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THE UNCOMMON COLLEGE, THE COLLEGE OF CONTINUING EDUCATION AT
METROPOLIS UNIVERSITY.

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DESCRIPTORS- *ADULT EDUCATION, *URBAN UNIVERSITIES, *COMMUNITY
COOPERATION, *CURRICULUM, *UNIVERSITY ADMINISTRATION,
ADMINISTRATIVE ORGANIZATION, PHYSICAL FACILITIES, COLLEGE
FACULTY, FINANCIAL SUPPORT, COMMUNITY INVOLVEMENT,

HERE IS DESCRIBED HYPOTHETICAL METROPOLIS UNIVERSITY OF
1980 WITH AN UNDERGRADUATE CURRICULUM DESIGNED TO PROVIDE A
CLIMATE FOR LIFELONG LEARNING AND WITH A COLLEGE OF
CONTINUING EDUCATION DEVELOPED ALONG LINES OF THE FOUR
PRIMARY ROLES OF ADULTS--WORKER, FAMILY MEMBER, CITIZEN, AND
SELF-REALIZING INDIVIDUAL. FOUR INSTITUTES SERVE THE FOUR
ROLES. IN ADDITION THREE CENTERS CUT ACROSS THE FOUR
INSTITUTES TO PROVIDE SERVICES AND RESEARCH TO ALL OF
THEM--CENTERS FOR COUNSELING AND COMMUNITY REFERRAL, FOR
RESEARCH AND PROFESSIONAL DEVELOPMENT, AND FOR METROPOLITAN
STUDIES AND PROBLEM SOLVING. ADMINISTRATIVE AND
ORGANIZATIONAL ARRANGEMENT INVOLVES A READILY ACCESSIBLE
CAMPUS FOR ADULTS WITH A LEARNING CENTER, A SMALL RESIDENTIAL
UNIT, AND A MUSEUM FOR POPULAR SCIENCE. FACULTY IS OBTAINED
BY A LEND-LEASE ARRANGEMENT WITH INDUSTRY AND GOVERNMENT IN
METROPOLIS AND USE OF FACULTY AIDES. FINANCING IS
DIVERSIFIED. COMMUNITY COOPERATION IS STRONG. NEW EDUCATIONAL
TECHNOLOGY IS EXPLOITED. THE MYTHICAL QUALITY OF THE
UNIVERSITY IS BELIED BY ITS ROOTS IN REALITIES OF THE 1960'S
LISTED IN THE APPENDIX. (RT)

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THE UNCOMMON COLLEGE

The College of Continuing Education at Metropolis University

--A. A. Liveright*

"We have a comparatively decent system of common schools, school for infants only; but except for the half-starved Lyceum in the winter, and latterly the puny beginnings of a library suggested by the state, no school for ourselves....It is time that we had uncommon schools, that we did not leave off our education when we begin to be men and women. It is time that villages were universities, and their elder inhabitants the fellows of universities with leisure--if they are indeed so well off--to pursue liberal studies the rest of their lives."

--Henry David Thoreau, Walden

In 1966, one hundred and twelve years after Thoreau called for the establishment of "uncommon schools," his dream is still largely unfulfilled. But some seeds have been sown, and the shape of the future is already discernable.

Social developments such as the technological and cybernetic revolution, increasing leisure, affluence and longevity, along with the federal government's new concern for the arts and humanities, its support for non-vocational and non-agricultural adult education, and the war on poverty are having an important impact on the educational establishment. As the need for a new problem-solving approach to metropolitan life becomes accepted, there will be, in the not-too-distant future, a major public university in every large urban area in the country, and these public universities are likely to become the nerve centers for adult education in these communities. And, as adult education

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in its own right responds to the social pressures with additional research, and further professional development, it may well be the 1980's have matured from a peripheral, low-status, expendable activity to a basic, integral, subsidized part of the university.

These trends suggest that there may well be a new institutional form--a College of Continuing Education--in each public urban university. Let us then briefly visit Metropolis University in 1980 and examine in more detail its "uncommon" College of Continuing Education.

I. METROPOLIS UNIVERSITY

Its Commitment to Continuing Education

Metropolis University* is located in an important mid-western city. One of the state's two largest universities, its primary purpose is to meet the educational needs of the entire community on a lifelong basis.

At its initial planning meetings, a sound program of continuing education and community service was recognized to be an essential ingredient for a responsive urban university. A policy committee consisting of representatives of key community groups as well as the faculty and administration of Metropolis University was given major responsibility for developing this program. The committee adopted the following guidelines for the college:

"Opportunities for lifelong learning and continuing education are a basic function of Metropolis University, and its

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*Although the College of Continuing Education at Metropolis University is a conjectural situation in a mythical university, it is possible to construct it from programs already operating or on the drawing board. These programs are listed in the appendix.

responsibility to its students does not end with graduation. The research and teaching resources of the university will be utilized to identify and solve problems in the community as well as to provide it with accessible and relevant programs of continuing education. In carrying out these responsibilities, Metropolis University will identify and make maximum use of existing resources in the community, only instigating programs itself if they are especially appropriate to a university or can serve a germinal or demonstration purpose."

Early in its discussions, the policy committee agreed that if graduates of Metropolis University were to become lifelong learners, certain conscious efforts would have to be made during the undergraduate years to firmly establish curiosity and interests and to provide skills for independent study. This resulted in changes in the methods of undergraduate teaching and the addition of several courses.

Teaching methods were revised to place greater emphasis on the identification and understanding of significant questions and dilemmas than on achieving final answers. Faculty members felt that students would be more likely to continue their study and learning if, at the end of a course, they were left with open-ended questions rather than a sense of closure. Since teaching is one of the most effective ways of learning, opportunities were made available for undergraduates to lead discussions and to teach both within the regular college and in the College of Continuing

Education. Honors programs and increasing independent research provided students with skills and habits which would stand them in good stead after formal schooling is completed.

Among the courses added in the effort to develop lifelong learners was a seminar dealing with human and personal development. It permitted students to examine their emerging needs and problems in small peer groups. These seminars continued after graduation as a major activity of the alumni association and assisted in the transition from college to work.¹ Another required course concerned itself with the development of learning and study skills utilizing new techniques for information storage and retrieval and the increasing number of opportunities for individual study. This seminar was given once to orient freshmen to opportunities within the university and again to orient seniors to facilities in the community.

A cooperative work-study program was instituted by the committee for young people who could not attend college for financial reasons. Employers hired workers in pairs over a year's period, thus permitting two students to alternate between work and school.² Although originally developed to meet a community problem, this program was so successful in motivating students and increasing their ability to combine theory with practical experience, that it was extended to non-needy students as well.

After making the above changes in the undergraduate curriculum to provide a climate for lifelong learning, the policy committee identified six elements which they felt to be essential for a

sound program of continuing education and community service.

These were:

1. A curriculum especially for adults.
2. A readily accessible campus built to meet adult needs.
3. The best possible faculty for continuing education with a clear identification with the College of Continuing Education.
4. Clear-cut administrative responsibility for planning and conducting the program.
5. Imaginative and effective use of new educational technology.
6. Community participation in planning and executing program.

The manner in which these essential elements have been translated into operating at Metropolis University is described in the remainder of this chapter.

II. A CURRICULUM ESPECIALLY FOR ADULTS

The policy committee of the College of Continuing Education agreed that a curriculum developed along traditional departmental and disciplinary lines would not meet the needs of adults. Since the basic motivations and interests of adults fall normally into four primary roles--worker, family member, citizen, and self-realizing individual--it was decided to develop the curriculum of the college along the lines of these roles. Four institutes were established, each with its own planning committee composed of community members whose experience lay in the particular area of that institute along with representatives of the administration and faculty of the College of Continuing Education. The four institutes were:

1. The Institute for Occupational and Professional Development to answer the needs of the adult as a worker.
2. The Institute for Personal and Family Development to assist adults to achieve maximum effectiveness in family and personal relations.
3. The Institute for Civic and Social Development to prepare him for participation in community, national, and a

world affairs.

4. The Institute for Humanistic and Liberal Development
to encourage self-realization and personal fulfillment.

Each of these institutes, under the guidance of its planning committee undertook to assess the needs for continuing education and community service in its area of concern; identify and secure information about activities and programs already established to meet these needs; allocate responsibility for various levels of the program to the different educational institutions; stimulate cooperative planning to link together these facilities; and develop such programs as should appropriately be carried on by the College of Continuing Education.³

Three centers were established which serviced and cut across the four institutes. These were a Center for Counseling and Community Referral, a Center for Research and Professional Development and a Center for Metropolitan Studies and Problem-Solving.

III. THE INSTITUTES

A. The Institute for Occupational and Professional Development

A community survey of community needs and facilities identified many programs for "man as worker." As a matter of fact, there was proliferation and duplication in this area with the public and proprietary schools, the colleges, and business and industry offering varied opportunities for occupational and vocational training. The major task, therefore, was to secure some agreement as to the program most appropriate for each educational institution as well as to divide responsibility between the schools and industry. Certain

gaps and needs did, however, become apparent which could most properly be met by the College of Continuing Education. The following programs were consequently developed:

1. **Special Degree Programs for Adults:** An AB degree especially for adults could be secured through a combination of independent study, credit for knowledge gained outside the classroom (awarded on the basis of nationally accepted examinations),⁴ a series of interdisciplinary seminars, and a project in depth.⁵ Because of its flexibility, this special program enrolled hundreds of housewives as well as persons in business, industry, and the armed forces. Adults who wanted simply to round out their education and who were not interested in a degree could take the seminars and independent study in the humanities, the social sciences, or the natural sciences. A special MA for adults was established as a terminal degree primarily for specialists who wish to enlarge their horizons.⁶ An MA degree in the humanities was offered primarily for scientists and an MS in the scientific areas for humanists. Employers, increasingly interested in ensuring a broader point of view among their middle and top personnel, provided annual one-month sabbaticals⁷ to permit their employees to participate in the seminars as a capstone to independent study throughout the year.

2. For workers who wish to go beyond the preparatory and ongoing job training provided by industry and government, the College of Continuing Education offered a wide variety of courses

both on a residential basis at the inner-city campus and on an evening or weekend basis in cooperation with nearby liberal arts colleges. These courses covered all the disciplines relevant to the interests and needs of the workers and involved theory and broad concepts rather than limited occupational training. By 1980 the Evening College of the 50's and 60's had pretty well disappeared. The regular undergraduate or graduate courses formerly offered by them had been taken over by the regular campus divisions, thus placing the responsibility for such education where it belongs.

3. In cooperation with professional associations, (lawyers, doctors, engineers, etc.), the College of Continuing Education helped to set up and house--at its inner-city campus--a wide variety of seminars, institutes, and conferences to keep the professionals abreast of new findings in their fields. The professional societies themselves provided most of the technological and operational information and recruited students, while the college made available the appropriate faculty to provide theoretical background, either from Metropolis U. or from other institutions.⁸

4. Building on the experience gained in the Cooperative Extension Service in the late nineteenth and early twentieth centuries and growing out of the Technical Services Act passed by Congress in 1965, the Institute for Occupational and Professional Development carried on an active industrial, scientific, and social service demonstration and field program. Its staff members interpreted the latest developments in engineering, science, and the social sciences

to practitioners in the field who utilized these findings in their occupations and professions.

By 1980 responsibility for all of the more technical aspects of specific vocational and occupational training had been allocated either directly to business, industry, or the government,⁹ or, where appropriate, to the public schools and junior colleges. The university was free to concentrate on the kind of education for "man as worker" which logically falls within its educational orbit.

B. The Institute for Personal and Family Development

Since the assessment of community needs and resources revealed a vast array of associations and organizations which were already carrying on programs in the community or which had national resources and programs which could be brought to the community,¹⁰ the main task was therefore one of attempting to orchestrate the total program in its community and of training leadership for such programs. To carry out these functions, this institute included the following activities:

1. A special task-force made up of representatives from the Medical School, School of Nursing, School of Social Work and the social sciences as well as from community agencies was set up to establish a broad curriculum for personal and family development and to determine the extent to which these needs were being met in Metropolis. The set of goals which grew out of this study serve as guidelines for a community-wide program.

2. To implement the community-wide program the institute con-

ducts a continuing educational TV program utilizing the Public Affairs Network (described in Section III C 4).

3. A special program aimed at recruiting and training adults for sub-professional and volunteer jobs in family and social welfare and for service in a variety of community agencies was developed.

4. A family counseling service was operated in connection with the psychology department--primarily on a group-counseling basis.

5. Pioneering programs for pre- and post-retirement were available primarily through counseling prior to retirement and referral after retirement to the most appropriate kind of educational activity or volunteer service.

6. Training programs for leaders, teachers, and administrators of educational programs carried on by other agencies was offered by the institute with emphasis on educational techniques and methods, human relations, and sensitivity training.¹¹

C. Institute for Civic and Social Development

Loss of important municipal bond issues, the poor quality of local government, the lack of understanding of local, national, and international issues all pointed to a great need for education in this area. Programs to meet the need were almost nonexistent. As a result, major responsibility for creating such programs fell clearly to the College of Continuing Education.

The proposed curriculum developed by the institute planning committee is aimed at increased understanding of metropolitan, state,

and national government as well as of typically urban problems such as: urban planning and development; housing, civil rights; law enforcement; pollution; education, etc. Understanding of international affairs was also agreed to be essential. The following were among the programs developed:

1. A field seminar aimed at understanding the metropolitan area and its government, operated through seminars at the innercity campus and field visits to the community itself. The community, its resources, and its activities would be the textbook and laboratory for the program, and the bus its primary classroom. ¹²

2. Extension of the field seminar to state and national government, again with great reliance on field trips and observation at the state and national capitols.

3. Assignment of adult interns to various branches of the metropolitan, state, and national governments thus providing retired persons with a second occupation and assisting government to carry on special studies and activities which could not be done with regular personnel.

4. A continuing public-affairs institute to discuss crucial government issues. The program was carried on in cooperation with the local educational television station (the Public Affairs Network) and a series of "listening posts" for small discussion groups throughout the area.¹³ In this continuing "teach-in" top faculty present the facts and background information while the politicians, officials, and citizens provide special points of view.

5. Continuing education for officials and employees of the city, state, and federal governments through seminars and independ-

ent study arranged by the appropriate agencies in cooperation with various departments at Metropolis U. or other universities.¹⁴

6. Special programs of study in depth for government employees, leaders of community organizations, and individual citizens, either through seminars or independent study which would include substantive information as well as the more traditional leadership and sensitivity training.¹⁴

7. The international program would include field seminars to the United Nations and to various embassies, discussion of international issues over the Public Affairs Network, internships in international agencies, and training of leaders.¹⁵ In addition, the College of Continuing Education would sponsor the development of "sister-relationships" between Metropolis and comparable cities in Europe, Asia, Africa, and South America and develop programs of area studies at the college and follow-up field visits and study-tours to the various "sister" communities.¹⁶

D. Institute for Humanistic and Liberal Development

As in the Civic and Social Development Field, the special institute committee found great needs for continuing education and almost no programs to meet these needs. Again, major responsibility fell upon the College of Continuing Education.

The committee made a basic decision with respect to content and curriculum. It agreed that, to be truly humane and literate, a non-scientist must be conversant with the new technology and the scientific method, just as a scientist must have minimum literacy in the arts.

1. As a base for a program of scientific humanism, a new Museum of Popular Science, established and operated by the College of Continuing Education, in cooperation with the scientific societies and private industry and aided by the National Science Foundation, served as the nerve-center for most of the scientific programs for the laymen.¹⁷ A modification of the Deutches Museum in Munich and the Museum of Science and Industry in Chicago, this museum was developed to permit scientists and technologists to interpret new developments, inventions, and theories to the public. Science seminars, demonstration-tours, and lectures given at the museum were carried to the community by the Public Affairs Network.¹⁸ Both the educational program and the museum were aimed at adults, though younger persons could also use the facilities and participate in the seminars. The varied museum program also provided opportunities for adults to participate in the science sequences in the special MA and AB programs, to engage in individual study, to carry on experiments through take-home kits, and to study in depth through participation in regular on-campus classes.

2. In the arts and humanities, major reliance was placed upon the arts and cultural institutions in the community and in the various universities. The following were some of the specific programs instituted::

a. A program of education of audiences in which the College of Continuing Education in cooperation with the arts institutions attempts to develop in citizens a broad understanding of the arts in general, a commitment to and experience with one particular art form, general knowledge of others and a sense of

responsibility as a citizen-patron of the arts. This program combined seminars, visits to museums and theaters, discussion with artists, actors, and playwrights, and some actual experience in "doing"--reading plays, painting, playing an instrument, etc.¹⁹

b. More advanced workshops for persons interested in a particular art form--including courses in appreciation, writers, dance and art workshops,²⁰ master-classes in music,²¹ and

c. Participation in the arts and humanities portions of the special AB program and in the terminal masters program as well as special on-campus courses and independent tutorial studies in depth in a particular area of arts or humanities.

d. Opportunities to participate--after completing various study and seminar programs--as volunteers in the various art and cultural institutions in the community.²²

IV. THE CENTERS

According to the committee's plan, the three centers, an integral part of the College of Continuing Education, would cut across the four institutes and provide services and research to all of them.

A. Center for Counseling and Community Referral (operated in cooperation with the Counseling Program in the School of Education and the Psychology department)

This center, responsible for identifying and assembling information about continuing education resources in the community and for counseling adults about those opportunities carried on the following activities:

1. Bringing together in one convenient and accessible location complete information about available and potential resources for

continuing education of all kinds in the community. It makes such information readily available through modern information storage and retrieval systems and an annual directory of continuing education opportunities in Metropolis.²³

2. Providing a counseling service both for individuals and for groups and organizations interested in continuing education. It refers individuals to the most appropriate program or tutor (whether at the college itself, regular classes at Metropolis U. or elsewhere in the community) and identifies the agency, institution, or college institute which would be of greatest help in organizing a program.²⁴

3. Helping to establish and house a Central Volunteer Bureau in cooperation with the local Council of Social Agencies and the Institutes of Civic and Social and Humanistic and Liberal Development so that individuals could be referred to volunteer jobs.²⁵

4. In cooperation with the various institutes, organizing individual tutorial service whereby persons interested in independent study could be referred to tutors either at Metropolis U. or at other institutions.

B. Center for Research and Professional Development (operated in cooperation with the Adult Education Division of the School of Education.)

This center, responsible for research and training of professional and semi-professional adult educators and for evaluation of continuing education in the community carried on the following activities:

1. Research in adult learning and teaching, adult motivation.

and participation, community organization, and other areas directly related to continuing education.

2. Graduate programs in adult education leading toward a master's degree or a doctorate for persons who devoted full time to adult education either as teachers or administrators.²⁶

3. A special research and study unit in comparative international adult education to provide background for American adult educators in international activities in the field, to familiarize foreign adult educators with activities in the United States, and to develop a small cadre of adult educators with a sound basic approach to international adult education in the United States.²⁷

4. Training seminars and courses for part-time and lay leaders involved in various kinds of continuing education in the community.²⁸

5. Fellowships and internships whereby graduate students in the center could have an opportunity for practical experience working both in the institutes and with other continuing education organizations.²⁹

6. Ongoing evaluation of all continuing education groups conducted by the College of Continuing Education. Educational objectives were established in cooperation with the program planners for every program in each institute to determine the effectiveness of the various programs.³⁰

C. Center for Metropolitan Studies and Problem-Solving (operated in cooperation with the Social Sciences Division and/or a Center for Urban Studies)

This center stimulated and facilitated studies and research in the community by means of the following activities:

1. Assisting the various institutes in carrying on their assessment of community needs and resources by involving appropriate faculty and research assistance within the university.³¹

2. Assisting in identifying crucial community problems through the institutes and the network of urban agents (see Section V C) located in all parts of the community, analyzing the nature of these problems, and recruiting appropriate faculty members to assist in their solution. In reverse, assisting faculty in identifying and locating appropriate problems and locales for research programs in the community and in securing funds for such study.³²

3. Arranging for evaluation of the social impact of continuing education activities conducted both by the institutes and elsewhere--in cooperation with the Center for Research and Professional Development--and setting up continuing public opinion studies to determine the impact of the total program and parts of it on attitudes and activities in the community.

V. ADMINISTRATIVE AND ORGANIZATIONAL ARRANGEMENTS

The following is a brief outline of the physical, organizational, administrative, and financial arrangements which the policy committee agreed were required to implement the program of lifelong learning at Metropolis U. in 1980.*

A. A Readily Accessible Campus for Adults

Metropolis University has an inner-city campus for continuing education located in a formerly deteriorating section of the city. Property is acquired--as part of a . . . urban renewal plan--by a metropolitan planning agency and sold, at low cost, to the

university.³³ The campus itself is surrounded by a privately developed "complementary campus" which includes theaters, motion picture houses, museums, parks and facilities for other performing arts as well as housing both for permanent residents and transients involved in university activities.³⁴

The inner-city campus consists of a¹ learning center for adults (a modern atheneum for continuing education),² a fairly small residential unit, and³ the Museum for Popular Science.

1. The Learning Center includes offices for tutorial sessions as well as small discussion rooms and lounges, used both for regular seminars and for special programs and study groups arranged by the adults themselves.³⁵ It is equipped with a modern system of information storage and retrieval whereby groups or individuals may have shared-time access to printed materials, films, TV tapes, history tapes, reproductions of paintings, recordings, programmed and computer-aided instruction, and other visual teaching aids.³⁶ Special tutors from the institutes help students use these new technological resources and provide courses in independent study.³⁷ Although the Learning Center is the nerve-center and major repository of educational resources in the metropolitan area, satellite centers and individuals outside of the center city have ready access to its materials by means of two-way communications devices. The Learning Center houses the studios of the Public Affairs Network and is equipped to receive reactions from the "listening posts." It also includes administrative and faculty offices for the full-time and adjunct staff and appropriate

lounges and faculty meeting rooms.

2. The Residential Center--a small one since great reliance is placed on the transient residential facilities in the complementary campus--³⁸ provides housing for several hundred persons with small discussion rooms and study carrels in each of the sleeping rooms. This residential center--as differentiated from the ones in the complementary campus (which also has tie-lines to the Learning Center)--is used primarily in connection with studies and research being carried on by the Center for Research and Professional Development.³⁹

3. The Museum of Popular Science, which was described earlier is located on the campus and includes seminar, study and tutorial rooms for group and independent study in addition to the permanent and many changing exhibits.

The combined college and complementary campus emerges as the new cultural center of Metropolis. In 1980 such inner-city campuses are increasingly becoming a crucial factor in the rebuilding and renaissance of cities.

B. Faculty Arrangements

The ever-present problem of securing enough quality faculty to meet the ever-expanding educational needs is solved by the College of Continuing Education at Metropolis U. through two new developments.

The first is a reverse "lend-lease" arrangement with industry and the government in Metropolis. Well-qualified natural and social scientists as well as humanists are made available to the College of Continuing Education as an "adjunct faculty" on

sabbatical leave from their regular jobs.⁴⁰ These outstanding persons (including at least as large a percentage of Ph.D.'s as on the campus faculty) are initially screened by members of the regular faculty. After appointment, they become an integral part of the academic community of Metropolis U. with regular faculty rights and privileges. They have access to a special faculty lounge at the Learning Center, belong to the campus faculty club, participate in institute faculty meetings, and are clearly identified with the university in every possible way.

The second method for dealing with the faculty problem is through the increasing use of "faculty aides." These are adults who are actively involved in the program of continuing education and who progress to assist leaders and teachers in the community and tutors at the College of Continuing Education. In addition to being carefully selected by the faculty of the various institutes, these faculty aides must complete a special training and education program in the Center for Research and Professional Development.

C. Administration and Organization

The four institutes and the three Centers, the satellite centers,⁴¹ a group of "urban agents" (re-oriented and retrained Cooperative Extension field workers and county agents), and the Alumni association (which by 1980 has become primarily an arm for the continuing education of Metro U. graduates) constitute the College of Continuing Education. The college is headed by a Vice-President or Provost for Continuing Education and Community Service.

Each institute is staffed by a dean, a small core of regular campus faculty members on leave from their departments, and one or two members of the adjunct faculty on sabbatical leave from their employers. Additional seminar leaders and faculty for the programs carried on directly by the institute are recruited primarily from the adjunct faculty, assisted by faculty aides.

The centers are staffed by a director and staff associates--regular faculty members conducting research in the community as well as graduate students from counseling, education, and urban studies--again assisted by faculty aides.

In addition to staff involved in the institutes and centers, the College of Continuing Education has a corps of urban agents assigned to different communities in the metropolitan area. They are intimately familiar with the community and establish relations with the committees, the administrative bodies, and the various resources for continuing education in the community. Their function is to identify educational and research needs and marshal programs and resources to meet them.

D. Financing

In direct contrast to the situation in 1960's, the College of Continuing Education in 1980 is not expected to be a "money maker" for the university.⁴³ Consistent with its commitment to continuing education and community service, Metropolis University provides the salaries for the core staff, key faculty, and basic office help as an integral part of the regular university budget. Additional salaries are paid out of the operating budget of the

College of Continuing Education: income from tuitions, grants, and contracts.

Financing, beyond the core staff, is highly diversified and varied. A consultant firm assumes responsibility for building, financing, and operating the "complementary campus" (the residential housing, the related cultural facilities, eating places, etc.) It also handles the maintenance and food services. Costs were greatly reduced by coordinating construction of the regular and the complementary campus.

Basic financing for the Learning Center is secured from various kinds of government loans, from the city government (in the form of reduced land costs and bond issues), and from private industry (in loans or donations of the required technological equipment).

The Residential Center--on the campus--is also financed by a combination of federal loans, operating contracts with the development firm, grants and contributions from individuals and foundations, and a minimum special charge for all conferees.⁴⁴

The Museum of Popular Science is financed by the National Science Foundation, aided by contributions from NASA, from private industry, and from private foundations. Operating costs are covered by the city government, private industry, the university, and fees for special events, seminars, and projects.

The bulk of the operations of the various institutes--the faculty costs--are covered by tuition paid both by individual students and by their employers.⁴⁵ Research activities in the

various institutes and centers and in the college in general are financed primarily through federal grants from the U. S. Office of Education, Housing and Urban Development, the Departments of Commerce and Labor, and the National Endowment for the Arts and Humanities.

E. Community Cooperation

Throughout the entire development of the College of Continuing Education, community participation in developing the basic program and in planning and carrying out the program of the institutes has been emphasized. In addition, the active adjunct faculty and the faculty aides provide a meaningful and integrated relationship between the college to the community. The satellite centers both in the city and in the suburbs as well as the effective use of urban agents (selected where possible from indigenous leaders in the various communities) bring the college directly into the communities and, through community advisory groups, responsibility for program development is shared with the students. The entire concept of community participation and involvement has been so completely built into the planning, staffing, and evaluation of the program that it is part of the structure rather than a separate and special activity.

F. Use of New Educational Technology

Through the use of the most up-to-date information storage and retrieval systems in the Learning Center,--which is the physical core of the college--the development of individual learning carrels, two-way communication between the inner-city

and satellite campuses, and, eventually, tie-ins with home learning carrels,⁴⁵ as well as through the Public Affairs Network, the College of Continuing Education will, from the outset, make maximum use of the new technology. A special technological advisory committee, working with a Director of Innovation and Planning, (in the Vice-President's office) keeps the college au courant with the newest developments. At the same time, the college will not overlook traditional teaching and learning methods. Independent study, assisted by the new technology, will become a major way of learning. Responsibility for the teaching and tutorial tasks will be widely shared by faculty aides with the more experienced tutors while the "aides" move from an exclusively learning to a learning-teaching situation.

VI. CONCLUSION

Dangerous and difficult as it is to predict the future, this attempt to prognosticate what continuing education will look like in 1980 is not entirely utopian and imaginary. It is important to underline again that almost all of the specific proposals--for the physical location and development, the use of faculty, the involvement of the community, the flexible use of new and old techniques and methods, organization and administration, and financing--have roots in some activity already underway in 1966.

Whether the "uncommon college" for continuing education becomes a common and accepted part of universities in 1980 or not depends on the extent to which universities subscribe to the concept of lifelong learning in the next decade and the degree

to which they plan for a truly comprehensive program of continuing education in the community rather than merely providing bits and pieces of a total program as they do in 1966.

15. Foreign Policy Association programs including "Great Decisions."
16. Detroit Adventure, Wayne-State Univeristy, 19 . Study-travel programs at Syracuse University, Brigham Mounq University, etc. Cooperative University summer study programs: Universities of Rochester and Hull University, England; McMaster University and University College of Rhodesia at Salisbury (until 1965); Cooperation between extension divisions: University of British Columbia and University 66 Rajasthan; Michigan State University and Univer-sity of Nigeria at Nssuka.
17. Partial steps in this direction, Oregon Museum of Science and Industry; Natural Science Museum, University of Nebraska; Museums in connection with collæges in Soviet Union.
18. Station WGBH, Channel 2, Educational T. V. Station in Boston.
19. Fine Arts Program, University of Chicago as well as several additional programs now operating or projected under Title One of the Higher Education Act.
20. University of Wisconsin general extension programs including theatre and writer's workshop; University of Michigan statewide art and writers program.
21. Master programs in music offered by University Extension, Uni-versity of California.
22. Chicago Art Institute--and other Art Museums in major cities.
23. Radcliffe University, The Next Stop; Educational Opportunities of Greater Boston--for Adults; compiles by the Education Exchange of Greater Boston.
24. Sarah Lawrence Continuing Education Programs for Women.
25. Full research and graduate education programs in adult educa-tion now offered in sixteen universities in U. S.
26. Chicago Welfare Council, Volunteer Bureau.
27. Several proposals now in preparation for submission under International Education Act of 1966.
28. University of Indiana and Florida State University.
29. Internships in general extension divisions at University of Wisconsin and in residential Center at University of Chicago.
- 30 Preliminary work relating to evaluation of informal programs developed by Center for Study of Liberal Education for Adults, 19 .

31. University College, Syracuse University.
32. Center for Metropolitan Studies, American University, Washington, D. C.; Center for Urban Studies, Rutgers; the State University of New Jersey.
33. Hyde Park-Kenwood Land Clearance and urban renewal program, Chicago.
34. Plans developed for area surrounding San Francisco State College (and Berkeley) by private development corporation.
35. Institute for Retired Professionals, New School for Social Research, N. Y.
36. Florida Atlantic University, Boca Raton, Fla.
37. Bachelor of Liberal Studies, University of Oklahoma.
38. University of Wisconsin Conference Center depends entirely on adjacent commercial housing for its conferees.
39. Michigan State University residential center equipped with one-way windows and arrangements for taping discussion for research purposes.
40. U. S. D. A. Graduate School, Washington, D. C. and Consortium of Universities in Washington, D. C. offering graduate programs.
41. Burlington Center for adults of Northeastern University, Boston.
42. University of Missouri, West Virginia University--former cooperative extension field staff retrained to represent entire university.
43. State subsidies for General Extension in Land Grant colleges now vary from zero to over 40% of budget. All state cooperative extension programs financed by federal and state governments and local counties with no tuition charged.
44. Projections for university campuses under State University of New York provide for such mixed financing.
45. Tuition refunds for successfully completed courses offered to employees now by most major national industries.
46. Plans now underway for home learning carrels in Davis, California and other "new cities".

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