

Comprehensive Programming for Life-Long Learning

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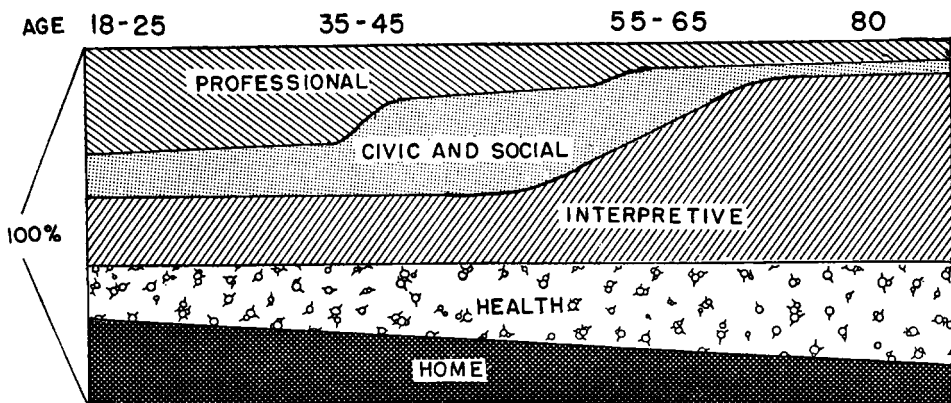
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A RAPIDLY changing world requires modern man to continue his learning throughout his life time. Furthermore, his needs for particular kinds of education change as he progresses vocationally, socially, economically, culturally, and physiologically. 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

THE CHANGING PATTERN OF ADULT CONCERNS



Thurman J. White, 1958

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 1—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:

Elementary Shorthand
Elementary Typewriting
English 1
English 2
Office Machines

Intermediate Shorthand
Intermediate Typewriting
Business Machines, Office Practice
Elementary Accounting
Physical Education

Age	Years	Developmental Tasks and Educational Needs	Adult Education Program	
25	1960-61	Helping husband complete a professional degree. Finding a congenial social group in the college community. Managing a home.	Business Communication Elementary Accounting Intermediate Accounting Nutrition and Health Secretary's Conference "Science and Human Responsibility"	CL CL CL CL SC TV
26-28	1961-63	Helping husband become successfully established in his profession.	Principles of Economics Business Law	C CL

	Providing supplemental income.	Advanced Shorthand	CL
	Adjusting to level of economic life appropriate to earning capacity of husband.	Home Management	CL
		"World We Want"	TV
	Developing special intellectual interests and improving ability to select plays, music, books, etc., for both leisure and thought-provoking qualities.	Advanced Workshop in Stenography, Typewriting, and Transcription	SC
	Developing with husband a family code of right and wrong based on their background and mutual understanding.	Filing Systems and Practice	CL
	Planning for the first child and starting a family.	How to Buy a House	SC
	Managing a home.	(Certificate in Secretarial Science, 1963)	
29-35	1963-69	Expectant Mothers Program	SC
	Adjusting to full time duties of wife and mother.	Marriage and the Family	C
	Having the remainder of children desired for the family.		
	Assisting husband in professional advancement.	Current World History	CL
	Assisting husband in building or buying a home.	Growth and Development of the Child	CL
	Maintaining health of self and children.	"American History (1607-1865)"	TV
	Personal growth in the religious, civic, cultural and social aspects of living.	"American History (1865-Present)"	TV
	Taking on new civic responsibilities.	"Family Life Radio Forum"	R
	Achieving a few highly developed interests of major emphasis and becoming conversant in many areas of the culture.	Home Furnishings	SC
	Achieving fluency in reading and a regular reading program.	Institute on Marriage and Family Relations	SC
		"Your Health and You"	R
		Survey of Humanities	C
		Sunday School Teacher Training Workshop	SC
		Residential Construction and Design	CL
		Family Health	C
35-55	1969-88	Economics of Real Estate	CL
	Achieving mature adult civic and social responsibility.	Introduction to Sociology	CL
	Assisting offspring in the developmental problems of children and youth to the ultimate achievement of happy, responsible adulthood.	Principles of American Gov't.	C
	Successfully meeting the problems of maturation which accompany middle-age.	Legal Aspects of Real Estate	CL
	Achieving optimum development of leadership qualities without becoming domineering or autocratic.	Teaching Children About Sex	LF
	Adjusting to the aging of parents.	Real Estate Practice	CL
	Developing adult leisure time activities appropriate to middle age.	Community Organization	CL
	Re-entering the employment field.	Great Books Discussion Groups	LF
		Red Cross First Aid Course	SC
		Real Estate Finance	CL
		Introduction to World Literature	CL
		Principles of Real Estate Management	CL
		Mental Hygiene for Parents	CL
		(Certificate in Real Estate, 1974)	
		Personal Health	CL
		Insurance	CL
		Family Life Conference	SC
		Elementary Cost Accounting	CL
		Money and Banking	CL
		Problems of Local Government	CL
		PTA Leadership Workshop	SC
		Introduction to World Politics	CL

		Advanced Business Finance	CL
		Civil Defense Workshop	SC
		"Shakespeare on TV"	TV
		Literature of the New Testament	CL
		Leadership Training Institute for Women's Clubs and Civic Organizations	SC
		Significant Problems in Contemporary American Society	CL
		Urban Sociology	CL
		Conference on Community Planning	SC
		(BS in Business Administration, 1980)	
		Real Estate Conference	SC
		Major American Writers	CL
		Government and Politics in Modern Society	CL
		Social Foundations of American Education	CL
		Propaganda and Public Opinion	CL
		The Philosophy of Great Thinkers	CL
		Social Psychology	CL
		Recent American History	CL
		Conference on Youth Problems	SC
		Current Economic Problems	CL
		Leadership in Group Work (Master of Social Studies, 1988)	CL
55-80	1988-	Meeting social and civic obligations.	CL
	2013	Retirement from work and assisting husband with problems of retirement.	LF
		Adjustment of home management to reduced income of retirement.	CL
		Adjusting to decreasing physical strength and vigor.	SC
		Achieving an integrated and satisfying view of the universe and the meaning of life.	SC
		Establishing satisfactory physical living arrangements for old age.	SC
		Cultivating special hobbies and interests suitable to age.	CL
		Establishing affiliation with the older age group.	CL
		Adjustment to death of husband.	C
		Writing of Local History	SC
		"Garden Clubs Program"	R
		The Good Life	LF
		"Morning, Noonday, and Afternoon Concerts"	R
		American Folk Lore and Folk Song	CL
		Conference on Aging	SC
		Life and Teachings of Paul	CL
		Health in the Later Years	LF
		Home Planning for the Later Years	LF
		The Nature of Religious Experience	CL

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.

Age	Years	Developmental Tasks and Educational Needs	Adult Education Program	
26-35	1960-69	Keeping abreast of developments in the field of aeronautical engineering.	Industrial Engineering Institute	SC
		Finding a congenial social group within the industrial area in which the family lives.	Elementary Cost Accounting	CL
		Adjusting to level of economic life appropriate to earning capacity.	Conference on Civil Defense in Industry	SC
		Developing special intellectual interests and improving ability to select music, literature, and recreation.	Marriage and the Family	CL
		Making satisfactory adjustment to the needs of a growing family.	Child Growth and Development	CL
		Developing with wife a family code of right and wrong based on their background and mutual understanding.	Advanced Cost Accounting	CL
		Completing basic education in business administration and industrial management.	History of the Presidency	CL
		Taking on new civic responsibilities.	Short Course for Jaycees	SC
			Report Writing	CL
			The American City	CL
			Personnel Management	CL
			Industrial Sociology	CL
			Recent American History	CL
			Industrial Psychology	CL
			Urban Renewal	CL
			Office Management for Junior Executives	SC
			Time and Study Incentives	
			Short Course	SC
			Wage and Salary Administration	CL
			Leadership Training Course in Camping and Scouting	SC
			Residential Construction and Design	CL
			Developing Supervisory Skills	SC
35-55	1969-89	Special programs of education for position in top management.	Managerial Accounting	CL
		Continuing education in the field of aeronautical engineering and in the general field of aircraft manufacturing.	Personal and Community Health	CL
		Building a home.	Budget Principles and Procedure	CL
		Maintaining health of self and family.	Chamber of Commerce Conference	SC
		Achieving a few highly developed intellectual interests and becoming conversant in many areas of the culture.	Industrial Management	CL
		Achieving fluency in reading and developing a regular reading program.	Great Books Discussion Group	LF
		Achieving mature civic and social	Southwestern History	CL
			Conference on Automation	SC
			Communication for Executives	CL
			Industrial Relations Seminar	SC

responsibility.	Peoples of the Southwest	SC
Assisting children in their developmental tasks leading to their ultimate achievement of happy, responsible adulthood.	Production Organization and Management	CL
Meeting successfully the problems of maturation which accompany middle age.	Human Relations Conference	SC
Adjusting to the aging of parents.	Propaganda and Public Opinion	CL
Developing leisure activities appropriate to middle age.	Factory Management	CL
	(MS in Industrial Management, 1983)	
	Recent and Contemporary World Affairs	CL
	History and Appreciation of Music	CL
	Management Conference on Industrial Insurance	SC
	Conference on Military Procurement	SC
	Engineering Management for Research and Development	CL
	Industrial Purchasing	SC
55-80 1989-2013 Continuing education in the field of aeronautics.	Sensitivity Training for Top Executives	SC
Continuing education in industrial management.	Top Management Conferences	SC
Meeting social and civic obligations.	Writing Local History	SC
Adjusting to decreasing physical strength and vigor.	Planning for the Later Years	CL
Cultivating special hobbies and interests suitable to old age.	Health in the Later Years	CL
Retirement from work and suitable transition to reduced work schedule.	Great Books of the Bible	LF
Achieving an integrated and satisfying view of the universe and the meaning of life.	Americans Abroad	LF
	Living Philosophies	CL
	Hi-Fidelity Sound Systems	CL
	Drawing and Painting for Fun	CL
	American Folk Lore and Folk Song	CL
	Conference on Aging	SC

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?