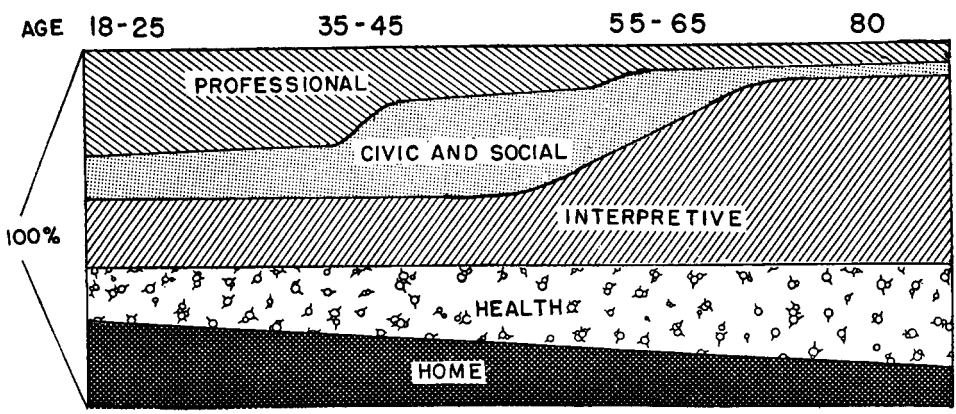
Comprehensive Programming for Life-Long Learning

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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

THE CHANGING PATTERN OF ADULT CONCERNS



Thurman J. White, 1958

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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	Intermediate Shorthand
Elementary Typewriting	Intermediate Typewriting
English 1	Business Machines, Office Practice
English 2	Elementary Accounting
Office Machines	Physical Education

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

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		Providing supplemental income. Adjusting to 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.	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)	CL CL TV SC CL SC
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.	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	SC C CL CL TV TV R SC SC R C SC CL C
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.	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	CL CL C CL LF CL CL LF SC CL CL CL CL CL CL SC CL

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			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	CL
			(Master of Social Studies, 1988)	
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.	Planning for the Later Years	CL
			Great Books of the Bible	LF
			Nutrition and Health	CL
			Community Planning Conference	SC
			Conference of Federated Women's Clubs	SC
			Issues in American History	SC
			Human Relations Conference	SC
			Americans Abroad	CL
			Spring Flowers	CL
			The Great Religions of the World	CL
			Living Philosophies	CL
			Personal and Community Health	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

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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
			Elementary Cost Accounting	CL
		Finding a congenial social group within the industrial area in which the family lives.	Conference on Civil Defense in Industry	SC
			Marriage and the Family	CL
		Adjusting to level of economic life appropriate to earning capacity.	Child Growth and Development	CL
			Advanced Cost Accounting	CL
		Developing special intellectual interests and improving ability to select music, literature, and recreation.	History of the Presidency	CL
			Short Course for Jaycees	SC
			Report Writing	CL
		Making satisfactory adjustment to the needs of a growing family.	The American City	CL
			Personnel Management	CL
		Developing with wife a family code of right and wrong based on their background and mutual understanding.	Industrial Sociology	CL
			Recent American History	CL
			Industrial Psychology	CL
		Completing basic education in business administration and industrial management.	Urban Renewal	CL
			Office Management for Junior Executives	SC
		Taking on new civic responsibilities.	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
			Personal and Community Health	CL
		Continuing education in the field of aeronautical engineering and in the general field of aircraft manufacturing.	Budget Principles and Procedure	CL
		Building a home.	Chamber of Commerce Conference	SC
		Maintaining health of self and family.	Industrial Management	CL
		Achieving a few highly developed intellectual interests and becoming conversant in many areas of the culture.	Great Books Discussion Group	LF
			Southwestern History	CL
		Achieving fluency in reading and developing a regular reading program.	Conference on Automation	SC
			Communication for Executives	CL
		Achieving mature civic and social	Industrial Relations Seminar	SC

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

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?

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