Comprehensive Programming for Life-Long Learning

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A rapidly changing world requires modern man to continue his learning throughout his life time. Furthermore, his needs for particular kinds of education change as he progresses vocationally, socially, economically, culturally, and physiologically. Professional concerns are likely to dominate the learning interests of the young adult (age 25-35) as he attempts to establish himself in a vocation and a home. In middle adulthood, having established himself vocationally, the individual may place increasing emphasis on civic and social activities. He probably will join clubs and civic organizations, serve on community boards and civic-improvement committees, and may even seek elective office as a part of his participation in the political life of his community, state, and nation. As the individual nears the age of retirement, cultural and interpretive aspects of life and the problems of advancing age are likely to become of increasing concern. Through a life-long program of education the individual may be helped to satisfy these changing concerns of adult life.

White's chart on "The Changing Pattern of Adult Concerns," which follows, illustrates the concept. Examples of how this changing pattern of adult concerns might be translated into specific programs of education for two individuals are given in two highly imaginative cases. They outline two patterns of life-long adult learning which might emerge for two mythical adult part-time students in university adult education, Mrs. Mary [Diagram: The Changing Pattern of Adult Concerns]
Colton and Mr. Harry Garfield. Something similar to the following might happen, if adult education made the individual the focus of planning and if the individual availed himself of the opportunity for life-long learning.

In practice, of course, programs would not be set up in advance but would emerge as programs of adult education were employed by an individual in a developing pattern of life-long learning. Such a program is never a "planned" program but always a "planning" program adjusting to the dynamic needs of an individual in a dynamic culture. Specific courses are listed only for the purpose of illustration and are in no sense projections of programs which might actually emerge in planning. Each program listed, however, is currently being offered by one or more universities.

A method code at the right of each program indicates CL for class, SC for short course or conference, C for correspondence study, TV for educational television, R for radio programs, and LF for study-discussion groups.

### CASE I—A PROJECTED PROGRAM OF LIFE-LONG LEARNING FOR MRS. MARY C. COLTON

**Description of Mrs. Colton as she enters the program of University Extension:**

Mrs. Mary C. Colton is twenty-five years of age, married, and has no children. She has a middle class family background, has graduated from high school, and has completed two semesters of a two-year curriculum in secretarial science at a state university. Her work experience includes three years as a dental assistant and two and one-half years as a secretary. Her husband is currently completing the last year of his work toward a master's degree in a professional field, and she is assisting in financing his educational program through her work as a secretary.

The projected educational plan which follows assumes: (1) that Mrs. Colton will continue to work as a secretary for approximately two years following her husband's graduation as he establishes himself in his profession in the city in which he finds his first professional position, (2) that Mrs. Colton will be interested in continuing education which will be both cultural and vocational, (3) that the Coltons will have an average-sized family of three children, (4) that Mr. Colton will continue to make satisfactory progress in his profession, achieving for his family a middle class socio-economic status in the community. It is further assumed that Mrs. Colton will re-enter a profession or vocation once her youngest child has reached the age for school attendance.

Courses completed prior to entering program:

<table>
<thead>
<tr>
<th>Elementary Shorthand</th>
<th>Intermediate Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Typewriting</td>
<td>Intermediate Typewriting</td>
</tr>
<tr>
<td>English 1</td>
<td>Business Machines, Office Practice</td>
</tr>
<tr>
<td>English 2</td>
<td>Elementary Accounting</td>
</tr>
<tr>
<td>Office Machines</td>
<td>Physical Education</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Age</th>
<th>Years</th>
<th>Developmental Tasks and Educational Needs</th>
<th>Adult Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>1960-61</td>
<td>Helping husband complete a professional degree.</td>
<td>Business Communication CL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finding a congenial social group in the college community.</td>
<td>Elementary Accounting CL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing a home.</td>
<td>Intermediate Accounting CL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Science and Human Responsibility”</td>
<td>Nutrition and Health CL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretary's Conference</td>
<td>“Science and Human Responsibility” SC</td>
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<td></td>
<td></td>
<td>Principles of Economics</td>
<td>TV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Law</td>
<td>C</td>
</tr>
<tr>
<td>26-28</td>
<td>1961-63</td>
<td>Helping husband become successfully established in his profession.</td>
<td>CL</td>
</tr>
</tbody>
</table>
Providing supplemental income.
Adapting to the level of economic life appropriate to earning capacity of husband.
Developing special intellectual interests and improving ability to select plays, music, books, etc., for both leisure and thought-provoking qualities.
Developing with husband a family code of right and wrong based on their background and mutual understanding.
Planning for the first child and starting a family.
Managing a home.

29-35 1963-69

Adjusting to full time duties of wife and mother.
Having the remainder of children desired for the family.
Assisting husband in professional advancement.
Assisting husband in building or buying a home.
Maintaining health of self and children.
Personal growth in the religious, civic, cultural and social aspects of living.
Taking on new civic responsibilities.
Achieving a few highly developed interests of major emphasis and becoming conversant in many areas of the culture.
Achieving fluency in reading and a regular reading program.

35-55 1969-88

Achieving mature adult civic and social responsibility.
Assisting offspring in the developmental problems of children and youth to the ultimate achievement of happy, responsible adulthood.
Successfully meeting the problems of maturation which accompany middle age.
Achieving optimum development of leadership qualities without becoming domineering or autocratic.
Adjusting to the aging of parents.
Developing adult leisure time activities appropriate to middle age.
Re-entering the employment field.

Advanced Shorthand
Home Management
"World We Want"
Advanced Workshop in Stenography, Typewriting, and Transcription
Filing Systems and Practice
How to Buy a House
(Certificate in Secretarial Science, 1963)
Expectant Mothers Program
Marriage and the Family
Current World History
Growth and Development of the Child
"American History (1607-1865)"
"American History (1865-Present)"
"Family Life Radio Forum"
Home Furnishings
Institute on Marriage and Family Relations
"Your Health and You"
Survey of Humanities
Sunday School Teacher Training Workshop
Residential Construction and Design
Family Health
Economics of Real Estate
Introduction to Sociology
Principles of American Gov't.
Legal Aspects of Real Estate
Teaching Children About Sex
Real Estate Practice
Community Organization
Great Books Discussion Groups
Red Cross First Aid Course
Real Estate Finance
Introduction to World Literature
Principles of Real Estate Management
Mental Hygiene for Parents
(Certificate in Real Estate, 1974)
Personal Health
Insurance
Family Life Conference
Elementary Cost Accounting
Money and Banking
Problems of Local Government
PTA Leadership Workshop
Introduction to World Politics
### Comprehensive Programming for Life-Long Learning

- **Advanced Business Finance**
- **Civil Defense Workshop**
- **"Shakespeare on TV"**
- **Literature of the New Testament**
- **Leadership Training Institute for Women's Clubs and Civic Organizations**
- **Significant Problems in Contemporary American Society**
- **Urban Sociology**
- **Conference on Community Planning**
- (BS in Business Administration, 1980)
- **Real Estate Conference**
- **Major American Writers**
- **Government and Politics in Modern Society**
- **Social Foundations of American Education**
- **Propaganda and Public Opinion**
- **The Philosophy of Great Thinkers**
- **Social Psychology**
- **Recent American History**
- **Conference on Youth Problems**
- **Current Economic Problems**
- **Leadership in Group Work** (Master of Social Studies, 1988)
- **Planning for the Later Years**
- **Great Books of the Bible**
- **Nutrition and Health**
- **Community Planning Conference**
- **Conference of Federated Women's Clubs**
- **Issues in American History**
- **Human Relations Conference**
- **Americans Abroad**
- **Spring Flowers**
- **The Great Religions of the World**
- **Living Philosophies**
- **Personal and Community Health**
- **Writing of Local History**
- **"Garden Clubs Program"**
- **The Good Life**
- **"Morning, Noonday, and Afternoon Concerts"**
- **American Folk Lore and Folk Song**
- **Conference on Aging**
- **Life and Teachings of Paul**
- **Health in the Later Years**
- **Home Planning for the Later Years**
- **The Nature of Religious Experience**

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55-80 1988-2013 Meeting social and civic obligations. Retirement from work and assisting husband with problems of retirement. Adjustment of home management to reduced income of retirement. Adjusting to decreasing physical strength and vigor. Achieving an integrated and satisfying view of the universe and the meaning of life. Establishing satisfactory physical living arrangements for old age. Cultivating special hobbies and interests suitable to age. Establishing affiliation with the older age group. Adjustment to death of husband.
**CASE 2—A PROJECTED PROGRAM OF LIFE-LONG LEARNING FOR MR. HARRY GARFIELD**

**Description of Mr. Garfield as he enters the program of University Extension:**

Harry Garfield is twenty-six years of age, married, and has one child. He is a 1956 graduate of a university, with a Bachelor’s degree in aeronautical engineering. Aside from his vocational field of engineering, Mr. Garfield has developed an interest in the study of American history, in art and design, and in music appreciation. He is presently employed by a large aircraft firm as a project engineer at a salary of $9,600.00 per year. He hopes to advance in the company to a position in management.

The projected educational plan which follows assumes: (1) that Mr. Garfield will continue his education within his special field of aeronautical engineering while preparing himself for a post in top management, (2) that the Garfields will have a family of four children, and (3) that Mr. Garfield will make satisfactory progress toward his vocational goal.

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<td>35-55</td>
<td>1969-89</td>
<td>Special programs of education for position in top management. Continuing education in the field of aeronautical engineering and in the general field of aircraft manufacturing. Building a home. Maintaining health of self and family. Achieving a few highly developed intellectual interests and becoming conversant in many areas of the culture. Achieving fluency in reading and developing a regular reading program. Achieving mature civic and social</td>
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Although adults in general share common developmental tasks as outlined by Havinghurst and others, the uniqueness of the individual and the complexities of the culture in which he lives, and will live, demand a comprehensive pattern of programming. These case studies illustrate what might happen in planning for two individuals; but more important, they suggest the number and variety of programs needed to serve the individual needs of thousands of adults.

Fortunately there are many agencies attempting to meet adult education needs, and there are many methods of adult education available to the agencies in their efforts to accomplish adult education programs. No one of the major agencies of adult education has the responsibility for comprehensive programming to serve the life-long needs of all adults. It is almost certain that no single agency now offers such comprehensive programming in adult education. The situation suggests a most interesting question for research: Do the elements of comprehensive life-long programming now exist in the combined offerings of all adult education agencies in the United States? If they do, how can they be made available to all adults in every community? If they do not, how can agencies cooperate in the development of needed programs?