tennessee)
Chairman
Glenn L. Bushey (University of Chattanooga)
Francis L. Douglass (Indiana Central College)
Marvin E. Hartig (University of Evansville)
Robert H. Helmes (Xavier University)
William C. Huffman (University of Louisville)

Special Programs for Women

Helen M. Crockett (Wichita State University)
Chairman
John S. Bowdidge (Drury College)
John Dowgray (University of Tulsa)
F. Neil Williams (Penn Valley Community College)
Walter B. Wright (University of Mo. at Kansas
City)
James Young (Washburn University)

Student Personnel

Kingsley M. Wientage (University of Mo. at St.
Louis) Chairman
Eleanor Young Alsbrook (University of Louisville)
John B. Ervin (Washington University)
Robert MacVicar (Southern Illinois University)
Joy E. Whitener (University of Mo. at St. Louis)

Urban Extension

William T. Tracy (Marquette University) Chairman
Henry R. Malecki (Loyola University) Vice-
Chairman
George J. Dillavou (Roosevelt University)

Urban Extension - continued

John P. Donohue (Chicago City College)
Daniel R. Lang (Northwestern University)
Curtis H. Moore (Rockford College)
Thomas J. Wynn (DePaul University)

ROSTER OF ATTENDANCE - WASHINGTON, D.C., 1969

1. Abercrombie, Gurth, Pratt Institute
2. Adams, Viers, University of Pittsburg
3. Arnold, Dean B., PMC Colleges
4. Alterman, George, Queensborough Community College
5. Bailey, John S., Nasson College
6. Ballou, Kenneth W., Northwestern University
7. Banks, Edwin P., University of Colorado
8. Barrows, Rev. Leo B., St. Peter's College
9. Barton, William D., University of Tennessee
10. Baumann, Rev. Edwin J., Thomas More College
11. Barden, Lawrence C., Philadelphia College of
Textiles and Science
12. Bean, David N., University of Tennessee
13. Benfield, Howard W., Drexel Institute of
Technology
14. Berner, Robert F., State University of New York
at Buffalo
15. Berry, Waltham M., Community College of Baltimore
16. Betz, Paul R., St. Joseph's College
17. Bills, Sam C., University of Tennessee
18. Blackburn, Deryl A., University of Evansville
19. Blake, John M., University of Maine
20. Bodaghian, Arthur, Queens College
21. Bowdidge, John S., Drury College
22. Bowen, Clinton M., American International College
23. Bowers, Winifred (Mrs.), Drury College
24. Brickman, L., Hofstra University
25. Brotherton, Bill, Memphis State University
26. Bruderle, Charles P., Villanova University
27. Burchard, K. R., Carnegie-Mellon University
28. Burgess, Frederick M., Villanova University
29. Burnham, Kenneth E., Temple University
30. Burns, Rev. John, Loyola College
31. Bushey, Glenn L., University of Tennessee
32. Byerly, Robert A., University Center (Harrisburg,
Pennsylvania)
33. Calabrese, Thomas, Sacred Heart University
34. Canavan, Rev. F. L., Fordham University
35. Carroll, Frank T., Jr., Delgado College
36. Castronovo, Joseph B., St. Francis College

37. Chambers, Thomas E., Manhattan College
38. Chesrown, Mary E., University of Akron
39. Clarke, Lewis, New York University
40. Clemon, Richard F., Adelphi University
41. Cooper, Edward F., University of Maryland
42. Crockett, Helen, Wichita State University
43. Davis, James T., East Tennessee State University
44. Deters, Rev. Richard T., Xavier University
45. Dobbins, Cecil L., University of Akron
46. Dolphin, Thomas J., Clark University
47. Douglas, F. L., Indiana Central
48. Dunham, N. Lee, Baylor University
49. Egginton, Mary T., Nassau County Vocational Center
50. Elliott, Carl H., Purdue University, Calumet
Campus
51. Ervin, John B., Washington University
52. Essary, John H., University of Cincinnati
53. Ewing, Clifton, Western New England College
54. Fedel, Arthur, University of Pittsburg
55. Fridlinger, Walter P., University of Maine
56. Fuller, Mel, Roanoke College
57. Garnett, Robert, Memphis State University
58. Genick, Raymond M., Wayne State University
59. Goddard, Joseph P., University of Tennessee
60. Godden, Albert I., Old Dominion University
61. Gold, Hilary A., Brooklyn College
62. Gordon, William R., Seminole Junior College
63. Grank, Leonard T., Indiana Central College
64. Guenther, Richard C., State University of New
York at Buffalo
65. Haler, Russell G., University of Utah
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