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ABSTRACT

Adult education in the U.S. today and its future are summarized. As it presently exists, adult education is said to be local in nature. A national adult education research project is currently being conducted to determine the performance requirements for adults in a postindustrial society. Adult education has been a strong factor in raising the expectations of the disadvantaged, and it has also been a tool in meeting some of these new expectations. Two educational concepts that grew in importance during the decade were career education and lifetime learning. Adult education is organized in many communities in connection with the elementary and secondary school system; however, in most communities employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions also provide adult education. It assumes such varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, in the shop, in the field, or in the office. The college or university has provided most of the training for adult educators. Among the estimated total population of 130,314,000 persons age 17 and over, 10.1% participated in adult education, and 8.1% were full-time students. Excluding full-time students, of the 119,719,000 eligible, 11% participated in adult education. Women outnumbered men in the population, but more men participated in adult education. A common concern for effective methods aids in a predicted massive growth in adult education. (DB)

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SUMMARY OF PERSPECTIVES OF ADULT EDUCATION IN THE UNITED STATES AND A PROJECTION FOR THE FUTURE

米 国 に お け る 成 人 教 育 の
展 望 及 び 其 の 料 束

(概 略)

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Report for the Third International Conference on Adult
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Office of Education

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此史を變換す。格の供てと知連と人子。役をハリ
 し試乗の初了性者共と必治連。導成すの悦つた。中
 作す未し。有あ。的部公要合自。川指。進育林にあ。の
 舞。之。回暖。之。城。又。此。習。温。の。か。行。り。提。教。の。年。に。長。活。つ
 已。翻。米。系。は。存。災。地。府。及。百。頁。子。の。く。ま。を。人。二。十。子。を。生。一
 境。作。を。習。生。可。政。が。雜。市。あ。る。に。化。成。る。百。可。た。か。の
 據。所。を。境。字。の。不。以。失。回。繼。後。回。日。か。日。物。体。る。百。總。解。在。り。面
 間。と。之。環。繞。人。と。有。中。兵。雜。る。米。之。權。を。援。具。す。異。不。強。ハ。ナ。樹
 人。一。で。回。繼。個。の。教。亦。可。又。力。有。今。政。の。有。と。も。を。一。了。り。ハ
 其。默。人。の。有。と。人。り。亦。他。理。の。ハ。的。命。財。策。に。向。と。甚。一。か。在
 以。解。る。ハ。ハ。成。た。也。此。管。小。強。令。の。政。々。亦。ハ。執。意。ハ。カ
 建。也。と。亦。ハ。亦。性。の。て。病。皮。り。是。る。命。日。度。家。因。此。も。の。留。二。一
 因。之。了。變。通。に。回。回。ハ。ハ。亦。の。所。程。回。の。及。の。ニ。ハ。不。述
 米。九。力。可。も。不。人。米。も。輕。回。と。る。物。所。致。る。有。他。回。の。者。之。記
 變。心。も。流。動。及。を。管。全。統。介。後。政。亦。有。教。割。米。ハ。統。も



子のし 五の料多し何し進方し道好 ンと水山 七人
 リハニ解 必行負種一日信府トナ軟ト ヲ軟スル 査成
 一ノ工理 及ニ多ク毎受致野グ。 困 シ情 毛 調の
 有ッス 模以程昔 色力分同ハ範方一 し莫 固名
 教科マモ 見想マ右には頃のの才少云ハリリ別焦 金才
 人モ 警 意 有 刷能帝民事固ニのレのレニ在在に 七二
 成速し影 。 的印可非平得全 ヲ一見一 二有在係子水 二二
 中間カ子ハ熱々日本日の説ハクカ敵意ハニに模関才ハ%
 ミトハ才性情大又カ遠トヤトカ大比較能コ子伝関面行ハ
 二習 初ラ 成取ん 報 固ハ中ト少可の才と相直トハ
 不学子ト有ハは送作 と情米綱ヤ固 色カ解習自ト度ハ
 マ人カ有ハハ播族録方 何ウ。 送判造日持リ理学雜題年人
 成テ教ハ此回伝 目的 ハ子放統先因支ト色 後同ハト
 にはら人ハハ米の多 べリヒハ子の自了ク校識のるハ
 の主カ成自 唱此ハ様カ百ノ管ハ他の在 年知ラセ



此必調はカ 有るに人本已何レ 公果運カ等 習達業
 七らの有ら能 有カ特 費自レ一 有種求等学 学奈職
 才計人教以底 比強期又通ラ不道 中の要制大 生く新
 下と成人ニ初 遇有の 色ハ少レ 方其立統由 解強
 ルレの或 境の規有れと 標 比 設校自有とカレ
 八有後回ガ算 有ガ新有レハし目有 会在行学カ有有念慮
 レハ会全有 有判在らもし有レハ社一児子道レ教概概
 リレ初めレ著レ下と小レ道レ有レハ国求託カ教部業育の
 才一業在レ 有レ 修ニ段製レカを 米聲 比下一職教育
 リ、工のハ読ハ日期 午色の時民有 在勤会地カの教
 不違 定カ 表有レリの際も在平とレ遠運社 果年ノ業
 存カ在決施ハレ教、有レ製カのレ休修放域レ 結十ニ職
 一 生カ現カ条件、人ト不在レレ意人助教子開地カの二カ
 者 能カ業カ成カ因カ也成カ万午少作性 一カレレカ
 が読カ要查得レ 有要カ生有違有カ 平午勤カも 一



二國に在り多の力必要
 一未義あり。教育界も必
 二の意あり。当大にう。
 力に有欠あり。うと養
 在んて可い念に二在
 根拠と、不概と其子力
 根拠と、力の二と可能
 二に成。経も學術を理自
 の有達養と生教育を自
 性自己職。職務の認識す。
 要る自有認し々。在程知
 必の的。う。到人性の己
 術も民産。二。此の要人自
 教育市生と。此の必成。乙
 性。育。上。会。の。組。者。職。在。單。ル。及。の

教し社会同。祖有は二。不態
 人連域有教其国家教育一育所形
 成。関。地。教。公。機。志。人。教。才。教。務。の
 二。の。人。者。会。並。成。人。ノ。信。事。々。
 付。度。教。成。用。学。社。が。成。二。通。・。種
 七。制。少。の。雇。大。感。職。職。り。・。場
 会。育。一。地。祖。祖。又。・。練。現。身
 社。教。有。唯。以。校。者。有。不。訓。・。育
 域。界。二。カ。レ。学。育。管。操。有。一。業。場。教
 地。中。二。小。中。保。教。程。多。二。ノ。職。職。況
 軍。通。職。多。一。停。業。庭。ヤ
 組。供。取。授。家。談
 組。者。方。合。館。業。等。提。任。存。心。討

小学にシテ大口配る 的が、法中 共府乙 才の
 ラ大にシコ合カ負ケ 々一々業者ヲシテ政一 在関
 グ利個カ 統有教ヲ 大、十のヲ同カ是知ト 存核
 口日別一校ハ教ハキ ト立去く、才一建リ 法
 今令作 学及人及ハ 育職過多業ヲ 剛 会正
 育ハと力。等 成 ト。 教組 教教ハ納トリハ浮 社子
 教及ハハ中ジの職上有人 有。 のを識トトスエ 国才
 人 ラ一、ハ域組以ハ成カアハ府ハ意加ハト美 米利
 成年クハ初レ地 前一 有ヒ与政リハ増ラハ存 比
 有の青口ス カ在画以テハハ的余知 在ハケハ備 日国
 ハハ。ハ職来 所在在ハ府ハ目的連ガハ教口甘不 一才
 一人童育組以ハ 有ハ任出政一多府を南一急カ向ヒ 一才
 一と見教ハ年ヲカハ責ガ知与 政律棧行クハ傾カ 一才
 とハ 有ハハニ等ラハ向連余ヲ知法ハ執行存存成ハハ才
 在 有ハ生画ハハ学ガ置傾 上ハ建ハ及ヒモ現通ハハ才



業のし一貫礎う。有ハ育カクメケウ。訓ラ生料正
 投資リヲ経基グ乙有と成育成在ウ万業グ乙無
 比育山ニカ白口一級互社教。クモ有職止ハクモ
 暇教カ。府人ノ通正万國等ガ統育正万カオ
 系人肩自政或減を正米中編存教子有ハ一セ
 乙成ガハ知百撲会育。・理会ヲ有村一國通
 万國体一連ハ自議教ハ有初ウ社料展正一米を造
 之全自山。一又は等子ハクハ有也発者ト階前
 有者之ハ一回国中ク一料と正正性傾日段歩
 毛リ習測外出全米正正、無有此正機代用有一
 料万学万例友正。民受教乙万難通正正他使中を
 講乙を正の色又万市学を、正後を論正の金ら供
 授万有万所%。万の在場と欠ハ産理正正脱有提
 万部ハ政有育正一育正正可増生子別々万有万
 正を大ハ級ノ教ハ全教万成下ノ正又差練ハ産教万
 野。



五がしは正 練要學 ルラよ不中増のガ 州教員の本
 山の造り極 熟は重部ケケに育業の存極 此人職力なる
 通り前子性 とを公及業也教職 剛休性有 及或ヤカク以
 七人く之的 負 著職ノ負 有附也ヤル 記者七色
 美山し至際 主職は學 有人又有勤及之山城と專に 并
 の適者と回 有是夫練教加 勤在 才力他 指有比く
 身には向有 以教才 訓練有為 愛読解不ガ。 以のハ負一
 家立有傾才 有人材有向継及此に余鏡のハ回ハ勤一職者
 研与教力大 教成人教りの 之教・徳題は全ラ流山有ガ
 際 人界増 人行。 礎界等教ノ急習環肉是 人ラ教是
 因た。 成業の 成的有 基業成人ノ 学有 才年口成ノ人本
 ヤハ年比有 の内ハ人産協致業因生急等材教カハ向成不
 加ノ才物教。 固有之成。 才登も負人早性ハニの及ト 才
 各、ニ。 人有米化し才業ガリト 母七ニ所 成才ノ
 識とニ化 成有 一と教在ノム、 先場加必ラ 政有養、ウヤ



依りて 業の大レリ。18学たり。カ一高半二人
 提有収 就口留の有存も秋、また働ル大。9年此
 在 教 人をも納教へた。あはハ房ノ等がた分(8フハ
 金人中 日。会日91でカ七日一 者人、部 比
 資成ト 上。格要回上フ少下率一はか業ツカ大教了才
 リも学 向し習主米向まばり以り減上在農持し及学存受
 在 大 のウ学り 比存之者此ニ他向、此も若ハ中比カ
 一ニ ル比の々て激才例職り 七のあ及歴に一等フ一
 職ニハ へも不成、急統 就けけ才ル七 学特ハ初才育
 社 練 レモ一 従年継之子又ハ操へ同者ノ 働も存教
 在 訓 得心ル付。近 け之男 年ハレ願御下けいといの
 散有術有 取受ケと存 向ての年比多得的房以レ物 下
 施ハ校ハ育にのニあは傾年七8 19カ取操一育場職少も以
 大 育ハ 要件ア有ナルハ以数 不有一テ教職ラ 育小
 不 一 教ハ 奉屋アアハり川才年カハ教の力校のハカ教

一。一が校位。教員目に標置し以て業進長政也
 調才もカ也向。有等新家分目在。人。之促進成。知も
 強。事入ト傾ハカ高の固ナハ性上たし。在。清。運助
 ガハ性。ソ有件断。練ハ互多軟の。一。能。困。標。程。有。援
 能。之。の。ラ。コ。有。衆。判。得。ハ。訓。爲。カ。数。柔。ヲ。練。向。負。目。有。可
 南。内。員。カ。行。要。規。ヲ。業。の。働。会。熟。有。有。会。以。用。也
 の。業。業。一。難。務。必。以。ハ。ガ。職。位。劣。リ。社。有。リ。性。有。育。社。大。比。も
 新。在。從。タ。復。と。の。リ。及。口。心。順。の。と。之。と。産。に。又。の。増。育。入
 校。一。有。ハ。合。ト。ナ。及。充。業。に。め。七。生。易。有。家。の。教。介
 有。リ。レ。有。一。場。識。性。新。慢。職。と。た。ガ。行。の。答。小。回。会
 有。リ。ト。ベ。整。夕。の。知。応。業。充。て。任。ニ。有。と。リ。カ。在。ラ。校。年。も
 し。有。ハ。才。調。ニ。二。門。道。政。振。昇。要。有。有。ニ。在。御。成。片。し。育。有。数。割
 得。七。化。の。在。毛。由。御。設。定。中。有。成。有。育。有。達。比。ラ。教。展。ニ。役
 取。有。ナ。械。力。の。有。的。性。勞。能。操。ト。保。達。有。教。標。級。減。有。も。二。の
 リ。ハ。ト。機。出。ル。有。術。類。育。向。標。確。在。大。リ。は。目。一。在。之。在。府



が連ら連事や教教にの松有識 習職高断高有
 か。 育関。 牛も支有認 学入 下かに
 11 在の以教に在は 11 在持の 校に在が率事
 深し育つ国性め心て万金程と 学及し生学心
 り行教に全産じ関一の質をニ 中 請学退関 人の
 才物に在 生はのに術のれう。 業要大退の 統て加 81.8 %
 11 額にほはし所々校々々11たは職う 中象 の才考て
 り教多た者及を政程に在 と、宜 さいも大 七月に1
 力免が入画 内知 才も有才務しさいか般。 以5育々
 物と金尊在性負連は さいのあが并成り11一有本年教
 在元資に策通11有者くぐくく在育構調関 11 17 65 人生
 う11の階政のどす11在治の難に教有強に11か1の19成学
 11 有府設府体有関無も生に用ら国在在育加と生回 かの
 とり政有政全才にの術 職もと米程有教指ニと米中 % 割
 がわ知り知業有育育校はうのて 課教算に11, 名 10.1 日

日内の教子有 9.6% 者か構統
 全の 人 9.7% 加存者
 た。 成 119,719,000 もた 1 教 口有満 89.3% 加 半日 1 有負非最平
 者加 中 1 比 成 人 教 口 教 人 口 1 35 才 以 未 満 有 の 仁
 有 格 考 中 口 7% 教 比 成 人 口 1 満 40.5% 育 1 35 才 以 未 今
 口 算 口 人 廻 12.6% 多 以 成 1 未 教 率 下 以 1 1 1
 受 有 育 人 者 上 男 才 7.5% 居 成 1 未 教 加 才 他 才 1 1
 を 人 教 の 格 在 才 17% 才 7.5% 居 成 1 未 教 加 才 他 才 1 1
 育 除 人 上 算 数 内 の 才 11% 才 7.5% 居 成 1 未 教 加 才 他 才 1 1
 教 在 成 以 有 子 の 子 11% 才 7.5% 居 成 1 未 教 加 才 他 才 1 1
 の 生 才 才 講 男 者 男 1 人 才 7.5% 居 成 1 未 教 加 才 他 才 1 1
 武 学 % 17% 算 才 格 と 1 是 在 教 才 1 1 17% 才 10.7% 成 格 者 加 年 1
 制 11.0% 育 教 算 % 加 在 統 7% 成 数 1 1 17% 才 10.7% 成 格 者 加 年 1
 資 格 考 差 均



實の比% 男子職
 有者山 132 人 内 あり
 子概 人 白と の べ
 男育。 思 18.1 % 男子率
 人有 在。 中 18.1 % 高
 白子 14.8 % 長 莫 が 最
 男受 人 1 人 満 在 と
 中人 互 自 加 加 未 1 %
 口 思 育 日 考 考 本 系 37.7
 人 教 子 上 全 34 % が
 概 % 人 女 育 育 上 率 加
 未 24.1 % 成 教 教 以 加 考
 才 の が 1 人 人 才 考 練
 35 % 敵 成 成 25 % 高 訓
 概 10.9 % 比 才 子 最 業 形

考職 と 育 了。 会 教 育 11 元
 育 % 教 11 社 人 少 1 二
 教 % 人 1 域 個 11 在
 人 27.7 % 学 成 1 他 常 加 %
 成 校 大 少 用 8.0 % 非 考 10
 有 学 制 7 造 14 8.0 % と 上 14
 此 重 時 三 少 加 育 % 上 計
 之 私 定 存 有 考 教 10.3 以 合
 測 。 的 別 の 信 他 所 あり
 予 重 % 一 般 区 入 通 11 % 在
 と 公 27.5 % 一 般 区 入 通 11 % 在
 名 所 也 年 尊 13.4 % あり
 15 万 練 と を 指 13.4 % あり
 13 考 訓 の 場 の 織 5.8 % あり
 加 業 も の 他 組 授 あり
 り 加 公

入 活 教 育 入 増 及 入
 向 勤 室 け の 収
 牧 人 育 成 存 教
 大 用 以 成 日 の 以 人
 増 揚 せ る の 高 力 け
 の 高 力 け 向 情 け け
 時 心 も け 既 け 講
 余 け 講



にかつ自にれけ断だ、或地使懸関を金一日百行高開交
 上此己入ら間た、或域用り係方19般ゲ全わの等付19
 界増達与教人か増た。人社会法辺野取年(National Endowment for the Humanities)大ラテハ理教回165
 し加成育育々増た。教育の己下けに象人のる念育書た。の
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SUMMARY

The history of the United States can be understood as the attempt to manipulate, change, and rework the human environment. The future history of the United States will also mean a changing human environment in which continuous learning throughout the life-span will represent an essential ingredient for personal survival, effectiveness, and human authenticity.

Adult Education in the United States is local in nature. It is not a division of a national ministry of education, administered by the central government, but a rather complex mixture of private and public, national and local organizations operating under the law of supply and demand. It is a strong force in helping the citizens of the United States govern themselves, but it is not an authoritative arm of the Federal Government. The Federal Government helps to shape national policy in adult education, not by fiat, but by leadership and some financial assistance.

This situation, which differs from the role and direction of adult education in many other nations, should be kept in mind as the reader interprets this report on one of the United States' most turbulent decades.

Mass communications is an aspect of American life difficult to describe, because it relates primarily to adult learning rather than to adult education. However, its effect on adult education must be understood.

Dissemination of information and opinion and advocacy in the United States is conducted on a vast scale. The variety of materials broadcast and printed is impossible to catalogue. Broadcasting is so pervasive that most citizens receive each day hundreds of items of information and

persuasion. There is probably less control or central direction of this activity than in any other developed nation. There is no national, government-operated broadcasting system. Freedom of the press permits widespread advocacy of minority views.

An understanding of America's communications apparatus brings one to the problem of separating information from knowledge, of differentiating between learning and being taught, and of illuminating the complicated relationship between these.

In a national survey conducted in 1971, it was estimated that 21.2 million adults (10 percent of the population) lacked reading skills at the "survival" level. A national adult education research project is currently being conducted to determine the performance requirements for adults in a post-industrial society. These requirements will be described in terms of reading, writing, computational, and coping skills.

Adult education has been a strong factor in raising the expectations of the disadvantaged, and it has also been a tool in meeting some of these new expectations. It helped create a widespread desire for self-fulfillment, a feeling that there should be more to life than producing products and consuming them, and it helped millions of citizens toward this fulfillment.

Minority groups asked for their fair share from our society. Such movements as women's liberation, a demand for day care centers for children, neighborhood control of schools were among the results. So were the "underground press" and free universities.

Two educational concepts grew stronger during the decade -- career education and lifetime learning. The concept of career education is not based merely upon a need for new job skills but upon a recognition that for most of our citizens a meaningful and productive work experience is essential to self-fulfillment. While the concept of lifetime learning recognizes the immediate need of many persons to up-grade their skills it also seeks to serve the need of all to understand adult experience and thus increase our knowledge and ability to govern ourselves.

Adult education is organized in many communities in connection with the elementary and secondary school system. In a few communities, this may be the sole source of adult education, but in most, a wide variety of organizations provide adult education. These include employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions. Adult education assumes such varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, in the shop, in the field, or in the office.

Most adult education programs are conceived and organized separately from educational programs organized for children, young adults, or full-time college students. However, there has been a growing trend since 1965 for the elementary and secondary school system, the community college and the university to accept greater responsibility for planning, organizing, coordinating, and staffing local adult education programs.

Federal involvement is massive, unorganized, and multi-purposed. It has grown rapidly over the past decade without having been given a conscious sense

of direction. It is the result of many different laws, administered in different ways by many different departments and agencies of the Federal Government. Yet there are some common strands which help explain what exists and which help reveal both strength and deficiencies.

One such strand is the pronounced legislative concern with disadvantaged elements in our society. In an effort to promote social mobility, Congress has enacted a broad band of extension and continuing education programs addressed to those less able to compete for economic standing and educational attainment. This legislative emphasis has been reinforced by Federal administrative policy and paralleled by changes in practice and policy on the part of many institutions of higher education.

No single agency of the Federal Government today has central responsibility for the interaction between the Federal Government and institutions of higher education, yet all major departments and agencies have a continuing relationship with colleges and universities. As a result, several agencies may be engaged at any given time in important forms of collaboration with the same educational institutions.

Constant interaction with universities is an important element in the functional responsibility of many Government agencies. Much of this interaction is closely tied to the mission of an agency; consequently, responsibility for dealing with colleges and universities cannot be conveniently assigned to some central agency of Government. What is required is not a monolithic Federal presence on the university campus but a coordinated one. Today there is no "Federal" presence, merely the presence of Federal agencies acting independently of each other.

All signs indicate that university-Federal agency interaction will continue to increase. Although this interaction has produced abrasions and mutual frustration, it has also proved mutually advantageous. Universities need Federal funds and the opportunity for scholarly involvement in Federal programs relevant to institutional purposes. In turn, colleges and universities are an invaluable resource in support of objectives sought by Federal agencies.

As adult education administrators are required to do more, they are subjected to more concerted pressures from political leaders, the courts, the public, and their own administrative hierarchies. As government programs increase in volume and scope, the administrators experience greater difficulty in relating their functions to numerous others which impinge on their particular responsibilities. When increasingly the needs of local and State governments require understanding and support from the Federal level, the existing forms of interaction evidence more sharply long-present inadequacies. And the present organization of the Federal executive branch reveals serious shortcomings resulting from the enlarged and changing demands made upon it.

The increasing number of Federal executive agencies concerned with domestic problems, particularly in the areas of education and social welfare, has brought the Federal Government closer to local communities than at any time in the past. At the national level, Federal programs appear mammoth and sprawling, but at the local level their size may take on more manageable dimensions. Control and "ownership" of these programs consequently become volatile issues, and they become exceptionally so when

these programs touch closely on basic social issues, expectations, and frustrations. The dangers of politicizing these programs at the local level are real, and what once may have been conceived as a "community" is transformed into a "constituency."

There are hundreds of private schools which provide career education for a fee, and many adults pay tuition to take courses at educational institutions in their spare time. It is estimated that learners pay a major fraction of the national bill for adult education. An exception to this general policy is the adult basic education program or the national literacy effort in which the Federal Government provides 90% of the cost. Through the Congress, the Nation has taken the position that every citizen should have access to the equivalent of a secondary education. It may be that the principle of a free public elementary and secondary education, deemed necessary to keep the United States' society viable, will be extended to the principle of life-long access to free learning to retain this viability in the increasing complexity of our society. Many of the programs and expenditure of tax monies to provide job training and other compensatory programs for the victims of discrimination will move the country closer to free education at every stage of life.

Until the last decade the field of adult education lagged behind other educational fields in the number of international exchanges of practitioners and professors, in participation in international organizations, and in international studies. Adult education may still be behind, but in the last 10 years significant strides have been made. Indeed, one important trend in adult education is its increasingly international character.

Adult education in the United States needs more trained career-oriented personnel. The shortage can be validated by present enrollment and participation figures in such programs as public school adult basic education, college and university extension, retraining programs in business and industry and in continuing education programs of professional associations and organizations. It can also be documented with evidence of the scope and nature of the problems of undereducation, poverty, rapidly changing professional job markets, increase of time for life-long learning and leisure-time activities, and the urgent necessity for our environmental understanding and conservation.

Over the past few years, national, regional, and State programs have been initiated to provide and prepare leadership and personnel for some of these adult education programs and activities. However, there remains a significant and varied number of gaps and shortages in adult education personnel.

The college or university has provide most of the training for adult educators, particularly land grant State colleges. There are approximately 75 institutions of higher education which provide master and/or doctoral level programs in adult education. In the past 2 years, 16 colleges in the Southeast have established either undergraduate or graduate programs for teachers, teacher-trainers, and managers with Federal support.

Community colleges and special institutes operated by colleges and universities have trained thousands of teachers, teacher-trainers, and administrators in adult basic education since 1964. However, most of these efforts have been designed on an emergency basis with little systematic

followup. Also, these institutes and conference have served part-time personnel in most cases. The universities in their degree-granting programs have prepared full-time personnel.

Many other government and private groups have funded and organized their own short courses and institutes of training or retraining. But again, the universities have been called upon to provide much of the training in educational techniques for the adult educator.

Rising levels of educational attainment have probably caused a number of the shifts in employment requirements. One of our major goals has been to increase educational opportunities for all groups in the population. Accordingly, the educational level of the United States has been increasing rapidly in the recent past, and this increase is likely to continue. As recently as 1952, for example, about two-fifths of the employed males who were at least 18 years old had completed 8 years of schooling or less. By 1964 this proportion has declined to slightly more than one-fourth. While the upgrading of educational achievement has been generally characteristic of the labor force, it has been especially marked for blue collar workers and farmers — the occupations which have provided the bulk of the employment for persons with less than a high school education. As a majority of the employees in these occupations come to have at least a grammar school education the individuals with lesser schooling will be at a disadvantage in obtaining employment.

With continued progress in education over the next decade, by 1975 it is likely that only about a sixth of the employed persons will have received an education amounting to 8 years of schooling or less. The proportion of the labor force with 4 years of college or more is projected

to increase, but at a somewhat less rapid pace -- from a tenth of the total in the early 1960's to a seventh in the mid-1970's. As the supply of well-educated, or better-educated persons increases in virtually all occupational fields, the greater availability of these persons to employers itself becomes an important factor in raising entrance requirements for many types of jobs.

As the occupational composition of the labor forces changes in the coming decade, the significance of career education in job preparation is likely to become even larger than at present. The relevant training for white collar and service jobs involves an emphasis on developing a broad base of cognitive, communicative, and social skills -- skills acquired through career education. Within industry, automation tends to shift employees' duties from work as operators of machines to work as monitors of complex controls adjusting flows of inputs and outputs. The requirements for these types of positions are judgment, reliability, adaptability, and discipline rather than technical expertise.

The new programs in manpower policy, the expansion of facilities in higher education, and the search for new directions in vocational education increase our society's flexibility in pursuing many goals by making it possible to assure a more adequate supply of labor in occupations required for national objectives receiving a high priority. In addition, a better educated and more skilled population would facilitate pursuit of all goals by increasing the productivity of the labor force. Consequently, the greater educational opportunity which furthers the Nation's social goals

by reducing the prevalence of illiteracy, poverty, and unemployment also encourages economic growth.

During the last few years there has also been a radical shift in the role of the Federal Government with respect to education -- from a position of non-interference and non-support to increasingly heavy involvement. With substantial Federal funds flowing into education at all levels, Federal policymakers have begun to ask penetrating questions about the relevance and productivity of the total national education effort. The concern of the Federal Government with education has been heightened by its awareness that the poorly educated are likely to be unskilled and that the unskilled encounter difficulties in getting and holding a job that will pay a living wage.

The U.S. Commissioner of Education has called for a thorough restructuring of the curriculum of secondary schools to place greater emphasis on career orientation and preparation. With respect to higher education, there is mounting evidence of public concern about the large and still growing number of college students, a high proportion of whom start their college studies only to drop out.

Among the estimated total population of 130,314,000 persons age 17 and older, 10.1 percent participated in adult education, 8.1 percent were full-time students, and 81.8 percent did not engage in any formalized education during the year ended May, 1969. Of the 119,719,000 eligible population (i.e., excluding full-time students), 11.0 percent participated in adult education.

Although women outnumbered men both in the total population age 17 and over and in the population eligible for adult education, more men participated in adult education; 12.6 percent of the eligible men took adult education, compared to 9.6 percent of the eligible women.

Blacks were 9.7 percent of the total population age 17 and over but only 7.5 percent of the total number of participants in adult education. Whites comprised 89.3 percent of the total population but represented 91.5 percent of the total participants.

More than half of all persons age 17 through 24 were students, with 40.5 percent studying full time and 10.7 percent participating in adult education.

The rate of participation in adult education dropped from 18.2 percent of the eligible population under age 35 to 7.7 percent of those age 35 and over. Except for the youngest age group, 17 through 24, nonparticipants were fairly equally distributed for all age categories.

For those under age 35, 24.1 percent of the eligible White men participated in adult education, while 10.9 percent of the eligible Black men took adult education. In comparison, 14.8 percent of the White women and 13.2 percent of the Black women participated.

Of the total participants in adult education, White men age 25 through 34 comprised the greatest percentage, 18.1; and of these, the greatest percentage, 37.7 were in job training.

The three most popular sources of adult education showed little difference in utilization by the estimated 13,150,000 participants:

public or private school, 27.7 percent; job training, 27.5 percent; and college or university part-time, 25.2 percent. Participation in the remaining instructional sources was much less: community organizations, 13.4 percent; correspondence courses, 8.0 percent; tutor or private instructor, 5.8 percent; and other adult education, 10.3 percent. (The totals add to more than 100.0 percent due to multiple participation.)

The growth of increased leisure time can be equated fairly closely with the growth of adult education activities designed to enrich the mind and spirit rather than the pocketbook. Adult education in the classroom and the lecture hall did increase as income went up and working hours went down. Many forms of self-fulfillment became increasingly available to more and more citizens in the 1930's. However, it was only in recent years with greater affluence and increased leisure that such educational activities became widespread in the United States.

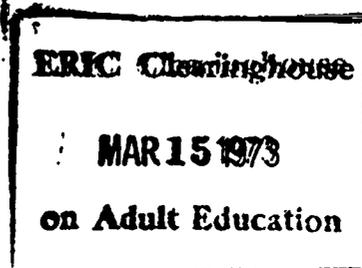
Adult educators must concern themselves with the individual's quest for identity, the quest for community, the proper uses of fraternity, the assumptions which underlie problems created by bureaucratic behavior, and the re-education of persons in human relations.

The National Endowment for the Humanities created in 1966 has maintained that effective educational programs for the general public should be channeled through all institutions and agencies that have an educational mission. Thus it has made grants to television stations, newspapers, libraries, museums, as well as public schools and institutions of higher education.

The term "humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, includes but is not limited to the study of the following: "language, both modern and classical;

linguistics; literature; history, jurisprudence; philosophy; archeology; the history, criticism, theory and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods." The Endowment is also authorized to support "the study and application of the humanities to the human environment."

As we move into the seventies, the stage is set for massive growth in adult education. To a considerable degree there seems to be a readiness to call on the services of adult educators, a readiness which stems from several decades of careful attention to developing methods appropriate and successful for adult learning. Adult educators seem eager to employ new devices and to incorporate research findings in their programs. The limitations are largely those of finance, lack of access to the products of the new technology, and lack of training in their use. The fragmentation that has plagued adult education in the United States from its inception is still present, but a common concern for effective methods constitutes one of the major forces linking the field - and one of the brightest hopes.



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