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ABSTRACT

The conference proceedings focus on the concepts of academic freedom and public accountability in the educational process. It includes the complete texts of papers and addresses presented; proceedings of the Adult Student Personnel Annual business meeting; summary reports from the panels on special degree programs for adults and counseling for adults--particularly women--returning to school; and a report from three workshops. The papers included are: On the Freedom to be Accountable, Earle W. Clifford; Keynote Address, Congressman Carl D. Perkins; The Effect of Economics on Adult Education, Thomas J. Hailstones; My Personal Perspective on Accountability--Keeping Promises Makes All the Difference, Robert A. Allen, Jr.; and Future Role of the Adult Student Personnel Officer, William C. Bingham. (EC)

ADULT STUDENT PERSONNEL ASSOCIATION INC.

CONVENTION PROCEEDINGS

Eleventh Annual Convention

March 14-16, 1974

Rowntowner Inn
Fort Mitchell, Kentucky

Adult Student Personnel Association

An Association for Adult Student Personnel Workers

founded in 1961

ELEVENTH ANNUAL CONFERENCE PROCEEDINGS

"The Freedom to be Accountable"

Rowntowner Inn
Fort Mitchell, Kentucky
March 14-16, 1974

Edited by Ronald H. Miller
Regents Regional Coordinating Council
for Postsecondary Education in New York City
New York City Regional Center for Life-Long Learning
New York, New York

Assisted by Dorothy R. Becker
Bronx Community College
City University of New York

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[illegible] - [illegible] P.M. - [illegible] [illegible]

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[illegible] - [illegible] P.M. - [illegible] [illegible]

[illegible] - [illegible] P.M. - [illegible] Meeting [illegible]

[illegible]

Speaker - Dr. [illegible]

[illegible] P.M. - [illegible] Hospitality Room

[illegible] the town on your own. Five minutes from [illegible] Newport, Ky., [illegible] ten minutes from downtown Cincinnati

Friday - March 1[illegible], 1[illegible]

[illegible] - [illegible]:15 A.M. - Coffee Hour - on your own in coffee shop or restaurant

[illegible] - 11:4[illegible] A.M.- Keynote Address & Reactions — Monks & Ploughman Room

Presiding - Dr. Eleanor Young Alsbrook
President Elect, ASPA
Asst. Prof., College of Education
University of Louisville

Speaker - The Honorable Carl D. Perkins, D/Ky.
United States House of Representatives,
Chairman, Committee on Education and Labor
General Education Subcommittee

12:00 - 1:25 P.M.- Luncheon Meeting — Yeoman Room

Presiding - Dr. Robert H. Helmes, Dean
College of Continuing Education
Xavier University

Speaker - Dr. Thomas Hailstones, Dean
School of Business Administration
Xavier University

Topic - "The Effect of Economics on Adult Education"

5

[illegible] - [illegible] P.M. - Business Meeting   Yeoman Room

[illegible] - 4:00 P.M. - Two Concurrent Panels

Panel #1 - Special Degree Programs for Adults   Friars Room

Chairman - Rev. Edward J. [illegible]
Dean-Division of Continuing Education
Thomas More College,
Ft. Mitchell, Kentucky

Panelists - Thomas W. Williams, Assistant Dean
College of Arts and Sciences
University of Cincinnati, Ohio

Dr. Ellen M. Murphy, Assistant to
the Associate Dean for Humanities
College of Arts and Sciences
University of Dayton, Ohio

Dr. William C. Wester, Vice-President
for Academic Affairs, and Dean,
Edgecliff College, Cincinnati, Ohio

Panel #2 - "Counseling for Adults - Particularly Women -
Returning to School"   Merchants Room

Chairperson &
Panelist - Dr. Anna Mayans
Director of Elementary Education
Xavier University, Cincinnati, Ohio

Panelists - Mrs. Mary Louise Gist, Associate Dean of
Students and Dean of Women
Xavier University, Cincinnati, Ohio

Mrs. Janet O'Conner, Assistant to the
Director of Alumni Affairs
University of Cincinnati, Ohio

5:30 - 6:30 P.M. - Poolside Party: Lance Room
Swimming and Cocktails

7:15 - 9:00 P.M. - Presidential Banquet   Yeoman Room

Presentation of the "Bernard
Webster Reed Memorial Award"

Presidential Address: Mr. Robert Allen
University of Rochester, Rochester, New York

9:00 P.M. - Rendezvous - On the town, on your own - Hospitality Room

Saturday - March 16, 1974

8:30 - 9:00 A.M.	- Coffee on your own in coffee shop or restaurant	
9:00 - 12:00 P.M.	- Three Concurrent Workshops of Problems Relating to Adult Student Personnel Problems	
Workshop # 1	- Moderator: Dr. Beryl W. Williams Dean, Center for Continuing Education Morgan State College, Baltimore, Maryland	Monks Room
Workshop # 2	- Moderator: Robert E. Mosely Dean of Continuing Education Dutchess Community College Poughkeepsie, New York Recorder: Wendell Robinson University of Louisville	Ploughman Room
Workshop #3	- Moderator: Allen V. Swanson Director of Continuing Education Baldwin Wallace College Berea, Ohio	Friars Room
12:00 noon	- Adjournment	

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ON THE FREEDOM TO BE ACCOUNTABLE

Earle W. Clifford, President, Association of Independent Colleges
and Universities in New Jersey

Freedom or accountability. Too often educators view academic freedom and public accountability as a mutually exclusive and equally destructive choice between the harsh alternatives of bankruptcy or castration. To choose freedom spells the loss of institutional funding. To choose accountability spells the imposition of public control.

Too infrequently do educators realize that freedom and accountability are not antithetical. Rather, they are equal elements and complementary principles in the educational equation to protect the productive pluralism of the student, the teacher, the administrator and the institution. In fact, I maintain, and it is my thesis, that only when educators define and implement an effective model of educational accountability can we expect to augment the creative pluralism of American education and the creative diversity of those it serves.

One word -- pluralism -- describes the single most significant characteristic of the "life style" of American society. Diversity in maximum measure, stimulation -- not just tolerance -- of difference, competition as the spur to excellence -- these have been the distinctive traits of the American "way".

So it has been also with American social institutions. Pluralism buttressed by diversity, difference and competition, has been the characteristic historically that has identified the healthy social institution. Homogeneity, sameness, a lack of competition have marked those social institutions "in trouble".

Education as a social institution is no exception. In fact, it is a prime, even clasic example. As the Carnegie Commission has suggested recently it is no accident that higher education is in trouble at precisely that moment in history when the thrust is toward merger and homogeneity rather than unity and heterogeneity.

It is the premise of this paper that pluralism is a critical value to be preserved and promoted, that to do so requires positive public policy decisions and that such policies, to be successful, must place special emphasis on freedom and independence. It is the position of this paper, that pluralism in higher education requires public policy decisions providing educational institutions with financial support to assure their viability and program freedom to assure diversity, difference and competition.

It is not necessary to look far for support of either the premise or the position. In fact, our coins carry the phrase that "says it all" --E Pluribus Unum. The "E", more accurately "ex" or "out of" is the key. It represents the critical factor linking our social institutions to the maintenance of a vital national life; it indicates the reciprocal relationships between the many and the one; it suggests the strength derived from diversity developed in unity.

The Congress of the United States, in the 1972 Educational Amendments has recognized that higher education constitutes a "natural resource which significantly contributes to the security, general welfare and economy." The national commitment to pluralistic higher education is based upon a conviction that the public good is best served by a system featuring free choice, wholesome competition, a rich variety of educational options and freedom to be accountable to educational rather than political pressures.

So much for discussion and documentation of the premise. Two requirements result. First, the decision to extend public resources in support of educational institutions is made more complex by the equally compelling requirement that such aid must be made available under conditions that do not diminish the value sought, viz. the freedom and independence of colleges and universities.

Second, there is a special need for policy decisions assuring program freedom to institutions of higher education. Program freedom in many ways is a more critical need than dollars. The educational institutions' traditional responsiveness to the needs of society, the local community it serves, or its students cannot be encumbered without threatening the special nature, diversity and very existence of the American college or university. Limitations on program freedom result in diminished diversity, handicap the design and development of a unique institutional character and thereby are counter productive. Financial support alone is an incomplete response, therefore, to the challenge of sustaining pluralism. In fact, such support could be linked to control or "accountability" mechanisms designed by agencies or authorities external to the educational community. Under such conditions the freedom and independence fundamental to assure diversity would be reduced or removed.

Fear that funding means program control and mechanical accountability is legitimate. If our concern is that the political community will dictate academic perspectives which must be taught; if accountability spells suppression of professional judgment, freedom to teach and freedom to learn, then our concern is justified.

The public does have a right to know. It should demand that tax dollars are not spent frivolously. It has the right to understand how public resources are being used to educate. But the public does not have the right to interfere with basic principles of academic freedom and professional judgment.

If a system of accountability geared to educational goals and process is not designed, educators, by default, will be confronted by a system geared to assembly line process and designed on the efficiency objectives of the big business model. Such a system, imposed from without, will focus on the student as a commodity and shift the accountability for "production" from the student to the school. Efficiency would be stressed, results would be measured numerically per unit cost and the educator would be "graded" in terms of quantative output. National definitions would replace individual student aspirations. We would move from Aristotle to Plato.

The result of applying business-industrial techniques to education in 1915 was that learning objectives became subordinate to business considerations; that administrators were produced who were not, in any true sense, educators; that a scientific label was put on some very unscientific and dubious methods and practices; and that an anti-intellectual climate already prevalent was strengthened. To repeat this mistake will attract at best bureaucratic plumbers and educational eunuchs to prostitute again educational leadership. At worst, it will encourage unethical conduct and corrupt behavior.

It is unnecessary to invoke a Washington scene to see this prophecy fulfilled. Higher education already has its own national Watergate. In the absence of an athletic accountability model designed and supported by educators, colleges and universities have bought the big business model emphasizing only efficiency and goals imposed from outside education by entertainment interests--and all of this with public consent and approval. The coach is graded "by the numbers" in units of wins and losses. The student athlete is a commodity that is bought and sold. Most are disillusioned. Many are dehumanized. Some are brutalized. Not as many as could be actually are corrupted--all this with the knowledge, the funding and the blessing of higher education.

Witness the page one, New York Times story of Monday, March 11, 1974 headlined "Costly Business of Sports Recruiting Escalates Toward a Public Scandal."

"From the Big Ten to Slippery Rock, the savage cost of winning has plunged America's intercollegiate sports programs into an economic and moral crisis of major proportions. In the big-business atmosphere of college sports, solvency and survival are linked to victory.

"Brown University, a relatively 'pure' Ivy League college with an annual sports deficit of $650,000, fired its hockey coach in mid-season last month for what the Athletic Director called, 'loss of control over the players.' The team had a record of five won and 10 lost, and the deposed coach...insisted he had been told,'....its the Ws and Ls that count.' 'I'm sorry.'"

Sorry is the best description of the intercollegiate sports scene and the present big business model of athletic accountability. Quantitative units, measured in wins and losses, imposed from without because of the absence of educational creativity and courage, have destroyed a potential, creative learning opportunity.

The challenge then is clear. There must be educational accountability but business must not be the model. The learning process of higher education cannot survive a multiplicity of quantitative exercises such as reporting the mathematical level and the verbal level of SAT's at entrance and each year thereafter and even at graduation in order to justify itself. There appears to be only one approach available to deal with the dilemma, since none of the previous statements is intended to deny the validity of the principle of accountability. A viable educational policy stance could result from recognition that 1) each educational institution has a stake in preserving maximum program freedom while receiving support adequate to assure viability; and

2) accountability systems must feature self-regulation and qualitative effectiveness measured against educational goals rather than quantitative efficiency. Program freedom could be made subject, in addition to accrediting mechanisms, to a regular monitoring and evaluation system developed and administered by the institutions themselves. Self regulation is the only sound method of maximizing freedom and financial support.

The purposes of education are comprehensive and very complex. Educational objectives differ from student to student. Different professors have different skills which they are attempting to develop. Do the art and philosophy professors measure success the same way? The same is true of administrators. They have and ought to have a wide diversity of important objectives and professional duties. The registrar cannot be measured by the same criteria as the counselor. Surely we would not place the President and the graduate Teaching Assistant against the same yardstick.

The purpose of accountability is to help all of us create a better self. Evaluation of students is to help them better understand their strengths and weaknesses. Review of the faculty is intended to upgrade the quality of teaching. Accountability of administrators should be designed to make their operation more effective and responsive.

But the cirteria of accountability cannot be uniform if they are truly to evaluate the qualitative contribution of each segment of higher education. We cannot afford to yield to the tendency to "measure", to settle for a quantitative efficiency-oriented approach--in the classroom or the faculty and administrative office. The only way out of the quagmire of homogeneity is the development of specific individualized criteria for qualtative accountability.

Educators must take advantage of the present freedom to design a self-imposed model of accountability. It must stress effectiveness rather than efficiency. It should focus on the outcome of the learning process as a developed value rather than as a marketable commodity. It should be designed to accommodate the individual on the local campus rather than the abstracted group on the national scene. The model should have the ring of authority--a word whose Latin origin defines its real meaning as an ability to make people grow. In effect the educator is an artist creating something of value. The primary concern of the model adopted by educators must always be the fulfillment of individual human beings rather than the fulfillment of managerial concepts. Such a model cannot come from business. It could come from religion.

In the biblical view education is a matter of interpersonal engagement and formal commitment between persons. Human being is held to be, in its very nature, dialogic; it emerges only in a responsive I-Thou relation. Human being is also historical; its very texture and substance is activity in time. It follows, therefore, that knowledge that really touches the humanness of man can be communicated properly, not through the abstract concept of the Greeks, but through man's living word and deed. That, in turn, means personal engagement and commitment. To what extent this is possible in a highly structured educational process constitutes the fundamental problem for the design of an effective accountability model.

When education is depersonalized and objectified, as it more or less must be as soon as it is institutionalized, knowledge and culture become external, something to be possessed, enjoyed, utilized rather than something that brings with it a call to commitment and decision. Sir Walter Moberly noted that "most students go through our universities without ever having been forced to exercise their minds on the issues that are really momentous."

This is not merely the fault of the curriculum or teaching methods. It is, at bottom, a protective device. To avoid accountability man seeks to elaborate, to externalize, to objectify knowledge and thus keep at a safe distance the call to commitment that comes to him through what he learns and knows. Education under such conditions becomes a way of avoiding real accountability to our fellow man--even more to ourselves. This is the most subtle peril to which education is exposed. It is clear that unless some sort of personal engagement and commitment is achieved, there can be no real education in humanness.

If education buys the biblical view of the learning process as personal engagement it must adopt the biblical model of accountability--the covenant of performance between persons.

A performance covenant <u>denies</u> the applicability of <u>uniform standards and goals</u> to diversity of individuals or to the plurality of institutions. A performance covenant <u>affirms</u> that there are <u>consistent principles</u> applicable throughout the national community of higher education.

The first principle might be that everyone in the university is accountable for their activities--from the President to the freshman.

A second principle might be that everyone should participate in the formulation of his "performance covenant" in order to make a real contract.

Third, formulation of general goods should include wide participation from those affected.

Fourth, evaluation criteria should be broad-based and inclusive of subjective measurement.

Fifth, to make a performance judgment solely on output without adjusting the results expected to the matrix of the inputs is unfair and counter productive.

Accountability through performance covenants would involve three steps.

1. Agreeing formally what we are going to do--setting specific goals mutually acceptable to both persons.

2. Doing it.

3. Explaining that we have accomplished what we agreed to do.

In the decade ahead the performance covenant model will humanize such pressing agenda items as: 1) equal access for minorities and women as students and employees; 2) cost regulations; 3) managerial efficiency; 4) codification of internal decision-making process; 5) behavioral accountability--the outcomes of learning; 6) relevance of managerial technologies; 7) centralizing management while decentralizing educational function; and 8) authorship of learning material and use of learning hardware.

To return to the first line of this paper as a route to the "bottom line," the choice is not between accountability and freedom. Neither is it between accountability and no accountability. Accountability is a given. The decision to be made involves the issue of whether or not freedom to be accountable will be preserved. If the choice is made to exercise current freedom, to take the initiative, to design a self-regulatory model of accountability, utilizing educational goals as a reference point and qualitative evaluation of effectiveness in achieving those objectives as the criteria--then freedom will be protected.

What about the alternative? What happens if we "sit on our hands?" What if we continue to permit the intrusion of the business model as in such instances as the present athletic accountability disaster? What if we deny the validity of the thesis of this paper and opt instead to "enjoy" the imposition of accountability since we cannot prevent it? What happens is an early arrival of 1984.

It should be no surprise that the calendar certifies we have entered the decade of 1984, that we have only ten years to go before the Orwell prophecy can be checked. What may have gone unnoticed are the signs of a possible early arrival of that 1984 world. What prompts such pessimism? The conditions requiring a discussion on how to preserve the freedom to be accountable are almost signal enough. But there are many others. Let me share one or two examples with you.

In Washington two weeks ago a newspaper photo of a kindergarten student at a computer terminal caught my attention. The "cut" line reports, with pride, that "by 1978" such resources would be available to all primary grade youngsters. Imagine such an extension of technology with its potential for abuse through programmed instruction, add our having not discovered the Watergate infection, mix well with the financial distress of non-public schools and you have a fine recipe for early arrival of 1984.

Or think for a moment about the seductive logic of Professor Stanley Surrey, writing about federal income tax reform. Dr. Surrey argues that charitable deductions are public money, that they would otherwise be collected as taxes, that they are used at private discretion and without appropriation by a proper legislative authority. He refers to such deductions as "tax expenditures" and proposes that they be replaced by publicly appropriated funds. The problem with that position is clear, but becomes even more obvious when the principle is generalized. On the one hand implementation of such an approach reduces the opportunity to promote pluralism currently available and independent of political pressure. At the ultimate the principle provides the "case" for the government to decide that all income tax and "it"--the government--will decide not only what is good and efficient for the public, but also for the individual.

So much for the pessimistic prospect of 1984's early arrival. The real message of this paper is optimistic. We did discover the Watergate infection and will eventually find the proper medication; there is still time for us to choose the performance covenant model; quality rather than quantity, effectiveness rather than efficiency can still be our choice. Most important, we also still have political and educational institutions that, with proper leadership, can implement the role of government in these matters forecast by that optimist Thoreau as follows:

> Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the west. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in the way.

Keynote Address
Friday, March 15, 1974 - 9:30 A.M.

Congressman Carl D. Perkins
Chairman, Committee on Education and Labor
U. S. House of Representatives

I am delighted to meet with you this morning, and to welcome all of you to Kentucky.

The Adult Student Personnel Association should feel especially at home here, for Kentucky long ago recognized the great need to broaden the opportunities of adults in postsecondary education.

Unfortunately this great need has not been met, for the competition for our education dollars in this state -- as in many others -- has been very keen. Priorities are generally established where the red lights are flashing brightest. Up to this point, adult education simply has not had as much appearance of urgency as have some other phases.

We do however recognize the need to broaden adult education opportunities for all of our citizens. And we are hard at work in efforts to meet that need.

With those of you who labor in this particular vineyard, we claim a close kinship of spirit, and I am pleased at the opportunity of visiting with you here this morning.

I am an enthusiast for lifelong learning. Throughout my own lifetime--as student--teacher--parent--and public official--I have held to the belief that education is the best possible gift man can give to man. Perhaps this belief is best embodied in the old Chinese proverb:

> "Give man a fish, he will eat a meal.
> Teach him to fish, he will eat forever."

And as a public official, I have been mindful of the words of Aristotle--

> "All who have meditated on the art
> of governing mankind have been
> convinced that the fate of empires
> depends upon the education of youth."

I remain so convinced--but at the same time I am pleased and reassured that we are beginning to recognize that the fate of modern empires depends not only on the education of tomorrow's leaders--but also on providing educational opportunities for today's decision-makers.

There seems to be a growing realization on the part of educators, elected officials and potential students of all ages that post-secondary education is not synonymous with college education. The consensus is rather that education can be, should be, and must be a lifelong process.

Everyone should have opportunities for education and training even if he does not belong to the 18 to 22 year age group -- the group traditionally thought of as postsecondary age.

During much of the last twenty years there has been almost unrestrained reverence for college education--a preoccupation with increasing enrollments of traditional students in traditional programs at traditional institutions. If this preoccupation can be attributed to any particular event in American life, it was probably Sputnik.

As you may recall, a major legislative response to the Russian space success was the National Defence Education Act. The major objectives of this legislation were directed at the traditional:

the strengthening of science and mathematics teaching;

the provision of better laboratory equipment;

the strengthening of guidance and counseling services; and

the encouragement of more young people to pursue traditional higher education and graduate education.

As might be expected, our young people responded to this encouragement and were knocking at college doors in unprecedented numbers. By the early 1960's the squeeze was on and it became necessary for the Federal Government to assist in building the academic facilities to accommodate the increased enrollment. In 1963 the Congress enacted the Higher Education Facilities Act.

Parenthetically, however, in 1963 the Congress again rejected--as it had in the three previous years--a bill to provide Federal assistance for continuing education and university extension.

By 1965 it had become apparent that the costs of college, which were already rapidly rising, were obstacles for many qualified students who sought a postsecondary education. And the 89th Congress-properly characterized as the "Education Congress"-responded by passing the Higher Education Act of 1965.

Though there were some ventures into the "nontraditional" the bulk of the 1965 Act dealt with the accepted. The emphasis was on student financial aid programs--aid for needy students in fulltime college level programs.

Yes, the great higher education concern of the 1960's was growth and the focus was on numbers. And indeed, the expansion was phenomenal!

But as I have said, there were some departures--one of the most important being the authorization of a program with which many of you are familiar. After years of trying we were finally in 1965 successful in authorizing Federal assistance for continuing education and university extension programs.

It was not an easy victory. Perhaps the following statement in the official House Committee report on the new program--particularly the last clause--will give you some understanding of the attitude then prevalent.

The report stated that in order to qualify for Title I assistance (1) all course offerings must be college level; (2) they must be fully acceptable toward an academic degree and (3) they may not be frivolous.

Between 1965 and 1972 progress was not great. Despite enactment of the Title I program with an annual authorization of $50 million, there were annual battles to provide even token financing. Nevertheless, there has been an important record of Title I accomplishments.

In FY 1972 alone more than 317,000 adults participated in Title I projects. Nearly half of all the projects completed in FY 1972 were focused on areas of special concern such as environmental quality, Model Cities, and other inner-city problems. They were directed in part to such diverse segments of the adult population as local government officials, women, the aging, minority group members, and inmates of penal institutions.

Unfortunately, the Administration is not as impressed with the success of Title I as the Congress, even though it supposedly supports expanded postsecondary educational opportunities.

In 1971 and 1972, Title I was provided an annual appropriation of $9,500,000. In 1973, the Administration requested a substantial reduction in the program, asking for only $5,700,000. Fortunately, the congress rejected this request and appropriated $15,000,000--which the Office of Management and Budget then proceeded to impound! In 1974, the Administration asked that Title I be terminated on the rationale that the impact of the program had been negligible and that other programs have greater priority.

With this I wholeheartedly disagree. Yes, the impact of the program has been marginal, but this is due exclusively to the continued underfunding of the program--and for this we can and should hold the Administration partially responsible.

Obviously, the Congress does not share the Administration's assessment of Title I. Despite their desire and determination to terminate the program in 1974, the Congress approved an appropriation again of $15,000,000.

Again this year--in the 1975 budget--the Administration has suggested that the program be terminated.

I will--as I did last year and the year before--strongly resist this effort, and I am hopeful that the Congress will once again demonstrate its continued interest and faith in the mission and importance of Title I and in the process of lifelong learning!

I think that faith was dramatically demonstrated in the Education Amendments of 1972. That legislation embodied a greatly broadened concept of postsecondary education and of educational opportunity. The Amendments extended a number of existing programs, including Title I.

Parenthetically, I was pleased too that in 1972, Title I was further amended by the Older Americans Comprehensive Services Amendments. An amendment which I originated in the House to authorize Title I grants to colleges and universities to plan and carry out Title I programs which focused specifically on the problems of the elderly was overwhelmingly approved.

Let us briefly examine the landmark 1972 Education Amendments, and discuss just a few of the provisions related to expanded educational opportunity for adults.

In my judgment, the most significant new program is one which you may be familiar with, the Basic Opportunity Grant Program. If you are not familiar with it, you should be.

I should like, at this point, to be a salesman for the Basic Opportunity Grant Program. It is the Federal program which holds the greatest potential for meeting that oft-stated Congressional intent that no qualified student be denied access to postsecondary education because of financial barriers.

Reflect for just a moment on what a fully funded BOG program would mean to your institution, to your classes and particularly to the hundreds of thousands of needy students.

In theory, every student, including part-time students, in post-secondary education--difined in a broad sense-- is entitled to a grant of $1,400 minus what he or his family can reasonably be expected to contribute toward educational expenses.

Indeed, if properly funded and administered, the BOG program in and of itself would go far in easing much of the financial crunch so widely documented and recognized in higher education.

We are not at a point where there will be full funding, I fear, but we have made progress. For the coming year, appropriations for the BOG program have gone from this year's level of $122,000,000 to $475,000,000. Both freshmen and sophomore students will be eligible next year as compared to only freshmen for the current academic year.

Because of the underfunding situation, grants will be limited only to fulltime students next year, as was the case this year. This is indeed unfortunate. In the statute, part-time students are eligible and clearly the Congress intended that such student participate in the program.

We will all have to work together to improve the level of funding of this program in the future so that the aid which the Congress has intended for part-time students is in fact provided.

Furthermore, the 1972 Amendments also redefined "institution of higher education" not only for the purpose of Basic Grants but also for the other student aid programs--Supplemental Educational Opportunity Grants, The College Work-Study Program, and the Program of Direct Loans to Students. That term now includes schools of nursing and proprietary institutions. In essence this amended definition opens up to hosts of vocational and technical school students most of the resources of student aid hitherto available only to 2 and 4 year college students.

Another important 1972 amendment allows students who are pursuing at least half-time study to participate in all student aid programs. But again, because of the underfunding situation, this promise to part-time students has for the most part not been realized. Severe shortages of funds in all student aid programs have meant as a practical matter that participation is still restricted to full-time students.

Another provision in the 1972 amendments will have ramifications at all levels of education--including continuing education. I speak here of Title IX of the 1972 Act--which forbids discrimination on the basis of sex in any educational institution or program receiving Federal funds.

Throughout the implementation of the 1972 Act, we have had difficulties with the Department of Health, Education and Welfare with regard to both the timeliness of their actions and their interpretations of the new law. Despite the fact that Title IX was enacted more that twenty months ago, regulations to enforce the statutory prohibitions have not as yet been promulgated.

I am sure you share my concern that more than a year and a half of inaction has elapsed since this provision became the law of the land. It is rumored that Draft regulations are presently on Secretary Weinberger's desk for review. When they are finally promulgated, an additional 45 to 60 days will be available for public comment. I strongly urge you as individuals and this Association to review the regulations carefully. Already HEW spokesmen are saying that they will be controversial. I urge you to communicate with both the Dpeartment and the Committee on Education and Labor your concerns and recommendations as to the impact of these regulations on continuing education programs and students.

Other new programs authorized by the 1972 Act have obvious implications for continuing education. I speak here of the new program of support for occupational and career education grants to establish and expand community colleges, and support for new higher education planning commissions in the states.

Again we have had extreme difficulties with the Administration in the implementation of the new state commission uthority, commonly referred to as 1202 Commissions. Just recently, $1 million has been released and the Governors have been notified that this money may be utilized for making grants to 1202 Commissions for statewide post-secondary educational planning. This should be of interest to you specifically in that the new 1202 Commissions may, if the state so desires, assume the functions of the Title I Community Services and Continuing Education State Commission which have been operative through the years.

But your interest should be broader than this for the 1202 Commissions will be looking at the entire spectrum of postsecondary education in the states. These State Commissions must comply with a mandate in the statute that they may be broadly and equitably repres tative of the general public and public and private nonprofit and proprietary institutions of postsecondary education in the State, including community colleges, junior colleges, postsecondary vocational schools, area vocational schools, technical institites, four-year institutions of higher education and branches thereof.

Clearly Congress intended that these Commissions be representative of all aspects of postsecondary education, and you must see to it that continuing education in your state is properly represented.

Let me move forward from 1972 to the present, and I should like to discuss two matters currently receiving active attention in the Congress. This week we began House consideration of the comprehensive elementary and secondary education bill. One provision in it will be of particular interest for those who are concerned with education and the adult population.

The bill we have under House consideration and which we will continue to debate next week extends the Adult Education Act of 1966 for three additional years. Census figures tell us that neary one-third of the adult population 64,000,000 have less than a high school education. Of these, 22,000,000 have less than a full elementary school education. The 1966 Adult Education Act is directed at this problem, and clearly the statistics I have just mentioned justify its continued operation.

Of equal interest to you is legislation that is further along in the legislative process--a bill to modify the Federal insured student loan program. As you well know, the insured loan program has been in many instances the only source of Federal financial aid available to most of the students you work with.

Formerly statutory limitations--and now funding limitations-- have precluded part-time students from participating in most Federal student aid programs. Only the insured loan program has as a practical matter been available, and indeed it has been in deep trouple.

The Guaranteed Student Loan Program is the largest of the Federsl student aid programs and through the years has pumped $4,565,000,000 into the educational pipelines! But at a time when college costs and needs are greater than ever, we are experiencing a dramatic decline in the volume of lending.

As is usually the case in any complex program, there is no one single cause for this decline. But it is clear that the new requirement for a needs analysis in the program has had an adverse impact, particularly on students from families with incomes between $10,000 and $15,000 and on independent students. Accessibility to the loan program for these students has been sharply curtailed.

In light of these problems, the House on this past Tuesday passed a bill to repeal the needs test requirement for students from families with adjusted family incomes of $15,000 or less. This will mean much greater accessibility for these students who now will automatically qualify for Federal interest subsidy payments on insured loans.

Despite the opposition of a few in Congress and despite Administration opposition, I am confident that within the next month, legislation of this type will be finally enacted.

Enough of the past and the present. Let us look briefly to the future. As I have indicated, we are experiencing problems in implementing the 1972 Act. Many of these are administrative problems. Some of them are problems with the statute itself. But these pale into insignificance when compared with the real problem--that of funding! The battle to establish an appropriate level of Federal spending for education has been going on for a long time. Notwithstanding the landmark legislation enacted by the Congress during the late Fifties and the decade of the Sixties, and in 1972, that battle is far from over.

It is in essence, when all of the emotion and all of the oratory are stripped away, a matter of priorities. It is simply a matter of establishing how important education is to us when measured against all the other requirements of a society heading into the 21st Century.

For most of us here, I would suspect, there is no argument. Education is at or near the top of the list. And we have honest difficulty in understanding those who would relegate it to a lower role.

Those who follow this matter know all too well that there are such forces still with us, and there results on an annual basis a heated debate on the funding of education programs. We now know what the President's budget is for 1975. And it clearly requires corrective action. We must, as I have said, provide funding for Title I of the Higher Education Act, despite the Administration's determination to terminate it. We should begin to provide moneys for the occupational and career education program and for community college assistance, despite the Administration's opposition.

We must if we can, increase student aid moneys so that part-time students can receive the aid intended for them and to which they are entitled.

These are tasks which are immediate and demanding. While Congressional work on the authorizing side is not as immediate, it will be equally demanding. The higher education programs we have discussed expire on June 30, 1975. In our Committee we are already beginning our studies and hearings on legislation to extend and improve these programs--and to add to them if that is deemed necessary.

As you are aware, significant studies have taken place in post-secondary education, and these have much to say about adult post-secondary education. With more and more adults continuing their education--some after many years away from the formal education process--a serious reevaluation of priorities and needs is suggested.

The Carnegie Commission has spoken to these issues and urged that colleges and universities admit more adults. Lifelong learning and other matters affecting the financing of postsecondary education are discussed in the recent reports of the Committee on Economic Development, the Newman Task Force and the National Commission of the Financing of Postsecondary Education. These comprehensive reports must be analyzed by the Committee.

Predicting the future of higher education in America has become a major occupation of academic administrators and researchers. And we have before us numerous predictions such as one recently made by Alexander Mood in a paper for the Carnegie Commission that

> "It is likely that in the future the student body of higher education will not be a selected group of high school graduates but the entire adult population."

As we work our way then to a 1975 Higher Education Act, we obviously have a great deal to analyze, absord, comprehend and digest.

It has occured to me that a very important and necessary endeavor be undertaken in this connection. I believe the entire spectrum of Federal higher education programs should be analyzed and evaluated in terms of their impact on continuing education, as we know it today, and on what it might be in the future.

Perhaps it would be good to pull together and analyze all Federal programs and policies which directly or indirectly affect postsecondary continuing education. Obviously the 18-year old majority will have enormous implications which must be evaluated. Perhaps this may be a task which you and your Association will wish to undertake.

We have many mutual interests and goals. I look forward to continued dialogue and cooperation with you as we pursue them now and in the future.

"The Effect of Economics on Adult Education"

Dr. Thomas J. Hailstones
Dean, School of Business Administration
Xavier University

Friday, March 15, 1974 - 12:00 p.m.

I've been very interested in the whole concept of adult education, continuing education all of my life. I think that is one thing that motivates me to get out and do things with organizations, with companies, with government agencies and the like. I think, too, that we all need more adult education.

That reminds me of a story. Occasionally I get pressed into service by the president of the University on fund raising. A few years ago he called me over and said, "Hailstones, I want you to call on this group of rather successful businessmen and see if you can get them to donate a little bit toward the university". He gave me the list of names and as I looked down the line I saw one name, Joseph B. Jones. I said to the president, "Is this the same Joseph B. Jones who graduated from our business school about 10-15 years ago?" He said, "Yes, that's the fellow." Well, I was a bit perplexed because I remember that we had to grunt and groan and shove and push just barely to get Joe through school.

The day finally came for me to call on him and I was tootling along the highway over the crest of a hill. Sitting down in the valley was a nice new plant, one story, well gardened, landscaped with a sign across the top "Joseph B. Jones Enterprises." As I pulled into the driving apron an attendant came out and said "I'll take your car and park it, Dr. Hailstones." I walked up the steps and a receptionist came out and said "Dr. Hailstones we're waiting for you." She took me through a big outer office with a bevy of beautiful people there doing various and sundry things. You notice I said people doing various things. The receptionist led me to the office of Joseph, to his secretary in the outer office. She said "Well, we're waiting on you, Dr. Hailstones", and she went through an opened the big double doors. There was a big office, a plush office, thick carpeting, mahogany walls, a walnut desk as clean as a whistle and there was old Joe with a golf stick giving it the old one-two.

"Hey, Doc, glad to see you," he said. "Come on in, have a chair, have a cigar. What can I do for you?"

I explained to him what he could do for us. He ended up making a healthy contribution.

"Well, Doc, it was good to see you. Any time I can help you let me know." he said.

I said, "Before I go, Joe, there's one question."

"Yeh, what is it?"

I said "You know, I'm a bit perplexed because you know you weren't the best student in the school. We had to grunt and groan and push and shove to get you through. Now here you are a big successful business man. To what do you attribute your s ccess?"

He said "Ah, Doc, I learned a lot more than those grades show. I was learning things in those classes when I was sitting back there."

I said, "well, if you had to put your finger on the one thing that contributed most to your success what would it be?"

He thought and then he said, "That 3% formula I learned in marketing."

I said, "The 3% formula? I don't remember any 3% formula. How does it work for you?"

He said, "It works for me this way. I buy these gadgets for 50¢. I process them, I paint them, I package them, and I sell them for a buck and a half. You know, Doc, you'd be surprised how that 3% really adds up."

And I think we still have a few 3%ers.

I'm going to talk a little about economics and adult education today. You know, we hear a tremendous amount about the economy and what a tremendous influence it can have. And let me impress upon you that in the United States we have had a phenominal economic growth. But the growth has not been a steady progression. But rather it has come by leaps and bounds and these spasmodic movements of business activities we refer to as business cycles or business fluctuations. Let me assure you that this is something we should anticipate in a free enterprise economic system because when you leave people to their own volition there will be times when business men will over expand and when consumers will become very exuberant and spend a lot and take on credit. Then the economy will go up at a fast pace and even get overheated and we will have inflation. There will be other times, however, when we will become a little pessemistic. Business men will retard investment, consumers may save, and even the government may be concerned about what it's spending. At that time the economy goes down.

We find out, if we go back, that we have had fluctuations for a good many years. In the 1920's they were talking about the disappearance of the business cycle. They said we were on a new plateau of economic activity from which we were not going to fall. In that case we did fall in the 1930's into the deepest and most wide spread depression that the world has ever seen. After World War II people were talking about the disappearance of the business cycle but I think that the events of 1949, 1954, 1958 and 1960 indicate that business fluctuations are still with us. In fact, in the mid-60's I was chided by some of my colleagues for still talking about and writing about business cycles in my text books. They said "You know those things are passé, we're not going to have any more," and so on.

I said "What do you mean they're passé?"

They said, "Well, we just have moderate growth or fast growth."

I said "How come we only have moderate growth or fast growth?"

"We don't have any more of those recessions because we found ways to beat them."

I said, "But you've got to admit that there is still a need for what we're doing."

I think that the recession of 1967 and the mini-recession of 1970 and the recession that we are entering at the present time are all indications that these fluctuations are still with us.

A number of years ago, in 1946, we passed an important act in this nation. It is known as the Employment Act of 1946. That act compels the administration to take measures at its disposal to bring about conditions of maximum production, maximum employment, and maximum income. Now we have converted these maximums into economic goals... we did in the late 50's and early 60's. We have three basic domestic economic goals we strive for:

1. We want full employment

2. We desire stable prices

3. We want a healthy rate of economic growth

What do we mean by those? We consider ourselves to be at full employment when we have a condition of 96% of our civilian labor force employed. This allows for 4% frictional unemployment. You know, there are always people quitting, people getting fired, people moving from one part of town to the other, people withdrawing from the labor force for special training and adult education and then they are back in the labor force. So you always have this 4% in the labor force who are unemployed.

When we talk about stable prices that is the condition in which the consumer price index moves within a plus or minus 2% annually. There are certain upward biases in the way we measure that consumer price index. We say that if it goes up 1%, 1.5%,2% that is no more than a reflection maybe of some improvement of the quality of the product of life. I just wish we could get back anywhere near it - that 2%. The third important economic goal is that healthy rate of economic growth. One thing that we must keep in mind is that once we have full employment and prosperity we can't become complacent. We must continue to increase our output of goods and services each year or we are going to have a recession and unemployment. The reason for that is two-fold. Number one: we add to the labor force $1\frac{1}{2}$ million new workers annually. If we are going to have jobs for these people we are going to have to have the output on which they can work. Secondly: if we were content with the $1.288 trillion in goods and services we put out last year saying, "That's a fine amount let's go do that next year and the year after," we'd find out that we'd soon have recession and unemployment. We can put out the same amount of goods and services each year with fewer and fewer people because of the increase in productivity per man-hour and we'd have growing unemployment. In order to absorb the 1.5 million new workers coming into the labor force plus the 2 million or more that are displaced each year because of technological advances and automation we've got to have a growth in output of goods and services, a real increase in our Gross National Product of at least 4% annually. If we get 4% our rate of unemployment will stay the same. If we get more that than 4% unemployment will decline a little bit. If we get less than 4% our unemployment is going to rise. Let me give you an example. In 1939 the GNP was at $932 billion, unemployment was down to 3.5%. in 1970 the GNP went up to $977 billion, a $45 billion increase. But unemployment rose from 3.5% to 4.9%. What happened? If you strip away the effect of higher prices on output that year the GNP instead of increasing $45 billion actually declined by $7 billion. We not only didn't get the 4% growth we didn't get any growth rate that year. We had a negative growth and this caused unemployment to go from 3.5% up to 4.9%

Today you hear a lot about recession and I know President Nixon in his last two press conferences has come out and said we're not going to have a recession. But you see the next day the head of his Council of Economic Advisors, Herbert Stein, he's talking to the press and he's stating and hoeing and backfilling trying to explain what the president means. We find out that there are others who disagree and say we are going to have a recession.

Let's look at the concensus forecast for 1974. We take 35 different forecasts and take an average and come out with what we call a standard forecast. The standard forecast early last December was that the economy, after growing at a real rate of anywhere from 4% to 6% annually for the last three years was going to grow at the rate of 2% - 2.5% with the first two quarters being slow and the second two quarters being up a little. Unemployment which for 1973 was down to 4.9% was pegged to increase to up over 5% probably 5.5%. We knew that automobiles were going to be down, that construction was going to be off and housing was going to be weak and so on down the line. The forecast was that we weren't going to get quite that 4%. We anticipated a slow down in the economy. But you know we are reluctant to call a spade a spade. You don't talk about a recession especially if you are connected with the administration whatever administration is in office. You know you hear the terms, "it's not a recession, it's a bottoming out. It's not a recession it's a hesitant contraction, it's a reluctant expansion." In 1970 when the Council of Economic Advisors told us that the first half of the year is going to be slow but we're going to have a rebound in the second half and that rebound didn't come and didn't come and didn't come we learned something new. We had a delayed rebound that year. It wasn't until the middle of 1971 that we finally said yes we had had a recession in 1970. Last December the "in" thing if you were forecasting wasn't to say we had a recession coming but to say we were going to have a growth recession mearly a slowdown in the rate of growth. Today it's an energy recession. But at a meeting last week, on the platform in New York, we had a representative of Brookings Institute and a chairman of the president's economic advisors under the last year of President Johnson say we are having and all the statistics will show a recession. A third private fellow came in and said well if we are having one it's over and we are on the way up.

I don't know what you want to call it but we are definitely going through a slow down. With the energy situation the forecasts were put back into the machine and they came out early in the year indicating that the first half of the year would be relatively slow. We'd have a negative growth rate with some bounce back but still slow in the second half so that for the year the GNP would have zero rate of growth. Which means that unemployment will go from where it was last year at 4.9% up to around 6%. You've already seen the layoffs in the auto industry and the construction industry and so on. These things do have an impact. You can already see it in a lot of the government programs. Roy Ash in the congressional hearings last week admitted that in the defense program which took a sizeable jump there is about $3 billion in funds that they really don't need but it will serve as a stimulus for the economy. President Nixon says that we are not going to have a recession but the director of the Office of Management and Budget says we have a $9 billion deficit that's going to act as a fiscal stimulus. But if the economy goes down no holds barred we're not going to worry about how much we spend. Also you've got the Council of Economic Advisors working right now trying to calculate how much of a tax cut we should invoke this year in the event this recession gets a little more serious. So we might get at least that out of it. The President is taking the attitude that we are not going to have a recession because we are going to use measures to offset it and prevent us from going down too much.

These things effect what you are doing because the activity of the economy, the income of people, the profits of corporations have an effect on what they are doing about making committments to their employees and managers of attending seminars and conferences and so on. Let me look out a bit further because you are effected day in and day out by what's going on in the economy. A lot of you have programs in which you have seen very skimpy registrations because the business firms have tightened up on their spending. At other times they would send 3 or 4 or 5 fellows to a program.

Let us look at the economy a minute. Last year we produced $1.288 trillion worth of goods and services. Now that's a lot. That's not only more than any other nation in the world that's more than the next 5 or 6 nations combined. Even when you put it on a per capita basis we've got a terrific production machine. On a per capita basis we are double that of Great Britian, three times that of France, three times greater than Russia, five times more than Japan and so on. Some of the smaller nations on a per capita basis may come close to us but among the larger nations we are still a highly productive nation. But if you look ahead you will find that the GNP of last year $1.288 trillion by 1985 in terms of 1974 dollars will exceed $2 trillion in goods and services. If you add a little old inflationary factor that means you're going to have a GNP in excess of $3 trillion. That's a lot of goods and services to produce, market and finance.

Furthermore look at the population of 212 million at the present time. By 1985 it is going to be 235 million in spite of the fact that we are at zero population growth right now, in fact a little below ZPG. But we are going to have 235 million people. Now what are those people going to be doing? We have to have people with the training, with the skills, with the ability, with the understanding to run things.

If you take a look at that population you find some interesting things. In the 1960's the bulge in the population was in the 19-25 age bracket. In the 1970's -80's the bulge in the population is going to be in the 26-35 age bracket at the family formation stage. As a result we are going to have more people coming into the labor force. Women who have their families all set and married are coming back into this labor force of ours. You find too that the minority groups in the population are going to grow at about 40-50% faster rate than the population total. That means that if employers, educational institutions and government agencies think that the civil rights and job equal opportunities problems are going to go away they are just burying their heads in the sand. We are going to be involved more and more in that. Our schools, our agencies and our business firms are going to have to get involved in education and training and development of skills in these people because many of them are going to be coming into the labor force without the training and skills required for a professional type job. It is also going to affect us differently as far as geographical areas are concerned. Between now and 1985 the population of the United States is going to increase about 12%. Here in the mid-west we are going to grow about on a par with the nation. But the Southern California area is going to grow at about 17-18%, the mountain area about 17%, New England about 8-9%. And if you want to go where there are going to be few people then you want to go out to the Pacific Northwest. I taught out there in Washington a few years ago and I was very impressed with the prople out there. But they don't cater too readily to strangers. You know, in Oregon at the present time they have a campaign going. They are trying to keep people out of Oregon. One bumper sticker says, "It always rains in Oregon" another says, "We hope you visit, but don't stay". They would like to keep the bit of isolation they have. You can look at the population and see some areas are going to grow more and some less.

We are also going to find, looking ahead to 1985 that State and local governments are going to increase their spending at a much faster rate than the federal government. Where are they going to get the money and on what are they going to spend it? How much of that is going to be for different types of education and training?

Look ahead to 1985 in terms of products and services. Between 30% and 40% of the goods and services which will be used in 1985 do not exist today. They are either going to be completely new products and services or restructures of the old. That means that firms have to get involved in R & D developing new ideas, new products and so on.

And then about income: today we have about 25% of our families who have incomes in excess of $10,000 and a lot of them do it by having two or three people in the family working. By 1985, even in terms of today's dollars, we are going to have about 3/4 of our families with incomes in excess of $10,000. On what are they going to spend it? Where are they going to spend it? Where are they going to spend their leisure if we get more of the short work week coming. You might say to yourself well what's that got to do with adult education? I say it has a tremendous amount to do with it. Because when we look at these people and the growth and activity of the economy we are going to need people with specialized training and we are going to need retraining. We have to get those people back in to learn new ideas when old jobs phase out and so on down the line.

Today in Higher Education, in adult and Continuing Education, I think we have seen some ages. I talk about the age of the G.I. in the '40s and '50s. We also had the age of serenity in the '50s and '60s. We had the age of disturbance in the '60s and '70s and '80s as the age of adult and continuing education. I think in this age we are going to see increased economic activity in your field.

You know better than I do about the changes in philosophy and in attitude toward adult and continuing education. You can go back just a while and remember that the evening college was just something that had to be tolerated. People looked down their noses at someone who was given a degree at night with some semblance to a day degree. But I think it has come a long way in the last few decades and it has a lot of interesting new areas to go. I know that the first time we started to talk about Hospital Administration courses in the 1950s some said "you don't want to do that. It's not quite dignified." We also suggested police science and that was turned down at our school because when they came out to talk about it they got hold of some people that didn't know much about it. We were one of the early starters to get an MBA program that would service the fellows that were working and wanted to come to school part-time. The typical image of the MBA was the fellow in the pin-stripe or grey flannel suit with a tie carrying a satchel in that ivy covered university. I've been saying for the last 15 years that that is not the only image. You also have the fellow who is working at Ford or GE, who has a home in suburbia or in an apartment and is carrying his books on the plane to study between trips. Today more than half of our MBAs come out of programs such as that. It was the foresight of some of the people in adult and continuing education that saw the need for this to be. And you know the other things such as real estate and nursing that I am sure you are all doing various aspects of. But I say more and more lies ahead. We can talk about regular credit programs being extended into other areas, to adult education areas. We can talk about additional education for those who already have their degrees. We can talk about credit by examination and getting diplomas without attending schools and you know about that. You've also got the instant information type of stuff. We've had programs to get information to people when we have had a bill that's passed or something new, such as truth in lending, trade with China and so on. As these new things come people are floundering. They don't know what they will mean, what impact they will have. I think we have a role in adult and continuing education to get in there and put on these programs for the community so that the business man, the government agency and other institutions know the impact that this is going to have on them and the operation of their enterprises.

We also have a tremendous amount of non-credit professional training. And here is an area I'm fairly familiar with. Those business firms out there really need help. They are trying to do a tremendous amount of up-grading the professional training of their people. There are trade associations which are many times trying to talk to the universities about programs across companies - industry wide. There are various types of institutions charitable organizations, government agencies who would like to have programs conducted on-campus or off-campus and you have conferences and institutes to be given. In the area of business administration with which I am most familiar there is a crying need for our institutions to go out and offer help.

You also have the whole area of what are you going to do about studying for fun? That's an area you can get into. You can get into the area of recreation and physical aspects. You can get into diet and nutrition. I think you have to decide what you are going to do and how you are going to do it - what's your particular baliwick - and then go out after that.

Of course we know there is going to be an increase in the cost of doing this. That price level is not going to go down. It might go up at a little slower rate a little later on. Take today compared to five or six years ago and the cost has gone up 35-40%. That adds to the cost of instructors, cost of equipment, etc. It's going to mean that maybe you have to charge different tuitions. It is also going to mean that adult education, continuing education which historically, I think, has been a net contributor to the university budget is really going to have to get a little more recognition. Rather than be something to be tolerated to make funds for the university they've got to have some seed money to go out and develop programs to bring in new catagories of students and to help do their job in a worth while way. I think our universities ought to give our money where we are getting the best return for investment. That is what your professional schools, and your adult and continuing education do. I don't think we are doing enough of putting our money back into those areas for future development.

Also we have to try and find contributions. I might suggest that business, if you haven't tapped it too much, is very interested in contributing for programs that will help them promote their people. This is a pretty good sized market. But there is going to be increased competition. Some of the schools are beginning to wake up and recognize that maybe there is something in this. Some of you who have been doing this right along might find that you are going to get competition from schools that have been giving the regular four year degrees and not getting into areas like this. That means that you are going to have to get a little more imagination and salesmanship. I say to you, don't sit back and wait. You have to go out to the source. Rather than be a thinker and responder it is well to be an inovator and doer. Instead of waiting for people to come to you, get out and talk to these people and find out what they need. Maybe you can tailor a program designed to fit their needs. Maybe you already have a program that with a few adjustments will fit them. This required flexibility. It is amazing what you can do if you have a little bit of autonomy and flexibility compared to what you have to do if you are tied into a rigid organization.

I think that sometimes the smaller schools might have an advantage in that they tend to be more flexible. You should have some type of committment to work in this area. I think, too, you are going to have to have new methods of doing things beside the traditional classroom techniques. You can do a lot with TV and radio and tapes. We do cassettes. I was approached about twelve years ago to do a tape in business administration. We had experts come over and we did the tape. I didn't know exactly what it was going to be used for except that it was going to be used in high schools, etc. I've been getting royalties from McGraw-Hill for the last eight years on that little sound seminar because some of my colleagues got the idea of putting these sound seminars on tape and getting them out to people. This is a big thing in industry. I am currently working on a set of tapes for one of our major firms on economics. One of our men in hospital administration has tapes which are sold all over the country. You can get out and reach more people this way.

That's another interesting area - the out reach program. Go out from your university into different areas sometimes even to different cities. We've got a real out reach program going at Xavier. I don't know what our president is going to do when he learns that four of our business administration professors are going to be doing programs in Hawaii next summer. I went over about 4 years ago and I've been going back ever since. As a result of my original contact we have fellows going over next summer to do programs in arbitration, hospital administration, graduate and undergraduate programs. So I think there are opportunities in out reach, going out from your headquarters into other areas where your help is needed.

Let me culminate by saying that it is an interesting, big market with plenty of room for innovation and development. You've got a great contribution to make to society in this particular field. And I think you should be happy to be working in it. But let me say, as I tell business firms, that it is a changing environment and you've got to stay ahead. You've got to stimulate people. You've got to motivate the people that work with you. You've got to innovate. The organizations in the schools that do not stimulate, motivate and innovate may as well terminate because they are going to be left at the gate.

Thank you very much.

QUESTION: What is the role of the traditional liberal arts in this?

Hailstones: I always say that in business you get better liberal arts training than you do in the arts school. But that's another argument. I think training in the liberal arts is something to be promoted. I think it is not too difficult to contact a Ford Motor Company or a GE or a City of Cincinnati and find out that they need some supervisory training. Or they need Management by Objectives. I think that what you need to do is take some of the Liberal Arts disciplines and dress them up a bit. One course that I think we need in industry that would go over great is a course in just plain logic. But you don't give Logic. You give Logic for Decision Making or Logic for Management Decision.

If you want to promote the humanities instead of going to first line management you go to the upper level management who have the professional know how and say, "Look, there is a little bit more to life than just running a business and making a few bucks." You must say something about getting into the understanding of life and maybe getting into a little bit of philosophy and dressing it up that way. I think that what we need is some of our marketeers and huchsters working with people in the arts to show them how to approach this. We can do a lot but it is going to take a sales job.

I am connected, as Bob has mentioned, as an affiliate professor with the General Electric Management Development Institute in Crotonville, New York. The program has a lot of accounting and finance in it and I spent two days talking economics with them. But there is a lot of humanities, too, programs in psychology and sociology and that is a good thing for business and other institutions and organizations today.

ADULT STUDENT PERSONNEL ASSOCIATION

Annual Business Meeting

March 15, 1974
1:00 p.m.

The annual business meeting of the association was called to order by President Robert A. Allen, Jr., in the Rowntowner Motel, Fort Mitchell, Kentucky.

It was moved by Ed Phoenix, seconded by Robert Grimes, to approve the minutes of the last annual meeting which were sent to all members in the proceedings of the Washington, D.C. conference.

Motion passed.

Treasurer's Report: Presented by treasurer Beryl Williams:

Balance - March,	1973	$1741,82		
Income	1973-74	4051.72		
Expenditures	1973-74		$4256.63	
Balance on Hand	3/15/74			$1536.91

This figure includes some dues which are paid to June 20, 1975, in line with changing our fiscal year to July 1 - June 30, under the newly adopted constitution. Our current membership figure is 150 with some new members from Kentucky and Ohio, as a result of this conference.

Publications: President Allen reported for publications chairman, Ronald Miller, who was unable to be present. There have been two newsletters sent to the membership this year. A third newsletter will be out shortly. The Fifth Edition of the Adult Student Personnel Journal is at the press now and will be mailed to the membership shortly, thanks to the efforts of Editor Anne Conover.

Proceedings of the current meeting will be available in the future at no cost to the participants at the conference and on request to those not present for the cost of production.

Program: Dr. Eleanor Love reported that the program for the coming year had been discussed at the executive board meeting. There is a possibility that next year's conference will be in either New York or Chicago. A mid-year workshop is also under discussion.

Elections: Dr. Margaret Green reported for Jerry Hirsch, chairman of the election committee. The election committee consisted of Prof. Hirsch, Dr. Green, Mr. Frank Petrone, Mr. Ron Miller. The slate which they presented is as follows:

Pres. Elect: Dr. Robert Grimes, Loop College, Chicago
Secretary: Ms. Dorothy Becker, Bronx C.C., New York

Two trustees for three-year terms:

Prof. Patricia Jackson, Hunter College, New York
Prof. Martin Black, Staten Island CC, New York
Dr. Mary Howard, Hostos CC, New York
Ms. Jacqueline Newby, Essex CC, Newark, N.J.

Dr. Green announced that Dr. Clarence Thompson, a trustee, has retired from active work in the field and submitted his resignation from the board. The resignation was accepted reluctantly and two nominees were designated for filling his unexpired term:

Dr. Sherman Kent, Rider College, N.J.
Prof. Jerrold Hirsch, Staten Island CC, New York

Nominations for any of these positions will be open until the end of the conference and any one wishing to nominate should have the consent of the nominee and present the name to Dr. Green by then. Ballots will be mailed during the month of May and the new board will convene during the summer.

Liaison Reports: Frank Costello, National Vice-President of the United States Association of Evening Students, reported on the purposes of their association:

1. To represent the evening students to others
2. To represent the interest and welfare of the evening students
3. To encourage the formation and continuation of effective evening student governments
4. To improve programs and facilities provided for evening students
5. To enhance the relations among evening educational institutions
6. As a means of interchange of ideas among evening students
7. Increase recognition of the educational achievements of evening students
8. To encourage evening higher education
9. To be an organization exclusively for evening students

Sherman Kent, Chairman of the student relations committee of the Association for Continuing Higher Education (formerly Assoc. of University Evening Colleges) reported on the change of name of the organization. He said that they were moving toward giving students and regions more voice in their organization. ACHE recognizes the contribution that students have to make and urges ASPA to do the same. In line with this, ACHE and USAES will hold a joint conference in New Orleans next year.

Robert Allen reported for Margaret Green on Commission XIII of the American College Personnel Association. ACPA will be holding its annual convention in Chicago on April 14-18. The new chairman of Commission XIII which is concerned with Adults in Higher Education will be Dr. William Tracey of Marquette University. Commission XIII is conducting four programs at the convention:

The Intermittant Adult

The Prisoner as Student

The Retiree as Student

The Mother as Student

There will be an open meeting of the commission on the Tuesday night of the convention and anyone who will be at the convention is invited to attend.

Robert Allen for the Conference of Adult Education Organizations. (CAEO) The former ERIC clearing houses at Syracuse University and at Ohio State University have been combined at Northern Illinois University, DeKalb, Illinois, directed by Dr. David Tiedeman.

There is no progress to report on the proposal to work on a project on adult education with the advertising council.

Tax Exempt Status: The secretary reported that we are working on the necessary papers to submit to the Federal Government for the tax exempt status and hope to have it completed in the near future.

President Allen announced that by unanimous action of the executive board, life memberships in ASPA had been awarded to:

Dr. Daniel Lange, retired Dean of Evening College, Northwestern University
Dr. Goldie Kaback, retired from City College of the City University of N.Y.
Dr. Clarence Thompson, retired Dean of Evening College, Drake University, Des Moines, Iowa

New Business: President Allen announced that Dr. Kenneth Sproule, active in ASPA for many years, died suddenly this spring. We were all shocked and saddened by the news. The gathering stood for a moment of silence in his memory.

Dr. Martha Farmer made a presentation of the Reed Awards to Dr. Clarence Thompson, in absentia, and Robert A. Allen, Jr.

The meeting was closed with an inspiring speech of acceptance by Mr. Allen.

Respectfully submitted,

Dorothy Becker, Secretary

Friday, March 15, 1974 - 2:15 - 4:00 P.M.

Panel #1 "Special Degree Programs for Adults"

Chairperson: Rev. Edward J. Baumann, Dean, Division of Continuing Education, Thomas More College, Fort Mitchell, Kentucky.

After a brief history of continuing education programs for adults at Thomas More College, Fr. Baumann explained that in 1973, the College had granted "first class status" to Continuing Education Students reflecting "the learning society" recommended by the Carnegie Commission for Higher education. This lead to a creative mixture of old and young in classes, both day and evening. He then explained in detail the two new degree programs developed for adults, the Associate and Bachelor in Elected Studies. They were much more flexible than earlier options, eliminated standard distributions, requirements, yet required upper division study with or without departmental emphasis. These two new options were in addition to the traditional continuing education programs available to students, eg. 30 hour certificate programs, standard teacher certificate programs, and individual courses selected from both credit and non-credit courses.

Next, Dr. Thomas W. Williams, Asst. Dean, College of Arts and Sciences, University of Cincinnati spoke. He described the recently introduced, flexible Bachelor of General Studies degree program as an alternative to the traditional departmental programs. The prime feature was a limitation on the amount of study permitted in a given department. He explained that a new Division of Continuing Education was established to deal only with non-degree students with pass-fail grades available. All credit earned would be accepted in a program if matriculated later.

Dr. Williams detailed a few innovations that were of interest: 1) "Dial-a-course", the opportunity to register by phone which led to 850 registrations (25% of all inquiries). 2) "Edustation" remote registration boothes. 3) Lecture series by faculty in retirement homes was a popular and successful innovation. 4) Alumni fireside chats had proven to be popular and stimulating opportunities for alumni to continue their active, informal learning. 5) Any student over 62 years of age could register for our Evening College course for a $5.00 fee, per course.

Sr. Ellen M. Murphy, Asst. to the Associate Dean for Humanities in the College of Arts and Sciences at the University of Dayton spoke next, focusing on the Bachelor of General Studies degree program introduced there in 1970. It is open to all students. It has no distribution requirements but a heavy upper division course expectation. It had a thematic approach to program design and allows 90 transfer hours including as much as 60 hours from CLEP and departmental examination. She felt the program had great appeal but had been neither clearly described nor properly promoted.

The final panelist was Dr. William C. Wester II, Vice President for Academic Affairs and Dean of Edgecliff College in Cincinnati. After a brief description of Edgecliff College, he explained in detail a Bachelor of General Studies Degree (BGS) introduced in January 1973 and a Bachelor of Science Degree in Education with an International Diploma in Montessori Education.

The BGS degree requires no departmental concentration but does require an Interdisciplinary studies project of 3-8 semester credits to be completed under the supervision of a BGS committee. The new program, is open to all students, regardless of age, though it is intended primarily for older students who desire greater flexibility than a more traditional program.

The Montessori diploma is earned in a two semester, 32 semester hour program taken in the senior or, post-baccalaureat year.

The new Montessori diploma program is available to traditional students who spend all four years in a modified B.S. in Elementary Education, to transfer students, and to post baccalaureat students. The program would begin in the Fall Semester, 1974, with an anticipated clientelle of 25 adults, many with bachelors degrees.

Friday, March 15, 1974 - 2:15 - 4:00 P.M.

Panel #2 "Counseling for Adults - Particularly Women - Returning to School"

Chaired by Dr. Anna Mayans, Director of Elementary Education, Xavier University, Cincinnati, Ohio.

The first panelist was Ms. Janet O'Connor, Assistant Director of Alumni Affairs at the University of Cincinnati. Ms. O'Connor reported on the results of research done at the University of Cincinnati in 1973 designed to compare demographic characteristics of women returning to college with their motivations. A fairly detailed and extensive report of summary data and conclusions from this study was published in an article in Change, "Why Women Go Back to College". (October, 1973, pp. 52 & 62). In summary, the study found that returning women were dedicated students, earned high grades, considered their student role to be significant, carried course loads that enabled them to earn a bachelor's degree in four or five years, and were oriented to seek employment after college. The study also explored whether or not a personal or family crisis or change in family life style had brought them back to college. Also explored were the problems of women returning to college such as their lack of awareness of job opportunities for college graduates coupled with the tendancy to pursue programs in education and liberal arts which prepare graduates for already overcrowded professions. It pointed to the need for counselors and advisors to inform women about the job market and future trends. The lack of child care facilities and the role of a husband's attitudes toward return to college or desire for career were touched upon. Also touched upon were the financial and certain legal problems faced by women returning to school.

Ms. O"Connor also outlined the role that had been played by an undergraduate student group called the Continuing Education Organization (CEC). This group had student activities funding. She showed a copy of a handbook published by CEO entitled "U.C. Continuing Education Roadmap Handbook". CEO and the handbook had served valuable roles in helping women and other adults returning to college to deal with the intricacies and confusion encountered at the time of reentry. The CEO acted as a coherant peer group for returning adults to provide the peer support and role models so essential at the time of reentry to the educational system.

Mary Louise Gist, Dean of Women and Associate Dean of Students at Xavier University in Cincinnati then gave an informal talk that focused upon the advocacy role of the student personnel worker in dealing with adult students. She pointed to the push by higher education into the new student markets that included older students, veterans, women, and others perhaps not as well prepared as the more traditional student. She pointed to the vocational orientation of such students, their demands for more immediate relevancy and the need for special degree programs and other accomodations for such students. She felt that we had to make available all services needed by these students, work toward lengthening hours into the evening for a variety of offices, make available special services such as child care and facillitate mail registration. She also appealed to us to refrain from the use of educational jargon in dealing with such prospective students, since it usually confuses them and frightens many away.

The formal presentations were followed by a discussion of a variety of issues that had been posed by the panelists and others that were raised from the audience.

Presentation of the Bernard Webster Reed Award
by Dr. Martha Farmer

Friday, March 15, 1974 - 7:15 - 9:00 P.M.

The Bernard Webster Reed Memorial Award is given by the Adult Student Personnel Association annually to persons, who in the judgement of the Executive Board have been of significant service to the profession of serving adult students.

This year the Board has chosen to give a dual award: to Dr. Clarence Thompson recently retired from Drake University after many years of service to adults students, and to Robert A. Allen, Jr., retiring president of ASPA for his outstanding work in ASPA and as ASPA's representative to CAEO.

Dr. Thompson could not be with us this year but the plaque will be delivered to him.

Mr. Allen accepted in person.

ASPA Presidential Address

My Personal Perspectives on Accountability"
Keeping Promises Makes all the Difference

Robert A. Allen, Jr.
Director of Academic Counseling
University College, University of Rochester

Friday, March 15, 1974 - 7:15 - 9:00 P.M.

The framework on which I will build my remarks includes exerpts from three poems written by the late, great American poet Robert Frost.

First, from "The Road Not Taken" (1916)

"Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference."

Second, from "The Gift Outright" (1942)
(presented at the inauguration of John F. Kennedy, January 20, 1962 in his final collection titles In the Clearing)

"Something we were withholding made us weak,
until we found it was ourselves."

Third, from "Stopping by a Woods on a Snowy Evening" (1923)

"The woods are lonely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep."

I return to the first poem:

"Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference."

These memorable words set the scene for my remarks tonight, for they speak for me personally and professionally. They may also speak for you. I assure you they speak for ASPA as well.

A decade ago I was struggling with the dilemmas of youthful vocational choice. At the tender age of 23 I chose a path that had been traveled by a few before me, but it was not well trodden. My choice was neither terribly deliberate, nor was it one that could have been anticipated. However, in Frost's words, "it has made all the difference." Here I stand before you, feeling great joy and humble gratitude for the honor of being president of ASPA and receiving the Bernard Webster Reed Memorial Award. For though I never knew Bernie, I am grateful for the opportunity to follow in his footsteps.

To recall an historical crossroad for ASPA, seven years ago at our fifth conference, at the Laurels Hotel, in March 1961 Dr. Geroge Knerr, the first recipient of the Reed Award and second president of ASPA, raised the question of whether ASPA should dissolve. He felt its function might best be served by "infiltrating" larger and more powerful associations. I will not convey the details, but ASPA chose to continue in an expanded program. Though we have faltered at times, I feel that choice, has made a difference.

In those seven intervening years, ASPA has continued to serve its unique function in the ferment of higher education. It has endeavored to foster student personnel programs for adults in higher education. It has continued, and in many ways expanded its cooperation with associations that share its interests: Namely the Association for Continuing Higher Education through its Student Relations Committee; the United States Association of Evening Students, by their representation on our board; The American College Personnel Association, through its Commission XIII on Student Personnel Work for Adults in Higher Education; and through the Coalition of Adult Education Organizations, by active leadership on its Executive Board.

We continue to encourage research, to better define the needs of adult students and to assist in a more effective design and administration of programs for adults at our respective institutions.

Our active publication program has led to the development of three major publications: Student Personnel Services for Adults in Higher Education (1967) and Counseling Services for Adults in Higher Education (1971), both edited by Dr. Martha Farmer. Last year Earle Clifford and others on his staff pulled the best of our papers and presentations from earlier publications and incorporated them into a significant and well received publication, A Decade of Development.

We have an active newsletter edited by Theo Fullerton at Penn State. And as I mentioned last night, the most ambitious issue of our Journal will be off the press soon due to the efforts of Anne Conover at Massasoit Community College (Mass.)

Our efforts regarding workshops and meetings have continued to be nothing short of impressive due to the dedicated efforts of the members of the executive board and a few others.

Again in the words of Robert Frost, we learned

> "Something we were withholding made us weak,
> until we found it was ourselves."

I recall the words of William Birenbaum, president of Staten Island Community College at our conference at Atlantic City in 1970. In his introductory remarks, he related that when speaking to counselors, and of adults no less, in higher education, he must be speaking to people who are at the bottom of most institutional hierarchies. In a way he is right, but we cannot let such matters get in our way, either individually or as an association. For in the words of Robert Kennedy: "Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope...only those who dare to fail greatly can ever achieve greatly." We cannot be timid in our efforts nor submit to the temptation to follow the easy and well trodden paths.

I want to insert the words of Edward Everett Hale in his poem "For the Lend-a-Hand Society".

> "I am only one,
> But still I am one.
> I cannot do everything,
> But still I can do something;
> Yet because I cannot do everything
> I will not refuse to do the something
> that I can do."

At this point, I wish to look beyond the cloistered world most of us live and work in. Considering the theme of this conference, "The Freedom to be Accountable", takes me to the broader framework of the Carnegie Commission (for more idealism), to the latest Newman report (for a large dose of pragmatism) and to the Southern Association of Colleges and Schools (for a sign of hope to balance the prophets of doom who have had their say in continuing education in recent years).

The final report of the Carnegie Commission displays an idealism that seems to fly in the face of the pervasive pessimism abroad today and the so called crisis of confidence in higher education. It notes that in our era when hopefulness is out of fashion, the institutionalized forms of hopefulness, namely colleges and universities, are encountering particular difficulties. Indeed, continuing education has probably been the most hopeful part of higher education. As you all know, we too, for many reasons, have had our own crisis of confidence; including, to a great extent, a crisis of self confidence.

In this age of rampant anti-idealism, the appeal to Jeffersonian idealism by the Carnegie Commission is destined for trouble unless considerable efforts are made to overcome the tide of opposition. That Jeffersonian ideal states that a better social and political order depends upon a more general diffusion of knowledge.

It is here that Earle Clifford's remarks last night seem so appropriate for he spoke against the purely quantitative business model of "measuring" and evaluation through a performance contract.

To move on to the most recent Newman Report focusing on the funding of post-secondary education, I again see certain parallels to Earle Clifford's remarks. In fact, the primary focus of the Newman report may be summed up in a single sentence: "We will not find our future in some better rationale, certainly not in some better form of control; we will more likely find it in a return to the forces of the educational market, to the health of openness and competition."

It is clear that Newman appeals to the nations pragmatic instincts. However, it goes one step further, for it argues that there is no historical evidence that centralization of any social service results in a more effective service. Indeed it even argues that the federal government might ideally act as an anti-trust agent to challenge non-profit educational monopolies in much the same way it combats profit-making conglomerates. Though this may be a threat to higher education in general, it is the *status quo* for continuing education. For we have been "ivory towers in the market-place" since the very beginning. Perhaps higher education can learn something from its continuing educators.

As my final, and perhaps most relevant illustration, I wish to point to an action of the Southern Association of Colleges and Schools (the regional accrediting agency for the southern states.). In December 1971, its College Delegate Assembly, which "is charged with the responsibility of accrediting institutions of higher learning" in that region, published its standards for accreditation (which, incidentally apply not only to new applicants, but also to member institutions). This action may very well be the ultimate in the "performance covenant" espoused by Earle Clifford last night.

Of the twelve standards, the one of particular interest to us is Standard Nine, dealing with "Special Activities". I will quote from the Standard to illustrate its scope and impact:

"Since the quality and excellence of all instructional programs should be of a constant concern to every institution, it is essential that the provisions for special activities should include an adequate administrative organization, a sound financial base, a competent faculty, and sufficient and adequate facilities for the program offered."

To illustrate the scope of Standard Nine and to clarify what is meant by "Special Activities", I will enumerate and on occasion amplify the twelve areas in which it lays down specifications.

1. Administration and Organization
2. Finances
3. Faculty
4. Students
5. Operationally Separate Units
6. External and Special Degree Programs (Non-Traditional study)
7. Off-Campus Classes and Units
8. Independent Study (including correspondence and home study)
9. Conferences and Workshops (including institutes and short courses)
10. Media Instruction (including television and radio)
11. Foreign Study or Travel Programs
12. On Campus Programs(including special summer evening session classes)

I don't have the time to detail each item, but I would like to cite the specifications listed under (4) Students, because of its particular relevance to ASPA.

"It should be recognized by the total institution that the nature and characteristics of the typical special activities student is somewhat different from that of the regular full-time college or university student. The special activities student is usually older, career oriented, and engaged in a full-time job. Student development services should be provided and be developed cooperatively by the administrative unit for special activities with other appropriate units of the institution.

"Policies should be developed for admissions, registration proceedures, counseling and guidance services, and records. The characteristics of these policies should be directly related to the nature, character, and need of the special activities student."

The real significance of Standard Nine lies in the fact that a regional accrediting agency by action of its constituents, took the position that continuing education, in its many facets, is an integral part of the educational activity of an institution; that, if an institution is to engage is such special activities, it must be held accountable for the quality of such education, just as it is for its more traditional programs. The Standard also gives due credit to the uniqueness of adult students and recognizes that without a central, responsible administrative unit, the institution would be hard put to meet the specifications of Standard Nine. That is the best example I could find of self regulation through a performance contract.

We in ASPA, should applaud the action of the Southern Association for it has spoken strongly to the issues that are central to our reason for being.

In light of the comments of Earle Clifford last night and the invitation to action issued by Congressman Carl Perkins this morning, I call you to join with me and your colleagues in ASPA in our effort to "get it together" on behalf of the adult students we profess to serve. ASPA is small; but I believe it is strong, and together, we can accomplish much that is impossible alone back in our offices. We along with our brother and sister organizations, must make our mark through collective action.

I would like to close, where I began, by quoting from Robert Frost, for he is far better than I in expressing what I feel now.

> "The woods are lonely, dark and deep,
> But I have promises to keep,
> And miles to go before I sleep."

That is what the freedom to be accountable is all about. Remember that keeping promises makes all the difference.

Saturday, March 16, 1974 - 9:00 - 11:30 A.M. (coffee available throughout)

Workshop led by Alan V. Swanson, Director of Continuing Education at Baldwin-Wallace College, Berea, Ohio and Dr. Beryl W. Williams, Dean of the Center for Continuing Education at Morgan State College, Baltimore, Maryland.

Alan Swanson led off by describing in some detail a special program at Baldwin-Wallace for Federal Aviation Administration Air Traffic Controllers. It offers blanket credit for participants based upon the job held with FAA. This credit was arrived at by a panel of faculty and was used as elective credit. Special scheduling problems had to be dealt with, because of rotating work shifts for the participants. Some duplicate classes had to be offered day and evening or other arrangements had to be made. Counseling and tutoring were made available to all participants through the college's experimental learning center.

Beryl Williams then described briefly the broad range of programs offered through the Center of Continuing Education at Morgan State. This included standard evening college, summer session, high school equivalency and adult basic education programs. It also included a funded Adult Education Staff Development Project, an Upward Bound Program and a special "Upward Mobility College" aimed at social security administration employees. She also described the University Without Walls program that falls within the Center. It includes an Early Start component for high school students, a special program focused at teaching prison inmates to teach other inmates, and the full range of University Without Walls programs - even to the Ph.D. Dr. Williams also described the financial aid program for center students as well as the extensive counseling program available to them from 8:00 A.M. to 10:00 A.M.

Following these two presentations, there was an extended opportunity for reaction, discussion, interaction, and swapping of program ideas. This covered many diverse topics from financial aid and counseling programs to issues of consolidation of services and the "threat" of such consolidation to the existing service network to the adult and part-time students.

The discussion was concluded by raising issues that might make for stimulating program ideas at future ASPA conferences. Included were such ideas as staff development (O.J.T.) for counselors, the politics of achieving goals in a hostile setting, requests for a broad overview of a comprehensive program of counseling services for adults, testing and the adult student, a proposal writing workshop, the role of students in program design, occupational outlook, and the need for regional meetings.

Historical Data

ASPA Presidents

1961-63	Dr. Martha L. Farmer City College of New York
1963-65	Dr. George F. Kneer Pace College
1965-67	Mr. Jerrold I. Hirsch Newark College of Engineering
1967-69	Dr. Emerson Coyle Brooklyn College
1969-71	Dr. Jean A. Rockwell Rider College - Hunter College
1971-73	Dean Edward W. Phoenix Rutgers - The State University
1973-74	Mr. Robert A. Allen, Jr. University of Rochester
1974-75	Dr. Eleanor Y. Love University of Louisville

First Annual Convention -- March 9, 1963
New York University, New York
Loeb Student Center

Second Annual Convention -- April 18, 1964
Drexel Institute of Technology
Philadelphia, Pennsylvania

Third Annual Convention -- May 1, 1965
Columbia University, New York
Men's Faculty Club

Fourth Annual Convention -- April 21-22, 1966
The Treadway Inn
St. David's, Pennsylvania

Fifth Annual Convention -- March 3-5, 1968
The Laurels Hotel and Country Club
Monticello, New York

Sixth Annual Convention -- March 1-3, 1968
The Laurels Hotel and Country Club
Monticello, New York

Seventh Annual Convention -- Dec. 6-8, 1969
The Galaxy Conference on Adult Education
Washington, D.C.

Eighth Annual Convention -- Oct. 2-4, 1970
Chalfont-Haddon Hall
Atlantic City, New Jersey

Ninth Annual Convention -- October 8-10, 1971
Holiday Inn
New Hope Pennsylvania

Tenth Annual Convention -- March 8-10, 1973
Quality Inn, Capitol Hill
Washington, D.C.

Eleventh Annual Convention -- March 14-16, 1974
Rowntowner Inn
Ft. Mitchell, Kentucky

Recipients of Bernard Webster Reed Memorial Trophy

1963	Dean Thomas A. Emmet University of Detroit
1964	Dr. Martha L. Farmer The City University of New York
1965	Dr. George F. Kneer Pace College
1966	Rev. Richard T. Deters, S.J. Xavier University
1967	Dr. Sol Jacobson Brooklyn College
1968	Mr. Jerrold I. Hirsch Nassau Community College
	Mrs. Jean Rockwell Smith Rider College
1969	Dr. Goldie R. Kaback The City University of New York
1970	Mr. Howard Benfield Drexel University
1971	Dean Robert Moseley Dutchess Community College
1973	Dr. Daniel R. Lang Northwestern University
1974	Dr. Clarence Thompson Drake University (retired)
	Robert A. Allen, Jr. University of Rochester

The Ninth Annual Convention was held at New Hope, Pennsylvania, October 8-10, 1971. It.s theme was "A New Hope for Adults in the 70's" Due to recording mishaps it was not possible to publish a proceedings. As a matter of historical record we are including here the program and the Keynote talk by Dr. William Bingham, Counselor Educator, Rutgers University and president-elect of National Vocational Guidance Association.

October 8-10, 1971
Holiday Inn - Rt. #202
New Hope, Pa.

PROGRAM

Friday, October 8, 1971

2:00 - 6:30 P.M. - Registration, Check-in

3:00 - 5:30 P.M. - Swap-Shop Hospitality Room - 202
1. New Book
2. Catalog Display
3. Program Hand Outs
4. General Chit-Chat

5:30 - 6:30 P.M. - Dutch Treat Bar

6:30 6:30 P.M. - Dinner: Main Dining Room

Greetings - Dean Edward Phoenix,
President - ASPA

Opening Remarks - Dr. Martha Farmer*

"Counseling Services for Adults in Higher Education"

8:45 P.M. - On the Town

9:00 P.M. - Executive Committee Meeting Hospitality Room

Saturday, October 9, 1971

9:00 - 11:00A.M. - Late Registration, Check-In

9:00 - 9:30 A.M. - Special Trip (Spouses)
Peddler's Village

9:30 A.M. - Key Note Address (General Session)

"Future Role of the Adult Student Personnel Officer

Dr. William C. Bingham
President Elect NUGA

10:30 A.M. - Coffee

10:45 A.M. - Reaction Panel
(Dr. Thomas O. Brown*)
(Dean Edward Phoenix)
(Dr. Kenneth H. Sproull*)

11:45 A.M. - Break for Lunch

12:15 P.M. - Informal Luncheon

2:00 - 2:40 P.M. - 3 Small Group Seminars

("Counseling the Inner City Adult"
Prof. Hilda Hidalgo*)

("Psychological Counseling"
Dr. Mary T. Howard*)

("Vocational Counseling
Dr. Goldie Ruth Kabach*)

2:40 - 3:00 P.M. - Pop Break

3:00 - 3:40 P.M. - Repeat of Small Group Seminars

5:00 P.M. - Cocktail Hour

5:45 P.M. - Banquet - Presentation of Awards

8:30 P.M. - Play (Bucks County Play House)
On the Town

Sunday, October 10

9:00 - 9:30 A.M. - Wake up Coffee and Pastry

9:30 A.M. - Short Business Meeting

President's Report

10:15 A.M. - Break

10:30 A.M. - U.S.A.E.S. Views
(John Lipan)
(James Yates)
(Alex Meloni)

12:30 P.M. - Luncheon

Conference Summary

2:00 P.M. - Adjournment

2:30 P.M. - Research Trip
"New Hope & Ivyland Railroad"
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* Each has written a chapter for the book "Counseling Services for Adults in Higher Education."

Adult Student Personnel Association

Keynote Address at the New Hope Conference

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It's impossible to try to survey all the changes and trends that may develop over the next ten years. I am not going to try to be exhaustive.

I have selected three general areas in which I think some trends are predictable. I'll say something briefly about each of them and I'll talk a little about what I think counselors have to be responsive to in the conditions that will emerge if those trends should occur.

The three areas are obviously not mutually exclusive. The first one deals with some of the quantitative dimensions of education for adults, the second with qualitative dimensions, and the third with changes in demands for counseling services associated with education for adults.

The firse area, quantitative is self-evident. There is a significant increase in the number of adults seeking education, career education or education for some other reason. The demands on counselors associated with this increase is self-evident. Aside from the increase in numbers I think there are going to be other kinds of increases of a quantitative nature. I think we are going to find a much greater range of educational objectives. I think we are going to find a greater variety of people involved, people different from the college population of the past. It is going to be different because of the increast in minorities, increase in women, increase in older people, and increase in the number of people who don't have the specific prerequsites in terms of earlier education. Some problems emerge in association with these kinds of increases in numbers of people and kinds of people involved in educational programs. One of these is the question of ratio that keeps coming up. How many clients shall the counselor be accountable for?

In 1959 James Conant published a book about secondary schools in which he decided that an appropriate ratio of clients to counselors is somewhere in the order of 300 to 1. Since that time it has become essentially axiomatic for counselor educators and counselors to repeat that ratio as if it had some kind of holiness. I think the question of ratio has not been adequately examined for the simple fact that there are some conclusions we don't address ourselves to. The first one is an obvious one it seems, because the ratio must be a function of the purposes of the counseling program. Taking the position that there is one ratio that is applicable to any numbers of situations seems to be a totally indefensible position. If the primary purpose of the counseling program is to offer academic advisement, such as the election of courses and related matters, it may be entirely feasible for a counselor to work with 1,000 kids or adults. But if the purpose is re-socialization or socialization in order to facilitate transition from one kind of social climate to another then maybe the ratio ought to be something like 10 to 1. Obviously there are differences in purposes for counseling programs and the ratio ought to clearly be a function of those purposes.

All counseling programs have at one point or another the dissemination of information. It may be information about educational opportunities or about vocational opportunities. Whatever the information, there seems to be a tendency for counselors to be up tight. The basic posture of counselors, in my view, ought to be to stop trying to compete with computers. If computers can handle information services better than human beings can handle them then by all means let the computers do it. In fact, let's help the computers do it. Let's put some of our energies into making appropriate hardware available. Let's spend our professional skills not in competing with the computers but in seeing how much information they can ingest and hold. Let's put our professional skills into helping clients deal with things like relational problems which computers aren't able to cope with yet. I think that in another ten years they may handle those as well. But let's turn those functions which could be done better by something or someone elso over and work on the things that can't be done elsewhere.

If the variety of students is going to increase in adult education programs, then the variety of services the counselors are going to offer are probably going to have to increase accordingly. It will be necessary I suspect, to direct attention to rethinking our notions about such things as exploratory behavior. Take one construct out of the many we deal with in vocational development. Exploratory behavior is typically regarded in Super's construct as an activity that is characteristic of adolescence. But, people making job changes in middle or later years need to engage in exploratory activities as well. What are the dimensions about what facilitates exploration that are different for adults and for adolscents? What are the opportunities to facilitate exploratory behavior with part-time students rather than full-time students? What is the possibility that good counselors can effectively work with students to use their present real job experience as a basis for exploration rather than using classroom or part-time job training experience as a basis for exploration? It seems to me these questions need to be defined and addressed pretty systematically if we are going to maximize the kinds of service we will offer to students who will be coming into programs of adult education.

We need to re-examine a very fundamental assumption that counselors make behaviorally. Verbally they deny it but almost universally, counselors find themselves in the position of insisting to clients and to the public that we can help anybody. It's nice but self-deluding to feel that we can help everybody. There are some people that we can't help because of the nature of our science. We aren't informed enough to help, because we don't have the resources, the time, or the facilities. And there are some people we can't help because they simply damned well don't want our help. I think we have to learn to live with the reality that we can't help everybody and we have to make quite deliberate decisions about where we are going to spend the effort and energy we do have to work constructively. I suspect that if you review your own or your colleagues behavior it's pretty easy to think of cases in which counselors were working very diligently to force their help on people who didn't want it while there were people along side who needed help but didn't get it. We have a tendency to make decisions about who we are going to help. A more difficult question is who are we going to not help? If we are going to use our resources effectively, I think we need to decide which people we are going to overlook.

Secondarily, a change in the qualitative aspects of the educational programs I'm talking about raises a different set of questions. In programs for adults efforts will be made to give educational equivalency for certain kinds of experience. There are already two programs at Rutgers University in which people are being admitted to master's degree programs when they don't have a bachelor's degree.

Within programs, after admission, I think there will be much more of a tendency to give credit for competency rather than clock hours spent in class or credits accumulated. There will be much more of giving credit by examination rather than credit for spending 15 weeks in class. It is highly likely that more and more of the education that we ultimately give will be oriented toward meeting the personal goals of students rather than societal or institutional goals. And finally in this category I think there will be a significantly greater involvement of non-educators in the educative process. Probably a major thrust in this area will come from the involvement of industry in the educational process through work-study programs, operational credit programs in industrial settings, by employing industrial leaders as part-time and adjunct or clinical professors, and a variety of broad based study opportunities. All of these add up to one problem that confronts counselors which I think counselors have avoided adroitly for several decades.

The problem can be subsumed to the general rubrick of evaluation. We work hard to avoid evaluative responsibility. Psychologists in general, I think, avoid evaluation problems because of the kind of confusion that arises from the conclusion that was generated early in our business that counselors should not make value judgments about clients. That became very easy to generalize to statements like "counselors should not make value judgments" or like "Counselors should not have values". Obviously that's a lot of nonsense. Counselors do have values; counselors do make value judgements; counselors do try to impose their values or advocate values in many ways. Pretending that we don't do those things is self deluding. I think the trick is to know how to do those things in a legitimate and constructive way without making value judgments for or about, clients in a personal way. It is extremely difficult to do and it's necessary to cope with that particular angle of our professional behavior in order to be more facilitative in making the kinds of assessments that we need to make to help the institutions in which we are housed judge whether or not a series of life long experiences is really equivalent to a Bachelor's degree or equivalent enough to permit entrance to certain kinds of training programs. That kind of assessment requires much more attention to individual differences than the kind of assessment we continue to use. It requires much more attention to human beings than our test oriented kind of assessment permits or encourages.

The same statements could be made with respect to giving credit by examination. How do we help an instructor or administrator make an intelligent decision about whether a particular candidate has mastered the content of English 301 before he ever takes the course? I think ramifications of that kind of question are probably very clear about stipulations and objectives and deciding about criteria and measurements. In most institutions there are few, if any, people more qualified than counselors to help administrators and their instructional staff deal with that kind of question. If we are going to have a significant influence on the course of educational developments in our institutions we are going to have to communicate effectively and constructively with non-educators who are getting involved in the process of education. Frequently enough we have had excessive difficulty communicating with one another in the operation of a single function. When we try to communicate with people from outside of education we inevitably run into problems.

I don't think we can afford that kind of cop-out. We are going to have to look at our own assumptions, our own expectations, and ways that we can communicate them effectively to people who don't make any of the same assumptions--don't speak any of the same jargon. All of that requires creative self-examination. Specifically, we behave as though we assume that the clients we serve are ready to use the services we have to offer. I think that is an assumption to be very careful of.

I think we need to acknowledge that the process of counseling in educational institutions of all kinds and probably in other kinds of settings as well is fundamentally of upper middle class verbal interest to which people from other kinds of environments are not automatically accommodated. It needs to be evaluated with at least two additional options. One is that the whole thrust will have to change in order to perfect it or secondly that we are going to have to educate clients to use it as it exists. I would prefer, I think, the first of these options.

All of these questions might be raised in the context of qualitative changes in adult education which lead to one area in due time. What way are we willing to engage to influence the curriculum the way the textbooks say counselors should? Do we have the courage to really have a significant influence on what happens in the classroom? Do we have the resources to do anything? Do we have accurate enough self-perception to know how we can make significant contributions and where we should stay out? Is it possible for us to have an important influence on curriculum without having the tendency to take over? Now, all of these changes might occur.

There are certainly going to be changes in demands for counseling services. There is going to be a need to have more counseling available. If it were only that simple maybe the increase in financial resources that we keep hollering about will help us out. A significant dimension of this increasing demand is going to be a demand for increase in quality and performance. More and more students will not settle for academic advisement when they need counseling. The demands for more counseling will be accompanied by demands that the counselors become more credible, both to clients and to the budget decision makers who operate the institutions. I think that there is proof that demands for increased counseling are forming a trend that is well under way. Colleges are beginning to make counseling available from pre-admission through placement and follow-up. There have been a variety of counseling related services operating in colleges for a long time. There is a very strong thrust coming primarily from placement people to combine counseling through four years of college in association with placement activities. Career planning and placement is a much more common title than placement officers anticipated. There are even some isolated efforts to facilitate cooperation between high school counselors and college placement officers to have a coordinated eight year continuous development of counseling services. This type of planning will continue as long as we have monies to operate counseling services. To maximize the potential desirable influence of this kind of experiment it will be necessary for counselors to look carefully at themselves.

Somewhere in the process whether in selection, or training or supervision, or other kinds of in-service training we will have to look much more carefully at what it takes to be a good counselor. We cannot improve the quality of the services we offer unless we can improve the quality of the people who offer the services. We select and train counselors with very little attention to what the data says about counseling effectiveness.

There are four attributes that keep emerging in the literature associated with counselor effectiveness: accurate empathy, warmth, integrated personal adjustment and experience. By and large these attributes are given little attention in the selection process, passing attention in some counselor education programs and no attention after graduation from a counselor education program.

If we are going to improve counseling services in terms of quality we need to know what constitutes good service and what constitutes good programs. I think it is high time we put more attention to getting input from users of our service in order to identify what is a good program. What do the clients expect? How do they view our program? What do the institutions think about this? Sometimes the expectations from these two different angles are not going to be compatible for understandable reasons. But part of our responsibility is to make a program that is palatable to both of these viewpoints.

No matter what people told you when you thought about getting into this business, one thing nobody ever told you is that it is going to be easy. A lot of it is going to be very difficult but that is no reason to avoid it.

The educational structure in which we work, no matter at what level, has become very skillful in telling students what is wrong. What they need is someone to tell them what's right. Maybe we ought to spend a lot more of our efforts in trying for a more constructive posture.

The counselor is taught that he should let clients be spontaneous and try out behaviors which are unfamiliar. He should be non-judgmental. He should not restrain the clients behavior by making value judgments and other kinds of judgments. And third that he should be passive. He should not take an active role in the relationship. I suspect that the permissive and the passivity of the counsleors may be highly threatening to many clients. It's probably threatening particularily to clients who grew up in the midst of a lot of ambiguity about being able to relate to this prevailing culture. One kind of ambiguity comes from a broken home. It is not necessarily broken because one parent is missing but maybe because one parent is inadequate and becomes passive in relationship to the child. Now, when a kid from this kind of background encounters a passive counselor it may provoke a lot of anxiety associated with the ambiguities of his development. It is not going to give him the freedom to find his own solutions as the theory states. I think it is very important for counselors to re-examine their whole position and actively entertain the possibilities that they can accomplish the purposes they set out to do by being more active in the relationship with clients.

All of the helping professions have a strong tendency to offer the most services to people who need them least. I suppose this is associated with satisfaction. This is a pretty discouraging and frustrating business and it is pretty hard to run up against failure after failure. It's easy to fall into the trap of offering the most service to people who need it the least because maybe that's where it's easiest to find satisfaction. That needs to be re-examined. Don't be afraid to fail.

We need to look as well in the demand for counseling services at the ways in which we use paraprofessionals. I think the setting in which many of you use paraprofessionals is growing rapidly. It is hard to get data about what's happening with paraprofessional workers so I am talking only from my own clinical impressions. One of the problems that I encounter in talking and working with people around these paraprofessional leads me to ask very seriously: Do we as professional counselors really want to give up the things in our work schedules that can be done by paraprofessionals?

My clinical experience leads me to answer that question with a categorical: No we do not. We do not want to give up the things that someone with two years of high school, or a high school diploma, or two years of undergraduate school can do effectively. We don't want to give them up. We protest that we do but behaviorally it looks as though we really don't. If I were Freudian psycho-analytically oriented I would conclude that we don't want to give these things up because we are afraid that if we do someone will find out how inept we are and how little we do.

Finally, we have to do something in our business that we have regarded as dirty for a long time. We have to sit down and consciouly plan strategy for dealing with administrators so we get our fair share of the budget. We've been living in an illusion for years saying if we're nice to people what we do is good so that all we have to do is tell them that we are nice people who do good and we'll get supported. Well, NDEA is no longer around and other legislation is getting harder to cash in on. The demand for services is going to increase at the same time the opportunities for a share of the budget are being decreased. So you are going to have to fight for your share of that budget in different ways. Your budget decision makers are going to give the biggest pieces of the budget to people who come up with the most convincing evidence of their needs. Note that I said evidence not strong personal conviction, not personal opinion, evidence.

We are going to have to engage in completely different kinds of data collection respecting the efficacy of the programs we operate. Accountability is with us. I don't like the word but it is the current acceptable term. We should have been accountable a long time ago. We're going to have to stipulate what it is we're doing and measure whether or not we actually do it. On the basis of that kind of evidence we can demand increased support for the services we offer. That is quite different from what we typically have done.

I have been throwing at you a lot of shoulds and oughts and so forth. I do this to challenge you to tap your own resources and undertake these difficult tasks.