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ABSTRACT

Nontraditional education has the following characteristics: In nontraditional education emphasis is on the student as learner, on his achievement, and on the provision of materials and processes to expedite or promote that achievement. Less emphasis is on where, and how learning occurs. The shift to an emphasis on the learner also means that the learner decides how far to pursue the chain of validation, evaluation, credentialling, and rewarding. Represented by the concept of postsecondary education, social and educational ideas have been broadened so that the notion that education can occur over a lifetime is accepted. But legislation and administrative machinery now put money and a regulatory force behind the idea that students should choose from a broad range of educational institutions and that those institutions ought to be considered in planning and legislation. A number of currently operational or planned nontraditional education enterprises that utilize the approaches characteristic of nontraditional education include: (1) the New York Regents Degree program; (2) the State University of Nebraska SUN program; (3) nontraditional educational activities for the postsecondary clientele that are underway in public libraries of the nation; (4) educational efforts conducted by businesses and industries to train and educate their employees or customer's employees; and (5) proprietary schools. A 14-item bibliography is included. (Author/PG)

THE STATUS OF NONTRADITIONAL EDUCATION

David A. Trivett*

It is a great personal pleasure to speak with you this morning. I would like to explain that this paper is brought to you in some measure courtesy of the ERIC Clearinghouse on Higher Education. In demonstration of our mission at ERIC, the conference paper version identifies in full the sources I have drawn on with the hope that if you wish to you will be able to pursue to greater depth the ideas and examples mentioned.

The title of this paper is "The Status of Non-Traditional Education." A subtitle might be: the environment, vital signs, prognosis, and prescription for the life of non-traditional education. I must explain that this paper has evolved over the months since I was asked to prepare and deliver it. The initial request was for a survey of non-traditional delivery systems in postsecondary education based on the resources of ERIC. With further correspondence it became "delivery of postsecondary education for new students." Next it became "delivering non-traditional education," and finally it rested at "The Status of Non-Traditional Education." These meanderings reminded me of a gilt-edged conference I attended a few years ago. It was sponsored by Educational Testing Service; the subject was "Career Education." One speaker began his address by candidly admitting that at the time he was asked to speak on the implications of career education, he had never heard of it. I admit to feeling terror when Walter Hunter

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requested that I prepare a paper on "non-traditional delivery systems." I had heard of non-traditional delivery systems, and non-traditional education, but the prospect of an inquiry into the status of non-traditional education raised two questions immediately: what do we mean by non-traditional education and can we determine its status?

The difficulty in determining the status arises because non-traditional education is much like an escalator: there is something there to put your foot on, yet it is in constant motion; there is structure and there is function, and there is progress. Like escalators, non-traditional educational systems are generally designed to do something for discrete individuals. We can see a contrast between the operation of an escalator and the operation of an elevator. With the elevator, groups of individuals are raised and lowered en masse from one level to another while squeezed into a small compartment. With the escalator, each individual steps on to the device, and, more or less as an individual, ascends or descends. Although it is stretching the analogy a bit, one can argue that the rate of ascension or descension on an escalator can also be modified: it is possible to run up or down the escalator; if your eye is caught by an item on display on the floor you are leaving, it is possible to walk backwards, at least momentarily.

Perhaps people in higher education who do research prefer elevators to escalators. We do have difficulty knowing the overall status of non-traditional education. For one thing, our educational research enterprise has not asked the right questions. The compilers of a just-published inventory of research by professors

and students in the field of higher education noted that in spite of the activity, there were relatively few entries describing research in the categories "innovation" and "non-traditional programs."[1] Until recently, our statistics gatherers limited their efforts to traditional channels: adult education, technical and vocational education, higher education. They ignored any attempt to describe educational efforts outside traditional classrooms. There has been a myopia long characteristic of educational historians: they limited their studies and interpretations to the development of the public school movement. Education was defined narrowly as what went on in schools. Yet education is and was a much broader enterprise than what goes on in schools. Just as educational historians have re-focused their vision, we need to re-focus our vision beyond higher education. We have begun to admit that there is educational enterprise outside the walls of traditional higher education. The umbrella term that is increasing in use, despite the choking it causes, is postsecondary education.

Another problem we encounter is discussing the status of non-traditional education is that it is a very difficult concept to define. It begins with a negative and traditional education itself is subject to as many definitions as there are learned professors. Although I suspect that most of you are familiar with it, I believe we can benefit from the Commission on Non-Traditional Study's definition of non-traditional study which itself began by saying "non-traditional study is more an attitude than a system and thus can never be defined except tangentially."

The Commission continues, "This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence, and where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study."[2]

In speaking of non-traditional delivery systems, the Connecticut Commission for Higher Education chose to describe traditional systems first, as follows: "In the traditional mode of delivery, teachers give 'courses of instruction' to groups of students according to an established syllabus and within an established frame of time and place. The result is 'learning,' which is 'evaluated' by quizzes and examinations. Various exercises are also required such as working problems and writing essays and these too are evaluated as evidence that learning has occurred. Failure to attend classes is often penalized by arbitrary reduction of the grade after evaluation is completed. 'Validation' of the learning traditionally takes place prior to the offering of the course. This is accomplished through a process of formal institutional approval."[3] We all know that the pay-off for this traditional mode is a grade and perhaps a degree and eventually social recognition for the learner. In contrast, the non-traditional mode emphasizes evidence that learning has taken place, regardless of time, place, content or duration of instruction.

Validation is not automatic; it takes place after the fact and rests on the decision of validators that the learning is equivalent to academic classroom learning. Evaluation, following validation, is also more important because it rests on demonstrated competence or achievement without reference to what happened in a classroom. "No points are given for good attendance. No points are subtracted for late assignments." Only recognition from a credential is the same from the traditional and non-traditional modes.

Continuing to avoid a definition, I would like to suggest that non-traditional education has the following characteristics: In non-traditional education we find an emphasis on the student as learner, on his achievement, and on the provision of materials and processes to expedite or promote that achievement. We find less emphasis on where, when and how learning occurs. Consequently, the "who" of learning is more open since people don't have to be somewhere in particular, at a specific time in order to learn. The shift to an emphasis on the learner also means that he decides how far to pursue the chain of validation, evaluation, credentialling, and rewarding. Incidentally, no one denies the importance of this chain <u>if</u> the learner seeks social reward from his learning. However, the provision of non-traditional education tends to permit more of an option for the learner of what he gets for his learning. The consequence of choice and option for the learner also means less emphasis on the authority of position and its trappings as an element in education.

Returning to the elevator-escalator image, the sharp theoretical contrast between the non-traditional and traditional approaches can be visualized if one pictures, at one extreme, an

elevator with four-foot ceilings and a trap door in the floor. It is operated by a petulant operator. At the other extreme is an escalator installed in a concourse of infinite height. It has a control for its rider capable of stopping it at any level. The elevator, of course, represents in a highly unfair, negative manner, some of the least desirable characteristics of traditional higher education. It is designed for and admits only people of selected characteristics. It is usually controlled by someone other than the rider. It stops at specific floors only, and in our fiendish example, holds the potential for a sudden exit, a "drop-out" if you will, that carries no benefit at all.

If at the extreme there is such a radical difference between traditional and non-traditional education, what is the prognosis fo non-traditional education? It is my conviction that (1) the time continues to be ripe for non-traditional education; (2) that there are numerous examples of growth and success by non-traditional educational enterprises; (3) that healthy linkages between traditional and non-traditional are evermore possible; and (4) that several warnings need be heard by those who favor a non-traditional approach. In short, the status of non-traditional education is alive, growing, and possibly "grown" to the point where conversations with strangers are dangerous.

Why is the time ripe for the continued growth of non-traditional education? The first condition is that those of us in the enterprise of education and those who represent society, such as legislators, have bought the concept of postsecondary education and the implications of it. "Postsecondary education" as a term is one of those jokes that bearded scholars laugh at. Serious

questions can be asked whether it helps or hinders as a descriptive or typological term. Nevertheless, I am aware of no serious regression from the concepts usually embraced by it.

Postsecondary education has come to mean all the formal instructional opportunities and associated activities provided to adults in our society. Not many learning activities are excluded by that definition. Since previous definitions of postsecondary education assigned it to t' technical education-adult education category, at less than the B.A. level, how did this awkward word come to have such a broad implication? For one, the concept is created and encouraged by legal and political forces. For example, the Ninety-second Congress gave it power by referring to post-secondary education in the Educational Amendments of 1972 and forcing money to ooze across the boards into most of postsecondary education, not exclusively into the higher education channel. Two mechanisms were employed by Congress: money for student aid was made availabe for students attending diverse institutions at their choice; and structures were established to study and promote postsecondary education planning. The work of the National Commission on the Financing of Postsecondary Education is one product. But more important, I suspect in the long run, the state 1202 Commissions were "encouraged" by the legislation. They are to be composed of all the components of postsecondary education in a state: public, private non-profit, and for profit. In my reading of the legislation, the Congressional intent was to increase access for all types of students to all types of institutions.

As we all know, the long-term effects on the educational enterprise of some federal legislation in the past have been spectacular. I need only to mention the effects of the Morrill [land-grant college] Act of 1862, the Smith-Hughes Act of 1917, and the various acts providing educational benefits for veterans. This recent Congressional adoption of a broader approach to educational opportunity occurred simultaneously with the apparent weakening of higher education's hand. Declining attendance has been predicted, suspicion is growing that a college degree is no longer a job ticket, and evidence is presented that other social priorities have replaced the provision of opportunity for higher education. Within many states there are moves afoot to regulate, administer, and control higher education. Thus, postsecondary education has come along just as re-adjustments are occurring in the prospects for higher education.

Some of the aspects of postsecondary education-as an idea-bear directly on the status of non-traditional education. For one, the concept represents a social awareness that it is no longer necessary to restrict education to the first portion of a person's life. Rather, it is desirable to see education as a lifelong process, an endeavor that can be returned to. Many futurists and social planners proclaim that it will be essential for us to adopt the notion of recurrent education if we are to keep up with rapid development of technology and knowledge. Two additional positive aspects are part of postsecondary education: we are forced to be aware of new "markets" for learning, and we are learning that some form of education occurs outside Broad Run Community College, Plainrock State College, or

Mount Oak College. In short, we are becoming aware more than ever that other individuals than 18 to 24-year olds are learning and seeking learning, and we are aware that profit-making schools, the military, industry, government and labor are all involved in some form of educational enterprise along with the traditional institutions.[4]

In behalf of the status of non-traditional education, one of the most important components of the new thinking is the conception of a market. By that I mean that we have become aware that there exist groups of people that have educational needs and wants that traditional higher education has not served. If we permit ourselves to, we can tailor what we offer to those needs and wants rather than scrambling to serve a relatively declining traditional group of individuals. Pat Cross's "new clientele" are, I suspect, a portion of the market. Another portion has been described as "minority group persons, housewives, veterans, blue collar workers, elderly and retired persons, and college and high school dropouts. Though some of these persons are in the 18-25 year age range, the great majority are over 25, and consequently, will require a variety of new learning options, rather than the mere extension of existing programs designed with younger students in mind."[5]

There is some evidence to suggest that the new market sought and identified for both idealistic and survival reasons, is coming true. Adults over 35 are returning to college. Estimates based on census surveys in October 1972 suggest that 1.5 million adults over 35 were enrolled in or attending school in October 1972. Over half were in college or graduate schools, and the estimates exclude

military personnel. Most of the over-35 men and women were part-time students and many were in the workforce.[6] Moreover, in the past ten years there has been a gradual up-wards shift in the ages of college students. That is the percentage of total enrollment, for both sexes, of students 30 to 34 has increased, the percentage of total enrollment for those 25 to 29 has increased, and the percentage of total enrollment for students 18 and 19 has decreased.[7] The real character of the college populace is changing. From a social standpoint this represents "success" for non-traditional education seen as the attempt to serve non-traditional clientele. From a more pragmatic view point, these figures suggest that new groups of people in our society are interested in education: there is a market.

I also believe that non-traditional education will be influenced by the significance of recent figures provided by Elaine El-Khawas and Ann Bisconti. Based on their follow-up study of a large sample of 1961 and 1966 college freshmen, they report that by 1971 four out of five of the 1961 freshmen had actually received a bachelor's degree. Among the 1966 freshmen, about 60 percent had received a degree by 1971. Now, again, from a social standpoint alone, I think this is good news. However, the additional findings of importance are that fewer than 10 percent of those freshmen from 1961 and 1966 without degrees felt they had completed their education; most expected to complete their degree sometime. In summarizing their findings, the two researchers state "The findings in this report support the view that patterns of educational progress are neither rapid nor neat. Many students do not enroll continuously to completion of degree."

Furthermore, "Over all, the findings suggest that college students in both cohorts [groups of 1961 and 1966 freshmen] held high degree aspirations and that many will achieve these levels even though not immediately."8

At this point, let me briefly re-group. I have been arguing that the time is ripe for non-traditional education to flourish. Represented by the concept postsecondary education, our social and educational ideas have been broadened so that we accept the notion that education can occur over a lifetime; indeed, some argue, it must continue over our lifetimes. We acknowledge the existence and educational function of many more institutions besides the traditional. Our legislative and administrative machinery have been slowly cranked up to put money and regulatory force behind the idea that students should choose from a broad range of educational institutions and those institutions ought to be considered in planning and legislation. All these ideas going on while "higher education" in the traditional sense suffers reversals. Luckily, we are also aware that new groups of students not traditionally served by higher education are waiting to receive our services. And indeed, some statistical evidence is available to suggest that the new and non-traditional markets really exist.

Now, the second part of my status report describes a number of currently operational, or planned non-traditional educational enterprises that utilize the approaches characteristic of non-traditional education. For two reasons this is not really a survey. For one, if such a survey were possible, a conference presentation would be the least efficient mechanism for presenting.

Second, I know of little systematic and continuing study underway of non-traditional education. So, I have selected a few examples of non-traditional enterprises that satisfy more or less the characteristics I posited for non-traditional education: the student as learner is emphasized; or stress is placed on the provision of materials and processes to promote that learning; the where, when and how is de-emphasized; the choice of vlaidation, evaluation, credentialling, and social reward is left more to the learner; the learner is generally more in control.

For my first example, I would like to bring you up to date on the success occurring in the provision of a non-traditional degree, to a non-traditional clientele, using learning methods that range from straight traditional to heavens knows what. I suggested earlier that one of the options available to learners through non-traditional education is the option to choose how much validating, evaluating, credentialling, and rewarding they want. Some want a degree. The New York Regents External Degree program provides the opportunity for non-traditional learners to pursue a degree through a variety of methods. The Regents program makes it possible for a person to earn a degree without ever attending a college class. It is only necessary for the student to demonstrate college-level competency in areas specified for one of the degree programs. The Regents External Degree Program itself provides no instruction, no faculty, and no campus. There are no age, residence or preparation requirements for admission. Credit towards degrees can be earned from transfer, from proficiency examinations, from evaluated military service schools,

and from special assessment of knowledge gained any way.[9] The success you should be aware of is shown by the statistical profile of the first 1,796 graduates in the Associate in Arts Degree program. The average age of graduates was 32.9, but ages ranged from 18 to 75. Students were residents of 49 states, with some surprising concentrations such as 95 from California and 112 in Virginia. Three hundred fourteen graduates had earned their credit solely from proficiency exams. Some 90 percent of the graduates were employed full time. Although one might quarrel with how non-traditional a Regents External Degree is, non-traditional learners un-restricted by time, place or method requirements are acquiring college degrees.[10]

The State University of Nebraska S-U-N program is another example of a successful non-traditional approach, one that also permits the learner to move toward traditional credentialling through non-traditional strategies. Three aspects of the S-U-N program appear particularly distinctive to me: its design mechanism for courseware; its delivery mechanisms for courses; and its attention to a non-traditional market, particularly adults unable to attend traditional institutions of higher education. If we visualize S-U-N as a process, it begins with the development of courseware using a team approach. Members of the team include content experts, psychologists, media specialists and so on. A twenty-step process is followed that begins with instructional objectives, procedes through the creation of print, television and audio media components and their testing, and ends with the availability of tested lessons ready for use. The

elements of the courseware are made available through television, audio cassettes, texts and guides, newspaper lessons, instructional kits, regional resource centers, correspondence, and inward WATS lines. S-U-N's planners hope to offer about 55 courses, developed to the same depth, by 1980. The third special aspect of the program I find noteworthy is market identification. Using a multiple-survey approach, the S-U-N organizers were able to identify 15 sub-groups who range from the bright, head of his class teen-ager to the senior citizen. Everything in between other than the traditional college student, has been targetted. In Fall 1974, more than 400 students throughout Nebraska had enrolled in "Accounting I." At that time, the average enrollee's age was 41 and 85 percent were over 25. One of the more successful aspects of the first semester's program has been the use of the inward WATS line that permits students to question and discuss course material with a faculty member or surrogate. The courses, incidentally, can be taken for credit from the University of Nebraska. Although more time will be required to assess the long-term success, another non-traditional education effort seems to be on the mark.11

For my third example, I would like to describe non-traditional educational activities for a postsecondary clientele that are underway in the public libraries of the nation. Let me say that my first awareness that something was going on in libraries came from descriptions I read for the Denver Public Library Program called "On Your Own." However, the Denver program is only one of many and I would like to describe components of programs associated with The Office of Library Independent Study and Guidance

Projects. This project is a national attempt to show how libraries can use their resources in order to meet the needs of adult independent learners. The idea is that libraries become learning centers "for adults whose learning styles and interests are generally notcompatible with the constraints imposed by traditional educational delivery systems." Sounds suspiciously like a non-traditional educational enterprise, to me. Under the aegis of the project, eleven public library systems in the U.S. are developing plans to enable them to serve these adult independent learners. I would like to describe two plans, carefully avoiding one of the exemplary models, the St. Louis Public Library "Live and Learn" project, since you are probably knowledgable about it.

The Salt Lake City Public Library plans to begin an Adult Independent Learner Project that will be concerned with "the individual who was intimidated, fed up, turned off, financially strapped, or otherwise uninterested in formal institutionalized education, but who still needs help in realizing a learning goal--whether for job advancement, intellectual satisfaction, self-esteem, psychological need, or just pure pleasure." The project excludes learners whose attempts are controlled or planned by a formal education institution. However, the adult independent learner will be assisted through a staff of learning consultants who help the independent learner define his learning goals and plan a response. Incidentally, the definition employed in Salt Lake for an independent learner means business: the individual has to have a least three meetings with a staff member-learning consultant, and spends a minimum of seven hours of learning activity on his own.

Special collections of materials will be provided and support and referral services made available. In Cleveland, a slightly more traditional program intends to provide information about educational opportunities of all types through expanded service. In addition, collection guides will enable independent learners to find study materials, the staff will be trained to offer assistance to independent learners, and in cooperation with the Cleveland Commission on Higher Education, the library will develop an external degree project. Most of the library programs feature special training for librarians to enable them to assist independent adult learners formulate their objectives and move on them. Most feature the provision of special materials or better access tools, and many, such as the St. Louis CLEP program, feature methods whereby independent adult learners can validate their learning and receive academic credit.12

The last two non-traditional enterprises I will discuss take us into the non-traditional by virtue of the fact that the institutions supporting the education are non-traditional. The first of these is education in private enterprise; that is, educational efforts conducted by usually large businesses and industries in order to train-- and educate--their employees or customer's employees. It is interesting to me that the editors of a special Winter issue of Daedalus (journal of the American Academy of Arts and Sciences), the issue titled "American Higher Education: Toward An Uncertain Future," chose to include an article on education in private enterprise. The authors claim that because industry is increasingly concerned with the intellectual vitality and flexibility

of its personnel it is moving closer to elements of a "liberal education" in industrial education programs. Colleges and universities, frequently unable to keep up with change, are not able to provide the necessary continuing education for industry, but are increasing the vocational and professional content of the education they offer. Branscomb and Gilmore, the authors, agree that some industrial education is nothing more than indoctrination and development of routines. However, the need for a broad base of skills has led some industries to provide courses of instruction that have the appearance of college programs. Not only do they have the appearance, but in some instances such as the Arthur D. Little Company, company education programs lead to state-approved degrees* One example of the current vitality of education in industry is the Xerox International Center for Training and Management Development opened in June 1974 at Leesburg, Virginia, at the cost of $70 million. A spokesman for the Center told me they were particularly proud of their instructional philsophy which features "co-mingling" of personnel at all levels in courses designed to fit specific career needs of their employees. After course objectives are specified, courseware is developed with the aid of a staff of six Ph.D. level course developers. The center's major innovation is the provision of a unifed living-learning complex-- usually referred to as a campus!

For those who argue that the industrial programs are only training, the two authors respond by suggesting that is is possible for good educational programs to draw together the smaller units

*Two major projects underway now by American Council on Education and New York State Education Department will evaluate courses in corporate education and recommend academic credit.

called training into geometrically expanding understanding. Several specific aspects relate education in industry to the non-traditional education we have been surveying. For one, a continuous education is necessary for an employee to survive; the work environment helps him see the need for knowledge that is made available to him in a convenient package. The best industrial training is composed of small modules of instruction, produced at great expense of manpower because of the belief that student motivation can be assumed; student failure must be blamed on the course materials, rather than on the student.[13] Part of the healthy status of non-traditional education can be attributed to the growing possibility of links between traditional education and the best examples of non-traditional education found in industry.

The last form of non-traditional education I wish to describe qualifies in two senses. The proprietary school is non-traditional because it exists and operates largely outside the traditional college and university awareness. For the most part, proprietary education has been ignored- "shunned," in the Amish sense- by colleges and universities, and until recently, we have known very little about it. The second sense is that many of the practices of proprietary schools have emphasized the learner and responded to his needs; these practices have been part of proprietary school practice because of the peculiar dependence of proprietary schools on student fees.

Before I continue, let me explain what a proprietary school is. A proprietary school is one operated by an individual or firm in order to make a profit by providing some type of educational service

usually related to training for a specific type of job. Proprietary schools have been around for a few hundred years, but several recent events and currents have made them important to traditional higher education. Returning to the term postsecondary education, recall (1) that legislation has been created at the federal level that has the effect of permitting greater choice by students of what institutions they will attend with federal assistance--including proprietary schools at some levels. At the same time (2) legislation with money attached has forced state coordinating and planning bodies to include proprietary schools in their memberships so that the educational opportunities represented by proprietary schools are used in state plans for increasing access to postsecondary education.

Even though proprietary schools have been pariahs from the view of traditional education--largely because of disdain for their profit-making purpose--, they have survived over the years for a number of other reasons than current legislation. There are roughly, and I mean roughly, 10,000 proprietary schools in the U. S. The services they offer, either training for careers or training and knowledge in many non-vocational areas, have always been sought by the public. Furthermore, the leanness of proprietary schools enables them to survive hard times and move quickly when they identify a market.

From outside, the most striking characteristic of proprietary schools is that the profit or business motive guides their operation, which is usually unabashedly limited to the mission of training individuals for job entry. These schools depend on

student tuition for their operating funds. To keep operating costs low, there is frugality in operation and management. The profit motive and lean management also is regarded as the source of program flexibility: if a course is needed at 9:00 P.M. in the inner city, one is offered; if a need develops for training programs for windmill tuners, a proprietary school will borrow the money, hire an instructor, buy time for advertising during the TV wrestling matches, and offer a course. Because of the operational dependence on tuition revenue, much emphasis is placed on recruiting of students and placement of graduates.

When we consider inst uction in proprietary schools, many available descriptions claim widespread use of non-traditional instructional practices, although much instruction is traditional. Modular instruction units are employed and instructional practices are analyzed carefully from the standpoint of efficiency. Efficiency in achieving training for job entry, that is, in achieving the student's objective, is stressed, but efficiency of student time use is also important since a lower opportunity cost is one of the arguments to attract students to proprietary schools and away from less expensive public programs. Generally, proprietary school instructional practices reflect the particular mission of the schools. A shop atmosphere is not only cost-effective, it also expresses a conviction about the student's serious motivation.

Students attend proprietary schools because they want jobs and they see these schools as pathways to positions. In my judgment, proprietary schools are in the category of non-traditional education not only because they are outsiders, but also because they have, over the years, offered instruction that students want

without making judgments regarding the motive of the student in seeking that learning.

I would be seriously remiss if I failed to say that proprietary education is subject of great controversy right now. For the past several years, the Federal Trade Commission has maintained a campaign against proprietary schools that sucker students into training programs that lead the student nowhere, except possibly to bankruptcy court. Studies of the use of Veterans Administration payments for correspondence study (much of it proprietary) have shown that many veterans spend their educational benefits to begin study they can not complete but must pay for because of contracts. Articles in major papers have described rackets and outright fraud in proprietary school operation. General student loan money has been consumed in vast quantities and defaulted on at high rates by students attending proprietary schools. Some method must be devised to permit responsible proprietary schools to flourish and to outlaw those that fleece students.

Intensive airing of dirty linen is occurring respecting proprietary schools. But, let me also say that we are at last getting studies of proprietary schools that will enable us to see what they can accomplish. We are getting statistical data from our centers for educational statistics that will at least enable us to say how many proprietary schools there are. You may have seen publicity regarding a study by Wellford Wilms in California, sponsored by N.I.E., a study attempting to ascertain how effective both proprietary and public vocational programs are in supplying training that leads to jobs. Also, an accrediting

association, Middle States, has recently announced a change in policy to permit proprietary schools to become members. Thus, we can expect to know more about the performance and social value of proprietary schools in the near future.[14] Meanwhile, I suggest that they do represent one more flourishing type of non-traditional education because of their straightforward focus on supplying an educational want specified by the student, frequently suplying it at times and locations of convenience to the student.

I have explained at great length what non-traditional education seems to be and why I think the particular set of social ideas embraced by the term "postsecondary education" mean this is a time to expect health and growth from forms of non-traditional education. We have also looked at examples of non-traditional institutions and plans. Let me conclude by making two more points. It is my conviction that we can expect to see an explosion of linkages between the non-traditional and the traditional. On the one hand, the traditional enterprises need the approaches, the philosophy, even the expertise exhibited by the non-traditional. One the other hand, the non-traditional enterprises need the validation of their work that the traditional can offer. Many of the new and re-vitalized programs for extending academic credit for off-campus learning will permit students who have learned through the non-traditional in the past to seek credit for that learning through the traditional in the present. Degrees for corporate education programs, regional accrediting for proprietaries, learning projects in libraries, possibly convertible to credit,

innovation in creation and delivery of instruction to new markets, with credit from major universities, and degrees available to students of all ages throughout the world, awarded for knowledge earned and demonstrated in novel ways, all these signify the health of the non-traditional and the linkages that will be beneficial to traditional and non-traditional.

My only prescription, in conclusion, arises from a suspicion that historically, in American education, reform movements, the non-traditional, have suffered more from absorption and purrversion of their mission by the traditional than from outright rejection. If the healthy status of non-traditional education is to be maintained, the distinctive role and purpose of each non-traditional enterprise must be preserved.

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