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FEDERAL ASSISTANCE TO GENERAL UNIVERSITY
EXTENSION EDUCATION PROGRAMS

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HEARING
BEFORE THE
SUBCOMMITTEE ON EDUCATION
OF THE
COMMITTEE ON
LABOR AND PUBLIC WELFARE
UNITED STATES SENATE

EIGHTY-SEVENTH CONGRESS

SECOND SESSION

ON

S. 3477

A BILL TO PROVIDE FEDERAL ASSISTANCE TO STATES TO
DEVELOP PROGRAMS OF GENERAL UNIVERSITY
EXTENSION EDUCATION

JULY 26, 1962

Printed for the use of the
Committee on Labor and Public Welfare



U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1962

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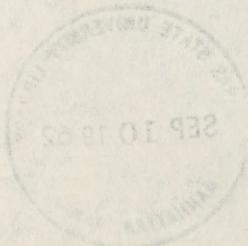
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(1) The first part of the report is devoted to a general survey of the situation in the country. It is found that the country is in a state of general depression, and that the population is suffering from want and distress. The cause of this is attributed to the war, and to the fact that the country has been cut off from its usual sources of supply.

(2) The second part of the report is devoted to a description of the various industries of the country. It is found that the principal industries are agriculture, stock raising, and mining. Agriculture is the most important, and is carried on by the majority of the population. Stock raising is also an important industry, and is carried on by a large number of the population. Mining is carried on by a few large concerns, and is the source of the country's principal wealth.

(3) The third part of the report is devoted to a description of the various resources of the country. It is found that the country is rich in natural resources, and that there is a large amount of land available for agriculture. There is also a large amount of stock available for raising, and a large amount of minerals available for mining.

(4) The fourth part of the report is devoted to a description of the various needs of the country. It is found that the country needs a large amount of food, clothing, and shelter. It also needs a large amount of money, and a large amount of labor.

(5) The fifth part of the report is devoted to a description of the various means of meeting these needs. It is found that the country can meet its needs by increasing its production of food, clothing, and shelter. It can also meet its needs by increasing its production of money, and by increasing its production of labor.

(6) The sixth part of the report is devoted to a description of the various measures which should be taken to meet these needs. It is found that the country should take measures to increase its production of food, clothing, and shelter. It should also take measures to increase its production of money, and to increase its production of labor.

(7) The seventh part of the report is devoted to a description of the various organizations which are working to meet these needs. It is found that there are a number of organizations working to meet these needs, and that these organizations are doing a great deal of good.

(8) The eighth part of the report is devoted to a description of the various results of these measures. It is found that the country is making progress, and that the population is beginning to feel the effects of these measures.

(9) The ninth part of the report is devoted to a description of the various conclusions which can be drawn from the foregoing. It is found that the country is in a state of general depression, and that the population is suffering from want and distress. The cause of this is attributed to the war, and to the fact that the country has been cut off from its usual sources of supply.

(10) The tenth part of the report is devoted to a description of the various recommendations which can be made. It is found that the country should take measures to increase its production of food, clothing, and shelter. It should also take measures to increase its production of money, and to increase its production of labor.

FEDERAL ASSISTANCE TO GENERAL UNIVERSITY EXTENSION EDUCATION PROGRAMS

THURSDAY, JULY 26, 1962

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:30 a.m., in room 4232, New Senate Office Building, Senator Wayne Morse presiding.

Present: Senators Morse (chairman of the subcommittee) presiding, Yarborough, and Randolph.

Also present: Senator Smith of Massachusetts, member of the full committee.

Committee staff members present: Stewart E. McClure, chief clerk; John S. Forsythe, general counsel; Charles Lee, professional staff member of the subcommittee; Michael Bernstein, minority counsel; and Raymond D. Hurley, minority associate counsel.

Senator MORSE. The subcommittee will come to order.

This morning we are to hear a group of most distinguished witnesses who will advise us upon the merits of S. 3477, the General University Extension Act of 1962. In opening these hearings, the chairman on behalf of his colleagues on the subcommittee, wishes to express to each witness the thanks of the subcommittee for his helpfulness. He wishes also to thank the many distinguished American educators who have communicated with the committee, expressing their views upon the legislation.

Without objection at this point there will be inserted in the hearing record a copy of the bill together with departmental reports received upon it and the statement of the chairman of the subcommittee upon the occasion of the introduction of the bill from the Congressional Record of Wednesday, June 27, 1962. This statement will constitute the formal statement of the Senator from Oregon upon the measure.

It is also ordered, without objection, that there be printed at this point in the record a table prepared by the Department of Health, Education, and Welfare at the request of the chairman showing the distribution of the \$9,020,000 provided in the first year of operation of the bill to each of the States and Puerto Rico.

(The material referred to follows:)

[S. 3477, 87th Cong., 2d sess.]

A BILL To promote the security and welfare of the people of the United States by providing for a program to assist the several States in further developing their programs of general university extension education

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SHORT TITLE

SECTION 1. This Act may be cited as the "General University Extension Education Act of 1962".

FINDINGS AND DECLARATION OF PURPOSE

SEC. 2. (a) The Congress hereby finds that the continuing security and defense of this Nation requires the fullest development of the intellectual resources and technical skills of its people, and it is therefore essential to disseminate to the people the new knowledge and technical information being developed through research and study.

(b) The Congress further finds that the economic and social conditions resulting from such factors as unemployment caused by technological changes, and mobility of our population, and their attendant problems, and the increasing amount of personal time available to large segments of our population, make it essential to the general welfare that solutions to problems resulting from such factors developed by our scientists and scholars be made directly available to people confronted by them and those who are training others to cope with these problems.

(c) The Congress, therefore, declares it to be the purpose of this Act to provide a program to assist the several States in the further development of their publicly supported general university extension education programs which it determines offer great promise in promoting the security, defense, and welfare of the United States by extending the benefits of the land-grant colleges and State universities beyond their immediate campuses.

INSTITUTIONAL CONTROL UNIMPAIRED; PROGRAMS UNDER OTHER ACTS

SEC. 3. (a) Nothing contained in this Act shall be construed as authorizing a department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over, or impose any requirements or condition with respect to, the personnel, curriculum, methods of instruction, or administration of any educational institution.

(b) Nothing in this Act shall alter, duplicate, or supersede programs authorized under the Act of February 23, 1917 (Smith-Hughes Vocational Education Act), as amended (20 U.S.C. 11 and the following); the Vocational Education Act of 1946; or any other Federal law for vocational education, or the Act of May 8, 1914 (Smith-Lever Act), as amended (7 U.S.C. 341-348), providing for cooperative extension work in subject relating to agriculture and home economics.

DEFINITIONS

SEC. 4. As used in this Act—

(a) The term "State" includes the Commonwealth of Puerto Rico.

(b) The term "land-grant college" means any college, university, or other institution of higher education entitled to the benefits of the Act of July 2, 1862, as amended (7 U.S.C. 301-308).

(c) The term "State university" means (1) any college or university which was founded wholly or in part upon land granted by Congress to the State in which such college or university is located upon admission of such State to the Union; or (2) a university in a State which is designated by law or other appropriate authority of such State as a State university and is supported in whole or in part from State tax revenues.

(d) The term "general university extension education program" means educational activities which are (1) offered in subject matter fields represented by the members of the faculty of a land-grant college or State university, (2) of college level, or above, as determined by the land-grant college or State university offering such educational activities, and (3) for the benefit of persons

above the usual age of compulsory school attendance who are not attending any institution of higher education as regular full-time students.

(e) The term "Commissioner" means the (United States) Commissioner of Education.

(f) The term "certified institution" means any land-grant college or State university which is designated to participate in carrying out the provisions of this Act as provided in section 6(a) of this Act.

APPROPRIATIONS AUTHORIZED ; ALLOTMENT

SEC. 5. (a) There is hereby authorized to be appropriated \$9,020,000 for the fiscal year ending June 30, 1963, and for each of the three succeeding fiscal years, for making grants for the development of general university extension education programs in the several States as provided in this Act.

(b) Of the sums appropriated pursuant to subsection (a) for any fiscal year, the Commissioner shall allot \$20,000 to each State which has a State plan approved under section 6(c). The amount remaining from such sums appropriated for any fiscal year after making the allotment under the preceding sentence shall be allotted among such States so that each such State is allotted an amount under this sentence which bears the same ratio to such remaining amount as the population of such State bears to the total population of all such States. The population of each State and of all the States shall be determined by the Commissioner on the basis of data for the most recent year for which satisfactory data are available from the Department of Commerce. Allotments made under this subsection of sums appropriated for the fiscal year ending June 30, 1963, shall remain available for obligation until June 30, 1964.

CERTIFIED INSTITUTIONS ; STATE PLANS

SEC. 6. (a) Any State which desires to receive payments under the provisions of this Act shall by appropriate action of a competent State body, officer, or agency (1) designate one or more land-grant colleges or State universities, or both, which are located in such State as certified institutions to participate in carrying out the provisions of this Act in such State, and (2) transmit to the Commissioner the names of such certified institutions.

(b) The certified institution or institutions in each State shall submit to the Commissioner a State plan which—

(1) sets forth the general university extension education program for which funds paid to the State under this Act will be used exclusively ;

(2) (A) if there is only one certified institution in the State, provides that it will be the sole agency for administering such plan, or (B) if there are two or more certified institutions in the State (i) provides for coordinated administration by such institutions of such plan, (ii) sets forth the geographic areas in the State which each institution will operate in and the subject matter fields that will be taught in each such area by each institution under the program set forth in paragraph (1) of this subsection, and (iii) sets forth the manner in which funds allotted to the State under section 5(b) will be shared by such institutions ;

(3) sets forth procedures for such fiscal control and fund accounting as may be necessary to assure proper disbursement of, and accounting for, funds paid to the State under this Act ; and

(4) provides for making such reports in such form and containing such information as the Commissioner may from time to time require to enable him to carry out his functions under this Act.

(c) The Commissioner shall approve any State plan and any modification thereof which complies with the provisions of subsection (b).

PAYMENT

SEC. 7. From a State's allotments under section 5(b) for any fiscal year, the Commissioner shall from time to time during the period such allotments are available for payment, pay to each State an amount equal to one-half the cost of carrying out the general extension education program set forth in its State plan approved under section 6(c) ; except that no State shall receive payments under this section for any period in excess of its allotments for such period under section 5(b).

REPORT

SEC. 8. The Commissioner shall make an annual report to the Congress with respect to the program carried on under the provisions of this Act.

ADMINISTRATION OF STATE PLANS

SEC. 9. (a) The Commissioner shall not finally disapprove any State plan submitted under this Act, or any modification thereof, without first affording the certified institution or institutions submitting the plan reasonable notice and opportunity for a hearing.

(b) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the certified institution or institution administering a State plan approved under this Act, finds—

(1) that the State plan has been so changed that it no longer complies with the provisions of section 6(b), or

(2) that in the administration of the plan there is a failure to comply substantially with any such provision,

the Commissioner shall notify such certified institution or institutions that the State will not be regarded as eligible to participate in the program under this Act until he is satisfied that there is no longer any such failure to comply.

JUDICIAL REVIEW

SEC. 10. (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under this Act, or with respect to his final action under section 9(b), such State may, within sixty days after notice of such action, file with the United States district court for the district in which the certified institution or one of the certified institutions administering the plan (if more than one) is located, a petition for review of such action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner or any officer designated by him for that purpose. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action.

(b) Upon the filing of the petition referred to in subsection (a) of this section, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part, temporarily or permanently. The findings of the Commissioner as to the facts, if supported by substantial evidence, shall be conclusive, but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) The judgment of the court affirming or setting aside, in whole or in part, any action of the Commissioner shall be final, subject to review as provided in sections 1291 and 1254 of title 28, United States Code. The commencement of proceedings under this section shall not, unless so specifically ordered by the court, operate as a stay of the Commissioner's action.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
Washington, July 25, 1962.

HON. LISTER HILL,
Chairman, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: This letter is in response to your request of July 5, 1962, for a report on S. 3477, a bill to promote the security and welfare of the people by providing for a program to assist the States and territories in further developing their programs of general university extension education.

The bill would authorize the appropriation of \$9,020,000 for the fiscal year ending June 30, 1963, and for each of the 3 succeeding years, \$20,000 of which would be allotted each year to each State with an approved plan, with the remainder to be allotted to the States on the basis of relative total populations, for the purpose of assisting land-grant colleges and universities, or other State-supported universities, to expand their general extension programs conducted

for the benefit of individuals above compulsory school age who are not full-time students at these institutions. The Federal funds could be used to pay one-half the cost of carrying out the general university extension program set forth in a plan submitted by the State and approved by the Commissioner of Education.

Federal actions designed to help meet new educational needs have precedents in our educational history. The Land-Grant College Act, beginning in 1862, recognized the need for higher educational institutions devoted to providing the kind of knowledge required to prepare the Nation for an agricultural and industrial revolution. The National Vocational Education Acts, beginning in 1917, were designed to meet the educational needs of high school and older youth for knowledge and skills of less than college grade useful in a machine economy. The National Defense Education Act of 1958 recognized certain other educational needs which have become vital in the scientific and communications revolution of the mid-20th century.

The urban population of our country constitutes an ever-expanding segment of our total population. The complex educational needs of urban people are increasingly being met outside the traditional framework of formal education. Today it is a general practice for teachers, physicians, lawyers, and other professional and business people to take advantage of extension services to sharpen and renew their skills. Workers in business and industry form a large segment of the group who presently avail themselves of extension education opportunities.

We believe that general extension education—addressed to the requirements of an expanding urban population—is one of the significant educational developments of the midtwentieth century. In terms of the educational benefit to be derived and the size of the public to be served, general university extension education offers educational possibilities comparable to importance to agricultural and home economics extension services. Without Federal support of these latter services they would not have developed as they have and the vital role of the universities in improving our agricultural economy would have gone unrealized.

The purpose of the bill, as set forth at section 2(a) is "to assist the several States in the further development of their publicly supported general university extension education programs." As the bill is now drafted, however, in some instances it might result in the mere substitution of Federal funds for State funds and thereby fail to achieve the intended purpose of stimulating the development and improvement of extension education. In order better to assure accomplishment of this objective and to foreclose the possibility that Federal funds provided under the bill replace funds now being made available from State appropriations and other sources for general university extension education programs, we recommend (1) that each recipient college or university be required to continue to expend for such programs not less than the funds it expended for them from non-Federal sources prior to enactment of the bill and (2) that it be made clear that any expenditures which are not from fees or charges or from other Federal sources not be counted either for purposes of the maintenance-of-effort requirement recommended above or for matching purposes.

The bill defines "general university extension program" (sec. 4(d)(1)), in part, as educational activities which are "offered in subject matter fields represented by the members of the faculty of a land-grant college or State university." We believe that the intention of this definition is to assure that Federal funds would be used to support only programs comparable in substantive academic content and merit to those the college or university offers its regular full-time students through its regular faculty. We regard this as a desirable emphasis, and we recommend that the committee strengthen it by language (either in the bill or in its report) that would make this intent clear.

Finally, we suggest that consideration be given to extension of the benefits of the bill to the District of Columbia, at least by including the District as a "State," and perhaps also by an appropriate modification of the definition of "State university" so as to render potentially eligible a District university, such as Howard University, which now receives substantial public support for its operations in the form of annual appropriations from general Federal revenues.

While we do not consider the educational needs to which S. 3477 are addressed to be comparable in basic importance and urgency to the educational needs which this administration is seeking to meet through the legislation proposals it has made to this Congress—its proposals for general Federal aid to our public elementary and secondary schools (S. 1021), and for improving the

quality of elementary and secondary education (S. 2826), its proposal for assistance in the construction of higher education academic facilities and for undergraduate scholarships (S. 1241), the amendments it has proposed to the National Defense Education Act (S. 1726), and its proposals in the field of adult literacy (S. 2827), and special education of exceptional children (letter to the President of the Senate, dated June 14, 1962)—the instant bill could, with the modifications suggested above, contribute materially toward stimulating the further development of general university extension education programs.

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the administration's program.

Sincerely,

WILBUR J. COHEN,
Assistant Secretary.

FORMAL STATEMENT OF HON. WAYNE MORSE, A U.S. SENATOR FROM THE STATE OF OREGON

[Excerpts from the Congressional Record, Wednesday, June 27, 1962]

THE LAND-GRANT COLLEGE CONCEPT—AN ACT OF JUSTIFIED FAITH IN DEMOCRACY

Mr. MORSE. Mr. President, it is a great privilege to have the opportunity to pay tribute to America's great and unique system of land-grant colleges and universities on the 100th anniversary of the signing of the act that called them into existence.

My own personal indebtedness to these institutions is considerable. Early in my life, when the foundations are laid, I was granted both degrees and faculty positions by two of these institutions—the University of Wisconsin and the University of Minnesota. I do not know whether these institutions are glad to have had me as a student and a teacher, but I know that I am indeed fortunate to have had the opportunity to study and teach at them. In addition, I have had wonderful opportunities to observe and cooperate with the outstanding programs at the land-grant university in my home State—Oregon State, at Corvallis—as a faculty member at its sister institution in Eugene and in my later public career.

In a letter to his wife from Paris in 1780, crusty John Adams once wrote:

"The science of government it is my duty to study, more than all other sciences; the arts of legislation and administration and negotiation ought to take place of, indeed to exclude, in a manner, all other arts. I must study politics and war that my sons have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history and naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain."

The colleges in America 100 years ago and earlier were equipped to serve the first need listed by America's second President—the need to produce civil leaders capable of guiding this upstart young democracy through the early difficult years of its audacious experiment in self-government. As evidence of this, we have only to remember that these institutions produced such people as Adams himself, Hamilton, Jefferson, and Madison—each a giant in the days when America needed giants.

But these institutions were not equipped to undertake the second need in Adams' list—the need to provide academic support for the growing commercial and democratic imperatives of the country. America 100 years ago was not the America that John Adams knew. The period of political and social consolidation following the defeat of the British at Yorktown had served its purpose. Now the country was ready to move forward, despite the tragic internecine violence that erupted in April 1861 at Fort Sumter.

Oil had been discovered in Pennsylvania, and gold and silver in the Western States. People were becoming aware of the vastness and fertility of the uncultivated lands lying beyond the settled coastal areas. The impact of science was beginning to be felt in the daily lives of the people. People were optimistic, restless. "Progress," Herbert Spencer had written, "is not an accident, but a necessity," and the American people were anxious to get on with the job. These

forces produced a new and different kind of aristocrat—the farmer, the woodsman, the merchant, the miner, the manufacturer.

These new aristocrats, however, were singularly disadvantaged. They were proud of the progress they had made. They were proud of their initiative and resourcefulness and courage. But nowhere in the country were there educational institutions to teach, improve, and dignify the processes through which they had made these gains. They had faith in education. They believed firmly that democracy depended fundamentally upon education. But nowhere in the country were there colleges to meet these needs. Nowhere were there colleges for the majority of the people.

One hundred years ago, only 1 or 2 young men out of each 100 were actually enrolled in a college or university, and the percentage was declining. The programs available were even more restrictive than the opportunity for college going. Essentially only one curriculum was offered, and within it, practically no variations were permitted. Every student in any one class attended the same recitation at the same hour as every other student. Latin, Greek, and mathematics made up the bulk of the academic fare, and it was possible to get a college preparation for only four professions—law, medicine, the ministry, and teaching.

In passing the Morrill Act to change all this, the Congress of the United States displayed statesmanship that has seldom been equalled, in this country or anywhere else. In giving the U.S. colleges not just for a handful of highly selected civic leaders and practitioners in three or four traditional professions but for all the people in the work in which they would actually make their careers, that beleaguered Congress also gave us a tremendous reaffirmation of the basic democratic faith in people and in their ability to become more effective citizens and more effective human beings. And even, I might add, faith in people to run their own institutions wisely. Through the Morrill Act, the Federal Government has been giving aid to higher education for a century without a single suspicion of control over the programs offered, a fact that should be studied well by some uninformed critics of Federal aid today.

That act of faith, taken during some of the most difficult days of the Civil War, has done more than given us the right to study the arts most commonly associated with the good life. It has also given us the wealth and the leisure that make it possible to do so. But it has given us responsibilities—the responsibility of learning to make wise use of our material and temporal surpluses, the responsibility for teaching other countries how to overcome the deplorable living conditions that blight the lives and destroy the dignity of well over half the people of the world, the responsibility of learning how to live with the gains that we have realized from this investment in people.

If experience is any indication, we know that we can count on these land-grant institutions—these people's colleges—to meet this new challenge with the same dedication, wisdom, and vigor with which they met the older one.

Mr. President, we are honoring the land-grant idea today on its 100 years of educational development. At this point I would have my colleagues consider one further aspect of that development—the general university extension programs of our State universities and land-grant institutions. This is the program which keeps the colleges and universities in touch with the people today through provision of classes in a great variety of disciplines in a great many of our smaller towns and cities throughout our country. By virtue of this program opportunities are provided to men and women of all ages for organized study in many, many fields of endeavor to their own intellectual enrichment, and to the enrichment of our culture and society through the learning and skills they thus acquire.

It has occurred to me that perhaps the one solid domestic recognition we could give to our land-grant concept on its century of achievement would be to commemorate that event by enacting a measure designed to strengthen the work now being carried on in the university extension field by providing a modest program of Federal grant assistance to assist the States in their projects.

The program is a modest one; \$20,000 a year would be allotted to each State as a floor amount for a 4-year program. Supplementing this basic allotment, \$8 million authorization per year for 4 years would be provided. The amounts appropriated of the yearly authorization would be distributed to the States upon a straight population formula basis with 50-50 matching provisions.

Mr. President, I ask unanimous consent that the text of the proposed bill and an explanation of it be printed at this point in my remarks.

The VICE PRESIDENT. The bill will be received and appropriately referred; and, without objection, the bill and explanation will be printed in the Record.

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The explanation presented by Mr. Morse is as follows:

"BRIEF EXPLANATION OF BILL TO PROVIDE GENERAL UNIVERSITY EXTENSION AID PROGRAM

"1. WHAT IS THE PURPOSE OF THE BILL?

"Purpose of the bill is to establish a publicly supported program of general extension, to be operated by State universities and land-grant resources by bringing old and new knowledge in programs of adult education to individuals and groups in their local communities.

"2. IS THERE A NEED FOR SUCH LEGISLATION?

"Technical and social change is occurring at an astounding pace. On the international scene, nations and peoples hitherto passed by, now assert themselves and their rights. Ofttimes their ideas and ideals are not compatible with ours nor are our with theirs. Yet the United States is the leader among the nations of the world. Our course of action, set in the democratic manner, is subject to the insights and competences of the people and their manifold leadership. This calls for educational programs of international understanding.

"At the national level, economic and social problems become increasingly complex. Automation revolutionizes industrial processes; and we read, for example, that 50 persons did the work on the 1960 census that required 4,100 people in the census of 1950. The shadow of technological unemployment and of the industrially depressed area is cast forward to the years ahead. The effects can be foreseen: increased leisure and the absolute necessity for retraining programs—a course to be desired rather than permanently higher unemployment costs.

"Another trend—we have a restless people shifting from the rural areas to the cities and their suburbs. (The 1960 census shows 56.1 million in the cities, 51.5 million in suburbs, 50.7 million in small towns and villages, and 21.5 million on farms.) Urbanization brings with it problems of land use, town planning, human relations, taxation, community development, public health, employment, and many others. School facilities become dislocated and many potentially able out-of-school youth will need makeup educational opportunities.

"We are engaged in a cold war—this one for the minds of men. In World War II, the colleges were called on to do a crash program for industrial production, to train and upgrade in engineering, science, and management. Certainly increased educational opportunities for adults in this time of rapid technical and social change is a preeminent requirement.

"An outstandingly successful program of adult education in agricultural and home economics extension operated in the past 45 years to produce an embarrassment of riches in agricultural surpluses. Changed conditions now call for continuing education programs of a different character stemming from other divisions of our universities.

"3. WHOM WOULD THE PROGRAM SPECIFICALLY BENEFIT?

"The people as a whole and the national welfare.

"Workers in industry—skilled and unskilled—by providing part-time education to keep abreast of technological advances.

"University alumni and professional persons—keeping up to date with scientific progress.

"Industrial management—by providing management training especially for small business.

"Organized labor—by providing education for responsible leadership.

"Public schools—by cooperative operation with their adult education programs; and by bringing educational programs and results of latest research to teachers in service.

"Part-time adult students—by providing college credit instruction in their home communities.

"Civic leaders and groups—leadership training in community development programs for these important units in our society; programs in civic literacy and public responsibility also are provided.

"The people generally—with courses of general education and those of a cultural nature.

"4. HOW IS THE PROGRAM OPERATED?

"All matters having to do with administration, selection of teaching personnel, curriculum, control of educational methods used, determination of course content, requirements for participation in programs by individuals and groups, and standards of instruction, are explicitly reserved to direction of individual States in their State institutions.

"This local control is customarily supplemented by setting up advisory groups to help in the direction of special educational programs. The U.S. Office of Education acts for the Federal Government insofar as any national supervision may be necessary. State legislatures decide how the appropriation should be divided among State institutions.

"5. WHAT IS THE BASIS FOR THE APPROPRIATION AUTHORIZED?

"The bill carries an annual appropriation of \$20,000 to each State as a basic appropriation for these activities. In addition, there is authorized an \$8 million appropriation to be divided among the several States on the basis of population. In order to secure its share of the latter amount, a State must provide an equal matching sum from available sources.

"6. IN WHAT FIELDS WILL EDUCATION BE PROVIDED?

"Programs of instruction may be offered by institutions in any field of subject matter taught therein, or in which research is being carried on.

"For example, if a State university offers instruction in urban planning on its campus, it will be permitted to give similar instruction in the community. Duplication of instruction authorized by the cooperative agricultural and home economics extension legislation, and by the federally financed vocational education programs, is not permitted.

"7. UNDER WHAT METHODS CAN INSTRUCTION BE GIVEN?

"Teaching can be carried on (college credit or noncredit) in formal classes, through correspondence courses, and by brief formal projects of intensive instruction such as short courses and institutes, utilizing such methods of instruction as are found most effective in teaching adults.

"8. IN SUMMARY

"Colleges and universities have the broadest resources of knowledge—objective in outlook and research oriented—with which to confront the challenges faced today. Programs of general university extension have been offered for over 50 years, but they have been shaped largely by self-supporting, budgetary requirements. This bill is designed to institutionalize this program of adult education and through partial Government support, to permit its development according to contemporary social needs."

Mr. MORSE. Mr. President, in connection with the proposed bill, I should like to stress these points:

First, companion legislation has been introduced in the House of Representatives by the Honorable Cleveland Bailey, of West Virginia. It has received favorable consideration by the House Education and Labor Committee. It will, I hope, receive favorable action by the House Rules Committee.

Second, many of my colleagues on both sides of the aisle have indicated to me their support for this legislation. It is my feeling that although I shall introduce the bill, it is not my bill in the sense that I claim pride of authorship and exclusive jurisdiction over it. Far from it. All Senators who join with me in the introduction of this measure deserve full credit for its launching.

Lastly, this bill introduction is completely a separate enterprise unconnected in any way, with the progress of the higher education bill now in conference. It is being introduced as a completely independent bill, which should receive consideration upon its own merits.

The university extension aid bill is a commemorative bill in the best sense in that it honors a great and continuing educational idea through providing modest financial support for extending and improving work now being carried on by

the great land-grant institutions as they start a second century of service to all the people of this country.

Mr. President, on my own behalf, and on behalf of Senators Aiken, of Vermont, Bush, of Connecticut, Case, of New Jersey, Cooper, of Kentucky, Dodd, of Connecticut, Clark, of Pennsylvania, Gruening, of Alaska, Metcalf, of Montana, Prouty, of Vermont, Randolph, of West Virginia, Scott, of Pennsylvania, and Williams of New Jersey, I send to the desk a bill to promote the security and welfare of the people of the United States by providing for a program to assist the several States in further developing their programs of general university extension education.

Mr. President, I am particularly pleased to note for the Senate that on October 27, 1962, Oregon State University will start its 95th year as a land-grant institution.

The Legislative Assembly of Oregon designated Oregon State University, then Corvallis College, as the land-grant institution of Oregon on October 27, 1868. This date has ever since been Oregon State University's Charter Day.

This is the date that Oregon first began its support of public higher education with Oregon State University being the first State institution in Oregon.

In taking this action the legislature accepted the provisions of the Morrill Act which President Lincoln had signed on July 2, 1862. This was the famed Land-Grant College Act that opened the doors of college to all who were capable of higher learning and helped to pioneer, settle, and develop the United States.

Congress defined the purpose of the land-grant institutions in these words: "The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

The Oregon Legislature directed that "all students sent under the provisions of this act be instructed in all the arts, sciences, and other studies in accordance with the act of Congress."

Oregon State University started the century in the early 1900's with half a dozen buildings, four professional schools and a few hundred students. Now, in its 94th year, it has a plant valued at approximately \$55 million, about 70 major buildings, curriculums in 10 major schools including the rapidly growing graduate school and an enrollment just under 10,000 students.

From its small beginnings, Oregon State University has developed an international reputation, particularly in a number of its more or less specialized fields, so that today it attracts students not only from every county in Oregon but also from 41 other States and 39 foreign countries.

Have you ever wondered why these "people's colleges" are called land-grant institutions or what the term means?

Land-grant colleges were founded out of protest against limited opportunities in both courses and acceptance of students in the traditional classical universities a century ago.

The term "land-grant colleges" originated through the financing program. To finance the new colleges, the act provided that each State be given a grant of Federal land apportioned on the basis of 30,000 acres for each Member of Congress.

Under this Federal act, 90,000 acres of land were apportioned to Oregon. Sale of the Oregon land grants netted the university about \$214,000 which constitutes a perpetual fund to remain forever undiminished. The college receives about \$6,000 in interest annually from this fund.

The new educational philosophy, even in the beginning overshadowed the financial grants, of course. Today, the land-grant income just about pays one instructor's salary.

The Morrill Act establishing the land-grant college system has been called the most significant action ever taken by this Nation in the field of higher education. This is because it embodied the then revolutionary idea that everyone with the ability should have the chance to attend college.

It was the forerunner of what practically all of us now take for granted.

Mr. President, I ask unanimous consent that a press release from the Oregon State University News Bureau on November 13, 1961, be printed at this point in my remarks.

There being no objection, the press release was ordered to be printed in the Record, as follows:

"NINETY-THOUSAND-ACRE GRANT TO OREGON STATE UNIVERSITY OPENED NEW ERA
OF EDUCATION

"OREGON STATE UNIVERSITY.—Many an Oregon settler got his start with just a piece of land, and 90,000 specially granted acres gave Oregon State University its first big boost in its early days also.

"The 90,000 acres were given to Oregon State under the Land-Grant College Act passed by Congress in 1862—an act that opened a tremendous new era of education in America and one that will be recognized with a national centennial observance in coming months.

"Under the Morrill Act, Federal land grants were made to various States to endow a college. For each Senator and Representative in Congress, the State was to receive 30,000 acres of nonmineral lands, which were to be sold and the money put in trust for the college's operation.

"The 90,000 acres earmarked for Oregon's first public college were situated in Lake (the Paisley-Lakeview region) and Klamath Counties. Some 10,000 acres were found to infringe on the Klamath Indian Reservation, however, and other nonreservation lands were allocated later.

Sale of the Oregon land grants netted Oregon State \$214,840.23 which constitutes a perpetual fund to remain forever undiminished, President James H. Jensen reports.

"In the early days of the institution, the interest paid a great many of the college's expenses. In fact, in his biennial message to the State legislature in 1876, Gov. L. F. Grover indicated that the funds of this college are so rapidly accumulating that after this session the institution will be sustained by its own proper resources."

"The \$6,000 annual income from the \$214,000 fund now about pays the salary of one of the 600 professors on campus, it was noted, but the 'idea behind the land-grant program stands as one of the most significant in the history of American education.'

"The Morrill Act signed by President Lincoln July 2, 1862, 'revolutionized higher education in America, putting it within the reach of all the people,' Dr. Jensen emphasized.

"When the law was signed, only 1 in 1,500 Americans went to college. Now one in three high school graduates goes on for a higher education.

"Today, Oregon State and the 67 other land-grant universities provide higher education for 20 percent of the Nation's college students, the Oregon State University leader commented in marking the start of the land-grant centennial in the West.

"Twenty of the thirty-eight living American Nobel Prize winners were graduated from land-grant institutions, and 40 percent of all doctorate degrees in America come from the 68 land-grant schools among the Nation's 1,400 4-year colleges."

MR. MORSE. Mr. President, in connection with the land-grant colleges centennial observance there has come to my attention two excellent statements on this great movement. The first was a speech presented by Dr. E. L. Keller, director of continuing education at the Pennsylvania State University, entitled "Significance of the Land-Grant Movement." The second was a statement prepared by Mr. Thomas Hammonds, editor, Continuing Education, at Pennsylvania State University. I ask unanimous consent that the material to which I have alluded be printed at this point in my remarks.

There being no objection, the material was ordered to be printed in the Record, as follows:

"SIGNIFICANCE OF THE LAND-GRANT MOVEMENT

"(By E. L. Keller, director, continuing education, the Pennsylvania State University)

"As many of you here are probably aware, the Land Grant Act was signed into law just 100 years ago. Those of us associated with land-grant institutions are particularly conscious of this fact during the current centennial observance of the act, and we are taking time out this year, as we are able, to appraise the significance of the land-grant movement, and to speculate into the future.

"For those who may not be completely conversant with the precise meaning of land-grant institutions, these are colleges and universities throughout the Nation whose founding or expansion was made possible through funds from the

Federal Government. These funds came from the sale of public lands. The States which accepted the grants of land were required to pledge themselves, in turn, to provide financial support on a continuing basis for the maintenance and operation of the institutions.

"The act was known as the Morrill Land Grant Act, introduced into the House of Representatives in 1862 by Justin Smith Morrill, of Vermont, a Member of the House, and signed into law on July 2 of that year by President Lincoln.

"How did such legislation happen to come about? Let me review with you briefly some of the conditions within the United States early in the 19th century prior to the passing of the act.

"First of all, the population was approximately 85-percent rural. The church and the growing academy were the centers of knowledge. Only about 1 percent of the college age population was enrolled in college, and the colleges were teaching only philosophy, theology, mathematics, and dead languages. The colleges had no concern for research to improve the future. Even though a smattering of science was introduced, not one college had a single laboratory or anything like one as late as 1850: Equipment and apparatus for teaching were not available. The colleges had remained pretty much classical in nature, a carryover from the European tradition and from the country's colonial days.

"Rather early in the 19th century, however, a movement was beginning for free education on the college level, as well as college for women. The Government tried to bring some of the colleges under State control, without success, and those few States which established their own colleges found them to be religious in either structure or control.

"Probably the real forerunner of land-grant colleges was an institute in Troy, N.Y., founded in 1824 by Steven Van Rensselaer to 'apply science to the common purposes of life.' His principal object was 'to qualify teachers for instructing sons and daughters of farmers and of mechanics in the application of experimental chemistry, philosophy, and natural history to agriculture, domestic economy, the arts, and manufacturers.'

"As interest grew for the teaching of more practical courses on the collegiate level, Harvard, Princeton, and Yale adopted courses in agriculture; Michigan established the Michigan Agricultural College in 1855, and in the same year Pennsylvania established the Farmers High School, which eventually became the Pennsylvania State University.

"The Pennsylvania plan of Evan Pugh was to include 'a central college with branch schools in each county, investigations or experiment stations in each township, and observers on every farm. The college was to train not only farmers and farmers' wives, but research specialists and teachers for rural schools.' It was from the interest and drive of a handful of men such as Jonathan Turner, of Illinois, Evan Pugh, of Pennsylvania, and Justin Morrill, of Vermont, and others, that legislation on the Federal level finally reached the U.S. Congress.

"It took two attempts to get the land-grant bill enacted into law. Justin Morrill's first bill in 1859 got through the Congress but was vetoed by President Buchanan, a Pennsylvanian, incidentally. He had yielded to pressure from the South.

"His second bill had clearer sailing. One of the several innovations of the second bill which hastened its passage was the requirement to teach military tactics at the land-grant colleges. You will recall, of course, that by 1862 the southerners had withdrawn from the Congress and the Civil War was building.

"Let me quote to you from the bill in order that you may understand the basic and original purposes of the legislation. The bill stated clearly that it was an act 'donating public lands to the several States which may provide colleges for the benefit of agriculture and the mechanic arts. That the purpose was to have at least one college in each State where the leading object shall be, without excluding other scientific or classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the pursuits and professions of life.'

"Three States, Iowa, Vermont, and Connecticut, quickly accepted the conditions of the act in 1862. By 1870, a total of 37 States had accepted. Today there are 68 land-grant institutions in 50 States and in Puerto Rico.

"The new education was to be partly responsible for not only breaking the monopoly of the classical colleges, but also the stronghold of the completely fixed and prescribed curriculum. One inevitable result of making studies open to choice was a growth in the individualization of education. It began with

closer contact between the professor and student, which later led to the provision of counseling and guidance as an accepted part of the university process.

"The changing social pattern of the mid-19th century was responsible for giving women a prominent place in the educational scheme. By 1850 several State universities of the West had opened their doors to women, but it remained for the land-grant movement to give genuine acceptance to the idea that women could study on the same campus as men. Many western land-grant colleges were open to women from the start. During the 1870's a majority of the eastern institutions adopted the practice.

"With women on the campus, colleges were forced to find something to teach which would suit their needs and interests. This led to the first offerings in what is now termed 'home economics,' a field in which the land-grant colleges have pioneered.

"The land-grant colleges, together with other State colleges and universities were the first to make the strong initial break from the traditional mixing of education with the church. Founded by National and State Governments, the colleges were morally bound by governmental constitutions, not to promote any particular sect or creed. The colleges have made a practice of avoiding any semblance of religious discrimination in the selection of students.

"By 1872 only six colleges in the United States taught chemistry or physics by the laboratory method. And the early use of the laboratory method was scattered and purely experimental. It remained for the land-grant colleges to assist in a development born of necessity rather than design. These colleges, from lack of illustrative material, were forced to go into the field, visit nearby farms, or take trips to nearby agricultural shows to make up the classwork. And on the engineering side, the shop was rapidly becoming the laboratory.

"Research was getting a start in order to find new methods and ways of farming, learning how to maintain fertile soil, and on the industrial side, to improve the quality of metals. Evan Pugh, of Pennsylvania, for instance, included investigation or research as one of the prime essentials of his ideal university as early as 1864.

"Before discussing land-grant colleges in the second half of the 20th century, let me hasten to say that the land-grant movement survived and flourished only after many struggles for funds and for recognition; struggles for acceptance of new ideas within higher education; and overcoming problems of securing and holding on to competent faculty.

"But since the new movement was a sound movement, based upon most evident needs, it not only survived but is considered to be responsible for bringing about a most significant change as well as a tremendous expansion of higher education.

"As I mentioned earlier, there are 68 land-grant institutions today. While these represent but 4 percent of all of the colleges and universities in the country, they represent approximately 20 percent of the undergraduates enrolled at all institutions, and grant approximately 40 percent of all of the doctoral degrees awarded annually.

"But equally important is the wide variety of courses and curriculums which many of the land-grant institutions are not only willing to offer but are able to offer because of their relatively large enrollments. This is particularly true at the graduate level, as is borne out by the high percentage of advanced degrees conferred.

"One hundred years ago approximately 1 percent of the college-age population attended college. Today, this figure has passed the 30-percent mark in most States, and the total number of enrollments this year is over 4 million, with at least 6 million expected by 1970. Education has become available to the masses. But while the founders of the land-grant movement expected that such education would be of limited cost, or no cost, to the student, their dreams on this score have not been fulfilled. We are particularly conscious of this fact in the State of Pennsylvania since our tuition has risen to among the highest of all land-grant institutions, although we are still considerably lower than many institutions represented here today.

"Moving along into research, there is a dramatic story here which could make for a long talk in itself. Here are a few examples in the field of agriculture:

"1. During a recent 10-year period, milk production in a surveyed area jumped from 548 gallons per cow per year to 930 through improved breeding and better feeding.

"2. In a recent 20-year period, corn production jumped from 31 bushels an acre to 69 bushels.

"3. In a similar 20-year period, hens increased production from 106 to 152 eggs per year.

"4. Production in agriculture has been increased so dramatically that instead of having more than half of our total population engaged in supplying our food, it now requires approximately 12 percent of our work force, which means that many more people may be engaged in producing other goods and services for an improved standard of living.

"And think now of the many discoveries in almost every conceivable field of interest—in medicine, chemistry, nuclear fission, liquid fuels, in new uses for coal, slate, cement, metals of all kinds, ceramics, and of course so very extensive in electronics. I do not want to imply that most of the research comes from college laboratories. Far from it. Much comes from industrial and governmental laboratories. The important point here is that colleges have trained the researchers, and have given the general field of research the great impetus it needed for so long.

"And when we come to the area of general extension or continuing education, we talk about the work with which you and I are best acquainted. This is the area we represent. If the land-grant movement really pioneered in any specific area, I believe it is extension.

"Just think what cooperative agricultural and home economics extension, with the aid of Smith-Lever funds from the Federal Government, has meant to the farmer and homemaker. This has been the arm of the land-grant colleges and universities which takes the research findings to the farmer and helps him make use of them. This is the branch of extension which has a staff of agricultural and home economics agents in every county of every State in the Nation.

"And in general extension, let me give you some examples and figures of what is going on in the field of general adult education through the land-grant institutions:

"The University of Minnesota enrolls some 16,000 adults in its evening class program, about 75 percent of whom are in credit classes.

"Louisiana State University serves approximately 40,000 adults annually through various kinds of educational programs and services.

"The University of Wisconsin enrolls 15,000 adults in credit and noncredit classes, approximately 30,000 in institutes and conferences, takes special programs to 715 Wisconsin communities, and enrolls a total of 118,000 in correspondence courses, 106,000 of whom are in the Armed Forces.

"All of these institutions, of course, have a field staff, none exactly alike, but all engaged in the work of providing programs on a university campus, or of taking programs directly to the people in communities throughout the respective States.

"At Penn State we have nearly 10,000 enrolled in credit and noncredit classes, more than 11,000 in correspondence programs, nearly 25,000 in our extensive and growing program of conferences, institutes, and workshops, 32,000 bookings of educational films, nurses education at 30 hospitals, management training program serving several hundred companies, and miscellaneous other services.

"Our host institution, Rutgers, one of the leading land-grant universities, enrolls approximately 6,000 in its university college and nearly 11,000 in its university extension division through classes and conferences, and approximately 25,000 through its institute of management and labor relations. Enrollments at Rutgers have been increasing at a rate of from 6 to 8 percent per year in the general area of adult education.

"But if you want a truly imposing figure, the University of California numbers approximately 45,000 enrollments among adults at present, but is growing so rapidly that the staff at that institution visualizes enrollments of approximately 2 million adults annually in the various programs by the year 2000.

"You might be interested to know that 25 of the 42 living American Nobel Prize winners who studied in this country earned degrees at land-grant institutions. And newly developing nations throughout the world, and even old nations which are undergoing self-appraisal, are studying our system of higher education for useful hints and ideas.

"Some of these statements probably will sound a bit boastful on my part, since I represent a land-grant institution. They were not meant to be boastful. In attempting to convey to you something of the significance of the land-grant movement to the country, it seems inevitable that facts and figures must be used. To conclude, let me give to you some statements which have been made about the land-grant movement:

"Several years ago a task force of the Hoover Commission called the Land Grant Act 'the most effective grant-in-aid ever made by the Federal Government.'

"The National Manpower Council reported several years ago that 'the most important single governmental step in connection with the training of scientific and professional personnel was the Morrill Land Grant Act of 1862.'

"The publisher of the Minneapolis Star and Tribune stated in a recent address: 'If the land-grant institutions should fail, quantitatively or qualitatively, to play the full role which destiny is assigning them, I doubt that we will have a free society and a democratic form of government in the United States a century hence.'

"In 1871 Charles Darwin wrote: 'The presence of a body of well-instructed men, who do not have to labor for their daily bread, is important to a degree that cannot be overestimated. All high intellectual work is carried out by them, and on such, material progress of all kind mainly depends.'

"Today we have a very large segment of such people in our population, and our progress and standard of living attest to it. It has become evident that the land-grant colleges have made a most significant imprint upon our educational system and upon our economy by leading the way in bringing practical knowledge within the reach of all the people.

"LAND-GRANT COLLEGES CENTENNIAL

"The Morrill Land Grant Act, which has enabled all of the 50 States and the territory of Puerto Rico to establish land-grant colleges and universities, was signed into law by President Lincoln just 100 years ago this year, on July 2.

"This is the act which the National Manpower Council reported several years ago as 'the most important single governmental step in connection with the training of scientific and professional personnel' ever taken by the Congress.

"Lincoln's satisfaction in signing the act, and his concern and interest in education for the people of all ages, were evident through a quotation attributed to him:

"Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can engage in."

"The Land Grant Act, sponsored by Justin Smith Morrill, of Vermont, authorized the Congress to make grants of public lands to those States which wished to participate in the plan and which pledged themselves to provide support on a continuing basis for the maintenance and operation of their resulting land-grant college or university.

"Most of the public lands were in the Midwest and West. It was from the sale of such lands that the respective States received some of the funds to establish land-grant colleges.

"What were the conditions within the country which brought about such legislation?

"During the middle of the 19th century the industrial revolution was making rapid strides. Oil had been discovered, and the first commercial wells drilled in 1859. Gold and silver deposits were found in the Western States. The fertility of vast uncultivated lands lying beyond the settled coastal States was being realized. Manufacturing was beginning to grow.

"The impact of science was being felt in the daily lives of the people. America was ready for progress. It had land, raw materials, some machines, capital, and credit. It was bursting with enthusiasm and optimism. It had an abundance of almost everything necessary for progress, advancement, and increased productivity.

"In this abundance was lacking, very conspicuously, two most important ingredients—knowledge and trained manpower. Our institutions of higher learning were not providing the learning and the research needed for the new industrial age.

"The colleges and universities in America at that time were virtually direct transplants of British institutions which were concerned almost exclusively with only four professions—law, medicine, teaching, and theology.

"While this type of education probably was well adapted to the stable, aristocratic society of England, it was not at all suited to serve the needs of a muscular young democracy.

"Even though some educational pioneers such as Morrill, Jonathan Turner of Illinois, Thomas Clemson of South Carolina, Ezra Cornell of New York, and Evan Pugh of Pennsylvania complained bitterly about 'elegant, learned investi-

gations on points of mere scholarly interest,' for the most part their complaints fell on deaf ears. The colleges continued to pattern their programs after those offered at Oxford and Cambridge.

"The almost desperate need continued for engineers to supervise the construction of transcontinental railroads and to provide dependable water supplies; to develop equipment for extracting and processing oil, coal, gold, and other minerals. Ways had to be found to provide sufficient food of high quality for the growing number of industrial workers, and to halt some of the exodus of farmers from the settled areas, leaving behind them lands wasted and depleted through crude methods of cultivation.

"Ezra Cornell probably expressed the feelings of the few restless educational leaders when he said, 'I would found an institution in which any person could find instruction in any study.'

"To make certain that the major interests of most of the people were not ignored, Justin Morrill wrote into his act, that 'the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts * * * in order to promote the liberal and practical education of the industrial class in the several pursuits and professions of life.'

"What was meant by the industrial class? Jonathan Turner made this point clear. He divided all society into two classes—the professional and the industrial. The professional class, he said, consisted of the ordinary teachers and public men.' The industrial class, on the other hand, consisted of all 'who engage in some form of labor in agriculture, commerce, or the arts.' In other words, the 'industrial class' consisted of all who were disenfranchised by the classical, aristocratic educational institutions then in existence—and this was believed to represent about 90 percent of the people.

"Iowa, Vermont, and Connecticut quickly accepted the conditions of the Land-Grant Act in 1862. By 1870 a total of 37 States had accepted. Today there are 68 land-grant institutions.

"As early as 1871 representatives of the land-grant institutions began to meet, later organizing the American Association of Land-Grant Colleges & State Universities for the purpose of sharing ideas and aspirations, to collaborate on research studies, to discuss common goals, and similar reasons.

"The early years of the land-grant movement were not easy. There were struggles for funds and for recognition within the States which had accepted the grants of land and established institutions. There were struggles for the acceptance of new ideas within higher education. There was difficulty in securing and holding on to competent faculty.

"But since the new movement was a sound movement, based upon most evident needs, it not only survived but is considered to be responsible for bringing about a most significant change in, as well as a tremendous expansion of, higher education.

"The new education was largely responsible for not only breaking the monopoly of the classical colleges, but also breaking up the stronghold of the completely fixed and prescribed curriculums. One inevitable result of making studies open to choice was a growth in the individualization of education. It began with close contact between the professor and student, which later led to the provision of counseling and guidance as an accepted part of the university process.

"Prior to the Land-Grant Act there were virtually no such things as laboratories at colleges. Even by 1872 there were only six colleges in the United States which taught chemistry or physics by the laboratory method. It remained for the land-grant colleges to assist in a development born of necessity. Because of the absence of illustrative material, these colleges were forced to go to shops, to farms, and to nearby agricultural shows to make up the classwork.

"Research began in a modest way attempting to find new methods and ways of farming, learning how to maintain fertile soil, and improving the quality of metals.

"From these almost primitive educational conditions has emerged the American college of today—the hundreds and hundreds of institutions of many types and with somewhat varying philosophies of operation, but institutions which have been greatly influenced by the Land-Grant Act of 1862.

"The land-grant institutions are among the largest in many instances, although not in all. These are institutions which offer some of the widest choice of curriculums, which conduct extensive research (both basic and applied), which conduct extensive programs in continuing education or extension (including

the widely known cooperative agricultural and home economics extension and the highly successful system of agricultural county agents).

"While nearly all of the institutions have an experiment station connected with their agricultural divisions, there are in addition a total of 500 substations and field stations among the 68 land-grant colleges carrying on continuous research and study for the general improvement of agriculture.

"Programs in general extension have been increasing most significantly in the last 40 years. Some land-grant institutions enroll as many as 40,000 to 50,000 adults annually in a wide variety of educational programs, including evening classes, conferences, and institutes, discussion groups, and correspondence courses.

"The land-grant institutions proved of inestimable value during the years of World War II. Soon after our entry into the conflict, the Association of Land-Grant Colleges & State Universities issued the following resolution in behalf of the institutions:

"They offer to the Nation, through the appropriate and civilian channels, all of their facilities for such essential scientific, technical, and professional training and research and other educational activities as may be necessary for the success of the country's war effort."

"In addition to the important research efforts, and providing the war effort with highly specialized manpower, the land-grant institutions were effective during the war in two principal areas:

"(1) Training of the military: More than 104,000 previously commissioned ROTC graduates served on active duty in the Army and Air Corps, and many thousands of commissioned officers and enlisted men received special training on the campuses. As Chairman of the Joint Chiefs of Staff, Gen. Omar Bradley said: 'I feel that your land-grant colleges and universities are a keystone of the civilian-military relationship in our democracy. Under the Morrill Act of 1862, and the National Defense Act of 1916, we have developed a partnership that furnishes the greatest part of the practical instruction in military education for the young men and women who provide the pool of military leadership in any emergency.'

"(2) War training programs for civilians (engineering, science, management war training program) under which some 1,500,000 men and women received short, intensive instruction and training for positions in wartime industries. In commenting upon this and other technical programs for adults, the president of Standard Pressed Steel Co., H. Thomas Hallowell, said: 'Programs such as the ones offered by the land-grant colleges and universities can help industry improve its competitive position by improving its ability to produce. This ability is industry's one control of inflation. Such training programs can improve the living standards, and increase the security of workers, because a trained man is much more secure than one who is not. In this way, our country, as a whole, will be benefited, and our position in world competition will also be strengthened.'

"In 1862 approximately 1 percent of the college-age population attended college. Today this figure has passed the 30-percent mark in most States (nearly 50 percent in a few), and the total number of enrollments is over 4 million, with at least 6 million expected by 1970.

"While the 68 land-grant institutions represent but 4 percent of all colleges and universities, they enroll approximately 20 percent of the undergraduates in all of the colleges, and grant approximately 40 percent of all of the doctoral degrees awarded annually.

"Production in agriculture has been increased so dramatically in the last 100 years that instead of having more than one-half of our total population engaged in supplying our food, it now requires approximately 12 percent of the work force, which means that many more people may be engaged in producing other goods and services for an improved standard of living.

"And many are the discoveries which have come out of college laboratories, or by college-trained people in commercial or governmental laboratories, in nearly every field of interest—in chemistry, medicine, liquid fuels, new uses for coal, slate, and cement, nuclear fission, ceramics, metals of all kinds, and so very much in electronics.

"It is also significant that 25 of the 42 living American Nobel Prize winners who studied in this country earned degrees at land-grant institutions. And newly developing nations throughout the world, as well as old nations which are undergoing self-appraisal, are studying our system of higher education in order to make their own more effective.

"Even though the land-grant institutions have for the most part not achieved one goal of the original act—that of providing free or very inexpensive higher education—the overall achievements of these institutions and their impact upon the economy, upon the standard of living, and upon the intellectual level of the Nation must surely have far surpassed the dreams of Justin Morrill and other educational pioneers of his time."

Mr. MORSE subsequently said: Mr. President, I ask unanimous consent that the education bill, S. 3477, which I introduced some time ago, lie on the table until July 2, so that other Senators who may wish to join in sponsoring it may have an opportunity to do so.

The PRESIDING OFFICER. Without objection, it is so ordered.

TABLE I.—Distribution of \$9,020,000 under the provisions of S. 3477, the General University Extension Education Act of 1962.¹ 1st year of operation

State	Flat grant	Distribution of \$8,000,000 on basis of 1960 population	Total amount
50 States and Puerto Rico.....	\$1,020,000	\$8,000,000	\$9,020,000
Alabama.....	20,000	144,459	164,459
Alaska.....	20,000	10,001	30,001
Arizona.....	20,000	57,583	77,583
Arkansas.....	20,000	78,991	98,991
California.....	20,000	695,033	715,033
Colorado.....	20,000	77,562	97,562
Connecticut.....	20,000	112,111	132,111
Delaware.....	20,000	19,736	39,736
Florida.....	20,000	218,964	238,964
Georgia.....	20,000	174,369	194,369
Hawaii.....	20,000	27,982	47,982
Idaho.....	20,000	29,504	49,504
Illinois.....	20,000	445,801	465,801
Indiana.....	20,000	206,181	226,181
Iowa.....	20,000	121,942	141,942
Kansas.....	20,000	96,341	116,341
Kentucky.....	20,000	134,351	154,351
Louisiana.....	20,000	144,029	164,029
Maine.....	20,000	42,862	62,862
Maryland.....	20,000	137,116	157,116
Massachusetts.....	20,000	227,676	247,676
Michigan.....	20,000	345,951	365,951
Minnesota.....	20,000	150,965	170,965
Mississippi.....	20,000	96,320	116,320
Missouri.....	20,000	191,027	211,027
Montana.....	20,000	29,839	49,839
Nebraska.....	20,000	62,411	82,411
Nevada.....	20,000	12,615	32,615
New Hampshire.....	20,000	26,839	46,839
New Jersey.....	20,000	268,280	288,280
New Mexico.....	20,000	42,055	62,055
New York.....	20,000	742,133	762,133
North Carolina.....	20,000	201,479	221,479
North Dakota.....	20,000	27,968	47,968
Ohio.....	20,000	429,228	449,228
Oklahoma.....	20,000	102,959	122,959
Oregon.....	20,000	78,213	98,213
Pennsylvania.....	20,000	500,556	520,556
Rhode Island.....	20,000	38,008	58,008
South Carolina.....	20,000	105,361	125,361
South Dakota.....	20,000	30,093	50,093
Tennessee.....	20,000	157,741	177,741
Texas.....	20,000	423,625	443,625
Utah.....	20,000	39,385	59,385
Vermont.....	20,000	17,241	37,241
Virginia.....	20,000	175,423	195,423
Washington.....	20,000	126,173	146,173
West Virginia.....	20,000	82,270	102,270
Wisconsin.....	20,000	174,752	194,752
Wyoming.....	20,000	14,596	34,596
Puerto Rico.....	20,000	103,900	123,900

¹Method: \$20,000 to each of the 50 States and Puerto Rico, and the remainder (\$8,000,000) distributed on the basis of the 1960 population.

Senator MORSE. This year the American people are celebrating the centennial of the land-grant college concept. In a very small way to assist in this program it is the hope of the chairman of the subcommittee that S. 3477 may be quickly considered by the Senate and that a companion bill introduced by Representative Bailey will receive favorable action by the House of Representatives in order that this legislation may be sent to the President of the United States prior to the adjournment of the Congress.

In the conduct of the hearings the chairman expresses the hope that each witness will summarize briefly the material contained in their written statements, and he instructs the staff to place, following the oral statement, the complete written text provided by each witness. He further directs that the hearing record be kept open until the close of business August 2 for receipt of additional statements upon the bill.

Before turning to recognize our first witness, the Honorable Wilbur J. Cohen, Assistant Secretary of the Department of Health, Education, and Welfare, who will open our testimony, he would recall as the theme for this session a famous toast presented by the Honorable Thaddeus Stevens, of Pennsylvania, who in 1826 said: "Education: May the film be removed from the eye of Pennsylvania and she learn to dread ignorance more than taxation."

It is in this spirit that I now call upon Dr. Cohen and Commissioner McMurrin to come to the witness table. Dr. Cohen, would you introduce for the record the names of your associates?

STATEMENT OF HON. WILBUR J. COHEN, ASSISTANT SECRETARY OF HEALTH, EDUCATION, AND WELFARE, ACCOMPANIED BY DR. STERLING M. McMURRIN, U.S. COMMISSIONER OF EDUCATION, OFFICE OF EDUCATION; PETER MUIRHEAD, ASSISTANT COMMISSIONER FOR PROGRAM AND LEGISLATIVE PLANNING, OFFICE OF EDUCATION; DR. ORIN CORNETT, ASSISTANT COMMISSIONER, DIVISION OF HIGHER EDUCATION, OFFICE OF EDUCATION; DR. EDWARD BRICE, DIRECTOR, ADULT EDUCATION BRANCH, OFFICE OF EDUCATION; AND DR. DONALD P. KENT, SPECIAL ASSISTANT FOR AGING

Dr. COHEN. Thank you, Senator Morse. It is always a pleasure to come before your subcommittee and testify before you and Senator Yarborough on an education bill, because you gentlemen have done so much for education.

Dr. McMurrin, Commissioner of Education, is on my right.

Mr. Peter Muirhead, of the Office of Education.

And Dr. Cornett and Dr. Brice of the Office of Education. And on my life is Dr. Donald Kent of my staff, who is in charge of aging, which is a point I will discuss in my testimony.

Mr. Chairman, I know you are pressed for time this morning, and I would suggest that both my statement and Dr. McMurrin's be placed in the record, and we will summarize, if that is agreeable with you.

Senator MORSE. The statement will be inserted at the end of your testimony.

Dr. COHEN. I am pleased to be here, today, to present the views of our Department in support of S. 3477, the views which the distinguished senior Senator from Oregon and, I believe, 27 or 28 co-sponsors have introduced.

We believe that it is appropriate in this centennial year of the Morrill Act to emphasize that the State university systems that were established by Federal action, and which have received Federal funds for both general and special purposes during all these hundred years, are not controlled by the Federal Government. They remain State institutions in every sense of the word. That should be clear evidence that Federal financial assistance for education does not lead to Federal control of education.

I point out in my statement that, since 1914, the Federal Government has provided a major share of the funds needed for extension work for farm families, and that the Federal contribution for agricultural and home economics extension education exceeds \$50 million annually, now, accounting for about 40 percent of all expenditures for this purpose. Agricultural extension education and activities have flourished in large measure because of Federal funds for these purposes. What has been achieved, it seems to us, through the extension services for agriculture, rural home life and youth can, and should, now be extended to business, to labor and to our adult population generally through this bill that you have introduced.

The educational needs served by general university extension programs are growing rapidly. In my testimony, I present the figures as to individuals enrolled at the present time. Enrollments in extension courses are about 15 percent of total college enrollments. Now, looking ahead to the end of this decade when our college enrollments will be double that of today, I think we can also look ahead and see the need for a doubling of the participation in extension courses which I believe is the justification for additional Federal aid in this field of extension work.

In our opinion, extension services have the potential of meeting, in a flexible and localized way, the needs of a responsible citizenry in a rapidly changing society. These extension courses serve a wide variety of economic, social, and professional community needs. And one of these that is of particular and great concern to our Department is educational opportunities for older people. Our age and population is increasing 1,000 every single day, and extension work has a great potential in this area of aging.

And rather than take your time, Mr. Chairman, I would like to insert in the record material that we obtained from the extension directors in regard to how this particular piece of legislation might work in expanding opportunities in the field of aging.

Senator MORSE. The material will be inserted at this point.
(The documents referred to follow:)

[From Aging, U.S. Department of Health, Education, and Welfare, No. 91, May 1962]

EDUCATION FOR THE AGING

The 1961 White House Conference on Aging identified the educational areas of importance to older people. The community itself needs education about aging. The professional people dealing with older persons need training to understand the aging process and to help the aged most effectively. People approaching retirement and those already retired need to be prepared for their new role. And,

finally, older people need education to open new vistas, provide new interests, develop new skills.

To fill all of these needs, university extension services are particularly fitted. Many university extension directors serve on governor's commissions on aging in their States. Also staffs of most university extension divisions are accustomed to working closely with voluntary organizations, Government bodies, corporations and labor unions, all of which are interested in educational programs for aging. A great variety of activities or programs are already in existence in the 91 colleges and universities with extension services.

Recently, a survey letter was sent to a sample of about 30 colleges and universities carrying on extension programs. The letter asked three questions:

1. What are you now doing in serving the educational needs of older persons?
2. What are you planning to do in the future?
3. What could you do if additional funds were available?

REPLIES TO QUESTION 1

From the answers received, it would seem that two-thirds of the institutions questioned are doing something about education for the aging.

Cornell University carries on limited retirement planning and counseling for companies and unions in New York City.

The University of Connecticut offers noncredit instruction of interest to the aging but, since registration fees are high, most retired persons cannot take advantage of the courses.

The University of Idaho offers a course, "Aging People in Contemporary Society," and recently held a conference on family relations in which problems of the aging were considered.

The University of Illinois held three conferences which dealt with problems of the aging during the past year. One of these was attended by administrators of homes for the aged.

The University of Kansas has held more than 100 institutes for care-home operators over the past 12 years and holds an annual statewide conference on aging on the Lawrence Campus. A noncredit correspondence study course is available for home operators. The university extension has assisted public school adult education in operating projects pioneered by the extension. The university has also been active in training leaders in counseling.

The University of Kentucky has just established a council on aging. The council will serve as an information and referral center, promote demonstration projects on the campus and elsewhere, assist in arranging for instructional programs for aging persons, and assist the departments of the university to develop new knowledge and locate sources of funds for research.

Louisiana State University has conducted conferences and seminars on aging in cooperation with other State agencies.

The University of Michigan has been a pioneer in this field. It has offered courses on retirement for older people, courses for community leaders on programing for older people, seminars for personnel directors in industry on employee retirement, a course on understanding older members of the family, courses for training friendly visitors, courses for operators of nursing homes, a study-discussion course, "Aging in the Modern World," a course entitled "Wonderful Things To Do in Retirement," and a course on "The Church and Its Older People." This year, the university will conduct its 15th Annual Conference on Aging (see March 1962 Aging and Conference Calendar).

The University of Minnesota, through its center for continuation study, general extension division, recently conducted its 16th, Annual Institute on the Care of the Aged in Geriatric Homes, its Ninth Annual Institute on Nursing Home Administration, a conference on the role of education for aging and the aged, and a conference on housing for retirement.

The University of Missouri sponsors an annual State conference on aging and, through its speakers bureau, provides staff members who speaks to groups on the aging process.

The University of Nebraska has prepared television programs and conducted a conference for nursing home operators, and its college of medicine, through postgraduate medical seminars, provides doctors with findings on the diseases of the aging and remedial measures.

The university extension of the Oregon State System of Higher Education has offered courses in gerontology, several institutes for managers of nursing homes and, in one instance, a course for training teachers of older individuals.

The Oregon education television and radio network has a number of programs of interest to older citizens; mail responses indicate that many retired persons continue their learning through television and radio.

The University of Tennessee, in 1961, developed a radio series, "Let's Talk About Aging," which ran for 8 weeks on 30 Tennessee radio stations.

The Utah State University Extension Service cooperated with Brigham Young University and the University of Utah in sponsoring a campus workshop on aging for persons working with older people during the 1961 summer school. A second workshop is planned for the 1962 summer.

The University of Utah cooperates with local councils of adult education in offering liberal arts study-discussion programs, many of which are free.

The University of Virginia offers a home study course entitled "More Life in Living—in a Time That Promises More Years in Life."

The University of Washington's Division of Continuing Education offers many courses of particular value to older persons. A new course, "Planning Ahead for Retirement," was designed specifically to meet their needs and deals with income maintenance, social security, housing, health, and leisure activities. Reduced admission fees for retired persons are in effect for many activities at the university.

At West Virginia University the university extension has been providing a guided reading program for adults, sponsored by the Federation of Women's Clubs. The university also offers a series of short courses on world affairs and, for labor unions, short courses in preretirement education.

The University of Wisconsin has conducted institutes and conferences for nursing home operators, a plant managers' conference on "The Older Employee," a special program for the steelworkers, and, in cooperation with State and local organizations, the Governor's Conference on the Aging. The university also offers classes in planning for the later years and estate planning, specialized courses in the arts, and a continuation course for nursing home operators. Certain university extension centers have offered a credit course on "Social Problems of Old Age."

The University of Wyoming is soliciting a grant under the cooperative research program of the U.S. Office of Education for a statewide survey on aging.

REPLIES TO QUESTIONS 2 AND 3

Very few of the surveyed institutions were satisfied with what they are doing. Almost all felt that much more should be done, but, they said, without additional funds they could not do more.

Among the things they would like to do, they listed the following:

Organize an institute or a bureau of gerontology to provide courses in the university, conduct research, and plan demonstrations.

Provide educational programs on aging for professional workers in the fields of adult education, social welfare, and health. Some of these might be inservice programs.

Develop radio and television programs for the community and older people on the problems of aging.

Provide extension programs, accessible to older people, in homemaking, health and nutrition, and liberal arts.

Reduce or abolish the fees for older people.

Over and over again the deans or directors of extension services made statements in their letters like these:

"A subsidy would permit a systematic study of needs, the addition of staff specialists, and the inauguration of an inservice program of major proportions. The university cannot put this substantial program on the road without financial assistance."

"The limiting factor at present is financial."

"Funds are essential to defray costs. The White House Conference on Aging recommended that retirees be permitted to register for educational courses free of charge or at a reduced rate. Our budget does not permit us to adopt this recommendation. * * *"

"* * * older people living in institutions lack educational and recreational opportunities."

For information: E. L. Keller, director, Continuing Education, the Pennsylvania State University, University Park, Pa.

PREPARED STATEMENT OF THE GENERAL UNIVERSITY EXTENSION DIRECTORS

With the rapidly growing numbers of older persons in our population, and with the increased knowledge of ways to promote their well-being, a new educational problem has arisen. It is the problem of how to train people to use this new knowledge to help our senior citizens.

While our colleges and universities have done much to promote the general welfare of the people of the United States, I feel they could do much more than they have done to assist our senior citizens. If we look at the program of most universities, one is impressed by the fact that as a rule they have highly developed child study centers, they train elementary school teachers and secondary school teachers, they provide education for young adults, they have an agriculture extension service to help the farmer in his problems, they have a home economics extension service, too, but there's one conspicuous gap in these services. This is to bring the resources of our institutions of higher learning to bear upon the problems faced by the older segment of our population. A score of our universities have set up special institutes or divisions of gerontology. Many more, however, have indicated that they would provide these services, particularly through extension service, if some assistance from the Federal Government was forthcoming.

A few months ago, the National University Extension Association polled the deans and directors of university extension programs with regard to their programs on aging. They asked these leaders of extension activity in America three questions: (1) What are you now doing in serving the educational needs of older persons? (2) What are you planning to do in the future? (3) What could you do if funds were available?

The extension leaders from 25 distinguished universities in America replied to the questions. An analysis of the replies indicates that by and large the universities are doing relatively little at the present, with some notable exceptions. Most universities have several people on their faculties who have a genuine interest in this area. Some studies are being made. Conferences are sponsored by many universities which serve the function of disseminating some information and arousing interest. Unfortunately these conferences tend to be 1- or 2-day affairs rather than a sustained educational program.

Some universities have entered in a small way into the use of educational television. The University of Nebraska, for example, reports having television programs. Several universities have conducted short-term courses for operators at nursing homes. A special institute of gerontology, with trained gerontologists and full time professional staff, operates within the extension division of the University of Connecticut.

Unquestionably, the most active program in gerontology is at the University of Michigan, which has had an active program since 1947. The activities of their division of gerontology and university extension include the following:

- Offered courses to older people on retirement.
- Offered courses to community leaders on programing for older people.
- Conducted seminars for personnel directors in industry on retirement of employees.
- Conducted a course on understanding older members of the family.
- Has conducted courses for training family visitors.
- Has conducted courses on how to deal with older people—for operators of nursing homes.
- Will this year conduct its 15th annual conference on aging which is national in scope.
- Has conducted a course entitled "Wonderful Things To Do in Retirement."
- Has developed the Ford study-discussion course, "Acting in Today's World."
- Has conducted a course, "The Church and Its Older People."
- Extensive publications—books and articles.

While relatively little is presently being done, this stems not from a lack of ideas nor interest. The extension leaders indicated in their replies the kinds of things that they would do if support were available.

Let me cite just a few of these: The University of Utah would like to offer an enlarged program of liberal education for public responsibilities to older persons, designed courses to give older people leadership in organizing such programs.

The University of Utah also is planning a series of educational television programs for operators of nursing homes. They hope to demonstrate techniques of bringing recreational services to nursing homes, physical therapy and modern methods care.

The University of Wyoming indicates that it would like to organize an institute of gerontology whose function would be to carry on research, to organize classes and programs, and to serve as a clearinghouse. Community programs would be organized, utilizing a variety of educational techniques. The adult education library would be enlarged. The program would be coordinated with those of other agencies. Reduced or free admissions to programs would be granted to older persons. The university's graduate and undergraduate offerings would be appropriately altered. The Rocky Mountain Gerontology Society would be strongly supported. Special educational materials would be prepared. Services of qualified retired citizens would be utilized, and a series of fellowships in the field would be established at the university. The university cannot put this substantial program on the road without financial assistance. Such support would underwrite the cost of a specialist, necessary travel, preparation of materials, and other costs.

The University of Virginia is currently offering a home study course. This is the kind of thing that they would like to expand; however, finances are limited at present. Their director of extension replied, "With adequate resources the university would offer more courses, institutes, workshops and discussion groups for older citizens; both for those who are retired, as well as for those who are preparing for retirement. The limiting factor at present is financial."

The State university of New Jersey, Rutgers University, indicated that if funds were available a bureau of gerontology would be established within the extension division, surveys would be carried on enabling it to identify and stimulate capacities for leadership among older people. Another function of the bureau would be to coordinate university resources. The director believes that many courses offered under the present program would be of interest to older persons.

The Kansas State University indicated that adequate funds would permit training programs for community leaders and the development of educational programs for professional workers in the field of adult education and social welfare with respect to the aging population.

The University of Nevada indicated that they would like to have a family life educational project to serve the entire State of Nevada. Programs dealing with aging would be an integral part of the project.

The University of Connecticut would like to expand their programs for the aging in the terms of home services for older persons in rural areas, and the development of courses and techniques for assisting handicapped elderly individuals.

The Oregon State System for higher education indicated additional funds would permit new courses designed specifically for the aging; a reduction in fees—since such programs at present must be 90 percent self-supporting; an extensive program of counseling; increased use of the mass media of communication; a marshaling of resources in the State available for educational programs for older people; and finally, employment of staff specialists whose duty it would be to design programs for older adults.

The University of Illinois indicated that if funds were available an institute of gerontology would be established with a staff which could carry on teaching, research, and other services.

The University of North Dakota hopes to establish an institute for gerontological studies if ways can be found to finance it.

West Virginia University indicates that for the past 5 years the university

West Virginia University indicates that for the past 5 years the university extension has been providing a reading program for adults. A second related project is aimed at keeping alive the interest of older people in world affairs through a series of university courses. A third project is the offering of short courses in preretirement education for labor unions. The extension director indicates that while several hundred older people have registered for these programs they could be expanded tenfold if funds were available.

The University of Kansas points out the need for continuing support for extension programs in the area of rehabilitation, community development, community planning and special home courses.

The University of Michigan, while its present programs which are extensive, recognizes that many more are needed. With funds available they would like to do the following:

(a) Institute State planning project and services for senior citizens—designed for State commissions on aging and related personnel.

(b) Programs for retraining older workers—for adult educators.

(c) A new course on institutional care and management. This course is urgently needed because of the increasing number of homes and institutions for older persons.

(d) Housing for older persons and the management of such housing—Dr. Donahue has recently worked with Purdue University in the planning of a 2-year degree program on this subject.

(e) Personal adjustment problems of older persons—designed for social workers, personnel directors, ministers, and professional people.

(f) Courses in preretirement preparation. There is special need for the development of materials and for their testing.

(g) Training of volunteers to offer services to older people.

(h) The library program for older people—designed for library personnel.

(i) General orientation course in applied gerontology—for professional workers such as nurses, nutritionists, educators, social workers, public health personnel, and therapists who give direct services to older people.

Funds are very much needed to develop the program just outlined.

It is evident from the foregoing that the university extension deans and directors receive many requests for services to help older people. It is equally evident that they are interested and eager to help develop such programs for older persons.

The passage of S. 3477, it seems to me, would go a long way toward providing universities with additional support for the development of these programs.

Dr. COHEN. I know the chairman also will agree, and my own experience in the field of labor education and labor management relations shows, that general university extension work can play a vital role in helping to establish better labor-management understanding and relations in many communities. Many universities are interested in extending their programs in workers education and industrial relations.

And these programs offer consumptive services, summer schools, staff leadership training for both management, labor, and people in the general public. I believe we would find that the extension services would greatly expand their work in this much needed field.

I would particularly like to endorse what I think is the finding in section 2 of your bill, which presents the basic justification for this extension legislation. The bill says "economic and social conditions resulting from such factors as unemployment caused by technological change, and mobility of our population" make it essential "that solutions to problems resulting from such factors * * * be made directly available to people confronted by them and those who are training others to cope with these problems."

With the tremendous problems in front of us in this Nation in terms of citizenship, training, education for international cooperation, preparation for retirement, with the problems of automation and increased technology, with all of the new advances in programming and space and technical and professional education that is needed, it is our feeling that university extension services are particularly fitted and adapted to meet the needs of our Nation in these areas.

We believe the additional funds proposed in the bill can properly and effectively be used in general university extension programs. In the legislative report that we have submitted we have made two spe-

cific recommendations for amendment to the bill. The effect of these would be to assure that Federal funds would not be substituted for existing expenditures, and to allow for the participation of the District of Columbia in the program.

We have also recommended that either the bill or the legislative history make it clear that expenditures reimbursed through fees or charges may not be counted for matching purposes, and that Federal funds be only used to support programs of academic content.

In concluding, Mr. Chairman, as you well know, since you are the author and sponsor of many of the administration's recommendations in the field of education, the administration has proposed a series of legislative devices addressed to the most basic and urgent needs of American education. We do not consider financial aid for general university extension to be comparable in urgency, at this time, to such needs as assistance for college academic facilities construction or financial aid to undergraduates in higher education and other educational needs to which other administration legislative proposals have been addressed. However, we recognize the very great merit of general extension programs and we believe that the legislation before you would contribute materially toward the fullest development of the intellectual resources and technical skills of our people.

And we support the bill that you have introduced.

Senator MORSE. Thank you very much. Your statement will be helpful to us in voting on this bill in executive session.

(The prepared statement of Dr. Cohen follows:)

PREPARED STATEMENT BY WILBUR J. COHEN, ASSISTANT SECRETARY OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and members of the subcommittee, I am pleased to be here today to present the views of our Department in support of S. 3477, the General University Extension Education Act of 1962, introduced by the distinguished senior Senator from Oregon, Mr. Morse, and 27 cosponsors. I believe it is significant that the purpose of this education bill is to promote the security and welfare of the people of the United States by providing for a program to assist the several States in further developing their programs of general university extension. We fully concur in this purpose.

It is noteworthy that the committee is holding these hearings in the centennial year of the historic Morrill Land Grant College Act of 1862. One hundred years ago the Congress initiated the development of State institutions of higher learning in order to meet the educational needs of a growing and expanding country. The land-grant college acts surely rank high among the most vital and important Federal aid to education legislation in our national history.

The Congress, with extraordinary foresight, began in 1862 to assure that citizens in every State would have access to a higher education that emphasized the practical arts of agriculture, mechanics, and engineering. This was a truly creative concept of the scope, availability, and purposes of higher education. The new institutions that were established provided the technical ability and manpower that initiated and fed the agricultural, industrial, and technical revolutions of our time. Our country, with all that it holds for the freedom and progress of its own citizens and for people everywhere, could not otherwise have realized its potentials.

Mr. Chairman, it is appropriate in this centennial year of the Morrill Act to emphasize that the State university systems that were established by Federal action, and which have received Federal funds for both general and special purposes during all these hundred years, are not controlled by the Federal Government. They remain State institutions in every sense of the word. That should be clear evidence that Federal financial assistance for education does not lead to Federal control of education.

Increasingly through the years our State universities have served educational needs that lie outside the traditional courses of study that lead to a

degree. The committee is familiar with the very successful and accepted programs of agricultural and home economics extension work conducted by land-grant colleges. Since 1914 the Federal Government has provided a major share of the funds needed for this work which has been of such enormous benefit to millions of farm families and, through these farm families, to many other urban families. The Federal contribution to agricultural and home economics extension education exceeds \$50 million annually, accounting for about 40 percent of all expenditures for this purpose. Agricultural extension education and activities have flourished in large measure because of Federal funds for these purposes. What has been achieved through extension services for agriculture, rural homelife, and youth, can and should be extended to business, labor, and our adult population generally.

The educational needs served by general university extension programs are growing rapidly. Such factors as the increasing urbanization of the Nation, the demand for continuing education to help individuals keep abreast of technology, automation, and new knowledge in many fields, and the increasing life-span of individuals, all contribute to this trend. In the fall of 1959 (the latest year for which we have complete data) over 500,000 persons were enrolled in general extension courses for adults. This does not include enrollments in courses given by correspondence, radio or television, or short courses given for special purposes. Enrollments in extension courses in 1959 were about 15 percent of total college enrollments. Looking ahead to the end of this decade when our college enrollment will be double that of today, we can also look ahead and see the need for a doubling of the participation in extension courses. Extension services have the potential of meeting in a flexible and localized way the needs of responsible citizenry in a rapidly changing society.

These extension courses serve a wide variety of economic, social, professional, and community needs. For example, one of the increasing needs of great concern to our Department is that of educational opportunities for older persons. General university extension programs have a special significance for the senior citizens of our country. Our aged population is increasing 1,000 every single day. Among the approximately 85 State universities and land-grant colleges with extension services, there are a variety of programs and activities in development to serve older people. The report of a survey made this year and published in the May issue of *Aging* gives samples of what is being done. Preretirement education programs are found in several institutions. Training institutes for persons working with the aging, such as managers of nursing homes, are offered and are urgently needed. Radio and television series of special significance to older people have been developed. A few of the extension divisions have been able to reduce admission fees for retired persons.

But the survey also reflects the need for substantial additional financial support for extending university extension work to our growing aged population. The general pattern of financial support requires the charging, of course, fees because States and universities must make the programs self-sustaining. Thus, many older people will be precluded from participation by reason of their low incomes. The universities which reported on their present programs uniformly indicated their desire to expand these programs to fill unmet needs but stated that additional financial assistance was necessary to do so.

In March of this year the Secretary of Health, Education, and Welfare assembled a panel of experts and consultants on aging to make recommendations to him regarding the Department's role and responsibilities in the field of aging. Among its other recommendations, this panel singled out and recommended the general university extension education bill specifically because of its potential value for older people.

At the White House Conference on Aging in 1961, one of the larger sections was devoted to the subject of education. In its concluding policy statement, this section recommended the expansion of opportunities for reentrance into formal education and recommended that the Federal Government should participate in providing funds on a matching basis. The section identified several educational areas of importance to older people: Education of the public about aging; training of professional and technical personnel and others who work with older people; opportunities for persons approaching retirement and those already retired to understand better and adjust to their new role; and opportunity for older people to develop new interests, learn new skills, and explore new subject areas.

This is only one example of an increasing national concern in which university extension programs are making a vital contribution. Last year a con-

ference of the National University Extension Association listed a number of program areas in which university extension has urgent responsibilities. Among these were citizenship training for civic and public responsibility; education for international cooperation; education for retirement; and technical, professional, and postgraduate education.

Many examples could be given of significant university extension programs in fields of crucial importance to the Nation. In the area of foreign affairs and international understanding, for example, vital programs are being sponsored by many institutions including programs relating to the policies of the Soviet Union and of the emerging nations of Africa.

In the field of labor education and labor-management relations, general university extension can play a vital role in a number of States and communities. Many universities are interested in extending their programs in workers' education or industrial relations. These programs offer consultative services, summer schools, staff leadership training, and seminars for management, labor, and for the public.

I would like to particularly endorse the finding in section 2 of the bill that "economic and social conditions resulting from such factors as unemployment caused by technological change, and mobility of our population" make it essential "that solutions to problems resulting from such factors * * * be made directly available to people confronted by them and those who are training others to cope with these problems."

To fill these present and future needs, university extension services are particularly fitted.

The bill now before the committee would authorize a 4-year Federal program of grants to the States for the development of general university extension programs in land-grant college and State universities, in accordance with a State plan. Federal funds would be used to finance one-half the costs of the State plan (within the limits of each State's allotment). Each State would receive an annual allotment of \$20,000, and the remainder of the funds appropriated would then be allotted on the basis of the relative populations of the States. S. 3477 would authorize an appropriation of \$9,020,000 for each of 4 years.

We believe the additional funds proposed in the bill can properly and effectively be used in general university extension programs. Even when we take into account the growing pressures on the resources of institutions in the conduct of their regular programs, general university extension is a necessary investment in educational opportunity.

In our legislative report on S. 3477, we have made two specific recommendations for amendment of the bill which we believe would strengthen the legislation. The effect of these would be to assure that Federal funds would not be substituted for existing expenditures and to allow for the participation of the District of Columbia in the program. We have also recommended that either the bill or the legislative history make it clear that expenditures reimbursed through fees or charges may not be counted for matching purposes and that Federal funds be used only to support programs of academic content. I trust that the committee will give these recommendations favorable consideration.

Mr. Chairman, this administration has made a number of recommendations to the Congress for legislation addressed to the most basic and urgent needs of American education. We do not consider financial aid for general university extension to be comparable in urgency at this time to such needs as assistance for college academic facilities construction or financial aid to undergraduates in higher education and other educational needs to which other administration legislative proposals have been addressed. However, we recognize the very great merit of general extension programs and we believe that the legislation before you would contribute materially toward the fullest development of the intellectual resources and technical skills of our people.

Senator MORSE. Senator Yarborough, do you wish to ask any questions?

Senator YARBOROUGH. No, Mr. Chairman. I agree with what the gentleman has said.

Senator MORSE. We are pleased to hear Dr. Sterling M. McMurrin, U.S. Commissioner of Education.

STATEMENT OF DR. STERLING M. McMURRIN, U.S. COMMISSIONER
OF EDUCATION

Dr. McMURRIN. I shall be pleased to submit my statement for the record.

May I say, Mr. Chairman, in my opinion, as Secretary Cohen has indicated, this bill has very high merit. The value of the extension programs of the colleges and universities of this Nation is certainly without question. That these programs have, in many instances, a very difficult time financially and that there are threats that many of them would have to be cut back because of the very common policy requiring them to be self-sustaining is, I think, very well known.

The value of the programs for people who do not have, because of their distant location from a university campus, access to the facilities of higher education under the regular institutional programs is, of course, one of the chief merits of such extension work.

This bill, as you well know, calls for an emphasis upon some of those very things that in the past have been far too often neglected, and emphasis upon matters having to do with technical education. This today has such a very important bearing upon the health of our economy, and emphasis upon matters having to do with education for living in a world which is becoming increasingly smaller, a world in which attitudes and ideas and information relating to international problems and the position of our own Nation in world leadership is becoming tremendously important.

It has been clearly demonstrated, in recent years, that extension work given by the colleges and universities can have an enormous impact not only upon the life of the individual but on the strengthening of the culture of his community, and the social quality of his community. The upgrading of community life across the Nation is going forward at a very considerable pace as a result of the extension work of these colleges and universities.

All in all, Mr. Chairman, and Senator Yarborough, we stand very much in favor of this kind of legislation. We believe that there are no arguments that can be advanced seriously against it. Thank you, sir.

Senator MORSE. Thank you very much, Commissioner McMurrin. I have glanced through your statement, and it is an excellent one as usual. I am very glad to have it in the record, and it will be inserted at the end of your testimony.

Senator YARBOROUGH. Perhaps some of the witnesses will mention this later, Mr. Chairman. I hate to take time to ask for it at this time. But I see Commissioner McMurrin has a lot of the statistical material in which I was interested.

How much is being spent today on extension courses by the colleges of the country of the type which will receive funds from this initial appropriation?

Dr. McMURRIN. Mr. Muirhead advises me it would be in excess of \$25 million.

Senator YARBOROUGH. For the colleges' extension work that will be aided by this \$9 million?

Dr. McMURRIN. Yes.

Senator YARBOROUGH. It seems to me that this \$25 million and \$9 million all together constitute a very modest expenditure for this ex-

tension work, in view of the need for continuing education and the adult education that the changing economy and changing social life of the country demand.

With the scientific and technological advances that are being made, the learning a person got 40 years ago may be obsolete now, and what we know now may be obsolete 40 years from now. So education is a continuing process. These programs must be expanded greatly over anything that we have done in the past to meet the needs of a rapidly changing and evolving society.

Dr. McMURRIN. I agree entirely with you, sir. And there is every evidence from our past experience that a comparatively modest sum such as this, wisely invested in the States on a matching basis, can do great things in stimulating further activity locally in the institutions of the States.

Dr. COHEN. May I say this, Senator Yarborough. Based on the experience in the Library Act, I would think that this \$9 million and the Federal interest expressed in the legislation would bring out very much more additional State and local support and supporting funds from groups participating in the conferences. So that I think this would act as the library legislation has acted, as a tremendous spur in the direction of giving increased financial support.

Senator YARBOROUGH. Thank you very much.

I congratulate the Commissioner and the Department for its sponsorship of this legislation, and calling the attention of the Congress to this need.

(The prepared statement of Commissioner McMurrin follows:)

PREPARED STATEMENT BY STERLING M. McMURRIN, U.S. COMMISSIONER OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman, members of the committee, I appreciate the opportunity to discuss with your committee proposed legislation affecting an important facet of American education.

S. 3477, the General University Extension Education Act of 1962 would authorize the appropriation of Federal funds to be allotted to the States by the Commissioner of Education for the purpose of assisting the States in the further development of general university extension programs. This bill would authorize, in each of 4 years, an appropriation of \$9,020,000—\$20,000 to be allotted to each State and the remainder to be apportioned on the basis of relative total populations. These funds would be available to pay one-half the costs of carrying out a State plan for general university extension programs conducted by land-grant colleges and State universities. The programs would consist of college level instruction offered in subject-matter fields represented by the members of the faculty of a land-grant college or State university.

Mr. Cohen has made an effective statement of the contributions of the land-grant colleges and universities, and of other State universities, to our way of life. The Office of Education is extremely proud of the long and close association it has had with these institutions—an association that goes beyond the administration of the program of grants-in-aid for land-grant colleges. State colleges and universities participate in every phase of higher education in which Federal programs are involved.

Our land-grant colleges and universities were founded to meet a new educational need. In 1862 only about 1 percent of American youth of college age actually attended college. Higher education in those days was entirely devoted to the classical curriculum and to the traditional learned professions, such as medicine, law, and theology. Important as these studies were and are, they did not satisfy the requirements of a growing Nation for rapid advances into the emerging fields of physical sciences, industrial technology, and scientific agriculture. And the existing institutions could not supply an ever-increasing number of individuals educated to leadership in every field of economic and social endeavor.

As Senator Morse pointed out in remarks recorded in the Congressional Record last week, these new colleges were institutions of the people, intended to fulfill the educational needs and aspirations of our general populace. In the course of time our land-grant colleges and universities have developed into great centers of learning in the liberal arts and the professions, while maintaining an emphasis on "the agricultural and mechanic arts." Moreover, they serve the broad, new, and emerging educational needs of our whole people. This service is well exemplified by programs of general university extension.

Some of our State universities are not land-grant institutions. These would be eligible, of course, for assistance under S. 3477, and some of the best work in general university extension is being carried out by these institutions.

General university extension education is designed to meet a wide variety of educational needs that cannot be met within the usual period of higher education. It serves individuals who are above the age of compulsory school attendance and are not enrolled as full-time students in a higher institution, and extends opportunities to those who, because of their remoteness from a university campus, do not have access to the regular programs. Extension courses are often given for credit toward a degree, although many worthwhile programs are not for degree credit. These programs may include either full-time or part-time instruction carried on by formal classes, correspondence instruction, or by a variety of other means. Such instruction serves individuals, community agencies, and groups and organizations such as civic, commercial, industrial, labor, and professional groups. Increasingly in recent years, extension courses have become an important means by which technical personnel in a wide range of occupations can upgrade their skills and keep abreast of new developments. The importance of this for our economy is entirely obvious.

The development of university extension services is largely one of this century, being a logical and necessary response to accelerating social, economic, and technological change. Today, as never before, education must be regarded as a lifelong process in which opportunity is constantly afforded individuals to keep abreast of new developments that affect their lives. For the agricultural community, this need has long been met through agricultural and home economics extension services with decisive help from our Federal Government. General university extension programs, designed to meet the needs of businessmen, skilled workers, semiprofessional technicians, and professional people, and to provide more adequate educational services for urban areas, have been supported for the most part by individual fees.

The self-supporting character of general extension programs has frequently limited the extent and adequacy of their coverage. Because general extension courses have been expected largely to pay for themselves, they often are not given in locations or in important subject-matter fields in which the demand is not sufficient to pay the entire costs of instruction. Another unfortunate result is that necessary textbooks, reference works, audiovisual resources, and laboratory equipment are quite often inadequate or totally lacking.

It is perfectly natural that our colleges and universities should give first priority to their central undergraduate and graduate programs in the disposition of limited financial resources. That this should be the case, however, in no way lessens the importance of university extension services. It only means that additional financial support must be found for these purposes.

In a world in which hunger is the daily companion of hundreds of millions of our fellowmen, we tend to take for granted the miracle of American agriculture. Much of that miracle was produced by our State universities and their extension services, generously supported with Federal funds.

In a world in which democracy is threatened by ignorance, and in a society such as ours which requires more and more knowledge and competence of the citizen in order for him to fully discharge the obligations of citizenship, we must not now overlook the need for continuing education in all basic fields. General university extension programs offer a means by which the adult individual can improve himself as a person, as a producer, and as a citizen. The potentiality of these programs is very great. For one thing, they can be utilized to enable individuals to make a genuine and constructive contribution to the solution of community problems and the revitalization of our communities and urban centers. To the extent that we are able to assist the adult citizen to fulfill his personal educational aspirations, we raise the level of the community where he lives, works, and rears his family.

University extension programs have proved to be an extremely useful and effective means of helping citizens to inform themselves in the critical field of

international relations. Mr. Cohen has referred to several of these programs, and there are many other examples. In some instances, lecturers have been obtained from other nations to take part in these activities, and the University of Minnesota has even sponsored study tours abroad for adult participants in its program. Well-planned extension programs in international relations can make vital and lasting contributions to public understanding of many of the most crucial issues of our time. Clearly, the expansion of this aspect of general university extension, among others, serves a vital national interest.

Although general university extension enrollments have been expanding in recent years, we have probably only scratched the surface in terms of potential utilization and accomplishment. In 1953, nonresident enrollments in university extension courses (excluding correspondence and radio or television courses) had grown to over 200,000. These are the courses given in centers away from the university campus. In 1957 these enrollments reached 378,000, mostly in courses for which degree credit was given. Our latest studies, however, indicate that nonresident enrollments in extension courses declined in 1959 to about 350,000.

To these enrollments there should be added those in adult education courses conducted on the campus, which approximated 144,000 in 1957-58 and 179,000 in 1959-60. Thus the combined 1959-60 total of enrollments in the type of programs that would be assisted by this legislation was over 500,000 (which we estimate would be somewhat higher today). Of these, some 437,000 enrollments were in public institutions, and, while we have not refined our statistics completely, the vast majority of the enrollments is in 84 land-grant colleges and State universities. About 94 land-grant colleges and State universities would be eligible for assistance under S. 3477.

Mr. Chairman, the assistance that would be made available by S. 3477 would help to extend general university extension services to a large number of adult citizens who do not have access to university programs. We believe that in many instances the comparatively modest matching funds that would be provided would make the difference between a State determination to invest or not to invest more of its own funds in these programs. In time, every State should have a high-quality general extension program available to all adult citizens who could benefit from it. This could effectively raise the level of civic responsibility in our democracy. The value of general university extension has been demonstrated, and the potential contributions to our society are well worth the required investments.

Mr. Chairman, keeping in mind the legislative priorities outlined by Mr. Cohen, we believe that the provisions of S. 3477, modified as suggested in our report on the bill, would make a substantial contribution to general university extension education.

Senator MORSE. Without objection the staff will place in the hearing record at an appropriate place relevant data which may be of assistance to the committee in considering the bill.

Dr. Cohen, we will be very glad to hear any other witnesses you have to present.

Dr. COHEN. We have no further testimony unless you have some questions. As the Commissioner has said, I don't know, really, of a valid objection to the purpose of this bill. Looking over the hearings in the past, the two House hearings, I think you will find the most widespread and enthusiastic endorsement in all sections of education. It is a pleasure once in a while to come forward and testify on an education in which there is such widespread, almost unanimous support for a piece of legislation with no opposition.

Senator MORSE. Thank you very much.

Senator YARBOROUGH. I didn't mean to imply by my statement that in our changing society the immutable is changed, I just meant that suburbia is different from the farm or ranch.

Senator MORSE. Thank you very much.

In a hearing such as this I think it is particularly appropriate that we should conduct it on a seminar basis. I, will therefore call a

group of witnesses to the stand at this time. They are Dr. John Caldwell, chancellor, North Carolina State College, representing the Association of Land-Grant Colleges & State Universities; Dr. Paul Sheats, dean, university extension, University of California; Dr. Vernon Anderson, dean, college education, University of Maryland; Dr. John C. Calhoun, Jr., vice chancellor for development, Texas A. & M. College System; Mr. Manley Brown, personnel director, Lear-Sigler Corp., Grand Rapids, Mich.; Mr. Daniel S. Bedell, legislative representative, United Automobile Workers.

Dr. Caldwell, we are delighted to have you. You may proceed in your own way.

I observe that if any of the others in the group at any time want to interrupt or to join us in this discussion they should feel free to do so.

STATEMENT OF DR. JOHN CALDWELL, CHANCELLOR, NORTH CAROLINA STATE COLLEGE, REPRESENTING THE ASSOCIATION OF LAND-GRANT COLLEGES AND STATE UNIVERSITIES

DR. CALDWELL. Senator Morse and members of the committee, I am John Caldwell, chancellor of North Carolina State College. North Carolina State College is a component of the Consolidated University of North Carolina. I am representing here this morning the Association of State Universities and Land-Grant Colleges, and the State Universities Association. These two organizations include in their membership 94 major institutions. They are State-supported universities with statewide responsibilities for instruction, for research, and for public service. And all of them have been engaged in one measure or another in extension activities beyond their campuses.

We both, that is, both associations, endorse Senate 3477, the General University Extension Act of 1962. We appreciate very much the testimony we have just heard from the Office of Education and from the Commissioner. And I shall try not to repeat too many of the points which have already been made.

I would like the privilege of introducing into your testimony a full statement, Mr. Chairman, and then shortening my remarks this morning for presentation to the committee.

Senator MORSE. Your statement will be inserted in the record after your testimony.

DR. CALDWELL. We all recognize that the extension idea—the idea of extending the resources of our scholarship and our competency on the campuses beyond the walls of those campuses—is not new nor is Federal aid to the university extension new. We have had a half a century now of experience in cooperative extension in agriculture and home economics, and the magnificent results of this activity, combined with our resident instruction and research, are plain for everyone to see, both in the productivity of our farms in this country and the quality of our rural life and our rural homes.

S. 3477 proposes Federal aid in support of university extension in the broad spectrum of human knowledge, but does not intrude upon the existing programs, and makes provisions against that. It makes an effort through its provisions to give support where support is now clearly inadequate everywhere, in every State.

The needs arise from many characteristics of our contemporary society, Mr. Chairman, many of which are recognized in the text of the bill itself. But, to be more explicit, the rapid and almost overwhelming expansion of knowledge means that we need to bend every effort to extend knowledge to our adult citizens, many of whom were, and are, bypassed by formal education. Because of the rapid obsolescence of professional and vocational knowledge, techniques, and skills, as well as general knowledge, require the constant refurbishing of these minds.

Also there is the complexity of issues posed by the urbanization and the mobility of our population and, in some cases, the community disintegration as this mobility takes effect. And we all recognize the direct involvement of our citizens to a greater extent than ever before in national and world affairs of enormous complexity.

I think too, Mr. Chairman, that we are each of us deeply conscious of the constant and critical testing of our democratic processes which require an informed, poised, elite, and thinking citizenry made up of adults, if you please.

And then we surely recognize that the expansion of leisure time poses a challenge for all of us—the challenge to use this time constructively. And we can name other characteristics of this contemporary society which make adult continuing education a real imperative.

Suffice it to say that the cultivation and release of our full human resources and potential should be our Nation's goal as it has been, and that universities are in a position to render a service in this area. We have the resources of scholarship, we have the resources of know-how educationally. Even our experience in extension is ready to be used on a broader base. We have this experience.

We have also proved, I believe, Mr. Chairman, that we can serve the educational needs of special interest groups objectively and fruitfully without compromising the integrity of knowledge. All of our campuses have had experiences with wide varieties of special interest groups, and we have served their educational needs, I believe, wisely and constructively.

And, Mr. Chairman, we would like to comment that the bill as drawn is a wisely drawn bill in our opinion. It defines university extension education in proper terms. It contemplates service to adults. It provides for the submission of State plans. And we recognize that in those State plans all of us could be expected to include appropriate provision for the use of advisory groups. It wisely separates this new and broad effort from the special and continuing activities of our institutions in agriculture and home economics, and separates this broad effort from the continuing needs and the new and wonderful provisions for vocational education. And finally, it recognizes this special competence of State universities and land-grant colleges to serve this great need.

There have been some amendments suggested to the act which it is believed might strengthen the legislation. Our two associations have only mild objections to these amendments. There may be some technical difficulties with one or two of them. I will just comment that the proposed amendment to assure that Federal funds would not be substituted for existing expenditures would be a good one and prob-

ably the proposal for the participation of the District of Columbia in this program would be a wise provision, although there is not now a public university in the District. We have also recommended—

Senator MORSE. The first one, Mr. Caldwell, I think is clearly within the spirit and intent of this bill, and I think it is by oversight that it isn't clarified. We certainly have no intention of having any funds which might flow from this bill to be used as a substitute for the expenditure of State funds.

In fact, if the State did that it would be acting in bad faith even without your amendment.

Dr. CALDWELL. That is right. We think that amendment would clarify it.

Senator YARBOROUGH. Mr. Chairman, as to Dr. Caldwell's second suggestion, there is a teachers' college here in the District of Columbia.

Senator MORSE. Not a land-grant college.

Senator YARBOROUGH. Not a land-grant college. But this applies to State universities and land-grant colleges both, does it not?

Dr. CALDWELL. Yes, the present language of the bill refers to the use of land-grant colleges and State universities.

Senator YARBOROUGH. All the States do have a State or land-grant college or some substitute for it. And the legislation also provides for some minimum expenditure in each State and the Commonwealth of Puerto Rico.

I think that objection could be met as to the District.

Dr. CALDWELL. Yes, sir.

We understand that amendment has been suggested to make clear that fees and charges for extension activities may not be counted for matching purposes.

I merely call the attention of the committee to the fact that there may be some technical difficulties here, because in many States fees and charges that are made must, by State laws, be turned back into the State funds and then become indistinguishable from other income. There may be some technical difficulties in drawing this amendment to accomplish the purpose, but there may be some way.

And we note, too, another proposal to provide that Federal funds be used only to support programs of academic content. Now, this is to some extent already implied in the language of the act. But it may be that this would need to be spelled out more clearly. And I am sure this proposed amendment reflects the fact that at the present time university extension activities do cover a wide variety of activities, and some of them are not of what you would call university grade academic content, which it is the purpose of this bill to support.

I was going to say, Mr. Chairman, that nowhere are our resources at the present time adequate to do what ought to be done in this area. We have, I think, made it clear that we support the bill, that these two great associations representing the State universities and the land-grant colleges of the Nation are 100 percent behind the enactment of this legislation.

Senator MORSE. Dr. Caldwell, I want to congratulate you on your formal statement. I think the educational philosophy set forth in it is unanswerable. Also I think the data you have provided on grants is unanswerable as well.

Senator Yarborough.

Senator YARBOROUGH. I think it is a very valuable statement, Dr. Caldwell, and as a result of our hearing it here I hope it will be given widespread publicity in the country.

I note the facts you set out in the survey by Dr. John Miner, of Columbia University, who found that 75 percent of the unskilled workers that he sampled possessed the intellectual ability for jobs at higher level, and over a quarter of them could qualify intellectually for the highest type of professional work.

Dr. CALDWELL. It indicates the human potential we have in this country.

Senator YARBOROUGH. We could use that in the Congressional Record as well as the printed portion of the testimony. I think it can help us in much of the legislation with which we are having difficulty, as you know. Senator Morse and I and most of us on the education subcommittee, believe it is necessary to stimulate education in the United States. Thank you.

Senator MORSE. I would like to point out that this statement is very appropriate.

Thank you very much, Dr. Caldwell.

(The prepared statement of Dr. Caldwell follows:)

PREPARED STATEMENT BY CHANCELLOR JOHN T. CALDWELL, NORTH CAROLINA STATE COLLEGE, RALEIGH, N.C., REPRESENTING THE ASSOCIATION OF STATE UNIVERSITIES & LAND-GRANT COLLEGES AND THE STATE UNIVERSITIES ASSOCIATION

Mr. Chairman and members of the committee; my name is John T. Caldwell, and I am chancellor of the North Carolina State College at Raleigh. North Carolina State is one of the three constituent campuses of the Consolidated State University of North Carolina. I appear before you on behalf of the Association of State Universities & Land-Grant Colleges and the State Universities Association, two closely associated organizations whose combined membership includes 94 major State universities. These institutions, at least one of which is located in each State and in Puerto Rico, all have statewide responsibilities for instruction, research, and public service. This means that, in addition to the preservation and advancement of knowledge, they all have responsibilities for its dissemination not just to the students attending classes on their campuses but to all the people of their States.

The two associations I am representing before you today are glad to have this opportunity to endorse S. 3477: the General University Extension Education Act of 1962.

As Senator Morse pointed out in introducing S. 3477, the idea of making Federal aid available to the universities in order that they might extend their resources to all the people of the State is not a new concept. For a half a century now, the Federal Government and the land-grant institutions have been cooperating in programs aimed at extending the universities' competencies "beyond the college walls." So far, however, this cooperation has been limited to subject matter involving agriculture and related fields. To carry out these programs, cooperative representatives of the Department of Agriculture and the land-grant institutions are stationed in every agriculture county in the United States.

The success of cooperative extension cannot today be questioned. Measured by any yardstick, the record is clear and undeniable. Our farm population, for instance, today totals just about the same as it did 100 years ago when Abraham Lincoln signed the Morrill Act that gave the United States its unique national system of "people's colleges." In 1862, those farmers fed a population of a little more than 30 million people. Today, they feed more than 180 million—six times as many—well enough to make weight control a national preoccupation.

This sort of advancement has been made possible through "revolutionary"—I use the word deliberately—through revolutionary improvements in agricultural efficiency. Between 1948 and 1957, the output per man-hour in agriculture increased almost 50 percent. During the same period, the output per man-hour in nonagricultural industries increased only about half that much.

These advances have been made possible to a significant extent by providing, through the Smith-Lever Act, a mechanism for "diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of this information." Further, these advances prove once again that the development of man's ability to know and to understand is our most precious resource as a nation and that investment in people promises the highest possible returns on our investment.

Let me give you just one specific example. In 1939, Pennsylvania farmers had an average yield of 31 bushels of corn an acre; in 1958, the average yield was almost 70 bushels an acre. In these 20 years, neither the land nor the climate had changed very much. The increase represents only one thing—our increased knowledge and understanding of the complex interaction among seeds hybridization, fertilizers, planting cycles, and the like and the dissemination of that knowledge among the farmers of the country.

With indications of success such as these, it should surprise no one that the cooperative extension program is being copied all over the world by nations eager to improve the economic, educational, and cultural status of their rural populations. I might add that, although Russia preceded the United States in national efforts to increase agricultural efficiency, it is precisely in this area that our superiority is most clearly marked.

This year, we are commemorating the 100th anniversary of the signing of the Land-Grant Act. Many of the members of this committee and your colleagues in both the Senate and the House of Representatives pointed out in the Congressional Record about 3 weeks ago that one of the most important contributions of that act was its proclamation that higher education was not to be restricted to the ancient professions of law, medicine, and theology nor to a small and elite group of civic leaders but was to be made available to the vast majority of the people—to what was then described as the "industrial and agricultural" classes.

Today, as we all know, the need for the broad dissemination of knowledge and understanding is far greater than it was 100 years ago. To meet the vital imperatives of the world in which we live, we need today a proclamation equally dramatic to that of a century ago: a proclamation that the extension of higher education and higher knowledge is for all the people, and not just for the agricultural segment of the population that is already so well served. In this centennial year of the Morrill Act, we must recognize that our society is rapidly becoming urbanized and, even in areas not heavily urbanized, industrialized. If this fact is to be a blessing and not a curse, we shall have to provide the country with the same sort of educational support for and attention to it that we have provided and are providing for rural and agricultural areas. The bill that this committee is here considering is well constructed to do just this, and to do it without duplicating the Federal cooperation in agricultural extension work.

Most of the universities for which I speak today are attempting to serve all the people through their extension programs. Many of them are doing heroic jobs. But, lacking the evidence and fact of national interest, the resources available for this vital work are pitifully inadequate to the needs. The Congress has recognized this in part by passing in this session an act to help the colleges and universities improve their television facilities and programs. This provides us with the possibility of improved mechanism. This is a help and we are grateful. But TV is just one mechanism, and even the best mechanisms have limited usefulness unless they are employed in wisely designed and adequately financed programs of instruction and research.

"A peculiarly American phenomenon," Life magazine noted a few years ago, "is the State university, which gives back a practical dividend to the people * * *." To illustrate this statement, I am proud to say, Life used the consolidated University of North Carolina as an example. The public service function of the university—and that of all the universities I am representing today—has never been more aptly described than it was by Dr. Frank Graham, the distinguished former president of the University of North Carolina. "The university of the people," Dr. Graham said, "has the responsibility of taking the university—the professors, the books, the skills, the findings of research, the interpretations, the insights, the forums, the publications—to the people * * * to make all the resources of the university available beyond the college walls."

The fact that education must be a continuing process throughout life is no longer nothing but a favorite cliché of commencement speakers. Dr. William Haber, chairman of the University of Michigan Department of Economics,

recently pointed out that color, race, and religion will soon be replaced by lack of education and training as the primary basis for discrimination. The uneducated and untrained, he said, will compromise "the real minority group tomorrow."

The State universities and land-grant colleges of America have historically fought all types of discrimination relating to higher education. America can ill afford to discriminate on the basis of any artificial barrier, but discrimination leading to the underutilization and underemployment of our intellectual resources would be especially disastrous at this point in history. Continuing education today is a necessity for the survival and progress of our society in the world in which we live. It is no longer simply desirable; it is vital. This generation of Americans face responsibilities of appalling complexity in adjusting occupationally, politically, socially, and culturally to the foreign and domestic imperatives of our times. The range of the problems with which the resources of the university can be helpful is so extensive that one hesitates to mention any of them for fear of excluding other equally important by implication.

The miner or factory worker whose skills have become obsolete through technological change needs further education to enable him once again to become a useful and productive member of society. I cannot believe that most of those without jobs want to be unemployed. Further, most of them, I am sure, have the ability to learn marketable skills and to acquire marketable knowledge. Dr. John Miner, of Columbia University, made a study some years ago in which he found that 75 percent of the unskilled workers in his sample possessed the intellectual ability for jobs at higher levels than those at which they were employed. Over a quarter of them, in fact, could qualify intellectually for the highest type of professional work, while another third could qualify for skilled work. Those not employed at work utilizing their full capacity simply lacked the training that would equip them for work at the higher levels.

Some of these needs at the strictly vocational level may be provided through the public schools, and the Congress has recognized this fact in various pieces of legislation, including the Area Vocational Schools Act and the depressed areas bill. But the education needed by thousands of these people is at the level only the university can supply, or which it can best supply.

Universities now recognize that a high percentage of the technical education of professional people becomes obsolete often before the ink on the diploma becomes dry and are adjusting their curricula to give heavier emphases to the basic physical and social sciences. These people must depend on university extension and continuing adult education to keep their knowledges, skills, and competencies up to date with the latest advances in their fields. The engineer, the businessman, the dentist, the doctor, the pharmacist, the teacher, the industrial scientist—all the highly trained professional people—depend directly upon constant contacts with the university for their continued professional competence, almost for their professional survival. In turn, the physical, economic, political, and cultural health of our country depends vitally on the maintenance of that competence.

University extension, Mr. Chairman, cannot solve by itself all the problems of industry and labor, but it can contribute—and is contributing—significantly to their solution and to a better understanding of them. The responsible leadership and responsible membership of our major labor organizations seek help—and deserve to receive it—in many areas in which the universities alone have competence. These range from resources in economics, history, and other social sciences through the technological fields and into broad areas of cultural satisfaction and the constructive employment of leisure hours.

It is not the function of the university to take a partisan role in controversies among segments of society. It is, however, a fundamental function of the university to provide basic information essential to an understanding of the problems involved. Only through extension activities is it possible for the university to discharge this responsibility to a degree anywhere near commensurate with the need.

Over the years, our associations have testified before your predecessor committees on another aspect of this legislation that is, we believe, of sufficient importance to bring to your attention again, even though briefly.

This is the role of general extension programs in helping to make higher education available not just to the adult members of our society but also to our young men and women. Many of our State universities and land-grant institutions are operating off-campus extension centers that provide excellent 2-year

programs not only in the technical fields but also in the arts and sciences as well. Perhaps the members of this committee have seen the article by Mr. Christian Arnold in the March 17 issue of the Saturday Review. The Pennsylvania State University, for example, now operates 14 branch campuses that make baccalaureate, technical institute, and adult education work available in the urban areas of the State. Through branch campuses and extension centers, the universities of Indiana help to put college-level instruction within 25 miles of every young man and woman in the State. Centers such as these—there are now at least 145 of them being operated by 43 universities in 31 States—make it possible for students of all ages—college-age youth as well as their fathers and mothers—to participate in collegiate programs at minimum cost while living at home. Most of the students who participate in these programs would receive no college education were it not for these centers. Instruction at them is equivalent to that offered at the parent institution, since the central institution controls the curricula and level of faculty competence. These centers have proved to be invaluable in maintaining a high degree of educational opportunity in the face of rapidly increasing numbers of qualified applicants for college admission.

Mr. Chairman, some of the groups interested in this legislation have suggested that they would like to be assured that advisory groups will be established to discuss the nature of the work to be offered and to suggest areas to which attention should be directed. Our whole experience in extension work is that anyone who tries to operate a program without seeking the advice of those being served will not succeed. Because situations vary widely from State to State, we would prefer that the legislation contain no rigid statutory prescription for such groups. But we would have no objection to language in the committee report or in section 6(b) concerning the submission of institutional plans to the effect that provisions for adequate advisory groups will be one of the factors taken into account by the Department of Health, Education, and Welfare, in approving State plans.

It would not have been possible to have developed significant programs of general adult education 50 years ago. In 1900, most workers put in an average of 60 hours a week at their jobs, a schedule that left them little time for worrying about programs of self-development. But this condition has changed. It now seems very likely that the standard 40-hour week will be reduced even further within just a few years. This fact not only makes adult education possible but also increases the need for it. If either society or the individual is to benefit from this leisure we have won for ourselves, we shall have to use it wisely. From any standpoint, the wisest possible use for it lies in the further development of the talents, capacities, and skills of our people. This leisure has accrued to people with no tradition for it and with little understanding of its use. They will need help in learning to live with it wisely.

In conclusion, Mr. Chairman, may I observe that this generation of Americans faces responsibilities of appalling complexity in adjusting its politics and institutions to the foreign and domestic imperatives of our times. The discharge of these responsibilities, depending as it does on the personal, social, and political effectiveness of the average American citizen, demands increased efforts in adult education. Given adequate financial resources, I can see emerging a new major role for the great universities of democratic society—a role in which they will freely and without perversion make their knowledge and skills available to all the people in their communities and regions to help solve the everyday problems of living.

Our extension division can lead the way in a most rewarding kind of education: that of teaching people how to do their jobs better and how to lead richer lives. The purpose of education is, after all, not to earn grades and credits, but to improve judgment and to advance knowledge. The more the universities can relate academic studies to the solution of actual problems of urban life and work, the more effective education will become.

S. 3477 would give us the spur and the financial means to face and move in a new direction. With the example of the advances made in cooperative agricultural extension work before us, it is easy to foresee a research effort aimed at a basic understanding of the functions, problems, and future of urban communities; an instructional effort aimed at producing urban specialists; and an urban extension effort aimed at developing prompt and accurate methods of identifying urban problems and working out solutions to them, integrating extension efforts with research and teaching, and coordinating the work of the several separate extension efforts in each of the universities.

By acting favorably on S. 3477, this committee can pave the way for programs that will make it possible for our State universities and land-grant institutions to make their total resources broadly available to the people of the country, just as the Smith-Lever Act made our resources in agriculture and home economics available to adults in rural areas. Only with such programs can we expect to realize fully the kind of life our technology and economy have made possible.

Senator MORSE. The next witness will be Dr. Paul Sheats, dean, university extension, of the University of California.

**STATEMENT OF DR. PAUL SHEATS, DEAN, UNIVERSITY EXTENSION,
UNIVERSITY OF CALIFORNIA**

Dr. SHEATS. My name is Paul H. Sheats. I am the statewide dean of university extension at the University of California. My headquarters are on the Los Angeles campus of the university, where I also hold the post of professor of adult education. I am obviously speaking in support of this bill not only on behalf of the institution of which I am a statewide officer, but also as president of the National University Extension Association, which is an organization representing about 100 institutional members, both private and public institutions of higher learning.

My colleague, Dr. Neville, who is in the audience this morning, is at the present time chairman of the Division of General Extension of the Association of State Universities and Land-Grant Colleges. I happen to be the immediate past chairman of that organization, and he has asked me, in order to save time here this morning, to speak on behalf of that body as well.

Now, with your permission, Mr. Chairman, I will follow the example of my predecessors, submit the formal statement which I prepared in advance, and make only a few extemporaneous comments on points which may be of interest to the subcommittee.

Senator MORSE. The statement will be inserted in the record at the close of your testimony.

Dr. SHEATS. Thank you, sir.

Senator Yarborough's early questioning of Dr. McMurrin and Mr. Cohen leads me to make a few comments about the problem of fiscal support of university extension divisions. These extension programs began back in the 1890's. And throughout their history, Senator, they have operated on a very narrow margin of public support. The assumption has been that most of their budgets could be earned out of fees charged to participants. As recently as last year Ralph Tyler, who is the director of the Center for the Study of the Behavioral Sciences in Stanford, Palo Alto, Calif., made a study of land-grant institution extension divisions and came up with the report that the median level of support for all of the institutions he studied was 25 percent of their expenditure budget.

In our case at the University of California it is as low as 9 percent.

Now, I mention this point because it is extremely important in terms of what is happening to our institutions of higher learning and the pressures they are now under to preserve a level of support for their extension divisions that will permit them to do experimental programing and developmental work in meeting the kinds of new needs that Chancellor Caldwell has just referred to.

It is not just a matter of a dollar amount. Actually the dollar amount in the case of what would come to California under this bill is relatively small, about 6 percent of our present expenditure budget. That is not the point. It is the way in which the dollars would be used and the impact these dollars could have on the kind of experimental programing the University of California extension could do with this money that makes the bill so important.

And I would also underscore the point that you made, sir, that every dollar that would come to the State extension service under this bill would be multiplied, I would guess, on an average, at least five times with dollars that are contributed by the learner, by the participant who benefits from the program. So that actually you are providing not just the capital set forth in the bill, you are providing capital for the development of adult education programs in five times the amount here indicated.

I will content myself beyond that point, sir, with mentioning only one or two examples, and will try not to repeat what has already been said, of needs which can be met more adequately by our extension services with the help of this bill.

The chairman of the subcommittee has had a keen interest, as have I, through the years in the work of the NUEA committee on debate and discussion materials. In fact, the NUEA is greatly indebted to him for the help he gave this committee last year in marshaling the materials which were published and distributed throughout the country on the issue of Federal aid to education, which was the debate topic last year.

The chairman knows that this committee has had a very difficult time financially. And recently it was forced to look for a new base of operations. It finally was able to persuade the chairman's own university, the University of Oregon, to become the national headquarters and the operational base for its activities. You will remember that this committee services the high school debate leagues throughout the country with authoritative materials published in book form, so that the level of discussion in these high school and college debates can be of the highest possible quality.

This committee was invited to come to the University of Oregon, it was offered a grant of funds from the Voelker Foundation, but it had to match these funds. In spite of efforts by this committee over about a 6-month period, the executive secretary of the committee, Prof. Bower Aly, who is now a member of the faculty at Oregon, was forced to underwrite a sizable portion of the matching funds out of his personal funds. I think it is a disgrace when a professor of speech has to underwrite matching moneys to carry on a program of as much national importance as is represented by this debate and discussion work.

A second example. We have had mention of the explosion of new knowledge, with an accompanying trend toward increasingly narrow specialization. It seems to us in California from our experience that this will call for two major efforts on the part of our extension divisions which we are not now doing adequately and which we could do better with this bill. One, we are going to have to increase the number of programs which update the professional, the college graduate.

You see, it is no longer enough to put the man or woman through college. There must be lifelong learning.

As the American Bar Association chairman of the continuing extension committee said just recently:

We are giving lawyers the best legal education they have ever had in the history of the country, but this isn't enough, because the law is changing so fast that we have got to provide continuing education for the members of the bar association throughout this country if they are to do a job of enlightened practice.

The same thing can be said and is being said across the board in terms of all the professions. That is one aspect of the challenge which are new-knowledge permits.

The other aspect is that because of this increase in this explosion of knowledge, our people are becoming more and more narrowly specialized, and a serious effort has to be made to provide cross-communication. One of our Nobel laureates, Prof. Melvin Calvin, a Nobel laureate in chemistry on the Berkeley campus of the University of California, said just within the last few weeks that we have to make a special effort to cross-communicate here, to equip the scientist with a knowledge of the humanities, and to equip the lay citizen with a knowledge of the fundamentals of science, so that he is in a position to judge the social consequences of the scientific revolution.

This, I think, is one of the frontier tasks among the others that have been mentioned and will be mentioned by speakers here this morning.

One other, world affairs education, is of keen personal interest to me. Our voluntary citizen agencies in southern California have recently made a study of the world affairs education being done on a voluntary basis there. And it is their present judgment that we are reaching not more than one or two people out of a hundred in southern California with organized sequential programs of world affairs education. That record is not good enough. We cannot hope to operate with this kind of citizen ignorance as to the foreign policy issues we face today.

I content myself with mentioning these as examples. And I assure you on behalf of the National University Extension Association that the passage of this bill will enable your State universities and land-grant institutions to do a much more extensive and important job than they are able to do with the limited funds now available.

Senator MORSE. Dean Sheats, I thank you very much. I was not aware of this personal investment of Dr. Aly, but I know he is that type of person, we wouldn't know about it unless somebody pointed it out. It teaches us a lesson. I would think that for this very important extension education program, because that is what it is, to be denied to the high school students of this country because of a lack of funds is just simply shortsightedness. I think it very well illustrates the importance of our getting across to the taxpayers of this country the adult education lesson that is contained in your statement in this very concise form when you say:

Every dollar invested in education is returned with interest. The Committee for Economic Development has reported that investment in education has been more responsible for an increase in the gross national product than has any other factor.

As we lawyers say, this is the place to rest our case. I don't know what more you need say really, except that our job is to get that lesson

across to the taxpayers. I join to it one other great tenet which Thaddeus Stevens left with us. I wish we could get the American people to understand that investment in ignorance—and that is what we are doing when we refuse the funds necessary for adequate education—is an investment in lowering civilization.

(The prepared statement of Dr. Sheats follows:)

PREPARED STATEMENT OF DR. PAUL SHEATS, DEAN, UNIVERSITY EXTENSION, UNIVERSITY OF CALIFORNIA

My name is Paul H. Sheats. I am the statewide dean of university extension at the University of California. My headquarters are on the Los Angeles campus of the university, where I also hold the post of professor of adult education. I speak in support of S. 3477 not only on behalf of the institution of which I am a statewide officer, but also as president of the National University Extension Association, an organization with almost 100 institutional members representing both public and private universities and colleges of the United States.

I am sure that the members of this subcommittee need not be reminded of the burgeoning college student population and of the financial strain placed upon all institutions of higher learning as they seek to accommodate the rising tide of educational responsibilities which our population explosion has created. Under these current stresses there is a grave possibility that general university extension programs for adults will be among the first to be curtailed. This possibility must be viewed in the light of the historical fact that since the first general extension programs were established in American colleges and universities beginning in the 1890's, there has been a general practice of financing these activities principally from charges against the participants. As recently as last year, a study of land grant extension divisions by Dr. Ralph Tyler, director of the Center for the Study of the Behavioral Sciences at Palo Alto, disclosed that the median level of State support was 25 percent of the expenditure budget. This situation is in sharp contrast to the policy of 100 percent support from Federal, State and local sources, which has characterized agricultural extension programs in these same institutions during the past half century.

Caught in the tidal wave of resident students, beset by fiscal problems derived from already inadequate levels of State support and facing social needs of unprecedented urgency, our general extension division in our State and land grant universities face a major crisis. It is my firm belief that the passage of the proposed legislation now before this subcommittee will assure that the public service responsibilities of State universities and land grant institutions through their general extension programs will be met and, in fact, met much more adequately than at present. I say this knowing full well that the dollar amounts provided the States by this bill are not large but the availability of these funds for the development of new programs to meet the changing needs of our society will go far toward guaranteeing the continuing usefulness of our extension services.

What then are some of these new needs and from what circumstances do they stem?

(1) Rapid social and technological change is significantly altering our society. Until just recently our economy has been dependent primarily upon production industries; now it is dependent upon service industries where the occupational level is of necessity higher. The U.S. Department of Labor has predicted an increase in professional and technical occupations of more than 40 percent in the decade of the sixties. It will be impossible to meet this new need for professionally and technically trained people without an expansion of university extension offerings.

(2) Continued automation is resulting in a displacement of nearly 2 million workers a year. A large proportion of these displaced workers lack the education and training to switch to the jobs that do and will exist.

(3) Our State universities and land grant institutions are today not only vast depositories of the cultural achievements and accumulated experience of mankind, they are also major centers in which through invention and discovery, through experimentation and research, new knowledge is being created. Programs of agricultural extension have demonstrated conclusively, how through a combination of Federal, State, and local resources, research findings may be disseminated to increase agricultural productivity and enrich rural life. General

extension must provide a similar bridge between the university and the adult citizens of our urban communities.

(4) The trend toward narrow specialization throws an additional burden on our general extension divisions—the responsibility of providing to mature adults, many of whom have already earned college degrees, opportunities for continuing and broadening learning experiences through a study of the liberal arts, the humanities and the sciences. It is our experience in California that there is a real hunger in many adults for participative experience in the arts or in discussion groups ranging in scope from world affairs and foreign policy to neighborhood problems and family living. As leisure time increases, as the educational attainment level of the population rises, the need for expanded general extension offerings in the liberal and humane studies will most certainly grow, and few universities are now equipped to meet this need.

Nor can we fail to provide a better understanding to the lay citizen of what the scientific revolution has meant and will mean to the future of this Nation. One of the Nobel laureates at the University of California has underscored recently the nature of the educational task with which we are now faced. Prof. Melvin Calvin at Berkeley has pointed out that it is necessary to refute the myth that only a scientist can understand science and that only children who show promise of becoming scientists need be trained in science. The non-scientist needs basic understanding of science, and the scientist, a broad command of the humanities.

It is peculiarly the responsibility of university extension divisions to see that this cross-communication does take place and particularly that the lay citizen is acquainted with the social consequences of scientific discovery.

(5) In the critical international situation confronting us the American people are asked to undertake vital tasks of world leadership. These are responsibilities which cannot be postponed for settlement by a future generation. It is a function of extension divisions to bring to bear on these complicated problems the great intellectual resources of our universities.

(6) Continued urbanization of our country necessitates immediate action in the field of community development in which university extensions have historically played a major role. Migration to the cities creates problems of adaptation and readjustment to urban living. Housing, air pollution, inadequate educational and recreational facilities, antisocial behavior, are among the problems which our metropolitan areas face. It is in the solution of these problems that the resources of the Nation's universities should and must be brought to bear.

(7) Vast segments of the labor force have been disenfranchised from access to advanced educational opportunities because the fiscal pressures upon university extensions have made it necessary to price the educational offerings out of the reach of many. Our labor program at the University of California extension program is a deficit program which we maintain because of a strong commitment to an egalitarian educational philosophy. That we have been unable to do more in this program is even more tragic when one realizes that half of the labor forces are employed at jobs which are below their intellectual capacity, the potentialities of which have not been developed by adequate training.

(8) The proportion of our population over 65 is increasing, yet opportunity for employment and utilization of the knowledge of this age group is decreasing. The over-65 group needs education on preventive health practices, use of leisure, possible second careers, finance, problems of retirement and the like.

In conclusion, I would like to state that the costs to the Nation of failure to provide for the education of adults can be measured in both human and economic terms. The least educated of our Nation bear the brunt of poverty, ill-health, and personal disorganization. There is a distinct and absolute correlation between education and income; the difference between the lifetime income of a high school graduate and a college graduate is in the magnitude of 75 percent. Every dollar invested in education is returned with interest; the Committee for Economic Development has reported that investment in education has been more responsible for an increase in the gross national product than has any other factor. What President Walker of Pennsylvania State University has called the underemployment and underutilization of our human resources must now be considered a luxury which in the interest of the common good we can no longer afford. Passage of 3477 and its companion bill in the House of Representatives will enable our State universities and land-grant colleges to do their part in correcting this condition.

Senator MORSE. Senator Yarborough.

Senator YARBOROUGH. No questions. It is a very fine statement.

Senator MORSE. Senator Randolph.

Senator RANDOLPH. I wish to make an observation.

Senator MORSE. Yes.

Senator RANDOLPH. Dr. Sheats, you spoke of the value of the materials which were made available for the debate subject matter.

Dr. SHEATS. Right.

Senator RANDOLPH. The record should show and express no criticism of the viewpoint of individual members of the Committee on Labor and Public Welfare, that we did have some difficulty in connection with a prompt printing of such materials. But I express my remembrance of the intensity of purpose of having this job done by the chairman of the Subcommittee on Education. He was very patient in the manner in which he labored through those discussions—and again I speak with no disparagement of the opposition viewpoint—but he felt, did Chairman Morse, that these materials were of vital value to the students in the United States.

And it was at his initiative—I want the record to show—that this objective and helpful debate material was made available.

Mr. Chairman, do you mind my making this comment?

Senator MORSE. No. I have never heard a politician yet who would object to that kind of a comment. I thank you very much. You are very kind.

Senator RANDOLPH. Dr. Sheats, I listened very carefully as you talked about a change within the educational structure. I can't develop the subject now and I will not attempt to do so. But it is not just so much the mere fact of change; it is as you have indicated. In my words, it is the depth and the scope of change which should challenge us to better leadership.

Dr. SHEATS. Yes.

Senator RANDOLPH. I think it is important that we not overlook that fact in this transition period.

Dr. SHEATS. If I may add just a comment, I can't resist going back about 22 or 23 years, Senator Randolph, to the days when you were very active in support of the Commissioner of Education's program of public affairs education through forums. Now, what you are saying indicates, I think, the changes that have occurred in the nature of the issues and the problems that must be examined today, contrasted with those days when we were working in your State and in other parts of the country with this program of Studebaker's.

Senator MORSE. I am so glad you said it, because it is more important to have you say it than me. I associate myself with your remarks.

Senator RANDOLPH. I recall the effective work which was done at Morgantown, W. Va. The late Floyd B. Cox, superintendent of schools of Monongalia County was a leader in these adult education programs. I was privileged to be active in the adult program that you have mentioned. Dr. Studebaker gave vitality to this widening vision. It was, and is, the genius of our broader scope of educational strength.

Senator MORSE. Thank you very much.

Our next witness will be Dr. Vernon Anderson, dean of the College of Education, University of Maryland.

**STATEMENT OF DR. VERNON ANDERSON, DEAN, COLLEGE OF
EDUCATION, UNIVERSITY OF MARYLAND**

Dr. ANDERSON. Senator Morse and members of the subcommittee, I am Dr. Anderson, dean of the College of Education of the University of Maryland. And I am speaking for no one but myself, I am not speaking for my organization, although I do know that many of my colleagues who hold similar positions in other universities have the problems and would also be in favor of this bill. I am submitting, Senator Morse, the written statement and would like to amplify it with some comments.

Senator MORSE. It will be printed following your testimony.

Dr. ANDERSON. It seems to me that this is one of the magic types of bills that might well be a landmark something like the bill which provided for the extension services in agriculture and home economics in this country, which has done so much for the development of the country.

I am speaking just for one segment of the adult population, and that is the teaching profession. That is my concern particularly. It seems to me the bill would permit the great land-grant colleges and universities to bring their resources out into the furthestmost corners of the States, and to give people who now do not have the opportunity, to take refresher courses, short courses, and other kinds of studies.

We are all quite familiar, I suspect, with the shortages in the teaching profession. There are certain aspects of these shortages that I think relate to the bill. There are three particularly that I can think of. The first is that countrywide these figures have been given us by the National Education Association and the U.S. Office of Education. Teacher education is able to supply each year less than half of those who are needed in the country.

Maryland and some other States do not do as well as that. And many in each State hold what we would call substandard certificates; they do not have the proper learning to qualify to teach. And yet we have a great potential supply of teachers in the States that is being tapped. And there are more that could be tapped. And they include, of course, the mothers who come back to teaching after they have raised their families, and the housewives, many of whom hold a bachelor's degree, and who with some additional work could qualify to teach.

There is still another group that has been spoken of, the retired group of people who again hold college degrees and can qualify to teach. We have done something with this group in Maryland, because we do have many in the armed services who are retiring and planning to retire who are taking work in education and who are qualified to teach when retired.

Senator MORSE. Since you mentioned that point, I want to interrupt to add this one. I am sure that Dean Sheats and other educators with whom I speak know that if I were asked to name the strongest and ablest law faculty in the United States today I wouldn't name Harvard or Yale or Michigan or Chicago, or any other top law school in the country. I would name a fine law school, Hastings, in San Francisco.

Do you know why? Most of that faculty is composed of the outstanding retired legal scholars from many of our law schools who are

under a compulsory retirement program. They were retired at the very point when they could offer the most to their students. Hastings has one of the greatest men, in my judgment, on contracts and criminal law, J. W. Madden. MacLachlan teaches there as does D. L. Moore. Hastings has a terrific law faculty composed of men who were not willing to take their boots off, when they were supposed to retire. These great men are doing a magnificent job of teaching at Hastings Law School in San Francisco. Hastings is most fortunate in having them.

Premature retirement is a great waste of human resources. I don't want to get off onto one of my own pet peeves, but I am not in favor of compulsory retirement in education, I am for voluntary retirement. In some cases, obviously, I would allow the college to make the decision, but only in the event they have somebody who ought to retire but who won't face up to it. In some cases the college should frankly tell him so. But if a teacher still has a great contribution to give to scholarship, don't make him retire.

I just had to say that, in view of this testimony that you gave, because I think you are so close to our great needs in the whole teaching world.

Dr. ANDERSON. I certainly agree, Senator. Here is a group of people who not only have a college education but who have all the experience on top of it so that they would be outstanding teachers.

We find a peculiar phenomenon. We get teachers who come on the campus during the summer from the teachers colleges in the State, and the teachers come from the campus. But many of this group that I have mentioned, they are not able to travel; they will not travel; they have their homes and their families, and the work needs to be brought to them. So we do not reach some of these we could reach if we had funds that were provided to supplement the self-support on which it is now based. It seems to me the solution is to bring support necessary to them.

There is also another group that no one has mentioned, and I know it is a controversial group in a sense, but it is a group used by many schools, the teachers, aids, who are almost always graduates, who correct themes and otherwise assist the teacher. The teacher's aids are not qualified to teach, but they still need some training to do the job.

The third shortage which has been mentioned by Senator Yarborough and many witnesses here is the great expansion of knowledge, that is, the explosion of knowledge as we call it. A person who does not keep up in this field will soon be behind, be out of date. And any teacher must keep up in his field, and certainly in any field that a teacher teaches. And also in the field of learning, the psychology of learning and the field of child growth development, and the field of procedures of teaching.

Just the examples of television will illustrate that. Much more needs to be done about these aspects of teaching. It seems to me Telstar is just a symbol of what is happening and what needs to be known concerning the use of some of these devices.

So it is not only these groups that we could tap, but it is also the group of teachers who are now in service who are teaching who need this refresher training. And I think that Senate bill 3477 would

certainly help to bring these refresher courses, short courses, extension courses, and other extension work out into the State to assist these people, making the specialist in the university and the State college available to the people.

The University of Maryland, I think, does all that it can. It has its university college supported by all the rest of the college faculty. There were over 4,000 teachers enrolled in courses out in the State during the year. But there are many who are not reached. And this is a self-support program. When classes are offered out in the State, if there are not enough to support the class, the class cannot be offered. And this makes a handicap on the more sparsely settled areas of the State where the classes cannot be run.

So you have an advantage, of course, in a densely populated suburban area and a disadvantage in the rural area here.

The smaller would certainly be benefited, it seems to me, by this act.

I would like very much to urge the passage of this act, and I give it my support.

(The prepared statement of Dr. Anderson follows:)

PREPARED STATEMENT OF DR. VERNON E. ANDERSON, DEAN, COLLEGE OF EDUCATION,
UNIVERSITY OF MARYLAND

The successful history of the program of extension services in agriculture and home economics has shown what Federal support can do in stimulating these kinds of services to the people in all areas of each State. Similar kinds of services in other fields could bring the expertness found in the faculty of land-grant colleges and universities to the remotest areas of each State, as proposed in the General University Extension Education Act of 1962. The teachers of this country, and consequently our youth, could benefit by this act. Much has been said about the need for continuing education for those in fields of technical and scientific endeavor. The same applies to the teaching profession, upon whom rests the responsibility of preparing future technicians and scientists.

The shortage of qualified teachers in the United States faces every community, especially those outside the wealthier suburban areas. We supply each year through our colleges and universities in this country less than one-half of the new teachers needed. Many hold substandard certificates, about 1 in 15 in 1961-62 in the United States. Many of our teachers are being drained off into more lucrative positions in industry and business or have left the profession to raise families.

There is undoubtedly a reservoir of potentially qualified people in each community who could qualify to teach with some additional training or retraining. Mothers who have been successful teachers often return to teaching after their children have reached a certain age. Others are housewives who hold college degrees but do not have the necessary preparation for teaching. Still others are an increasing adult group, retired persons with a college degree who could be prepared to teach. Many who will retire from the armed services are now preparing to become teachers through the University of Maryland classes overseas and in the service bases in this area.

Many persons not fully qualified to become teachers might be interested in joining the teaching profession provided they could take additional courses within their local communities in order to become fully certified.

We are all familiar with the jetlike pace of expansion of knowledge in every field of learning. Science, medicine, and technology are the more obvious examples. There is a great increase of knowledge from research in every field of teaching, in the fields of learning and child growth and development, and in the methods of teaching. The latter is most dramatically illustrated by the developments in television and in programmed learning, more popularly known as teaching machines. Anyone who has been out of teaching for a number of years and has not continued to study would not be up to date either in his teaching field or in the procedures used in education.

Teachers in service likewise find that they must keep up with the expanding knowledge or fall woefully behind the times. Many come to summer courses or take late afternoon and evening courses on the college campus. Others can find opportunities to take courses in off-campus centers. However, we have found that many cannot take advantage of these courses because of home duties and the necessity for working during the summer.

For both groups, the adult who is a potential teacher and the teacher in service, the Senate bill 3477 would enable the land-grant colleges and universities to bring education to them in the form of short courses, refresher courses, and extension services to the rural areas and the far corners of the State. The teachers located near universities and other teacher education institutions, generally in urban areas, have by far greater opportunities for continued education since late afternoon and evening classes are easily accessible to them. The General University Extension Act would help to make specialists in all fields available to schools and the public in areas farther away from the universities and land-grant colleges.

There is another newer type of position in schools for which preparation is needed to do a competent job, such as the teachers' aids and lay readers of student themes, adults who are brought in to assist teachers with the many heavy duties of correcting papers and other routine jobs of a clerical nature. These people, too, need training in order to perform their functions well. Extension services in the nature of short courses could be very helpful in preparing such persons for their responsibilities.

The University of Maryland and the other land-grant colleges and State universities have done a great deal in the past several years to meet these needs. The University of Maryland has offered special courses which stress new mathematical concepts and teaching techniques in various parts of Maryland either late afternoon or evening in communities readily available to teachers. We have offered a series of courses to assist liberal arts graduates to qualify for teaching positions. We have offered courses necessary to meet certification requirements throughout the State of Maryland. We have offered courses via TV stressing languages and child study in order to meet the requirements of large numbers of teachers. Around 4,000 teachers were enrolled in these courses last year. However, the university has been handicapped by financial problems, as have our sister institutions, since this is generally a self-supporting venture which does not receive State funds. The smaller communities cannot readily get together enough people to make a course "go" because it has to pay for itself. This would be even a greater problem in the sparsely populated areas of many of the States.

I would urge favorable action for the General University Extension Act of 1962 in order to make the great resources of State universities and land-grant colleges available to more people in every State.

Senator MORSE. Thank you very much, Dr. Anderson.

Any questions, Senator Yarborough?

Senator YARBOROUGH. I have no questions. But I think it is a very informative statement.

Senator MORSE. Senator Smith.

Senator SMITH. I just have one question.

Dr. Anderson, you mentioned about 4,000 teachers taking advantage of this now. How would this be divided? Does that include summer?

Dr. ANDERSON. That does not include summer, sir. We have around 5,000 in the summer session, about half of whom are teachers. But this includes only those teachers who are taking work during the year, off campus in various parts of the State away from the university campus.

Senator SMITH. That is certainly a great number.

Senator MORSE. The next witness will be Dr. John C. Calhoun, Jr., vice chancellor for development, Texas A. & M. College system.

You may proceed in your own way, Dr. Calhoun.

STATEMENT OF DR. JOHN C. CALHOUN, JR., VICE CHANCELLOR FOR DEVELOPMENT, TEXAS A. & M. COLLEGE SYSTEM

Dr. CALHOUN. Thank you, Senator Morse. My name is John C. Calhoun, Jr. I am vice chancellor of the Texas Agricultural & Mechanical College system. I appear here at this time representing only myself, but I speak as an engineer, and as a person who has dealt with this problem of extension from the viewpoint of a professor dealing with individual practicing engineers, and as a former director of an engineering extension service.

Following the example of the preceding witnesses, I would like to introduce my prepared statement and make some paraphrasing comments upon it, in the interest of saving your time.

Senator MORSE. Thank you very much. Your statement will be printed in the record at the close of your testimony.

Before your begin, may I remark that we have Dr. Calhoun, Mr. Brown, Mr. Bedell, and Miss Krettek as our final witnesses. We must complete taking testimony by 11 o'clock, because permission to continue the hearings after the Senate takes up will not be given.

It is my understanding, Senator Yarborough and Senator Smith, that the Senate will take up at 11 o'clock. I must leave at 10 minutes to 11. If you would take over the gavel, Senator Yarborough, when I leave, I would appreciate it very much.

Dr. CALHOUN. I would therefore simply paraphrase the thesis of my remarks and make a few generalizations.

In speaking of an engineer, ordinarily one thinks in terms of machines and controls and things of that nature. But in the engineering profession and the practice of engineering, more and more we recognize that what we can do for the country depends upon our use of people, concepts, and ideas. We know what has been done in this country on the conservation of natural resources, of petroleum deposits, and forests. We are really now engaged in the process of conservation of human talent, particularly technological talent. And this is the primary thesis of the remarks that I have to offer.

The proper practice of engineering involves a combination of experience and innovation. And even the engineering graduate who leaves with a bachelor's degree asks his prospective employer, "What are my chances for continuing education?" And in choosing between two jobs, the engineering graduate is most likely to pick that spot where he has an opportunity to take additional course work. Many times this can be obtained only on an extension basis.

We are, however, involved in a much greater problem so far as the engineer is concerned, and extension is very important. And that is the appearance of new universes of knowledge. We have such things as the universe of nuclear knowledge, of computations, and of space knowledge. These are outside our traditional spheres of knowledge and their appearance in reality represent new universes which we must bring into the existing stream of technical knowledge.

Now, this can only be done if we are willing to take our practicing professionals and send them back for refresher courses, or somehow bring to their attention these things that have happened. We even find this among our engineering educators, as the previous speaker has indicated. It is, for instance, necessary to send them back to

school to learn computing techniques so that they can, in turn, bring these techniques to the attention of the new engineering students.

A final comment that I think should be emphasized, and that is the role of extension is a two-way street. Engineers work much with a thing we call feedback. And I would like to offer my support of this bill in terms of what extension provides in the way of feedback. As we know with any resource, much of what we make of it depends not only upon its production, but upon its use. And the use we make of the resource, in turn, demands an increased production or a lessened production or a different type of processing.

Now, extension, particularly in the technological area, provides us with this feedback mechanism. And if we do not have this extension function we do not have the feedback.

Finally, we all know, I believe, and recognize that we have a democratic system because we have an informed public on democratic matters. The same is true in public health. I submit that, as a competing nation in the technological age, if we do not have an informed technological public we will fall second class. Extension has a great role to play in this.

And for all these reasons I strongly support and urge the passage of this general extension bill.

Thank you.

Senator MORSE. Thank you very much.

(The prepared statement of Dr. Calhoun follows:)

PREPARED STATEMENT OF DR. JOHN C. CALHOUN, JR., VICE CHANCELLOR, TEXAS AGRICULTURAL & MECHANICAL COLLEGE SYSTEM, COLLEGE STATION, TEX.

My name is John C. Calhoun, Jr. I am vice chancellor of the Texas Agricultural & Mechanical College system, and at one time was vice chancellor for engineering, director of Texas Engineering & Extension Service, dean of engineering, and director of the Texas Engineering Experiment Station.

I am indeed glad to have this opportunity to appear before this committee to speak in favor of S. 3477. I heartily endorse this bill and urge the committee to act favorably on it with the hopes that the Senate as well as the House of Representatives will do likewise.

All of us hear and read frequently of the tremendous advance in the productive efficiency of the American work force. For instance, during a recent decade the output per man-hour in agriculture increased approximately 50 percent; the output per man-hour in nonagricultural industries, such as manufacturing, mining, refining, fabricating, and others, increased approximately 30 percent.

Whether we like it or not, the advances in technology are making important changes in the industrial life of the Nation. Each year we need a decreasing percentage of unskilled and semiskilled workers; the age of automation brings with it an increasing need for workers with technical knowledge—technical know-how, if you will.

Since there are fewer jobs for the unskilled or semiskilled, we have a considerable unemployment problem among the people who make up this segment of the work force. But the fact of the matter is that we actually have a scarcity of workers who make up the technical level of the work force—men and women with post-high-school instruction and training in some branch of the technologies.

To use the words of Eric A. Walker, president of the Pennsylvania State University, what we actually have is underemployment. Let me quote to you a statement by Dr. Walker on this subject:

"The ultimate barrier to progress in the world we have created for ourselves lies in people—in their ability to know and to understand, and in their opportunity to share fully in the most advanced knowledge of our time. More than anything else, our failure to make the fullest possible use of the potential talents and abilities of American people—what I call the underemployment and underutilization of our human resources—stands between us and the kind of society we should like to have and could have. This lack of full utilization of the

capacity of our people makes it difficult for us to achieve an economically, politically, and socially acceptable rate of growth and to obtain the fullest degree of creativeness of which our society is capable."

So you see, the labor supply has just not kept pace with the higher requirements of training and instruction needed by our modern technological economy.

It seems obvious, then, that education must become involved in the solution of this situation. If our unemployed adults are to find jobs, and if the young people coming out of school are to find jobs, they must receive the kind of training which will equip them for the level of jobs which the economy has to offer.

We should know whether or not our unskilled workers are capable of absorbing such training. In a study, published a few years ago by Dr. John B. Miner, of Columbia University, it was shown that 75 percent of the unskilled workers tested possessed the intellectual requirements for jobs at higher levels than those at which they were employed; 28 percent for highly skilled work; 35.6 for skilled work; and the balance for semiskilled work.

The study revealed also that more than one-half of all workers have the capacity for highly skilled work, but that only about 12 percent were actually employed at that level despite the shortages which exist.

Those not employed at jobs utilizing their full capacity simply lacked the training which would equip them with the skills and competences they need for employment at the highly skilled level. I am sure that any careful study would show the same sort of waste of human potential among the unemployed. We might think critically, also about the cost of unemployment to the Nation. Various estimates indicate that the loss of direct purchasing power each year by those unemployed is somewhere between \$15 and \$20 billion. The cost to the country in unemployment benefits is running more than \$3 billion annually.

To these losses we can add the deterioration of what work skills or abilities the unemployed might have acquired, plus an increase in crime, in disease, in family disintegration, and in other social ills which accompany unemployment.

The costs to the Nation of underemployment are just as real as the costs of unemployment. The economy faces a shortage of skilled workers and professional employees during a period when the demand for such workers is constantly increasing. Some believe that, left to itself, the situation will adjust itself in time, but this will not actually bring about a solution. The adjustment would be in the direction of lowering the level of our economy to something considerably below its full potential.

What can educators and legislators do about the situation? We can get to work in making available to more and more people the opportunities for the kinds of education and training which so many of today's workers must have. Not that some opportunities aren't already available; there are some. But there are not enough to make much of an impression on the situation, and in most cases the people who need and want the training cannot afford what it now costs.

The land-grant colleges and State universities, for instance, are conducting some programs now, but the scope is very limited. And, after all, we could hardly expect unemployed people or unskilled laborers to have the money necessary to enroll under present conditions.

When a similar problem in the field of agriculture some 50 years ago was attacked with Federal legislation to provide training and know-how through Government assistance, the resources of the land-grant colleges and State universities in the fields of agriculture and home economics were made available to the people in the rural areas of the Nation. The results provide us with an outstanding success story. It would appear most logical that we might expect similar results in other segments of our economy by making available the experience gained during the last 50 years—to bring to all the people the total resources of the land-grant colleges and State universities through general university extension.

Traditionally, the State appropriations received by these institutions have been granted for the purpose of conducting programs of resident education for undergraduate and graduate students. Adult education or general university extension programs have had to support themselves for the most part. As a result, the initiative for starting such programs has rested with individual groups of people who are willing to pay essentially the full cost of the programs. Under these conditions, it would seem that the somewhat limited scope of the programs needed for the present situation is fully understandable.

Little change in this situation can be expected, I believe, without the help of Federal legislation. Since a greater number of high school graduates are

seeking admission to college, more and more dollars are needed from university budgets to accommodate them. Therefore, these institutions cannot expect to find additional money for general university extension.

An important factor which also adds to the good commonsense of increasing adult education now is the fact that it is much more possible today than earlier in the century. Fifty or so years ago most workers averaged something like 60 hours per week on the job. This left them little opportunity to do much about seeking programs of self-development.

Today, with the workweek at 40 hours and less, this fact not only makes adult education programs possible but also increases the need for them. If either society or the individual is to benefit from this increased leisure we have won for ourselves, we should use it wisely. From almost any sensible standpoint, the wisest possible use lies in the further development of the talents, capacities, and skills of the people. And, by and large, this leisure has come to many who have no tradition for it and little understanding for its use. They need help in learning to live with it profitably.

Let me conclude with this thought. I want to quote from the report of the White House Conference on Higher Education of a few years ago, a statement which you may remember:

"An expanded program of adult education must be added to the task of the colleges. This is a vital and immediate need because the crucial decisions of our time may have to be made in the near future. Education for action that is to be taken, for attitudes that are to be effective in the next few years, must be mainly adult education."

Let it be recorded that the land-grant colleges and State universities have been making a very real attempt to do what they can in this field of general university extension, and, if you don't mind, have come up with some meritorious programs in certain areas—areas in which rather substantial fees support the programs almost entirely.

But if these institutions are to do something significant and substantial about the general economic situation we find ourselves in—of helping to combat the growing problem of underemployment by developing and offering programs of training and instruction in the technologies, the sciences, and related fields, and meeting the real needs of a citizenry which has changed to a largely urban, industrialized, and technical way of life—they will need the assistance of the Federal Government to do the job the country needs done.

The United States, as we all so well know, has its problems in the foreign market, in meeting competition with countries whose standards of living are considerably lower than ours. We can meet such competition only through the greatest degree of efficiency and with the proper utilization of manpower. And of course we face the continuing challenge to our very existence from certain forms of government which are contrary to ours—a challenge which requires us to exert nothing less than our maximum effort in the field of technological development.

The educational and training programs which are needed to face these demands are on the college and university level, which means the proposed legislation is not in conflict with the recent Manpower Development and Training Act, Public Law 87-415. That legislation is directed at training on a lower level.

The programs we are discussing are on the general university extension level and, in my opinion, can be developed and offered most effectively through general university extension. The land-grant colleges and State universities already have such extension organizations; they are in a position to do the job. The only need, then, is the financial support to get the job done.

By acting favorably on S. 3477 this committee can help pave the way for programs which will make it possible for these institutions to make their total resources broadly available to the people of our economy. And only with such training programs, I am convinced, can we expect to realize fully the kind of life our technology has made possible.

Senator MORSE. Any questions?

Senator YARBOROUGH. I would like to pay a little personal tribute to these extension services and the benefit they have been to me.

A good many years ago I was teaching in a one-teacher school in the eastern part of my State, 6 miles from any highway or railroad, and I took some extension teaching courses from the University of Texas. I don't think that it is half as good as being in the class with the

teacher and fellow students, but I think it requires more mental discipline to sit there and study in a remote area yourself without the attractions of the college campus.

Years later when I lived in Austin, Tex., I made very extensive use of the package loan library available there at the University of Texas Extension Service, both locally and over the State, by mail free to the people of Texas.

Those are just some of the services rendered by the State university in addition to the extension service rendered by the great land-grant college of which you are the vice chancellor, Dr. Calhoun.

So, having benefited for more than 40 years from extension teaching services, it wasn't difficult for me to cosponsor this bill and give it every possible aid that I could.

I want to say, Dr. Sheats, that I learned a lesson in California in World War II while I was stationed out there and saw that wonderful public library system you have where you have the subcounty libraries out in small towns, have the bookmobiles going out and changing the stock of books every week or 2 weeks, or something like that. I have supported in the Senate here very actively these library programs.

We are now getting in my State under the stimulus of the Federal Library Services Act and extensions quite a number of bookmobiles in counties. I congratulate California on the leadership that it has chosen in that kind of library service to the people.

Dr. SHEATS. Thank you.

Senator MORSE. I would like to call your attention and Senator Smith's attention to Dr. Calhoun's statement, where there is general principles set out that I believe we can use very effectively in getting support for our bill, because it is an unanswerable tenet. He says: the costs to the Nation of underemployment are just as real as the costs of unemployment.

Dr. Calhoun proceeds to develop that thesis. If we could only get the people to understand that thesis you would not have any difficulty, in my judgment, in getting taxpayer support for this type of expenditure.

Senator Smith, any questions?

Senator SMITH. No questions.

Senator MORSE. Thank you very much, Dr. Calhoun.

Senator YARBOROUGH. I want to congratulate Dr. Calhoun on a very fine statement.

Dr. CALHOUN. In the interest of saving time I did not read that, but this was really the germ of what I was saying with reference to the conservation of human talent.

Senator MORSE. The next witness will be Mr. Manley E. Brown, director of management development and training, Instrument Division, Lear Siegler, Inc.

Mr. Brown, we are glad to have you.

STATEMENT OF MANLEY E. BROWN, DIRECTOR, MANAGEMENT DEVELOPMENT AND TRAINING, INSTRUMENT DIVISION, LEAR SIEGLER, INC.

Mr. BROWN. Senator Morse, I appreciate the opportunity to be here with you and other gentlemen of the committee. As have the

others, I will submit the written statement and will merely summarize it very briefly.

Senator MORSE. The statement will be incorporated at the end of the testimony.

Mr. BROWN. I have been involved in industrial training activities for some 18 or 19 years now, and I speak as an industrial educator not representing any association or any great group of people.

I think the central point that has impressed me about this bill is the concept of extending the program that has been so effective by land-grant colleges, that has combined research, instruction, and application in the field of agriculture into the other segments of the economy. I think this is terribly important that universities be encouraged to do this and do it with some national scope and on some uniform basis that makes use of the techniques that we have learned over the years.

This is a fast-moving economy and a fast-moving world, as the other gentlemen have said. And I am not going to bear down on that. But it is terribly important that all adults, not just those in agricultural portion of the economy, keep their vocational talents updated so they can play an active part and not be a drag on society, but rather make a continual contribution.

I appreciate the opportunity of being here. It has been a worthwhile experience for me. And I would urge that the committee continue to work for the passage of the bill.

(The prepared statement of Mr. Brown follows:)

PREPARED STATEMENT OF MANLEY E. BROWN, DIRECTOR OF MANAGEMENT DEVELOPMENT AND TRAINING, INSTRUCTION DIVISION, LEAR SIEGLER, INC.

My name is Manley E. Brown. I am director of management development and training for the Instrument Division of Lear Siegler, Inc., in Grand Rapids, Mich. I have been involved in industrial training activities for 19 years. I have also been a public schoolteacher and administrator and a college faculty member. I speak on behalf of the so-called general extension bill from the point of view of an industrial educator.

I am not going to repeat statistics on employment, unemployment, underemployment, or obsolescence of education. Certainly you know them better than I.

Rather, I want to discuss the philosophy of education represented by university extension programs, some of the history of extension programs, and the impact that these programs have had on our economy. From this discussion, I then want to draw some conclusions.

The philosophy expressed in bill S. 3477 represents a fulfillment of the education program inaugurated by the Morrill Act signed into law by Abraham Lincoln in 1862 and implemented by acts such as the Smith-Hughes Act of 1917.

In recent testimony before a committee of the Michigan Senate, Dr. John A. Hannah, president of Michigan State University, commented on land-grant colleges. The following quotation is an excerpt from that testimony:

"* * * Michigan State University was established by the Michigan Legislature as the Michigan Agricultural College on February 12, 1855, and was the first agricultural college in the world. Moreover, it was the first to teach the new sciences on the collegiate level, and to put to the test the theory then gaining wide acceptance that higher education needed to be drastically revised if it was to serve the needs of a growing country looking forward to agricultural expansion and industrial development. The usual American college of that day was an imitation of the English and continental universities, offering a tradition-bound curriculum to the children of the rich and the well born to prepare them for careers as clergymen, soldiers, teachers, lawyers, doctors, and public servants. Education not related to preparation for the traditional professions was considered not to be education, in the real sense of the word.

"At Michigan Agricultural College, the sciences were emphasized in order that they might more adequately serve people, and a revolution in American higher

education was underway. Concurrently, education was made available to those outside the privileged classes—the sons of farmers and mechanics and shopkeepers.

“Seven years later, President Lincoln signed the Morrill Act authorizing the establishment in each State of what came to be known as land-grant colleges because they were endowed by grants of public lands to the several States. They were more popularly known then as ‘people’s colleges,’ or ‘democracy’s colleges,’ because they had rejected the aristocratic notions of education for a small elite, thrown open the halls of learning to all classes of Americans, and dedicated themselves to helping people solve their problems of everyday living through teaching, research, and extension.”

Michigan State University is considered the pioneer in this great educational movement, and is proud of its association with the 67 other great land-grant colleges and universities.

It is known that Senator Morrill looked to Michigan as an example of what he was trying to get the Nation to do. But he went one step beyond what had been attempted in Michigan, where the emphasis was plainly on service to farmers. His bill, as signed by Abraham Lincoln, provided that these new “people’s colleges” should teach agriculture and mechanic arts, or what we now call engineering. Furthermore, they were authorized and encouraged to teach the traditional classics in addition, all, as the Morrill Act puts it, “in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.”

The use of the phrase “the industrial classes” should be noted particularly. In the terminology of the 19th century, he meant by “industrial classes” those who worked with their hands, or to put it another way, “those who were not members of the learned professions.”

The impact of this program upon our economy is at least observable, if not measurable. Our agricultural economy has flourished as has no other agricultural economy in the history of the world.

Certainly the land-grant colleges are not alone responsible for this progress. However, they must share in the credit. Theirs is a program of research encouraged by the Federal Government, coupled with a program of instruction, also encouraged by the Federal Government. The instruction has been given where the people to be instructed are, not where the brick and mortar of the university is located. The outcome has been the translation of the results of research into language of laymen. Beyond this, it has assisted the layman in translating his practical knowledge of the results of research into practical application in his daily work.

All of this has been done in the field of agriculture. Yet the Morrill Act was intended “to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.”

Certainly the universities and colleges of our country are doing far more today in nonagricultural extension work than were the colleges and universities of 1862 doing in agricultural extension work.

However, this work does not have the national scope nor does it uniformly follow the pattern of the agricultural programs of the land-grant colleges. The successful land-grant pattern is simple—integrate research, instruction and application.

I can’t help but believe that our country is selling itself short in not capitalizing on the experience we have gained in our land-grant agricultural extension programs, instead of experimenting with the untried concepts of area redevelopment programs and manpower retraining programs.

In today’s fast-moving economy where man in space is a reality, man on the moon is a realizable goal, a single vaccine to protect the individual against 150 different virus-caused ailments is a distinct possibility, and seeing European television programs live in our own living rooms is an accomplished fact; every adult, not just agricultural workers, is going to have to keep his special vocational knowledge and skills updated if he is going to continue to be a contributor to, rather than a drag on, our economy. He is going to have to acquire knowledge and skill which he can translate into vocational excellence throughout his working years. This knowledge and skill must come from continuous research. Our people do not have the time or means to go to the brick and mortar of a few college buildings to get their required updating of knowledge and skills. The colleges and universities must bring this to our people.

We have learned the techniques for doing all of this through the established land-grant college programs, that have been successfully integrating research,

instruction and application for 100 years. We should capitalize on what we have learned. It seems to me that bill S. 3477 does just this. It provides the vehicle for applying the know-how of the land-grant college program to other broad segments of our economy.

I urge you to give it favorable consideration.

Senator YARBOROUGH (presiding pro tempore). Thank you for this statement. I have been able to read everyone else's statement with them or ahead of them, but I haven't quite finished your statement. I find much of interest and value in it. I will read it all.

I believe that I owe something to all the universities. I had the privilege of being on the campus of North Carolina College during World War II when I was stationed for awhile at Fort Bragg, and before going to the West. Out there I had an opportunity to be on campuses and talk with people connected with your branch system.

We have made an effort in Texas to raise the colleges to a 4-year level. We are short of colleges in Texas. The young people in Texas between the ages of 18 and 20 years of age have only about half as many colleges to choose from as the young people in California.

I believe in the past 3 years, Professor Sheats, I have been on the campuses of Texas A. & M. more than any college in the country.

And as a commissioned officer I was in the Army school on the campus of Michigan University quartered in that beautiful law campus during that time.

So I find that it is a pretty hard job for an individual to keep up with modern living, to educate himself, to keep abreast and not constantly fall behind.

I want to thank you for this statement.

The next witness is Mr. Bedell, legislative representative of the United Automobile Workers.

STATEMENT OF DANIEL S. BEDELL, LEGISLATIVE REPRESENTATIVE, UNITED AUTOMOBILE WORKERS

Mr. BEDELL. Senator Yarborough and Senator Smith, I, like the other participants, would like to submit a statement and give you some brief remarks from the prepared statement that we have presented.

I am Daniel S. Bedell of the United Automobile Workers, representing 1,250,000 members of our organization. Along with our statement there are two attachments which I would like to be in the record also, if they may, one of the former educational director of our international union, and one of the present education director of the international union, both dealing with our position on the land-grant colleges and the extension courses.

Senator YARBOROUGH. Those statements will be printed in full in the record.

(The statements referred to follow:)

PREPARED STATEMENT OF BRENDAN SEXTON, FORMER DIRECTOR OF EDUCATION, UAW-CIO, DETROIT, MICH.

A RESPONSIBILITY FORGOTTEN (THE RELATIONSHIP BETWEEN THE LAND-GRANT COLLEGES AND THE LABOR MOVEMENT)

My responsibility here is to consider what role the land-grant colleges might play in the future with respect to labor.

In preparing to speak to you I have been struck by a number of parallels, some, it seems to me, that have some relevance to the discussion, and some that are at least interesting.

You know, of course, that when you speak in Kentucky you stand a chance of becoming an honorary Kentucky colonel, that you sometimes emerge from Texas as an honorary Texas cousin, and that here in East Lansing you may be honored by being made an honorary defensive back. In any event, by these measures, coming from the UAW I already have an honorable connection with Michigan State. Its quarterback Earl Morrill, who may make all-American this year, is in a sense a UAW product—his parents, I am told, are both auto-workers, members of UAW-CIO Local 113, at the Continental Motor Co. in Muskegon. My connection so heartens me that I feel almost as if I were already on someone's 30-yard line.

It was another Morrill, with a different spelling, of course, and not a quarterback, who was the author of the act of Congress which made the original land grants to the States establishing the land-grant colleges whose centenary you will soon be celebrating.

As you know very well, the political and legislative efforts on behalf of the first land-grant bill, except for a curious inversion of the names of the political parties involved, bear a strong resemblance to the political and legislative efforts now in progress to secure the enactment of adequate Federal aid for education to meet the crisis in the country at the present time.

When Justin S. Morrill introduced his land-grant bill into the House of Representatives in 1857 he reported that he had been bombarded by petitions in support of the bill. He justified the bill by citing the fact that until then all direct encouragement to agriculture had been withheld, while encouragement and aid had been given to railroads, manufacturers, and other moneyed interests. He expressed for farmers the same sense of exclusion that workers inevitably must feel today when they regard the Nation's institutions of higher learning.

The first Morrill bill died in Congress, the second you will remember was vetoed by President Buchanan for reasons which still echo in the rhetoric of the incumbent President of the United States and the Secretary of the Treasury: "* * * financially inexpedient, demoralize land values * * * dangerous precedent * * * opened the doors to raids on the Federal Treasury for educational purposes * * * and finally, that the proposal was unconstitutional * * *". After Lincoln replaced Buchanan in the White House, the bill became law as part of a series of laws including the Homestead Act, whose moral and economic buoyance we think may be compared to that of the New Deal laws.

The Morrill Act itself obligated the land-grant colleges to "teach such branches of learning as are related to agriculture and the mechanical arts in such manner as the legislatures of the States may prescribe, in order to promote the liberal and practical education of the industrial classes of the several pursuits and professions in life."

Archeologically this original instruction may be still exhumed and seen, however faded the inscription is, in the title of many land-grant colleges, that is in the mechanics part of the agricultural and mechanic colleges.

The Governor of South Carolina was supposed to have said to the Governor of North Carolina on some notable historical occasions that it is a long time between drinks. I might say, as a representative of the industrial and laboring classes mentioned in the law, that it has indeed been a very long time between the original direction to the land-grant colleges and the manifestation of any interest by them in the industrial classes.

Similar ironies are evident wherever you look at the history of the land-grant colleges. A radical, populist, democratic, Jacobin movement in American history established land-grant colleges, and yet today their political weight, and they have considerable political weight, is heavily conservative.

They were in the beginning not only an expression of the economic and political grievance of farmers, but were also an educational challenge to the leisure classes who had a monopoly on opportunities for serious learning in the country. The Nation's academies and colleges at the time of the establishment of the land-grant colleges for the most part graduated gentlemen, intellectual aristocrats, men steeped in a classical curriculum, designed to inculcate the ideals and aspirations of the British upper classes into sons of well-to-do Americans, to fit them to rule their country as the British upper classes ruled theirs.

The land-grant colleges, with an example afforded them by Michigan State, which was founded in advance of the Morrill Act, made their very different lower class pretensions into a banner they fought under. While the classical curriculum made manual labor a mark of degradation, Michigan State and

many land-grant colleges in emulation of Michigan State required their students to perform manual labor in the belief that manual labor, far from degrading a man, dignifies him.

The revolution in education which has been associated with the writings of John Dewey began in the rivalry between the land-grant colleges and the literary colleges. Formally, of course, this revolution has been institutionalized in the curriculums of the American school systems from the kindergarten through the graduate schools, but in the world, in the community, in the lives of American wage earners it still awaits fulfillment.

I suspect that at the 67 annual meetings of this association very few spokesmen from labor have been asked to homestead, however briefly on this platform.

Yet, historically, laborers as well as farmers have a title to this one sixty-four-thousandth of a section. The first unions in the 1820's and the 1830's chose the fight for free public education as their first battleground. The homestead law itself and the animating ideas which led to the Morrill law came out of the struggles of a Utopia-oriented labor movement in the 1840's.

George Henry Evans, one of the first leaders of the American labor movement, and organizer of one of the first labor political parties in the world, was on the eve of the Civil War the leading spokesman in the country for the "vote yourself a farm movement." In the contemporary union discussions of the homestead proposal there are recommendations which resemble the Morrill Act proposal very closely. Just as the labor movement was an important factor in the winning of free public education in this country, it was similarly of some consequence in the establishment of the land-grant colleges.

Today the labor movement is again one of the more important agencies in the movement to secure a system of public education that comports with the needs of the country.

I suspect that a great many if not most of the land-grant colleges representatives here are committed in one way or another to the belief that we need a federally supported education program, perhaps after the pattern of the support received by the land-grant colleges from the Federal Government.

You, better than any people in the country, know that the land-grant colleges themselves are a proof of the fact that there is nothing un-American or socialistic about Federal aid to education, that Federal aid to education does not mean Federal domination (indeed I am told that during the Roosevelt-Truman administrations, the land-grant colleges were the continuing frontline of the opposition to the administration farm program); and you know certainly that there was nothing in the principles of the founders of the Republican Party that forbids Federal aid to education either. No one could have been closer to the sentiment at Ripon than Abraham Lincoln, and, of course, it was he who overrode Buchanan's objections to make the Morrill Act law.

I take some pride in the fact that the proposal to use whatever money the Federal Government gained from the tidelands oils, gas, and minerals to create a Federal trust fund for education was first made by Harold Ickes at an education conference held by the UAW-CIO in Milwaukee some years ago. From this original construction came the very impressive movement of recent years for the allocation of income from tidelands oil resources to our schools.

The Republican Party, which in the days of its founding established itself on the principles that the national resources should be used to advance the well-being of the people of the country directly, has in the last 100 years reversed itself, with the consequence that when the tidelands oil issue was being debated in the Congress, the President and his Cabinet intervened openly against this proposal.

What I have said until now, I hope, establishes my right to make certain proposals on behalf of industrial wage earners to the land-grant colleges, not as petitioner asking educational alms, but as a representative of a group of people, the most numerous in the country, who are entitled to consideration not only by virtue of a majority principle, but also by a title given them in the grant which made your activities possible. At long last, I want to offer a program to you which might enable you to fulfill that part of your obligation which has to do with the education of the industrial classes.

No one is more expert than you on how important Federal aid has been to farmers in solving their educational problems. The Russian agriculturalists who recently toured the country, I have read, were most impressed with the role that the extension services and the land-grant colleges play in keeping farmers and their families abreast of new developments in science that affect them.

In contrast, the amount of effort that goes on to keep workers and their families current with the developments that concern them is negligible. There are no universities and colleges centered in a network of county agents and home demonstration agents, pitifully few short courses, no demonstration projects, no annual fairs to present visually to workers and their wives evidences of their work during the year of the application of new ideas to their labors.

Nowhere are there films for workers being produced by universities or State agencies comparable to those designed for farm families, no pamphlets, no film strips. Parenthetically, I should say, however, that in Canada the federally supported National Film Board has produced some superb films about industrial workers and their affairs and methods by which they deal with their problems. These films, if they were shown to your students during their education, might help set straight some of the very biased views they have of unions.

To continue, there is very little, hardly a trace of research activity going on in universities which were conceived to illuminate and lighten the burdens of workers in the same way that the studies in land-grant colleges are intended to simplify the accounting and budgetary problems, the work arrangements, the household loads of farmers and their wives.

However, I do not believe at all that the gaps, the lags, the vacuums, or the hiatuses should make the outlines for a land-grant college labor program in the future. Not only what has not been done in the past should bear on this program, but also what is emerging in the inevitable future.

Technological change is altering the nature of life in this country at an accelerating rate: Automation in the factories is the most spectacular of these developing events, but transportation is undergoing a revolution; so are the character of our cities and the structure of the Government and, despite the image people have of farm life as an unchanging relationship between man and the soil, agriculture itself is moving through a decisive, irreversible transformation.

The production of goods and services requires less and less human effort from day to day, week to week, month to month, and year to year. The land-grant colleges, if they limit their programs to agriculture alone, by this commit themselves to the service of an ever smaller group in the country. Ultimately, perhaps, farm production in this country may become an almost exclusively corporate activity, conducted by a hierarchy of technicians and employees like that in the factory.

Thus from the omissions in the past and the imminence of the future, it seems to me there is revealed a broad view of the kind of program the land-grant colleges should embark on so that their original democratic mission is resumed.

Here I can only offer you such a program in outline, but let me say that the UAW Education Department, and I might add, the education department of the soon to be organized AFL-CIO, will eagerly work with you in any way that will be helpful to meet the needs of the industrial class toward development of college programs in the spirit of the original Morrill law.

First, it seems to me the graduates of land-grant colleges are insufficiently acquainted with the social history of their country and especially of agriculture, and that their lack of information propels them as leaders of the farm communities into an unsympathetic attitude toward the labor movement which is inconsistent with the history of our country and a true appraisal of the situation of farmers. I certainly do not suggest that there be an attempt to influence your students toward something that might be shortened into a phrase, farmer-labor cooperation, but it is the obligation of colleges like yours to teach social history to students and to teach it to them so that they emerge as adults with an understanding of what actually happened in the past. A fair presentation of American farm history cannot possibly omit references to the important and beneficial role of organized labor in the national history and in the history of American rural communities.

Second, the agricultural extension program should be paralleled by a worker extension program, with some equivalent of the county agent and home demonstration agent. A pattern in embryo already exists in the workers' extension activities of some colleges (one is being conceived here at Michigan State); though I might say that the colleges which are forced to establish industrial relations services with equal role for labor and management never, in organizing their farmer programs, established services with an equal role for the farmer and the commission merchant, or the farmer and the processor, or the farmer and the railroads.

Third, there need to be accelerated programs of research and service to determine how the increasing leisure that workers (and farmers) will inevitably gain in the next years can be made most fulfilling, leisure that will come from earlier retirement ages, longer vacations, and from shorter workweeks.

Fourth, there is already an evident need for a new conception of adult education (a concept which has recognition in the relation between the land-grant colleges and the farmers), and that is that the daily tide of events so affects human beings that they need a continuing relationship to a school system. Technological upheavals make it necessary that the educational system provide ways by which men and women whose skills are made obsolete can acquire new skills. There is not time to demonstrate to you how complete is the catastrophe that strikes thousands of families when a plant in one city is closed down because an automated plant in some other city has made the old plant an economic relic.

Fifth, for all the talk, including that of the labor movement, about the impact of automation and other technological advances on our society, we know very little of what has actually happened, what is happening, and what will happen. A consideration of these problems belongs in the research programs of the land-grant colleges as well as in the programs of other universities.

Sixth, neither American workers nor American farmers have adequate access to the information they need to make intelligent political and social decisions. The preempting of the voice and eye ways to the American people by commercial communications organizations that exploit their monopoly of all the channels with jealous intensity excludes a proper emphasis on very necessary adult public considerations of contemporary problems. Here it seems to me the land-grant colleges should be challenged to look to Canada and its use of films and radio for clues of what they might do to present mature discussion of social problems, or perhaps to the adult education programs of the Scandinavian countries.

Seventh, every orator not too feeble or unsteady to hold onto a podium tells us that in the near future there will be no place for the uneducated and unskilled. Here obviously there is an emergent need for recasting public education so that no one is graduated from the school system disqualified for life. The land-grant colleges, especially, founded on the belief that no upper class, whatever its qualifications as an elite, has a monopoly on skill, or ability, or a capacity for culture, can make a genuinely historic contribution to democracy by helping to devise and establish in the States a higher learning accessible to everyone in terms of his own abilities. Simply, what we need is an educational orientation that resists discrimination whether it is based on color, family income, national origin, religion, or even prejudice in favor of verbal skills as against mechanical or social skills. Just as I don't believe that there can be a just society constituted on the subjection of one race to another, I doubt the viability of a society organized on a hierarchy of aptitude deciles.

Senator Morrill, speaking on the second Morrill Act of 1890, said :

"A great part of the legislative work accomplishes its utmost purpose and is obsolete at the end of the year, but here is a work that we may fondly hope will endure for ages * * * ."

"There will be no immediate splendor, but a spark will be lighted which may illumine the whole land and lift a cloud from the pathway of the sons of toil that will open to them higher spheres of service and honor, give to republican institutions a more enlightened and enduring support, and make a nation which shall not only desire to live, but deserve to be immortal."

On behalf of the "sons of toil" I can only add, hurry, the clocks are running down.

PREPARED STATEMENT OF CARROLL HUTTON, UNITED AUTOMOBILE WORKERS
EDUCATIONAL DIRECTOR

In the year 1848, Horace Mann, reporting as the secretary of the Massachusetts Board of Education, declared, "that political economy * * * which busies itself about capital and labor, supply and demand, interests and rents, favorable and unfavorable balances of trade, but leaves out of account the elements of a widespread mental development, is naught but stupendous folly."

This was a time after the struggle for free public schools, meaning primary schools, had largely been won.

As the result of the efforts of Mann, the free public high school began to move down from utopian demand to community reality.

Some 8 years later, a college which combined manual labor and a liberal arts education in one curriculum was established in Michigan.

Finally, after several false starts, the land-grant college, whose centennial is beginning to be celebrated now, received its charter in the Morrill Act.

With this enactment was launched what has been called by a competent scholar of the history of education, "one of the most comprehensive, far-reaching * * * schemes for the endowment of higher education ever adopted by any civilized nation."

Other historians have called the Morrill Act "the most important piece of agricultural legislation in American history."

In agriculture, Mann's perception of the enormous economic leverage possible through widespread education, has been confirmed by the technological triumphs of the American farmer, which, in large measure are product of massive and continuing Federal aid to education for the specific aid of farmers over a period of 100 years.

Economists, studying the rhythms and reasons of American economic growth, and in some cases the nonrhythmic failures to grow, have reported that the public high school, and American investment in the education of the rank and file, have played a measurable and important part in the economic growth of the country.

The African, the Asian, and the Latin American nations, which are eagerly contracting with the land-grant colleges to help them accelerate their economic takeoffs through the application of the land-grant college principle have not been noticeably concerned by the advertised dangers of government aid to education.

As director of the UAW Education Department, with the constitutional responsibility to support, within the union and the community, programs designed to advance the understanding of our members so that they can deal with their problems as citizens and as wage earners more effectively, I appear before you today to urge upon you the enactment of what I would like to call the Centennial Act for support of the university general extension program, H.R. 4386.

An unanswerable brief for the bill, it seems to me, could be presented within the context of Horace Mann's understanding of the economics of the American society.

Unquestionably, the land-grant college principle over the last 100 years has served the American agricultural economy very well indeed. Impressed by this performance, the Congress has appropriated tens of millions of dollars to facilitate the spread of the idea to the underdeveloped areas of the world. In these countries, while there is an increasing reluctance on the part of many national leaders to accept some kinds of American aid, there is still only enthusiasm for the land-grant college export.

The American labor movement, which is taking part in the celebration of the land-grant college centennial with the sense that it is commemorating one of its own great projects, takes great pride in the historic achievements of the land-grant colleges, and is cooperating in the extension of the principle to the new nations of the world.

At the same time, however, we think that if these educational principles could serve American farm families this well, and if they are so patently a touchstone for progress in the developing countries, this is also the moment, after 100 years, for the bell to ring calling American wage earners to share in the operation of this beneficent principle.

When the 100th anniversary of Michigan State University, the prototype of the American land-grant college, was celebrated 5 years ago, Brendan Sexton, who was at the time director of the UAW Education Department, spoke to a meeting of the land-grant college presidents. There he reminded the assembled heads of the 68 American land-grant colleges and institutions that the original Morrill Act had directed the States to use the money realized from the sale of land grants for the purpose of teaching "such branches of learning as are related to the agriculture and mechanic arts * * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." The advantages of education were promised to both farmers and mechanics, but in the historical event, the responsibility to wage-earners, Brendan Sexton pointed out, was largely forgotten.

In this speech, and in a later statement which was presented to this committee 2 years ago, supporting an extension bill similar to the one before us today, it was pointed out that the Homestead Act and the Land Grant College Act were enacted into law in considerable measure as the result of the writing and agitation of George Henry Evans, one of the founders of the American labor movement, and one of the first labor editors in the country.

This Congress, we in the UAW believe, has the opportunity, through the enactment of this centennial bill to begin to discharge an ancient obligation owed the working men and women of this country that was incurred when the earliest union spokesmen through their leadership in the United States and in the world paved the way for free public education, for the public high school, and for the land-grant college.

The 6 million people, more or less, who are unemployed in the United States with very little hope at the moment for reemployment according to the economists who are writing about structural unemployment, recall the origins of the land-grant college. Very much as is the situation today, the economy of Europe and the United States was out of joint. There was widespread unemployment. Many people came forward with programs designed to right whatever was wrong.

The reformist ideas, which in Europe were put down with guns and bayonets, were in some cases enacted into law in the United States. In other cases they were tried out in experimental utopian communities, like New Harmony, Ind., Oneida, N.Y., and Brook Farm, Mass., and in the phalanxes promoted by Arthur Brisbane in New Jersey, Illinois, Wisconsin, almost everywhere in the United States.

The one revolutionary idea, however, which was most appealing to American workers, had to do with public schools. Somehow, they believed through the education of their children, social justice would be achieved in the United States.

Knox College in Illinois and people's colleges in a number of other communities were founded in this belief.

Jonathan Turner, the college professor and horticulturist, who more than anyone else pleaded explicitly for the land-grant college idea, was simply verbalizing a ferment among Illinois farmers and wage earners, when he began to talk about education for the masses in 1833.

The resolutions attributed to him, which were adopted by the Industrial League and then by the Illinois Legislature, echo the language of union resolutions, "a system of industrial universities * * * would * * * tend to intellectualize the rising generation" this resolution declared. Earlier, Turner wrote about "popular industrial education * * * for the glorious end of the liberal and appropriate practical education of every class * * * of whatever name * * *"

An authoritative history of the land-grant college says of Turner's plan for land-grant colleges, that it was the "common man's educational bill of rights."

But the spokesmen of land-grant colleges themselves readily concede that urban wage earners, for the most part, have benefited from the land-grant colleges, and the so-called common man's educational bill of rights, far less than any group in the society.

The steady decline in relative importance of the farm community, now barely 10 percent of the population, long ago led the land-grant colleges gradually to become agricultural and mechanics colleges less and less and public universities more and more.

In this evolution there is the danger that the land-grant colleges will lose the saving redeeming relationship with the common man, which distinguished them for the better part of their hundred years, unless they can turn now to serve urban wage earners as they once served the rural farmer and his wife.

This bill, H.R. 4386, provides a very small amount of money for the purpose of expanding a program which is already in operation, to a very limited degree, for a very few wage earners, compared with the very great potential.

You should not be misled about this particular bill. It is not a labor extension bill, or a labor education bill. A very few words, plus a comma, will allow a very small part of the sum that is authorized to go to the purpose we in the union movement are specifically interested in.

But the slightly enlarged program that this initial Federal authorization will make possible, I believe, will permit of a demonstration program that will dramatize the great value in providing, at long last, an educational program for the people the land-grant colleges forgot, the American wage earners.

The kind of program we hope would be developed as the result of the enactment of this bill, is at least in partial operation in about a dozen States where the American labor movement and the public universities, chiefly land-grant colleges, cooperate.

I would estimate that altogether about 250,000 wage earners take part in these programs.

In them, wage earners learn public speaking, parliamentary administration, journalism, credit-union principles, collective-bargaining techniques, time study, economics, basic principles of citizenship, international affairs, history, discussion methods, problems of old age, recreation leadership, community organization, and sometimes vocational subjects like blueprint reading.

What is done contributes significantly to the responsible and mature performance of a greater part of the American labor movement. These programs have almost the unanimous support of both employers and unions.

Under the existing arrangements, however, with the funds presently available, it is not possible to develop new programs that are needed as intelligent responses to the challenge of these times.

For example, I need not tell you, that we are deeply concerned by the uninterrupted secular increase in unemployment over the last decade. Those of us who work in the labor movement know these unemployed, we have watched them punch out of the plants for the last time, we have listened to them ask us where they might go to find a job, and we have sat helplessly while they have asked us for advice on what they might do or where they might go.

We know the statistics. We know that each year technological advances will make about 1¼ million additional workers redundant at the levels of productions we now anticipate.

We know that each year we must find 1¼ million new jobs for workers who will come into the labor market for the first time in excess of those who die or retire.

We know that in the last decade the economy was not able to provide new jobs fast enough to employ the new job hunters plus the automation casualties.

We know that this problem can be solved, that useful productive jobs can be found not only to absorb these two groups but also to provide jobs for the unemployed.

We can point to the work in the community that is still undone where the unemployed might work constructively.

We are confident that the society will get around to adopting a sensible, moral, and practical program that will stop the torture of the unemployed once and for all time.

But with the best possible planning many people are going to have to acquire new skills. Many of the new jobs will not resemble the old jobs in any way.

Unskilled machine tenders will have to become laboratory technicians, or schoolteachers, or skilled repairmen, or salesmen, or Government workers, or workers in occupations that have not been invented or named yet.

Just how we will finally instill this versatile virtuosity in the work force is difficult to say, but a preliminary condition of the final solution will be the universal cultivation in this country of the habit of learning continuously.

We must look forward to an era when a man or a woman never will stop going to school, partly because the continuing education will be necessary if people are to know what they need to know to be intelligent citizens in an increasingly complicated democratic society.

But partly because we now know that our economy is going to evolve much faster than it ever has in the past, we know that it is no longer possible to give a young person a complete education at age 20 that will serve for 45 years down to age 65. A 45-year-old education today is as out of date as a 45-year-old auto or a 45-year-old battleship.

In this bill we see the opportunity to begin to develop meaningful continuing education programs under the guidance of the land-grant colleges in which American wage earners can participate creatively and satisfyingly.

On this 100th anniversary of the land-grant colleges, I can think of no better way to commemorate the centennial than to redeem the forgotten promise to wage earners at the same time the Congress gives recognition to the new economic landscape we live in.

Once the French were supposed to say the more things change the more things remain the same. Today the Russians and the Chinese are doing the talking and they are saying, the more things change the more things will continue to change.

Some people say a computer will be invented that will deal with these questions.

In the UAW we say that computer is already here, and IBM or Sperry Rand didn't manufacture it.

It is called man, but the way to program him for his tasks is to educate him.

It is possible to overstate the importance of a bill that is urged on the Congress. But it is not inconceivable that if this centennial bill is enacted, 100 years from

now, on the 200th anniversary of the land-grant colleges, a scholar will have written that this centennial bill did for the industrial economy in the second 100 years what the original Morrill Act accomplished for the agricultural society in the first century.

Mr. BEDELL. Thank you.

In the past 25 years we in the UAW have been carrying on an educational program with our membership. This is, of course, carried on by part of the monthly dues being set aside, and is one of the largest expenditures of any labor organization in the free world. However, due to the changing times, we find that this is insufficient to keep our membership abreast of these changes and equip them with information so that they can better understand the conditions that exist in this country and the conditions that exist throughout the world.

For that reason we are wholeheartedly in support of the bill which the Senator has presented, S. 3477.

We feel that the \$12 million appropriations asked for in the bill is a rather small amount, but it will go a long way in extending the facilities which we think are quite necessary.

I would like to enumerate five points, if I may, where we think this bill will help considerably.

(1) Contribute to the training of leadership from the rank and file in the labor movement so that collective bargaining will become a more effective instrument for achieving contracts and contract provisions which embody the claims of the entire community on both management and organized workers.

(2) Help wage earners to an understanding of the impact of the technology on the economy and their own lives so that they will be better able to deal with the consequences of automation.

(3) Enable city consumers to begin to examine their problems in the light of sound economic and social principles so that they, as citizens, can contribute creatively to the achievement of better health services, better housing, better community services, and the reconstruction of our cities.

(4) Make the operation of the politics of our democratic society more effective through an expansion of citizenship training, both by adult education and by overcoming the increasing sense of alienation which is the reaction of many people to what has been called mass society.

(5) Strengthen the democratic forces in the world by embarking on training programs for union members which will equip them with the languages, the command of the social sciences, and knowledge of the world they will need to work effectively alongside their fellow trade unionists throughout the world in a common effort to seed and cultivate democratic institutions among the people in the cities and on the farms of the developing countries.

These five points, we think, will be considerably enhanced if the bill which has been proposed by Senator Morse is enacted. And we certainly encourage the committee to give it its full consideration. Thank you.

Senator YARBOROUGH. Thank you. All of your statement will be printed. I find many things of interest and benefit to the committee in it. And I think your points are well set out.

(The prepared statement of Mr. Bedell follows:)

PREPARED STATEMENT OF DANIEL S. BEDELL, LEGISLATIVE REPRESENTATIVE, UAW

RENEW THE LAND-GRANT COLLEGE PRINCIPLE SO THAT IT WILL SERVE THE AMERICAN PEOPLE AS WELL IN ITS SECOND CENTURY AS IT HAS IN ITS FIRST HUNDRED YEARS

My name is Daniel S. Bedell, and I am legislative representative of the International Union, United Automobile, Aerospace & Agricultural Implement Workers of America (UAW), which, as you know, embraces some 1,250,000 wage earners in the United States and Canada in its membership. I have been directed to testify before you in support of the legislation you are now considering, Senate bill 3477, the General University Extension Act of 1962.

On behalf of our membership, I wish to extend our congratulations and our deep thanks to Senator Wayne Morse, who has introduced this bill into the Senate, and to the other Senators and Representatives, from both parties, who, by their endorsement of this measure, have recognized its nonpartisan nature and have acknowledged the significance of extension education for the country.

Since the organization of the UAW more than a quarter of a century ago, the members of our union have been consistently committed to the principle that without a continuing education program they could not properly discharge their responsibilities or perform their duties as wage earners and as citizens.

This has been especially important because most of what the union does is done voluntarily and without pay by the men and women who, in fact, are the union. That these unpaid volunteers do so well is a measure both of the value and the necessity for workers' education.

From the beginning of the union, a monthly automatic allocation has been made from the dues paid by the members to a union education program. The money allocated by the union for this purpose, 5 cents per member per month, which amounts to approximately \$700,000 a year, is the largest appropriation of this kind made by any union, of which we have record, in the free world. Yet this sum is far from adequate to the needs of our members and, during the last 25 years, we have found it necessary to call upon the resources of the communities in which we live, particularly the universities, and especially the land-grant colleges, to whose cooperation we are deeply indebted. Without minimizing the support we have received from a great many private and public colleges and universities, public school systems, and government agencies, we would be ungrateful if we did not specifically acknowledge our indebtedness to the University of Michigan, Michigan State University, the University of Wisconsin, the University of Illinois, Cornell University, Rutgers, Pennsylvania State, the University of Connecticut, and the University of California, all, of course, land-grant colleges, and in a limited context admirably fulfilling the original legislative intent of the act whose centenary is being celebrated this year.

I am attaching to this statement other statements made on behalf of the UAW in support of extension programs like the one proposed here which set forth in detail the utility to the Nation of the programs of the land-grant colleges over the last 100 years. The statement, moreover, also refers to what we call a promise forgotten; that is, the failure of the land-grant colleges to give sufficient emphasis to the mechanical arts or to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

While there can be no question that every American, as a member of the national community, has benefited from the land-grant college program as the result of the creative and intimate relationship between farm families and colleges, the extension programs, the home demonstration programs, the short courses, the research, and the resident training, nevertheless, it should be noted that wageworkers whether in the mines, the mills, the factories, the shops, or the fields have never received more than a minor fraction of the attention bestowed on what are usually called family farmers.

Until very recently there was no place at all for wage earners or their wives or their children in the curriculum or the concern of the land-grant colleges.

While farm families have profited richly in the best sense from the magnificent talents and resources of the land-grant colleges through knowledge and advice in dealing with their problems, in organizing to sell their products, and in the organization of cooperatives for a vast range of needs, wage earners have not

had comparable assistance in meeting their difficult life situations either as consumers, or people desperately in need of health services they cannot afford to buy, or as citizens concerned with the development of democratic institutions to resolve the social and economic dilemma they face, or as members of unions.

One hundred years ago the rural population of the country was four to five times greater than the urban population. Today urban dwellers outnumber the people who live in rural districts by a factor of 9 to 1. Yet there has been no comparable shift in emphasis by the land-grant colleges from farm-oriented programs to activities directly concerned with wage earners and their families. The consequent loss has been borne by the large community as well as by individual workers, for the gain to the country from investment in education in general when it is received by children, or young adults, or by farmers, or by businessmen in business schools, applies equally to extension education for wage earners.

Increases in skill, in understanding, in citizenship competence, and accepted responsibility on the part of the human beings who take part in extension programs are equally an addition to the total wealth of the entire society. Investment in education for workers produces more competent wage earners, more stable industrial relations, communities which are better run because the citizens of the community are more alert in the discharge of their community obligations, which, altogether, contribute to the progress of everyone in America.

Many members of this Senate committee, and other distinguished Senators, as well as the Members of the House of Representatives, have recognized that in the struggle of the free world to survive the American labor movement must play an active role. They are well aware that the Communist thrust at the vital center of the societies in the developing nations is aimed at wage earners and peasants who can best be informed to contend with the Communist poison by people out of the American unions. The AFL-CIO, the individual unions federated with the AFL-CIO, and notably the UAW, have accepted the challenge to assign personnel to work overseas in the development of democratic unions, but these new responsibilities will require the discovery and education of many more men and women trained in organizing, in bargaining, in the techniques of labor education, union administration, and journalism, in the leadership skills democratic institutions depend upon, than can possibly be recruited and equipped within the present budget of manpower and material resources at the command of the unions or the universities and colleges. This is not the occasion to describe the accomplishments of the democratic American labor movement in international affairs, but they have been substantial and have been specifically acknowledged by President Truman, President Eisenhower and, most recently, by President Kennedy. The need for the enlargement and intensification of this program is the subject of urgent discussions going on here in Washington, in Africa, Asia, Latin America, and in most of the capitals of the free world. Because these activities have not been widely publicized and since the statements that have been made in support of Senate bill 3477 have not dealt with this important aspect of this measure before you, I have thought that it would be appropriate to call your attention to this more or less obscure but vital recommendation for its enactment.

It would be unfair to the land-grant colleges and to the men and women who teach in them, to leave unexplained the union view that wage earners have been neglected by the land-grant colleges during their first hundred years. It should be acknowledged that the oversight is known, admitted, and regretted by the land-grant colleges, and within their budgets, and within the limitations sometimes imposed by State legislatures, the colleges have struggled nobly to correct the balance.

Certainly the modest \$12 million that would be spent over a 4-year period as provided in this bill will not meet the urgent need in the United States for a greatly expanded university extension program. Nor with this sum can the colleges begin to assume a role in the lives of city dwellers that the Morrill Act played in the life of the farm community. But this measure will make possible a strengthening of labor extension services (in connection with the broad extension program) that are now offered in a few States and will permit the inauguration of a program in States where the ground has not been scratched.

Realistically, what we in the UAW regard as a significant possibility in this bill remains even in the centenary year of the land-grant colleges only a minor element in the programs envisioned by the authors of this legislation. But even President Lincoln did not foresee the magnificent harvest to the people of this country, and now through the influence of the land-grant college on the

developing countries, on the people of the world, that would come from this law, which was regarded in its day as a left-of-center demand originating within the radical labor movement beginning with George Henry Evans in New York during the 1830's and culminating in the brilliantly conceived proposal made by Jonathan Turner.

Today, from the limited but valuable cooperation we have had already with the land-grant colleges, we anticipate that the expanded program this bill would provide will—

(1) Contribute to the training of leadership from the rank and file in the labor movement so that collective bargaining will become a more effective instrument for achieving contracts and contract provisions which embody the claims of the entire community on both management and organized workers;

(2) Help wage earners to an understanding of the impact of the technology on the economy and their own lives so that they will be better able to deal with the consequences of automation;

(3) Enable city consumers to begin to examine their problems in the light of sound economic and social principles so that they, as citizens, can contribute creatively to the achievement of better health services, better housing, better community services, and the reconstruction of our cities;

(4) Make the operation of the politics of our democratic society more effective through an expansion of citizenship training, both by adult education and by overcoming the increasing sense of alienation which is the reaction of many people to what has been called mass society; and

(5) Strengthen the democratic forces in the world by embarking on training programs for union members which will equip them with the languages, the command of the social sciences, and knowledge of the world they will need to work effectively alongside their fellow trade unionists throughout the world in a common effort to seed and cultivate democratic institutions among the people in the cities and on the farms of the developing countries.

Finally, we in the UAW, are deeply sensitive to the fact that the necessity for ending school early has deprived many wage earners and their families of the opportunity to share in and enjoy our rich cultural heritage, to know personally the origins in history of our democratic institutions, to read with understanding our great writers, and to be sensitive to the insights of our poets and artists and other cultural heroes.

It is our belief that this bill, if enacted, will be a long overdue step toward the realization of the original intention of the author of the Morrill Act to make a "liberal education" accessible to every American.

Only now, 100 years after the enactment of the Morrill Act, can we begin to appreciate what a wise course the country embarked on with the Land Grant College Act. In the light of what we know now, we reread the Buchanan veto of the law the first time it was adopted by Congress and think what a tragedy it would have been if the arguments used against the bill in 1859 had prevailed.

The nonpartisan support for this measure, however, suggests that the misjudgment of the 1859 bill will find no echo in this committee or in this Congress.

We, in the UAW, hope that this near unanimity of opinion will result in the early passage of this bill and by this decision that the Congress will renew the vitality of the land grant college principle so that in its second century it will continue to serve the people of the country as well as in the first century of its application.

Senator YARBOROUGH. The necessity for educating the consumer, point 3, has been highlighted by what is happening to unborn babies through the taking of some kind of tranquilizer, and the vast field of education that is needed there.

Senator Smith, do you have any questions?

Senator SMITH. I just want to congratulate Mr. Bedell on a very fine statement here. As I look over it, I see a quotation from Horace Mann made in 1848 from the testimony of Mr. Carroll Hutton which certainly seems more applicable to our present situation today than before. And along with this testimony I think the work that the UAW has been doing in the field of educating its members, the con-

tinual process of education, is a great step forward in our society today.

And we congratulate you.

Mr. BEDELL. I appreciate it.

Senator YARBOROUGH. There is a very provocative statement in the Sexton statement that I read with interest—

A radical, populist, democratic, Jabobin movement in American history established land-grant colleges, and yet today their political weight, and they have considerable political weight, is heavily conservative.

There are many good sentences in this statement.

I think that the thesis that you expound here is supported by quotations in two of the previous statements from Dr. Miner about what the tests show concerning the intellectual capacity of unskilled workers.

Thank you very much for this statement, Mr. Bedell.

Is Miss Krettek here?

Miss Krettek, will you come around, please?

Miss Germaine Krettek, director of the Washington office of the American Library Association.

STATEMENT OF GERMAINE KRETTEK, DIRECTOR, WASHINGTON OFFICE, AMERICAN LIBRARY ASSOCIATION

Miss KRETTEK. I know your time is short, so if you prefer, I would be glad to ask that my full statement be made a part of the record, and I will just read excerpts from it.

Senator YARBOROUGH. Fine. Because we are working under a time limitation, as you know.

Miss KRETTEK. My name is Germaine Krettek. I am director of the Washington office of the American Library Association.

The American Library Association endorses the purpose of S. 3477. Our association has had a longstanding concern about lifelong education for all our citizens. It looks with great favor on any proposal which would provide financial assistance to land-grant colleges and State universities to enable them to bring programs of adult education to individuals and groups in their local communities.

The association would like, however, to call attention to a serious oversight in the bill. No mention is made of the need for library services and materials to support this enlarged program and no provision is included specifically to permit the use of funds to pay for such services and resources.

In "Standards for Credit and Non-Credit Activities of Field Services Departments as adopted by the Association for Field Services in Teacher Education" (dated December 1, 1961), the statement is made that—

classrooms, library materials and equipment, and laboratories of learning should be comparable to those for on-campus courses.

The American Library Association agrees with this statement.

Under modern methods of instruction, carefully selected materials in sufficient quantities must be available to support the teacher and the course. Otherwise, as experience has shown, the desired results will not be achieved.

It follows that an expanded adult education program, as proposed in this bill, will require greatly increased quantities of books, periodicals and other library materials such as films and recordings. The greater number of upper division and graduate level courses being offered today through extension programs makes more pronounced the need for adequate and easily accessible library resources.

These demands will put additional strains upon the already heavily burdened college and university libraries. In some cases, they will also increase the strains upon public libraries, for these extension courses are often conducted in communities which do not have college or university library facilities and must depend upon the public libraries which are geared only to meet normal community demands and lack sufficient funds to furnish the materials required to supplement the university extension work. If good library service to extension students is desirable, and we believe that it is not only desirable but essential, it will cost something. It cannot be an incidental thing to come completely out of an already inadequate library budget.

In order to remedy the situation, the American Library Association recommends that the definition of the term "general university extension education program" in section 4(d) be amended to include language which would allow the expenditure of funds for library books and other materials and services which are required by such a program, whether such library resources and services are provided by the college or university library or through contract with a public library.

Or, if an amendment to the bill does not seem desirable at this time, we would urge that the committee report make it perfectly clear that Congress intends the definition of "general university extension education program" to be interpreted to authorize the expenditure of funds for library books and other materials and services which are required by such a program, whether such library resources and services are provided by the college or university library or through contract with a public library. The association would expect that a firm committee directive stressing the importance of library materials and services would enable the Commissioner of Education to include this specification in the regulations governing the act.

We feel that such an action is highly necessary, because far too frequently the necessity for additional library materials and services to carry on an expanded extension program is overlooked by the administrators of college and university budgets. The same situation applies when the burdens are placed upon the local public library by the demands of university or college extension programs held off campus. It is urgent, therefore, that libraries be specifically mentioned in the bill, or that the intent of the Congress to include library materials and services be made clear.

With such modifications, the association heartily endorses S. 3477, and urges its approval by the subcommittee.

Thank you very much, Mr. Chairman and Senator Smith, for this opportunity to present our views.

Senator YARBOROUGH. Thank you for your statement.

I recommend that after we adjourn you confer with Chancellor Caldwell, who officially represents here the Association of State Universities and Land-Grant Colleges and the State Universities Association and those with him, concerning your recommendation. That will

be a committee amendment. Of course, that would be a matter for the subcommittee and the full committee as to whether the definitions in 4(d) are adopted or not.

If such an amendment should not be adopted, the committee would consider your recommendation that the committee report to the full Senate, including directives or interpretive material or statements of even a different character that might highlight your recommendations.

That would be considered by the subcommittee and the full committee.

Senator Smith.

Senator SMITH. I have no questions. Thank you very much.

Senator YARBOROUGH. I regret that Senator Morse isn't here to comment on this. As you know, he has given more time to education at this 87th Congress than any other Member of the Senate. He is a former dean of a law school, he is a former teacher, and very vitally interested in education. We have to adjourn at 11 o'clock. He has gone to the floor on a vital matter, and I expect to join him in 10 minutes.

When Dr. Sheats was testifying I mentioned my experience in California in an army camp. In California they have branch libraries, and it is surprising the quality of material brought out to small towns of less than a thousand population that people can check out and use. I remember one, Dawson's three-volume "Birds of California." You could check it out and use it; it wasn't merely a reference book. I remember Edward Newton's book about book collecting was sent out to small towns and could be checked out. It is really considered a collector's item. So the service rendered to those community libraries, I think, was quite advanced.

I want to congratulate you in the American Library Association for your efforts to further the distribution and use of books that benefit our society.

Senator Smith.

Senator SMITH. I have no questions.

Senator YARBOROUGH. Thank you for the very fine manner in which you have condensed your statements, yet have given us the substance of them.

(The prepared statement of Germaine Krettek follows:)

PREPARED STATEMENT OF GERMAINE KRETTEK, DIRECTOR, WASHINGTON OFFICE,
AMERICAN LIBRARY ASSOCIATION

My name is Germaine Krettek. I am director of the Washington office of the American Library Association, a nonprofit, professional association of more than 25,000 members, consisting of librarians, trustees, and friends of libraries interested in the development, extension, and improvement of libraries as essential factors in the educational, social, and cultural needs of our Nation.

The American Library Association endorses the purpose of S. 3477, a bill to provide for a program to assist the several States in further developing their programs of general university extension education.

Our association has had a longstanding concern about lifelong education for all our citizens. It looks with great favor on any proposal which would provide financial assistance to land-grant colleges and State universities to enable them to bring programs of adult education to individuals and groups in their local communities.

It believes that our colleges and universities are falling short in this endeavor although they have accomplished considerable. The present bill, S. 3477, should do much to aid and encourage them toward attaining these objectives.

The association would like, however, to call attention to a serious oversight in the bill. No mention is made of the need for library services and materials to support this enlarged program and no provision is included specifically to permit the use of funds to pay for such services and resources.

In "Standards for Credit and Noncredit Activities of Field Services Departments as Adopted by the Association for Field Services in Teacher Education" (dated December 1, 1961), the statement is made that "classrooms, library materials and equipment, and laboratories of learning should be comparable to those for on-campus courses." The American Library Association agrees with this statement.

Under modern methods of instruction, carefully selected materials in sufficient quantities must be available to support the teacher and the course. Otherwise, as experience has shown, the desired results will not be achieved.

It follows that an expanded adult education program, as proposed in this bill, will require greatly increased quantities of books, periodicals, and other library materials such as films and recordings. The greater number of upper division and graduate level courses being offered today through extension programs makes more pronounced the need for adequate and easily accessible library resources.

These demands will put additional strains upon the already heavily burdened college and university libraries. In some cases, they will also increase the strains upon public libraries, for these extension courses are often conducted in communities which do not have college or university library facilities and must depend upon the public libraries which are geared only to meet normal community demands and lack sufficient funds to furnish the materials required to supplement the university extension work. If good library service to extension students is desirable, and we believe that it is not only desirable but essential, it will cost something. It cannot be an incidental thing to come completely out of an already inadequate library budget.

Cooperation may help to provide library materials at reasonable cost in some cases. For example, a committee on cooperative library services for extension students has been appointed in the College Library Section of the Michigan Library Association to explore the possibility of having various institutions pool resources and through cooperative efforts provide better library resources at centers where more than one institution offers extension classes. But whether the efforts are individual or cooperative, additional funds for off-campus library resources are imperative.

In order to remedy the situation, the American Library Association recommends that the definition of the term "general university extension education program" in section 4(d) be amended to include language which would allow the expenditure of funds for library books and other materials and services which are required by such a program, whether such library resources and services are provided by the college or university library or through contract with a public library.

Or, if an amendment of the bill does not seem desirable at this time, we would urge that the committee report make it perfectly clear that Congress intends the definition of "general university extension education program" to be interpreted to authorize the expenditure of funds for library books and other materials and services which are required by such a program, whether such library resources and services are provided by the college or university library or through contract with a public library. The association would expect that a firm committee directive stressing the importance of library materials and services would enable the Commissioner of Education to include this specification in the regulations governing the act.

We feel that such an action is highly necessary, because far too frequently the necessity for additional library materials and services to carry on an expanded extension program is overlooked by the administrators of college and university budgets. The same situation applies when the burdens are placed upon the local public library by the demands of university or college extension programs held off campus. It is urgent, therefore, that libraries be specifically mentioned in the bill, or that the intent of the Congress to include library materials and services be made clear.

With such modifications, the association heartily endorses S. 3477, and urges its approval by the subcommittee.

Senator YARBOROUGH. The record will be held open until August 2

for any additional statements by any interested persons or institutions. If there are any organizations, persons, or institutions who want to be heard on this and weren't here, they can file their written statements up until the 2d of August, and they will be printed in the record and considered.

(The following letters, telegrams, and written statements were received and ordered printed by the chairman:)

PREPARED STATEMENT OF DR. EDWIN D. HARRISON, PRESIDENT, GEORGIA INSTITUTE OF TECHNOLOGY

My name is Edwin D. Harrison, and I am president of the Georgia Institute of Technology, Atlanta, Ga.

My appearance before this subcommittee is in my capacity as the president of the Georgia Institute of Technology and not as a representative of or in behalf of any group.

The purpose and the need for an act similar to S. 3477 are well expressed in section 2 of the bill, and I shall not repeat statements concerning this act with which you are already well aware.

All manpower utilization studies and employment studies I have seen endorse the need for upgrading the level of technological competence of employees, whether they be in the category of skilled labor or subprofessional and professional areas. Further, my everyday experiences as an educator associated with the critical fields of technology corroborate the findings and expressions in the studies which I mentioned. It is specifically this aspect of the bill with which I am concerned.

Georgia Tech currently undertakes an evening extension program for engineers, managers, and technicians at the undergraduate, graduate, and refresher levels. We also offer numerous short-course and conference-type programs which are largely for the upgrading of technological knowledge. These programs are essentially self-supporting through necessity.

I wish to make perfectly clear that I understand, endorse, and applaud the unique achievements of the land-grant college concept and the tremendous influence it has had on the growth and character of higher education in America.

However, in my State, our board of regents saw fit some years ago to divide the academic responsibilities conducted at our State university from those which became a responsibility of what was then known as the Georgia School of Technology. This action was an intelligent and appropriate one for the State of Georgia. The Morrill concept of "agricultural and mechanical" colleges intended that the two activities be combined in one institution. Although this was originally done in the State of Georgia by naming the existing State university a land-grant college and by the establishment of a second land-grant college for Negroes, the concept changed over the years. Those activities of a purely technological nature were later removed from the State university and were placed at what is now the Georgia Institute of Technology without the formality of naming Georgia Tech either a land-grant college or a State university. Georgia Tech is, therefore, somewhat unique among State institutions in the sense that it offers programs only in architecture, science, industrial management, and engineering. It is, therefore, 100 percent technologically oriented. Our State university at Athens, Ga., has retained agriculture, agricultural engineering, and all other programs of study normally associated with a State university.

It is my understanding that the original purpose of this bill was centered on technological aspects of extension activities. There are, however, certain discriminatory provisions of S. 3477 which will exclude the State of Georgia from full participation. Section 4, paragraphs (b) and (c), defines the meaning of "land-grant college" and "State university." Georgia Tech's status does not satisfy the definitions given. Section 4(d) defines "general university extension education program" and restricts the program, in effect to courses currently offered by the land-grant college or State university. Since the University of Georgia, which is both the State university and the land-grant college, does not offer courses in engineering (with the exception of agricultural engineering), urban development, architecture, or industrial management, these critical

areas of extension activity could not be undertaken in our State under the presenting wording of the bill.

I do not know whether other States might be similarly affected or not, but a revision is necessary to carry out the intent and purpose as stated.

I respectfully urge the committee's attention to this point.

PREPARED STATEMENT OF HAZEL BLANCHARD, PRESIDENT, NATIONAL
EDUCATION ASSOCIATION

Mr. Chairman and members of the subcommittee, the National Education Association commends the sponsors of S. 3477 for this further evidence of their sincere support of sound educational programs. The great contribution of educational extension work in those limited areas to which it is presently confined furnishes ample evidence of the value of such Federal-State cooperation. The vastly more complex society of today makes it most desirable that the program be expanded beyond the areas of agriculture and home economics as provided for in 1914. It is noteworthy S. 3477 is designed to supplement rather than to supersede present programs.

The expansion of university extension education, while not specifically designed to do so, can be of much assistance in improving the quality of teaching in elementary, secondary, and adult education programs. By "bringing the professor to the people" the stimulation of new ideas, new discoveries, new practices can be made available in every village and farm as well as suburb and town in this Nation. The teachers in these communities, many of them married women who cannot leave their families for summer school on-campus work, can avail themselves of the opportunity offered by extension courses to bring their knowledge of subject matter up to date.

The amount of money provided for in S. 3477 is a modest sum which can increase the educational achievement of the citizens of the United States. As the preamble of S. 3477 so aptly states, this legislation offers "great promise in promoting the security, defense, and welfare of the United States by extending the benefits of the land-grant colleges and State universities beyond their immediate campuses."

It is significant that land-grant colleges became known as peoples colleges in many States soon after they were established. The expansion of extension education increased the peoples college function of the State universities and land-grant institutions. S. 3477 is in full accord with this important concept of public higher education.

WESTERN ILLINOIS UNIVERSITY,
Macomb, Ill., July 21, 1962.

Hon. WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: Thank you very much for sponsoring S. 3477, General University Extension Education Act of 1962. As an adult educator who has worked in university extension both in Connecticut and Illinois, I know the importance of education for the people who are making decisions today. I know, too, that the impetus that can be given to this program of disseminating new knowledge and technical information to these adults by the General University Extension Education Act will be very great and out of all proportion to the small amount which will have to be appropriated by Congress.

Thank you again for your assistance.

Sincerely yours,

CARLSON E. CRANE, *Dean*.

PROVIDENCE, R.I., July 24, 1962.

Senator WAYNE MORSE,
U. S. Senate Office Building, Washington, D.C.:

Heartily in favor of S. 3477 to help support educational opportunities for 3,200 adults now registered in our general extension division and more in future.

FRANCIS H. HORN,
President, University of Rhode Island.

THE UNIVERSITY OF VERMONT,
OFFICE OF THE PRESIDENT,
Burlington, Vt., July 24, 1962.

Hon. WAYNE L. MORSE,
U.S. Senator,
Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: I have just learned that S. 3477 will come up for hearing this Thursday and I would like to lend my unqualified support to this legislation.

The State of Vermont, due to its sparse population and difficulty of travel, presents a unique problem in the field of adult education. In the past few years we have expanded our service to the citizens of the State rather substantially but, without some financial support, we cannot reach a significant number of our people who are anxious for this kind of education. I feel certain that the money which would be made available under the proposed bill would enable us to at least double the scope of our adult education program.

I sincerely hope that you will be able to do everything possible to bring this very worthwhile piece of legislation into law.

Sincerely,

JOHN T. FEY, *President.*

GLENDALE CALIF., July 23, 1962.

Senator WAYNE MORSE,
Washington, D.C.:

Urge full support of S. 3477, General University Extension Education Act. Consider it necessary to solution of many pressing urban domestic international problems.

W. P. STRONG,
General Precision Librascope Division.

LONG BEACH, CALIF., July 23, 1962.

Senator WAYNE MORSE,
Chairman, Subcommittee on Education,
Washington D.C.:

Please urge favorable action by Subcommittee on Education on Senate bill 3477, General University Extension Education Act. This bill will assure urban programs for adults, the same type of financial assistance now available in rural areas under the Agricultural Extension Act.

FLOYD GARTRELL,
United Rubber Cork, Linoleum & Plastic Workers of America, AFL-CIO
District No. 5.

HARBOR CITY, CALIF., July 24, 1962.

Senator WAYNE MORSE,
U.S. Senate,
Senate Office Building, Washington, D.C.:

Urge your support of S. 3477, General University Extension Education Act to provide urban Federal assistance comparable to funds now provided in rural areas under Agriculture Extension Act.

BEN N. SCOTT,
Secretary-Treasurer, Retail Clerks Local 905.

LOS ANGELES, CALIF., July 23, 1962.

Senator WAYNE MORSE,
Chairman, Subcommittee on Education,
New Senate Office Building, Washington, D.C.

Request favorable action on Senate bill 3477, General University Extension Act.

We support this bill because it provides urban program for adults with comparable financial assistance to that provided now in rural areas under the Agricultural Extension Act.

WEBB GREEN,
Business Manager, Local Union 11 IBEW.

LOS ANGELES, CALIF., July 24, 1962.

HON. WAYNE MORSE,
*Chairman, Committee on Education,
U.S. Senate, Washington, D.C.:*

Los Angeles County Federation of Labor urges you to give full support to S. 3477 which is now before the Subcommittee on Education. This bill will assure urban programs for adult education with the same financial assistance now extended to rural areas under Agricultural Extension Act.

W. J. BASSETT, *Executive Secretary.*

LOS ANGELES, CALIF., July 23, 1962.

Senator WAYNE MORSE of Oregon,
U.S. Senate, Washington, D.C.:

We urge favorable action by Subcommittee on Education on S. 3477, General University Extension Education Act. We support this bill because it will provide urban adult education programs with the same opportunities for Federal assistance now available in rural areas under the Agricultural Extension Act.

WILLIAM SIDELL,

Secretary-Treasurer, Los Angeles County District Council of Carpenters.

GLENDALE, CALIF., July 23, 1962.

Senator WAYNE MORSE,
Senate Office Building, Washington, D.C.:

Recommend passage of S. 3477, General University Extension Education Act.

ALLAN KATCHER, *Northridge, Calif.*

GLENDALE, CALIF., July 20, 1962.

Senator WAYNE MORSE,
Senate Office Building, Washington, D.C.:

Urge fullest support of S. 3477, General University Extension Education Act. Consider this essential to increasing knowledge and understanding on broad scale of many pressing urban domestic and international problems.

ANGUS MACLEOD.

STILLWATER, OKLA., July 20, 1962.

HON. WAYNE MORSE,
*Chairman, Subcommittee on Education of the Senate Committee on Labor and
Public Welfare, Senate Office Building, Washington, D.C.:*

Urge your careful consideration and favorable report on Senate bill S. 3477 on general university extension. Your support and vote for this legislation is earnestly sought and much appreciated.

OLIVER S. WILLHAM,
President, Oklahoma State University.

THE UNIVERSITY OF WISCONSIN,
Madison, Wis., July 19, 1962.

HON. WILLIAM PROXMIRE,
*Senate Office Building,
Washington, D.C.*

MY DEAR SENATOR PROXMIRE: We are delighted that you have joined in co-sponsoring S. 3477, the general extension bill. As you know, the University of Wisconsin has a long and distinguished record in the general extension field. Under the pressure of a rapidly changing society, we are endeavoring to change and expand our extension efforts, particularly to meet the needs of the growing urban areas of our State.

We are, however, confronted with serious financial problems in this connection. With constantly growing undergraduate and graduate enrollments, we

are having great difficulty in securing adequate State subsidy to maintain the quality university we all want. While the State of Wisconsin has long provided subsidy for extension, for several years it has been impossible to secure additional funds for this important work.

We believe that general extension should be substantially self-supporting through fees, but we do not believe an adequate program can be provided on the basis of complete self-support. This is why the general extension bill is of critical importance to us in the years ahead. It would go far in providing that essential "seed money" that would enable us to provide a balance extension program for all the people of our State.

Sincerely yours,

C. A. ELVEHJEM, *President.*

MISSOURI LIBRARY ASSOCIATION,
Jefferson City, Mo., July 31, 1962.

HON. STUART SYMINGTON,
*Senate Office Building,
Washington, D.C.*

DEAR SENATOR SYMINGTON: Your consideration of alterations in S. 3477, as suggested by the American Library Association to the Senate Committee on Labor and Public Welfare on July 26, is invited.

Somehow the intent of legislation is often lost after passage of the legislation is enacted. It is for this reason that we feel that expenditures for library services and materials to augment the instructional program in extension programs should be spelled out.

Specifically we join with ALA in recommending that section 4(d) be amended to include language which would allow the expenditure of funds for library books and other materials and services which are required by such a program, whether such library resources and services are provided by the college or university library or through resources and services contracted with a public library.

Sincerely yours,

A. P. MARSHALL, *President.*

THE UNIVERSITY OF MICHIGAN EXTENSION SERVICE
Ann Arbor, Mich., July 31, 1962.

HON. WAYNE MORSE,
*U.S. Senate,
Washington, D.C.*

DEAR SENATOR MORSE: On Thursday, July 26, I attended the hearing of your Subcommittee on Education, Senate Committee on Labor and Public Welfare, relative to S. 3477, the General University Extension Act of 1962. I am sure that those of us who traveled considerable distances to be present were extremely pleased with the friendly atmosphere in which the hearing was conducted. Your comments, as well as those of your colleagues, Senators Yarborough, Randolph, and Smith, were testimony that your previous experiences with extension operations have been pleasant.

I am enclosing a statement which I would like to add to the record as chairman of the Michigan Coordinating Council of State College Field Services.

Sincerely yours,

E. J. SOOP, *Director.*

PREPARED STATEMENT OF EVERETT J. SOOP, DIRECTOR, UNIVERSITY OF MICHIGAN
EXTENSION SERVICE, ANN ARBOR, MICH.

As chairman of the Michigan Coordinating Council of State College Field Services, as well as director of the University of Michigan Extension Service, I should like to record my support of S. 3477, the bill you have introduced "to promote the security and welfare of the people of the United States by providing for a program to assist the several States in further developing their programs of general university extension education."

In a recent survey of higher education in Michigan it was pointed out that the services provided by university and college extension and field service departments tend to follow the concentrations of population in our State where sufficient supporting income through fees is more available. Where the popula-

tion is sparse the services are more limited. The report states that all of the extension programs of the State-controlled institutions should be very much expanded and that an attempt should be made to give complete coverage to all parts of the State. Through voluntary efforts our coordinating council does effective planning, but much more could be accomplished if additional funds such as those proposed in S. 3477 were available. With the rapid changes taking place in all phases of our life experiences, including those related to technological advancement, continuing education of those who have completed professional education, as well as those who have had other types of post-high-school training, is a necessity in our type of society.

Expanded programs in all phases of leadership development are needed, as are research in new methods and techniques of programing in adult education; education for public responsibility; enlarged programs in the liberal arts, especially those in the culturally oriented and creative fields; and projects adapted especially for large groups in our population such as labor, older citizens, and the educationally stranded. It is our assumption that S. 3477 would permit development in these areas both through instruction and through the provision of library and other supplementary materials so necessary for successful completion of any instructional program.

I congratulate you and the other Senators who have joined you in presenting this bill and hope that it may receive early consideration and approval.

PREPARED STATEMENT OF DR. M. R. LOHMANN, DEAN OF ENGINEERS, OKLAHOMA STATE UNIVERSITY, STILLWATER, OKLA.

The extension program of the College of Engineering, Oklahoma State University, has since 1937 provided the people of Oklahoma and the United States through conferences, institutes, and short courses with the opportunity to become familiar with new knowledge and technical information resulting from research and study.

Typical of such programs are: Conferences on thermodynamics, natural gas engineering, advanced heat transfer, institutes in the fields of management and personnel and such short courses as air conditioning, water and sewage, industrial wastes, concrete design and highway construction.

The college of engineering also provides a program of graduate level engineering courses which are offered annually in the principal industrial areas of the State. Graduate engineering courses are offered in the areas of chemical, industrial, civil, and mechanical engineering.

For the past 2 years a competent person with an engineering education has been employed and stationed in the Tulsa metropolitan area. He is responsible for providing business and industry with information regarding the services and information available from the Oklahoma State University.

The scope of the program described above has been limited by the financial resources available. The financial support that would be provided by the approval of S. 3477 would allow a substantial expansion in the development of the existing programs and the initiation of new programs which in my opinion, the purpose of the bill in promoting the security, defense, and welfare of the United States would be achieved by providing education services to the people of this region.

It is my privilege to recommend the passage of this bill.

OXFORD, MISS., July 25, 1962.

HON. WAYNE MORSE,
U.S. Senate, Washington, D.C.:

As chancellor of the University of Mississippi I am interested in the General University Extension Act of 1962, S. 3477. I am sure that your experience as a teacher make unnecessary any discussion of reasons for support, although modest in amount the support which this legislation would make available to institutions of higher learning would enable these institutions to extend their resources to adults at a time when their continued education is vital to the progress of our Nation. Any consideration which you and members of your committee give this legislation will be appreciated.

J. D. WILLIAMS.

HOLLYWOOD, CALIF., July 25, 1962.

Senator WAYNE MORSE,
Senate Office Building, Washington, D.C.:

We advocate passage of Senate bill 3477 which will make available badly needed Federal assistance for urban adult education programs, thus giving such programs similar financial support that is now available in rural areas under the Agricultural Extension Act.

H. O'NEIL SHANKS,
Vice President, Los Angeles County Federation of Labor, AFL-CIO.

LOS ANGELES, CALIF., July 25, 1962.

Senator WAYNE MORSE,
Washington, D.C.:

Urge your support of S. 3477, General University Extension Education Act, to provide urban Federal assistance comparable to funds now provided in rural areas under Agricultural Extension Act. Thank you.

JUSTIN MCCARTHY,
Administrative Office, Los Angeles Newspaper Guild.

LOS ANGELES, CALIF., July 25, 1962.

HON. WAYNE MORSE,
Chairman, Subcommittee of Education,
Senate Office Building, Washington, D.C.:

Request your support for passage of Senate bill 3477, General University Extension Act.

Passage of S. 3477 will make available for broader opportunities in adult education than are possible under the present inadequate allocation of funds to university extension.

H. G. SCHMIEDERER,
Director of Journeyman Training, Local Union 11, IBEW.

GAINESVILLE, FLA., July 26, 1962.

Senator WAYNE MORSE,
U.S. Senator from Oregon,
New Senate Office Building,
Washington, D.C.:

All States involved in space age projects need help, Senate bill S. 3477 can give not only for graduate level instruction of scientists but for supporting service staff training. Passage urged. Feel I know you through your good friend, Paul Washke, whom I knew well in Seattle wing, naval service.

G. MANUEL TURNER,
Dean, Division of General Extension.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS,
Washington, D.C., July 25, 1962.

HON. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

MY DEAR SENATOR MORSE: Our association has worked energetically for the Adult Basic Education Act, and I want to assure you that we are also deeply interested in the passage of the bill you have introduced to promote education through university extension. The need for adult education in this country is so tremendous that we must approach the problem from all angles and through all agencies, and any legislation that will put continuing education for adults within the economic reach of more Americans has our strongest support.

As president of the National Association of Public School Adult Educators, I represent 1,000 directors of public school adult education programs—a complete listing of the full-time public school adult education directors in this country.

I speak for them when I say that we will give you any assistance we can to insure passage of S. 3477.

Very truly yours,

WILMER V. BELL, *President.*

AMERICAN FEDERATION OF LABOR AND CONGRESS OF
INDUSTRIAL ORGANIZATIONS,
Washington D.C., August 1, 1962.

HON. WAYNE MORSE,
Chairman, Subcommittee on Education of the Senate Committee on Labor and Public Welfare, Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: The American Federation of Labor and Congress of Industrial Organizations is pleased to express its full support of the principles incorporated in the proposed legislation entitled, "the General University Extension Act of 1962," S. 3477. This bill would provide for Federal aid to State universities and land-grant colleges for the purpose of developing and establishing general university extension programs. Similar bills have been introduced in the past and the AFL-CIO has supported them as it now supports this present bill.

In January of this year the AFL-CIO sponsored a nationwide conference celebrating the 100th anniversary of the Land Grant Act. At that time President George Meany said:

"We in the labor movement hope for a more widespread recognition that higher education is not only for the young. For example, the extension work of the land-grant colleges was among their most important functions from the very beginning. This sort of service should include workers, just as it is now available to farmers, businessmen, and manufacturers.

Organized labor is an undeniable part of the society in which a university exists; therefore, it is a proper beneficiary of university services. The imaginative recognition of this fact on the part of some universities has resulted in a rich and stimulating relationship for both the schools and the unions. It is a relationship in keeping with the spirit of the Land Grant Act—the belief that higher education belongs to the working people as much as to the scholars."

S. 3477, among its other benefits, would help bring about the kind of relationship between the universities and union members which President Meany described in that statement.

The Morrill Act which established the system of land-grant colleges was intended to promote "the liberal and practical education of the industrial classes in the several pursuits and professions in life." We believe that in this centennial year of the Land Grant Act, passage of the General University Extension Act of 1962 would be an especially appropriate way of implementing the original purpose of Congress when it established the land-grant college system.

Sincerely yours,

ANDREW J. BIEMILLER,
Director, Department of Legislation.

UNIVERSITY OF ILLINOIS,
OFFICE OF THE DEAN,
Urbana, Ill., July 23, 1962.

HON. WAYNE MORSE,
*U.S. Senate,
Senate Office Building,
Washington, D.C.*

DEAR SENATOR MORSE: Many educators in Illinois as well as in other States in the Union are genuinely pleased in learning that you introduced the General University Extension Education Act of 1962 (S. 3477) to the Senate July 2. We understand that it is scheduled for a hearing this week before the Subcommittee on Education, of which you are chairman.

You are assured that the educators referred to above, and numerous lay citizens who are closely associated with and interested in general extension programs conducted by the publicly supported universities in Illinois and in other States, are earnestly hoping that the General University Extension Education Act will be given favorable consideration and prompt action by your committee and by the Senate at large. The demand for educational programs

in general, technical, semiprofessional, and professional areas of subject matter continue to exceed our financial resources. Among other reasons, these demands from adults result from the changing character of society including its increasing complexity, higher qualification requirements from our persistent technological advancements, and the increasing desire among adults to continue their education by studying substantive subject matter during their leisure hours. I am referring to those demands for instruction of college level and college character exclusively. Other institutions should meet the demands for vocational and lower level training.

The University of Illinois, like many other prominent universities, conducts a college-level general extension program which, in cooperation with subject matter departments, takes many facets of the university's educational program and research findings to interested and qualified adult citizens throughout the State. The program comprises semester-length classes in college-level courses on undergraduate and graduate levels for credit and without credit in several locations throughout the State; short courses, conferences, clinics, and workshops both on and off the campus; lecture series; seminars; consultation work; and college credit courses by correspondence study. The programs are addressed to qualified citizens who for various reasons—family, jobs, finances, etc.—are unable to come to the campus for sustained periods of study but nevertheless want to continue their education, and thereby have legitimate expectations of their State university.

Certain phases of the program receive financial subsidy from university funds; other phases are necessarily self-supporting. Demands for additional extension programs like those previously mentioned exceed the university's ability to support. In addition, other college-level programs which warrant some subsidy are needed by the people in the State but are beyond the university's financial limitations.

Assistance with Federal funds, even though in small amount, supplemented with tuition receipts will enable this and other universities to conduct additional extension classes, seminars, demonstrations, and conferences desired and needed by laborers, small businessmen, social workers, technologically displaced middle and higher level workers, and others who are educationally prepared to profit from our offerings but not financially prepared to bear the total cost.

We believe strongly that a free society has a responsibility for continuing education, and that its responsibility does not cease at the point where its youthful members secure a bachelor's degree. Furthermore, we believe that in these tense and difficult days of crucial decisions we have a responsibility to support programs in continuing education.

I think you will be interested in knowing that this bill has the unqualified support of the following national associations: Association of State Universities, Association of State Universities and Land-Grant Colleges, and National University Extension Association.

I believe it is appropriate to bring to your attention the preceding facts relative to the increasing interest in and needs for higher level adult education, and to the inability of universities and their extension divisions to comply with these growing demands from citizens for continuing substantive instruction. These types of requests and the level of instruction essential to meet the requirements are not within the purview of cooperative extension, which, as you know, concentrates on agricultural activities and enjoys substantial Federal subsidy.

We commend you for your interest in and your genuine leadership in behalf of this proposed legislation which is important to citizens, particularly those in urban areas who desire and need to push back the boundaries of their knowledge, also to update their present concepts and skills to continue being productive and competitive in society, and otherwise knowledgeable, effective citizens. Although the amount of money involved is small indeed, it will assist the universities significantly in enabling them to comply through their general extension divisions with a larger number of expectations which citizens in each State have of their publicly supported universities. As indicated earlier, the benefits supplemented with comparatively modest tuition and registration fees will enable the respective universities to achieve substantial and significant educational values with each dollar of Federal assistance. Interested, qualified citizens whose numbers are constantly growing, will be the true beneficiaries of this needed legislation.

Respectfully yours,

STANLEY C. ROBINSON, *Dean.*

OREGON STATE SYSTEM OF HIGHER EDUCATION,
OFFICE OF THE DIRECTOR,
Corvallis, Oreg., August 2, 1962.

Senator WAYNE MORSE,
U.S. Senate,
Washington, D.C.

Senator MAURINE NEUBERGER,
U.S. Senate,
Washington, D.C.

DEAR SENATORS: There are currently pending in the Senate two bills of great importance to the welfare of the college and university libraries of this Nation.

* * * * *

The other legislation, which I wish to endorse, is Senator Morse's bill as a companion bill to H.R. 11340 providing Federal funds for land-grant colleges and State universities. I hope that this legislation does reach the floor of both the House and the Senate and that when and as it does that it will specifically include the libraries of educational institutions as among the institutional agencies eligible for support and strengthening through the proposed funds. Such legislation, if it is passed, can have educational stimulus approaching that of the GI assistance bill. As an Oregonian I am pleased that Senator Morse is sponsoring this legislation in the Senate. I know that both of you will work actively for passage. I like to think that you will want libraries specifically included in the act.

Sincerely yours,

WM. H. CARLSON, *Director of Libraries.*

PITTSFIELD COMMUNITY UNIT SCHOOL,
DISTRICT No. 10,
Pittsfield, Ill., July 23, 1962.

Senator WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: I have today written Senators Dirksen and Douglas asking them to support Senate bill No. 3477, the companion bill to H.R. 11340. I sincerely hope enough Senators will support the bill to pass it when it comes up for a vote.

The colleges and universities are facing a real challenge in the field of adult education and if they are to carry the program forward adequate to meet the needs of the American people, they must have financial assistance from the Federal Government.

Thanking you for your interest, I am

Very cordially yours,

J. H. VOSHALL, *Superintendent.*

THE PENNSYLVANIA STATE UNIVERSITY,
OFFICE OF THE PRESIDENT,
University Park, Pa., July 25, 1962.

HON. WAYNE MORSE,
U.S. Senate,
Old Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: I was pleased to learn you sponsored the general university extension education bill (S. 3477) along with a number of other Senators. This proposed legislation is needed by the land-grant colleges and State universities to help them fulfil their obligations to the people. In 1959, I testified before the Special Subcommittee on Education of the Committee on Education and Labor on the House version of the bill which was introduced by Congressman Elliott, of Alabama, and later the present House bill (H.R. 11340) by Congressman Bailey.

At that time I pointed out the importance of such legislation in order for us to meet the competition arising in foreign countries in the development of technically and scientifically trained persons. It therefore is even more important now to have such support since we have been unable to do no more than we have been doing simply because of the lack of financial support.

We hope you are successful in having this bill pass the Senate. You have our full support and I feel certain the two Senators from Pennsylvania will also support the bill.

Sincerely yours,

ERIC A. WALKER,
President.

GLENDALE, CALIF., July 23, 1962.

HON. WAYNE MORSE,
Oregon Senator,
Washington, D.C.:

Your Subcommittee on Education has under consideration S. 3477, a bill to give same consideration to urban people as to agriculture under the Agriculture Extension Act. Changing population and industrial patterns make S. 3477 an absolute necessity. I urge your vote and influence for favorable action. I have requested Senators Clare Engle and Thomas Kuchel to be present on the 26th.

PAUL PELFREY,
United Brick & Clay Workers, Western Region 3730.

THE UNIVERSITY OF CALIFORNIA,
Los Angeles, Calif., July 25, 1962.

Senator WAYNE MORSE,
Chairman, Subcommittee on Education,
New Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: The continuing education of our adults is essential to a strong and free America. If America is to maintain world leadership, it must assure education for all and throughout life. The General University Extension Act of 1962 (S. 3477) will provide essential support to States which are burdened with important tasks of educating our youth and are unable to expand financial support to adult education. That adult education has been an important instrument of national policy for many nations, particularly the new, emerging nations of today, attests to the importance of the continued education of our citizens.

Cordially yours,

PHILLIP E. FRANDSON,
Assistant to the Dean.

TODAY'S CRITICAL NEEDS AND UNIVERSITY EXTENSION

(A statement of the position of the Division of General Extension, American Association of Land-Grant Colleges and State Universities)

WHAT IS UNIVERSITY EXTENSION?

University extension has become an intimate and essential aspect of the total enterprise of the modern public university.

As a philosophy, university extension sees the campus as a community of scholars making itself as useful as possible to the total society from which the institution draws its inspiration and support.

As a function, university extension seeks to identify public problems and public needs, to interpret these concerns to the university, to focus university skills and resources upon them, and thence to translate university insights into educational programs throughout a State or region.

As a method, university extension may encompass specialized residential instruction, applied research, evening classes or colleges, staff experts on loan to Government agencies, short courses, centers for continuing professional education, radio and TV stations, off-campus undergraduate installations, area agents, correspondence study, lectures and concerts, summer school offerings, traveling library services, films and other visual aids, conferences and institutes, testing laboratories, books and other publications, demonstrations, experiment stations, formal consulting services, and a wide range of informal instructional liaison with individuals, communities, institutions, agencies, and groups.

The net end of university extension has been to bring campus and community into fruitful juxtaposition, and this demonstration of higher education may well rank as one of America's great contributions to human culture.

THE NEW WORLD OF UNIVERSITY EXTENSION

Through its adeptness at reflecting sharply in outreach the educational needs of a broad constituency, university extension has been an important means by which the American university responds to social change, particularly in times of national stress. Today, the university faces a new period of change and new opportunities for the extension of its unique services to a society in flux.

The following pressures today exert a profound effect on the course of the American way of life in general and on the extension challenge in particular:

The international crisis and the technological revolution in their mutual interaction bring unheralded demands for new knowledge, skills, insights, and understanding on the part of our citizens.

The continuing accumulation of knowledge at a breathtaking pace now places us in a position where "we must educate people in what nobody knew yesterday, and prepare people for what no one knows yet but what some people must know tomorrow."

The growth in total population and in life expectancy account for constant increases in the number of adults who represent a waiting market for extension services.

A continuing upswing in the standard of living and in the amount of leisure available to more and more Americans gives those citizens both the money and the time to engage in higher learning experiences.

The major movement of our population from farm to metropolitan areas is accompanied by needs for new kinds of educational programs concerned less with agricultural production and more with all aspects of urban life.

The sustained impact of World War II in orienting adults toward seeking continuing educational experiences is now coupled with a rise in the number of public and private adult education ventures.

Economic, social, political, and spiritual shifts in the American way of life demand readjustment on the part of countless individuals.

The cumulative effect of these profound changes represents an impelling call for maximum involvement on the part of our colleges and universities with the educational needs of their constituencies.

NEW DIRECTIONS FOR UNIVERSITY EXTENSION

The ever-changing needs of society require constant adjustments in the university extension curriculum. Among the program areas currently demanding intensive action are the following:

University work for adults whose regular academic program has been interrupted.

Technical, professional, and postgraduate continuing education.

Citizenship training for civic literacy and public responsibility.

Continuing opportunities for cultural, intellectual, physical, and emotional development.

Family life and consumer education.

Retirement orientation.

Urban and community development, including applied research on a wide range of urban problems.

Labor education.

International education.

Assistance to and cooperation with a wide range of adult-education agencies: public and private; local, national, and international; compulsory and voluntary.

Beyond these substantive responses, there must come a recapturing of that initial impetus that sees the social role of university extension as transcending its contributions to any one individual or group, and a frank recognition of the fact that university extension has become more and more an irreplaceable instrument of national policy, a vital tool for American survival.

ORGANIZING FOR THE TASK

If the university is to achieve total involvement with the whole of society's needs and aspirations, how does the university best organize itself to perform the extension function?

There can be no single answer, for there is no single American university pattern. It is the genius of American higher education that it has developed a

diversity of institutional structures and techniques. University extension, particularly, is marked from campus to campus by wide ranges in scope, development, history, tradition, and environment.

There can, however, be a firm answer to the question: What are the ingredients of an effective university extension organization?

A commitment to the philosophy of university extension on the part of the entire university faculty, from the chief administrative office to the individual professor.

A direct and consistent relationship between extension personnel and all the appropriate offices, departments, and schools of the university.

An intimate knitting together of extension teaching and services with the research activities of the university.

An extension curriculum that accurately reflects the scope and intensity of the university's total resources.

An extension staff that possesses both the qualities of mind and heart that characterize the resident faculty and the special qualities required to perform the extension functions.

Adequate financing that is based on broad public support.

Viable working relationships with clientele groups and agencies.

A structure and an ethos indigenous to the campus and the community they are designed to serve.

The extension ideal in a particular field has in many ways best been attained by the college of agriculture of the land-grant university. The college of agriculture engages in basic and applied research in agricultural and agriculture-related subject matter, both on its central campus and at experiment stations located strategically around a State. In addition to resident teaching, the college engages, also, in widespread extension activities, designed to uncover farm problems, to focus research on those problems, and then to transmit new-found knowledge back to the farm and its environs.

THE EXTENSION IDEAL

The situation today leads us to a revitalized concept of extension as a whole. Under this new concept, the entire university is placed in the same organic relationship to all the people of the State, with primary emphasis on the growing urban population, as that achieved by the land-grant college of agriculture with farmers.

Implicit in such a development are two key requirements: the first, internal, that interrelationships between teaching, research, and outreach come to pervade the entire campus texture; the second, external, that effective relationships be achieved between all parts of the university and appropriate groups in society.

We believe, therefore, that a complete and well rounded extension service should be developed for the whole university. This service must be related organically to all appropriate segments of the institution and charged with extending the resources of the total university and to people in all walks of life and in all parts of the State.

POSITION COMMITTEE,

(Signed) L. H. ADOLFSON, *Chairman*,
E. L. KELLER,
H. R. NEVILLE,
J. M. NOLTE,
P. H. SHEATS.

(For the Division of General Extension, American Association of Land-Grant Colleges and State Universities).

STATE UNIVERSITY OF SOUTH DAKOTA,
Vermillion, July 24, 1962.

Senator WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: It is my understanding that S. 3477 and H.R. 11340, which provide for general university extension education, are now pending in the Rules Committee.

I believe this legislation would be in the best interest of higher education. There is a mounting need for continuing education in every area of society. There

is a need to provide for other groups of citizens what the land-grant colleges have been able to do for agriculture.

I would hope that Congress will see fit to take favorable action on this measure.

Sincerely,

I. D. WEEKS, *President.*

WESTERN ILLINOIS UNIVERSITY,
Macomb, Ill., July 23, 1962.

Subject: Senate bill 3477, General University Extension Education Act of 1962.

Hon. WAYNE MORSE,
*Chairman, Subcommittee on Education,
Senate Office Building, Washington, D.C.*

DEAR SENATOR MORSE: Your continued support of the above Senate bill will be greatly appreciated.

As one engaged in organizing off-campus extension classes, I feel the bill will help to enlarge our offerings and bring to the people additional educational programs that will benefit the State and Nation.

Thanks so much for sponsoring the bill.

Sincerely,

ALLAN LAFLIN,
Assistant to Dean of Public Services.

NATIONAL EDUCATION ASSOCIATION,
DIVISION OF ADULT EDUCATION SERVICE,
Washington, D.C., July 25, 1962.

Hon. WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I feel quite sincerely that if this country is to continue to grow and survive in these increasingly complex times, it will do so because an educated adult population provides it with enlightened leadership. Among the great resources available to the adults of this country to provide them with the skills and knowledges required of a participating citizen, are the programs of general university extension. These services should be widely accessible and economically feasible for all who want and need them.

I respectfully urge favorable consideration by the Senate Committee on Labor and Public Welfare of S. 3477.

Respectfully yours,

ROBERT A. LUKE, *Director.*

KNOXVILLE, TENN., *July 25, 1962.*

Senator WAYNE MORSE,
New Senate Office Building, Washington, D.C.:

The University of Tennessee strongly endorses your efforts to secure approval of S. 3477. Like the original Land-Grant Act this legislation will become an important milestone in American higher education.

A. D. HOLT,
President, University of Tennessee.

U.S. SENATE,
COMMITTEE ON COMMERCE,
July 27, 1962.

Hon. WAYNE MORSE,
*Chairman, Subcommittee on Education,
Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.*

DEAR MR. CHAIRMAN: I am enclosing copies of two letters which I respectfully request be incorporated into the permanent record of the hearings on S. 3477, providing Federal assistance to the States in development of their programs of general university extension education.

Thank you for your kind consideration.

With every good wish.

Yours sincerely,

NORRIS COTTON, *U.S. Senator.*

UNIVERSITY OF NEW HAMPSHIRE,
OFFICE OF THE PRESIDENT,
Durham, N.H., July 24, 1962.

Hon. NORRIS COTTON,
U.S. Senate, Washington, D.C.

MY DEAR SENATOR COTTON: The university and the State of New Hampshire would benefit significantly by passage of Senate bill 3477. This is a bill to promote the security and welfare of the people of the United States by providing for a program to assist the several States further developing their programs of general university extension education.

The university extension service of the University of New Hampshire would use funds available under this law to increase the number of courses available in the more remote areas of the State and also to increase the credit courses available through educational television.

At the present time the university extension service is not always able, because of budgetary limitations, to offer sequential programs in teacher education, psychology, and sociology. This situation is true in spite of increasing numbers of requests for sequential programs to upgrade teachers, and workers in mental health, and social work.

The university is prepared to comply fully with the various provisions of the act.

Sincerely yours,

JERE A. CHASE,
Executive Vice President.

NEW HAMPSHIRE STATE LIBRARY,
Concord, July 25, 1962.

Hon. NORRIS COTTON,
Senate Office Building,
Washington, D.C.

DEAR SENATOR COTTON: Senate bill 3477, General University Extension Education Act of 1962, for which the Subcommittee on Education is currently holding hearings could do a great deal for New Hampshire in assisting people in securing education in new areas of knowledge and in training town librarians and assistants who are helping the public locate information in these many new fields, as well as others.

This is a bill worthy of support if one believes in education for the whole of a lifetime. I hope it will pass.

Sincerely,

Mrs. MILDRED P. MCKAY, *State Librarian.*

RUTGERS—THE STATE UNIVERSITY,
OFFICE OF THE PRESIDENT,
New Brunswick, N.J., July 30, 1962.

Hon. WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: I know that the Subcommittee on Education held a hearing on July 26 on S. 3477 which you introduced. I hope that favorable action may follow quickly because of the important contribution which an expanded program of general university extension may make in connection with many serious social and economic problems, especially those resulting from rapid technological advance and urbanization.

Sincerely yours,

MASON W. GROSS.

WASHINGTON, D.C., July 26, 1962.

SENATE COMMITTEE ON LABOR AND WELFARE,
U.S. Capitol, Washington, D.C.:

The American Veterans Committee (AVC) has consistently supported Federal aid to education. We have also consistently supported the principle that the District of Columbia should be included in all Federal aid education legislation. We are despaired to learn that S. 3477, known as the General University Extension Act, provides support for adult education program without including

the District of Columbia. American Veterans Committee strongly urges the committee to place the District of Columbia among other parts of the United States to receive these aids.

PAUL COOKE,
National Vice Chairman.

WEST LAFAYETTE, IND., July 31, 1962.

HON. CLAIBORNE PELL,
U.S. Senate, Washington, D.C.

DEAR SENATOR PELL: Your encouragement of Douglas Bryant of Harvard in making a presentation of the library problems of our research institutions has interested me considerably. It also leads me to ask your help with a pending Senate bill S. 3477, about general university extension education. You are an introducer of the bill and so I respectfully request you to see that the specific inclusion of library services be named in the text of the bill. If it is not, all the funds granted will go for instructors' salaries and our already over-extended library budgets will have to be stretched to provide some kind of anemic service to extension programs. This will reduce other library allocations, including that for research in which you have shown the interest mentioned above. I will venture to suggest that on page 4 of the bill, line 6, the phrase "educational activities" be spelled out by type (classroom, laboratory, library, other) as well as subject and student. I will not name any phrases for insertion, as I know legislative drafting to be a specialty.

In a terrifying way Andrew Carnegie "pauperized" the concept of free libraries in American life. People, and this includes the most sophisticated, take them for granted as free, which extends with a bit of fuzzy thinking to mean that libraries of all kinds are believed not to cost anything. A very grave misconception indeed.

Any attention you may be able to give to this need for explication as to library service in S. 3477 will be much appreciated.

Sincerely,

JOHN H. MORIARTY,
Director of Libraries, Purdue University, Lafayette, Ind.

AMERICAN LIBRARY ASSOCIATION,
Washington, D.C., August 2, 1962.

HON. CLAIBORNE PELL,
U.S. Senate, Washington, D.C.

DEAR SENATOR PELL: As a sponsor of S. 3477, a bill to provide for a program to assist the States in further developing their programs of general university extension education, you may be interested in the enclosed copy of testimony presented before the Senate Subcommittee on Education by the American Library Association.

Because of your interest in libraries we should like to call your attention particularly to the association's recommendations on pages 2 and 3 of the testimony concerning authorization of the use of funds for library materials and services essential to the successful implementation of the proposed legislation.

Sincerely yours,

GERMAINE KRETTEK,
Director, ALA Washington Office.

STATEMENT OF HON. CLEVELAND M. BAILEY, A MEMBER OF THE
HOUSE OF REPRESENTATIVES FROM THE STATE OF WEST
VIRGINIA

Mr. BAILEY. Mr. Chairman and members of the subcommittee, for the record I am Cleveland M. Bailey, a Member of the House of Representatives from West Virginia. I am the author of a companion bill, H.R. 11340, which has been favorably reported from our Committee on Education and Labor, of which I am a member.

First let me express my appreciation to the chairman, and his list of distinguished cosponsors, for introducing S. 3477. It goes without saying that I am especially pleased to note that one of the cosponsors is my old friend and former House colleague, our distinguished senior Senator from West Virginia, Jennings Randolph.

Mr. Chairman, our very survival as a Nation depends upon education. I certainly do not need to dwell at length on that statement in this forum. The bills you have already reported in this Congress alone clearly indicate your adherence to this proposition. I am confident that you, Mr. Chairman, and the members of your subcommittee, share with me the frustrations over the many diverse side issues upon which general Federal aid to public elementary and secondary education has floundered. Many of you are currently involved in attempting to bring an academic facilities bill to fruition.

These frustrations, however, are insufficient reasons for not trying to undergird other educational programs.

The bill presently under consideration is somewhat like a bride's costume. It contains something old and something new. A hundred years ago a modest Federal program stimulated the growth of higher education, available to all citizens. Later the Federal Government, working through the land-grant colleges and State universities, embarked on a program of support for agriculture education. This program is universally acclaimed as the principal contributing factor behind the emergence of the United States as the greatest producer of food and fiber in the world.

In the bill before you we take this established and successful program—the something old—and add it to the something new of a modest matching grant program to support general college level extension courses.

I could recite many, many reasons for the need for continuing education on the part of our population that has completed its formal education.

As Members of the Congress, we are most acutely aware of the rapid increase in new knowledge, new techniques, and new discoveries. During my first term in the House, atomic power was thrust upon us. At that time few, if any, of us would have foreseen that we would be voting funds for landing men on the moon, or that a communications satellite, enabling the transmission of live television across the Atlantic, would be the subject of legislative debate in both Houses of Congress.

We in the Congress can call upon all of the resources of the Federal Government, as well as the finest minds in the academic and industrial worlds, for our continuing education. The average citizen, whose daily job or professional pursuit may depend upon new knowledge, is not so fortunate. Unlike the farmer, he finds it beyond his means to obtain the information from the State university or land-grant college. Without modest financial stimulus, neither of these institutions can bring it to him. This is the purpose of this bill. The need is great. I urge favorable action. Thank you for this opportunity.

Senator YARBOROUGH. Thank you all.

The meeting is adjourned.

(Whereupon, at 11 a.m., the hearing was adjourned.)

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is equivalent to the problem of finding a function $f(x)$ which satisfies the conditions

$$f(x) = \int_0^x f(t) dt + g(x)$$

where $g(x)$ is a given function. It is shown that the function $f(x)$ is uniquely determined by these conditions.

In the second part of the paper, the problem is solved for the case where $g(x)$ is a polynomial. It is shown that the function $f(x)$ is a polynomial of the same degree as $g(x)$.

In the third part of the paper, the problem is solved for the case where $g(x)$ is a trigonometric function. It is shown that the function $f(x)$ is a trigonometric function of the same period as $g(x)$.

In the fourth part of the paper, the problem is solved for the case where $g(x)$ is an exponential function. It is shown that the function $f(x)$ is an exponential function of the same base as $g(x)$.

The fifth part of the paper is devoted to a general discussion of the problem. It is shown that the problem is equivalent to the problem of finding a function $f(x)$ which satisfies the conditions

$$f(x) = \int_0^x f(t) dt + g(x)$$

where $g(x)$ is a given function. It is shown that the function $f(x)$ is uniquely determined by these conditions.

In the sixth part of the paper, the problem is solved for the case where $g(x)$ is a polynomial. It is shown that the function $f(x)$ is a polynomial of the same degree as $g(x)$.

In the seventh part of the paper, the problem is solved for the case where $g(x)$ is a trigonometric function. It is shown that the function $f(x)$ is a trigonometric function of the same period as $g(x)$.

In the eighth part of the paper, the problem is solved for the case where $g(x)$ is an exponential function. It is shown that the function $f(x)$ is an exponential function of the same base as $g(x)$.

The ninth part of the paper is devoted to a general discussion of the problem. It is shown that the problem is equivalent to the problem of finding a function $f(x)$ which satisfies the conditions

$$f(x) = \int_0^x f(t) dt + g(x)$$

where $g(x)$ is a given function. It is shown that the function $f(x)$ is uniquely determined by these conditions.

In the tenth part of the paper, the problem is solved for the case where $g(x)$ is a polynomial. It is shown that the function $f(x)$ is a polynomial of the same degree as $g(x)$.

In the eleventh part of the paper, the problem is solved for the case where $g(x)$ is a trigonometric function. It is shown that the function $f(x)$ is a trigonometric function of the same period as $g(x)$.

In the twelfth part of the paper, the problem is solved for the case where $g(x)$ is an exponential function. It is shown that the function $f(x)$ is an exponential function of the same base as $g(x)$.

APPENDIX

EXCERPTS FROM THE PROCEEDINGS OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION, MAY 7-10, 1961

INTRODUCTION

A university¹ is a complex institution, the heart of which is a community of scholars engaged in the conservation, discovery, and dissemination of truth. The thrust of new knowledge, now accumulating at an unprecedented rate, and the accelerating changes in our society place new demands upon the university as a primary instrument for making higher learning available to an ever-increasing number of people. The increasing demand for university educational and research services, both for the full-time resident student and for the adult student, is causing many universities to reexamine their goals and educational objectives and to redirect their resources in order to perform more adequately and efficiently the tasks demanded of them. The dissemination of old and new knowledge, skills, methods, and standards to those who are not full-time students in residence, to those who have assumed an adult role in society, is the primary objective of university extension.

At a time when both educators and laymen are debating the future of higher education, it is appropriate that the basic position of the National University Extension Association in this discussion be stated. This paper outlines what we, as extension administrators, believe to be the functions and necessary points of emphasis of the University today as it is concerned with university extension—the educational programs of adults and related instruction and research. This paper considers some of those major changes in society imposing new demands on the university, and it describes the major program areas which the university through extension should emphasize to help meet these demands.

THE ACCELERATING SOCIAL URGENCY

There was a time when knowledge accumulated slowly. And because knowledge accumulated slowly, what one learned in one's youth was likely to stand him in good stead for a lifetime. Today in our dynamic society, so dramatic is the speed of the development of knowledge in some disciplines that it compares to the old rate as a geometric progression to an arithmetic one. Today, knowledge accumulates at such a steadily increasing pace that, no matter how willing a man may be to try to keep up, he will have need for the kind of systematic, organized educational experience that can be provided most efficiently by the university.

Recorded history gives no parallel to the accelerating rate at which technical and social change are occurring in our modern industrial society. This condition of phenomenal change, unique to the 20th century, requires new instruments and means for equipping modern man to deal with the uncertainties which now confront him. Human resources, capable of managing and controlling our industrial society to realize a greater human potential for productivity and happiness, can and must be developed. The altered structure of the work force produced by the progressive industrialization of society, and the resulting need for a rapid increase in technical skills make it imperative that educational institutions and agencies expand their facilities to meet the needs of today's citizens.

Since World War II, this country has witnessed an unprecedented growth in population. The period from 1950 to 1960 showed a net gain in population of about 20 percent. This increase, moreover, has been accompanied by popular

¹ In this paper, "university" is used to include universities and colleges, both public and private.

demands for higher education to a degree greater than the overall gain in numbers. In spite of these increases, however, it is well known that only a small portion of those qualified for university-level education are actually enrolled in colleges and universities.

Nearly half of the population of the United States is above the age of adolescence, and the proportion of this group over 65 years of age (now about 15 million) is increasing annually. The percentage of these persons 65 or older with capacities for higher education is as large as the percentage with similar capacities in the total population. We must recognize the necessity of serving the educational needs of this older group, since quality education for all age groups is essential to the realization of our potential as a nation.

In 1900 the metropolitan population of the United States was approximately 32 percent of the total population; by 1950 it had risen to 56.1 percent, and population experts predict that by 1975 it will be 66 percent. This great clustering of people in the major urban and suburban areas of the country has created a multiplicity of problems. Solutions to these problems in terms of both the urban individual and the urban community call for all the skill and knowledge that can be mustered in the years ahead. Inevitably, the resources of the universities will play a substantial role in the adjustment of the United States to a basically urban way of life.

The possibility of the destruction of mankind through accidental or deliberate nuclear warfare, the new and fast means of transportation and communication, the increasing interdependence of nations and of areas, and the growing stature of the United Nations and the importance of its many international activities make it imperative that all peoples have a better understanding of one another. Ignorance of international or world problems and isolationism no longer make sense. Insights must be gained into other cultures, political and economic systems, and social customs and languages different from our own. These understandings involve more than a mere quest for knowledge for the sake of knowledge; they may be the prerequisites for survival. Moreover, the increased leisure time produced by our industrial progress now makes it possible for adults to pursue urgently needed learning throughout life.

Universities are well aware of these major changes: of the rapid growth in new knowledge, the accelerating rate of technical and social change, the sudden increase in population growth, the growing significance of our older citizens, the impact of urbanization, and the threat of catastrophic war and of the demands imposed by these changes. Involvement of the university with the total society has been increasing for the last 50 years. It will continue to increase; informed citizens will demand that it increase, and universities will respond in different ways.

ROLE OF UNIVERSITY EXTENSION

The achievements of university extension in making the resources of the university available to the people justify, in part, the conclusion that continuing education and appropriate supporting educational services must remain an important and basic function of most universities and colleges in America. Many universities consider it a primary responsibility to provide opportunities for individuals of all ages, of all economic levels, of all professions, to benefit singly and in groups from the resources of these institutions. Today, the intelligent person accepts the premise that higher education should be made available to all who can profit from it.

A university, in order to fulfill its potentialities, must respond constantly to the needs of the society surrounding it. If the university has the responsibility of initially preparing our young people for leadership, for professional competence, and for effective participation in today's society, then it must follow that, when the education previously acquired is no longer adequate or relevant, universities must make it possible for adults to go on for further education. Therefore, our universities must be better prepared, not only in the years ahead, but now, to extend the boundaries of the campus, to teach students of all ages after their withdrawal from formal classroom instruction, to make it possible for all who may benefit to continue learning. The prestige, appropriate resources, subject matter competence, and required teaching skills are found in the universities.

The university, one of the few objective institutions in our society, is obligated to make itself useful in maintaining and improving that society. To fulfill its role in society, the university must maintain contact with all segments of the population to keep open the doors to research and free inquiry, to obtain support from the constituency that sustains it, and to continue its acceptance as our highest order of a free and open institution of learning.

University extension by tradition, organization, and proved practice now serves, as it has served for over half a century, as a universitywide educational division to deal immediately and effectively on the highest levels with the problems involved in enabling the university to fulfill its total responsibility. The extension organizations of universities were designed and created for this purpose. Under current conditions, therefore, such extension organizations must direct their attention and the resources of universities more toward a number of different fields. Thus can the university lead the way toward an achievement of excellence by adult students in both their private and social capacities. Emphasis will vary with the needs of the communities served and the resources of the particular institutions, but American universities have responsibilities in the seven program areas enumerated below.

Each university cannot be expected to deal with all of the urgent problems of American life. The resources of individual institutions are rarely adequate for the task. The problem of priorities is therefore inescapable. With regard to each program area of concern, the line of action and the specific programs carried out must be designed to make maximum use of the resources of a given institution. In the ordering of these program areas, there is no intention on the part of NUEA to suggest an ordering of importance.

1. Education for adults whose regular academic program has been interrupted

Some of our most intellectually able college age youth never enter college.

Each year, in the universities and colleges, there is a large attrition of competent, regularly enrolled students. Later, many of these same people, as adults, wish to enroll or reenroll in a university or college to continue work toward degrees or to gain information they failed to get previously. Most of them are by this time working full time and, consequently, can study on a part-time basis only.

University extension, both on and off the campus, must be prepared to make higher education available to this group of adults seeking training at the undergraduate and graduate levels in both professional and nonprofessional areas.

2. Technical, professional, and postgraduate education

To complete a degree is not enough.

In all fields, the rapid accumulation of knowledge gives the alert professional man or woman no alternative but to continue his or her education. Accountants, lawyers, journalists, artists, teachers, industrial managers, doctors, agriculturists, chemists, engineers—all professional people—must go on for further education if they are to serve as effective members of their professions. If our economy is to maintain dynamic growth, the findings of ongoing research must be made available in the form of postgraduate training.

The realization by an increasing number of our college graduates that what was learned a few years ago is now incomplete and perhaps partially obsolete, coupled with the decision to do something about it, is causing the universities to be bombarded with requests for continued education.

University extension must experiment with, and program in, new and different ways to translate new knowledge into learning and theory into practice. Rapid accumulation of knowledge makes new resources and new interpretations mandatory. As important as this professional retraining has been in the past in most extension divisions, more must be done in the future.

3. Opportunity throughout life for intellectual growth and creative activity

Technical and professional competencies are not enough.

The fragmentation of knowledge and human experience into increasingly narrow specialties must be restrained by the provision of educational opportunities leading to an appreciation of our cultural heritage. It is important that the individual maintain an intellectual curiosity and continue to multiply and deepen his interests, and raise his sights above the concerns of the moment, if he is to realize his greatest potential. An indispensable ingredient of a free society is the ability of the individuals comprising it to think critically and to weigh evidence dispassionately. Universities, through extension programing, must accept a share of the responsibility for extending directly or indirectly to adults the knowledge of the various disciplines of human behavior, of the biological and physical world, of man's social and artistic achievements, and of our religious and philosophical concepts.

Creative expression through aesthetic pursuits provides new satisfactions, and the creative process extends beyond adventures in the arts to the realm of thought,

thereby enriching the whole of life. In this field of creative activity, university, extension should expand its offerings and facilities, thus encouraging the unique development of the individual.

4. Education for family living and the advancing years

The individual develops first within a family. Hence, the educational impact of the family environment is of critical importance to the individual and to society.

In a mobile, job-oriented society such as ours with the resulting changes of traditional family patterns, family life education becomes vital. The absence from home of the working wife creates new stresses in family relationships which affect not only the husband and wife, but also the children. Cooperation, understanding, and planning take on new significance. Even though schools and other social institutions have taken over some of the functions of the family unit, these institutions do not suffice as adequate substitutes.

Universities can assist by providing research information and tools for decision making in the fields of family management, child development, and social psychology. Universities can also assist in producing a climate for learning such that each family member, as an individual, and all members of the family, as a social unit, may make wise use of leisure time.

This becomes particularly important for many women after the period of childrearing has been completed and for most men as the cessation of full-time employment approaches. Although no sure way has yet been found to prepare people for retirement, it is almost certain that the best preparation for advancing years would be for each individual during his entire adulthood to participate in unique programs for personal development.

Intellectual curiosity should not, and does not, belong solely to the young. Older persons have the time, and many the desire, to learn new ideas and skills in various fields of knowledge, both vocational and nonvocational. They not only make a better life adjustment when learning, but, in doing so, become happier, more informed, effective citizens. Universities should offer additional educational programs designed for the older citizen and should assist the various institutions and agencies seeking to make these older citizens fully interested and useful individuals.

5. Citizenship education for civic literacy and public responsibility

The individual is also a citizen, endowed in our society with a burden of choice which cannot be delegated.

The free society carries with it the right and the duty, the privilege and the responsibilities of self-government. Universities can assist adults in wise decisionmaking. Study and discussion of vital issues must be initiated, the results of political illiteracy and inactivity must be clearly pointed out, and the foundations must be laid for the understanding of civic responsibilities.

Universities have a responsibility to teach existing and potential leaders our democratic heritage, to teach them to cope with questions of value, of ethics, of the relationships of intergovernmental units at all levels, of the goals of men and government, and of the complex relationships of public and private interests. The university adult educator should be concerned with problems of unemployment, the displaced worker, with employee-employer attitudes, of the national income and employment, of unemployment and its resultant loss of manpower utilization, and with labor unions and management.

Citizens and public leaders, if they are to be imaginative and wise, must be purposefully educated for their responsibilities. Our political, economic, social, and cultural leaders in times past gained valuable experience and developed many of their skills through "on the job" experience. But this is an uncertain and laborious method, too slow and dangerous for 20th-century pressures. Our changing social conditions, our increasingly mobile and interdependent society, and the impact of nuclear energy demand that a part of the resources of the university be devoted to planned programs for men and women preparing for or participating in positions of public responsibility.

6. Education for international cooperation

Many citizens must be prepared to live and to work effectively in this international society.

The stakes in international affairs are high. The isolation atmosphere of the 1920's and 1930's has all but disappeared as we have realized the grave responsibility of our Government in world affairs and world politics. Our increasing foreign investment and the continuing establishment by U.S. busi-

ness firms of foreign subsidies mean still greater international involvement.

Since World War II, more than \$200 billion have been invested abroad by American business firms. We are as a nation concerned not only with import-export trade with other nations, but also with industrial production by American corporations abroad. This involvement affects all segments of the economy; it is not only commercial and financial, but also social and political.

Each year more and more American businessmen and civil servants accept oversea assignments and move with their families to other countries. Knowledgeable and perceptive people must fill these foreign assignments for, whether we like it or not, these Americans serving their business firms or Government agencies abroad also serve as unofficial ambassadors for all U.S. citizens.

Universities must, in working with the adult student, offer subject matter dealing with cross-cultural studies and the interrelationship of culture and personality which can help break down the attitudes of prejudice and ethnocentrism. Further, an understanding of the economic blocs forming throughout the world and their political ramifications is imperative for persons operating abroad. Involvement in the international sphere is not, of course, reserved for those with oversea assignments, for decisionmaking at local and national levels has broader implications. In world affairs program development the university has a responsibility for the informed, educated public as well as for the less knowledgeable. Intelligent decisionmaking requires more information than the mass media offer or than short-range analyses of current events can provide. Extension divisions can help to bring together and release the resources of the university and the public through intensive and sequential programs on the basic problems of world affairs.

7. Community development programs to cope with the problems of changing population patterns

The problems growing out of the increasing urbanization of the United States are among the most complex ever faced by Americans.

The universities, with their unique resources of knowledge and research skills, are one of the major agencies in our society to provide aid in dealing with the problems of changing population patterns; and because many of these problems must be dealt with in the community itself, university extension has a special role to play. By extending its services effectively, the university can serve as a catalyst in the local community; it can serve as the bridge between the local community and the university as a whole; it can serve as the liaison with other agencies working in the urban field; it can stimulate, and in some cases perform, both basic and applied research; it can provide teaching and consulting services; it can, in short, make certain that the appropriate resources of the university are applied where most needed in dealing with the urban problems of its area.

The problems range from the most personal and individual to the most general and social, as the individual seeks to adjust himself to the shifting urban scene and, as large cities and smaller ones, as well as rural communities, endeavor to cope with the changes assailing them from within and without. Since these problems are as diverse as life itself—personal, social, economic, political, technical, scientific—their solutions require the application of an equally diverse range of skills and knowledge.

The adaptation of university extension services to meet the challenge of urbanization provides the American university with one of its greatest opportunities for service since it recognized its extension responsibilities more than 50 years ago.

UNIVERSITY PROGRAMS IN RELATION TO THOSE OF OTHER AGENCIES

Of course, the universities alone can never satisfy all the educational needs of American adults. Fortunately, a wide range of agencies, organizations, and associations—public and private, local and national, compulsory and voluntary—are actively involved. For many years universities have collaborated with many such agencies, and the challenge of continuing cooperation with them is an extension imperative.

Universities must more than ever assist and nurture other agencies which are designed to meet the educational needs of particular groups or those centering around specific subject matter. Universities can enrich the programs of these agencies in leadership training, in the preparation and dissemination of educational materials, in applied research, in expert consultation and in giving administrative support. Cooperation is, of course, a two-way proposition. Universities have much to learn from other agencies and benefit to the total society

would accrue if all agencies worked together more closely in seeking solutions to the problems of education for adults.

CONCLUSIONS

The seven tasks listed above, then, indicate program areas to which the university, in extending its resources to the people, must devote more attention. In spite of the recognition of the responsibility of universities and colleges to plan and execute experimental programs to improve the higher education of adults and to provide leadership in this enterprise, and in spite of the many significant achievements of university extension, progress in this important segment of higher education, noteworthy as it has been, has not kept pace with the needs of our contemporary society.

One factor which has hindered the development of a diversified program of university extension has been inadequate financing. It has long been customary for university extension to be substantially self-supporting. When financing is too closely tied to enrollment fees, it follows that the educational policy can become secondary to budgetary factors. This type of financing makes it difficult to experiment in meeting the educational needs of the adult citizen.

A larger share of the national income must be devoted to programs of continuing education. More money is needed to fulfill the tasks which appropriately fall within the responsibility of our universities. The justifiable concern of this Nation with the problems of elementary, secondary, and college-age youth should not be allowed to relegate to marginal status the critical need for an expansion of educational opportunities for adults.

Continuing education under both private and public auspices is a necessary instrument through which both a more abundant economy and the promise of our national purpose will be realized. The recognition of the need for continuing education, already accepted as self-evident in many of the newly developing countries of the world, must become the basis for a new national attitude and policy in the United States, where concern for industrial achievement has at times blurred the goals that can be achieved in the realm of personal development. The release of human potentialities may well be the sine qua non for the preservation of our way of life.

The record of the extension services of our universities is a good one; its deficiencies are no greater than those of American education in general. In going forward, directed both by the experience of the past and by the hope of the future, the American university must take imaginative approaches toward fulfilling its extension responsibilities. It must be dedicated to achieving these program goals as they relate to each individual institution.

The goal for every American must be not merely to complete the maximum conventional schooling, not merely to keep up with the growth of professional and liberal knowledge, but to develop the methods, establish the values, and pattern the actions that will lead to continuing growth and creative development—as persons, as family members, and as citizens—citizens of neighborhood, nation, and community of nations.

For our universities and our association, the goal must be to facilitate as effectively as possible the dissemination of university findings, skills, methods, and standards to all who can use them, with contemporary emphasis on our most urgent needs.

To these tasks we of the National University Extension Association rededicate ourselves.

COMMENTS ON THE NUEA POSITION PAPER

(A university administration view of the university extension by Samuel B. Gould, chancellor, University of California at Santa Barbara)

I

I am sure you know that I am delighted to join you this afternoon as you open your annual conference, first of all because it gives me an opportunity to welcome you to Santa Barbara, and second because I have so many old friends and colleagues among the audience. Your planning group showed rare judgment in selecting this as the site of your meeting, if I may express a completely biased opinion, and I hope the next few days will justify my statement. We truly hope you will take full advantage of the beauty of this city and the recrea-

tional delights it offers. We hope also that you will come and visit the campus of the University of California at Santa Barbara, an institution about which many of us are excited and optimistic. You will be relieved to know that even though this audience presents an almost irresistible opportunity to me, I shall exercise rare restraint and shall not dwell lengthily upon the distinctive features of the university campus.

The judgment of your planning group in choosing a speaker for today does not show the same high quality as does their choice of a meeting place. For one thing, I have expressed myself already on many occasions as to my attitudes toward university extension and adult education generally (and, in fact, before organizations very similar to this one, so that I should think most of you know my views. For another, most of what I have ever said or done about adult education has been rather consistently, and perhaps properly, ignored, so that I cannot appear before you with any feeling of having provided much in the way of significant leadership or having made much impact. This, of course, is no one's fault except my own.

But fortunately I am asked today merely to stay in my regular role of a university administrator and comment upon the so-called position paper prepared in advance of this meeting for the deliberation of the membership. And this I shall be glad to try to do, provided you realize that I am taking my assignment literally, that I am putting aside as best I can any subjective feelings I have about university extension, and that I am trying to examine the position paper as an outsider would, an outsider who might be moved to exert a certain amount of influence upon the future of such a program within a specific institution.

Let me preface my remarks by making certain that you understand my real admiration for the work you do, for the dedication with which you apply yourselves to it, and for the optimism with which you meet the frequently discouraging and difficult problems that higher education places in your way. If I am at all critical this afternoon, it will not be from lack of sympathetic understanding; it will be rather from a sincere desire to be helpful in a cause that I have always felt was vital to higher education as a whole. And let me apologize for my inability to stay beyond this session of the conference, since I should truly like to stay and defend the criticisms I shall make: I do not ordinarily hit and run, but I am committed to be at Princeton by tomorrow morning, and I accepted today's assignment reluctantly only for this reason.

II

You will recall that the position paper (at least, the February edition which I have studied) develops nine tasks or program areas and makes five specific recommendations. Just to make sure we all start from the same point let me list these:

The nine elements of program are:

1. Education for adults whose regular academic program has been interrupted.
2. Citizenship training for civic literacy and public responsibility.
3. Technical, professional, and postgraduate education.
4. Opportunity throughout life for intellectual growth and creative activity.
5. Family life education.
6. Education for retirement.
7. Assistance in dealing with problems of urbanization and community development.
8. Educational programs in relation to those of other agencies.
9. Education for international cooperation.

The five recommendations are:

1. Leadership to help create a climate for learning for the adult student.
2. A program of developing scholarly leaders.
3. Research for and about the adult learner.
4. Plans for self-analysis and the design of activities.
5. Long-range study of how university extension can relate to other obligations of education.

The paper presents both the tasks and recommendations clearly and succinctly, introducing the whole with a general discussion of the purpose of a university and the natural expansion or supplementation of these purposes in the work done by university extension. I would certainly commend the writers even though I have undertaken a role somewhat like that of the devil's advocate. This I have

done because I am sure you did not gather here for purposes of mutual admiration. The tone of the document is far too urgent for me to believe this. I hope you will forgive my frankness, therefore, and the fact that you will be irritated by what I have to say.

III

As I read and reread the paper, and particularly its recommendations, I could not help but be reminded of the cartoon many of you may have seen, showing two beatniks in their usual horizontal state, with one saying, "Next week we simply must get organized." The paper reflects a feeling that something must be done, and with this I wholeheartedly agree. The position it discloses for university extension at present (since by implication it highlights present difficulties) is one of dangerous weakness. My first reaction to the paper, therefore, from the standpoint of an administrator who has watched these weakness continue over many years, is that it would perhaps have been better to identify these weaknesses clearly and then to grapple with the specifics of how to remedy them. As a matter of fact, the paper offers more in total by implication than it does by direct statement.

The first weakness of university extension implied in the paper is that of all inclusiveness. To quarrel with the list of nine areas of programing which are set forth would be like being against home and motherhood. Everyone of these areas is important and worth while; everyone is deserving of careful attention and support. But I am not at all certain that everyone of them is the exclusive or even primary concern of the university, and therefore, of university extension. If I may be pardoned for using Santa Barbara as an example, we have here a splendid program of adult education operated under the aegis of the public school system, geared to the needs of the community, and developed with close cooperation of other agencies. The role of the university, under such circumstances, is no less important but can be sharply defined to stay within the limits of university purpose and at the level of university instructional quality. Actually, the eighth area mentioned in the paper speaks of the role to be played in helping other agencies, but if university extension is expecting to deal with all the rest listed here, there is little else for other agencies to do except in a very secondary way. And recommendation No. 5 would seem to indicate that the writers of the document sensed this, else they would not have asked for a long-range study of how university extension can relate to other obligations of education.

The next implied weakness stems from the first and goes back to the most fundamental aspect of all, namely the general philosophy, the purposes and objectives of the university as a whole. The relationship to the university is expressed more in wishful thinking than in reality. The fact of the matter is that university extension has rarely if ever established a thoroughly successful or satisfactory relationship to the university, probably because it has not allied itself closely enough with the primary institutional objectives and has not taken sufficient time and effort to convince administrators or boards of trustees of what a close ally it really is or could be. The eagerness of the university extension to have an independence of organization, of structure, and even of educational approach has caused it to become something apart, in some instances almost alienated from the total institution. Instead of making itself an integral part of the unified philosophy, it has almost deliberately made itself peripheral. This has brought on inevitable misunderstandings and problems. Only in the field of agriculture does one find a reasonably consistent exception to this, and this comes about because agriculture has frequently shown wisdom enough to relate itself closely and with similar structural patterns to the normal basic research activities in which the university is always engrossed. The result is that agricultural extension avoids most of the pitfalls that yawn before the rest of us.

What usually evolves in university extension, however, is a kind of patchwork arrangement dictated very largely by the financial exigencies of the moment. And these very financial exigencies (in fact, the entire financial philosophy of university extension) represents another great weakness. Either deliberately or through the pressure of circumstances university extension has placed itself in an almost unique situation financially in relation to university budgets. The tradition had developed for extension work to be self-supporting and indeed (in some institutions) to create surpluses which are used to defray other university costs. The negative impacts such as policy makes upon the nature of programing and the quality of such programing are too familiar to you for me to elaborate upon them here. Suffice it to say that they lead to the undue emphasis

upon training, the popularized and superficial courses that have little relation to the normal university curriculums, and a double standard of degree credits, all characteristics for which university extension has been commonly criticized. The inroads upon quality that these and other practices make create still another weakness for university extension, that of an inability to match the regular work of the university or an inability to get credit for doing a high quality job of instruction when it does do it. Rightly or wrongly, university extension all too often carries a stigma of inferior quality to that of the regular curriculum. It is of no consequence to agree that this reputation is unfair and is an inaccurate reflection of achievement; what we must grapple with is the realization that the reputation exists and does incalculable harm to the future strength of this area of education.

Part of this comes about because of what is probably the crowning weakness implied in the paper, namely the lack of sympathetic understanding and support by the regular faculty members of the university. Lay it to intellectual snobbery, to abuse insensitivity, to provincialism, to personal vindictiveness, to anything you like—the plain fact is that such lack of support is one of the most corroding elements many of your programs contend with. It may lead us to fits of fury or to cold anger or even to dismal discouragement, but the shadow of faculty disapproval hangs over us constantly and keeps us never endingly on the defensive. Even those members who occasionally participate (usually to argument their income) do so with a surprising lack of enthusiasm or with unawareness that a new sort of academic challenge could be awaiting them. University extension rarely manages to get higher on the scale of faculty values than the educationists, and you all know the place to which they are presently relegated.

Here, then, are some of the weaknesses made evident by implication in the position paper. I have not dwelt upon them in order to deprecate either your work or your purposes, but rather to awaken you to the harsh realities of the world in which university extension must find its place. Nor do I wish to sound like a Cassandra, for I am aware just as you are that even if nothing is done, this area of education will survive for many years to come. It may limp and falter and complain of its bruises, but it will continue even if only by its sheer ability in many places to show a profit. And it will be kept turning the grindstone in the interests of public relations or vocational necessity or teacher certification whether or not it is worthy of having the word "university" prefaced to its extension activities.

IV

If you had any doubts about the judgment of your planning group in asking me to speak, by now such doubts are completely justified. But in all candor, to be complete in my analysis I must mention still another weakness, not in the least implied, but fully represented in the paper we are studying. This is the weakness reflected in the vague, unspecific, and undeveloped recommendations of the document. It was to this part that I looked with great hope and from which I turned with disappointment as I saw the opportunity still not seized and the potential still not defined. It was here that I thought some ringing blows would be struck, that the offensive would be taken, that imaginative approaches would be set forth in some detail; instead I found merely the reiteration of what has been said again and again, and always in the most general terms. I thought the leap into the fray would be made, but I found that we are still skirting the outposts of the battle. The only thing missing that could have capped my disillusionment was the proposal of a whole new area for university extension to concentrate upon. And, indeed, although I have not seen your program, I shall predict that this too will happen before the conference is over. It is almost inevitable that even the enormous mass of uncompleted and unproven tasks and the tremendous process of rebuilding to be undertaken, someone will offer a completely new and diverting plan for university extension to follow like a will-of-the-wisp while the basic foundations remain unbuilt or unstrengthened. I hope I am wrong, and I wish I could stay long enough to find out that I am wrong, but as a cynical veteran of conferences, I have a deep premonition about this.

The document provides recommendations in a skeletonized form when what is needed is considerable detail, carefully developed plans backed up by evidence of need and specific indications of how such plans can be used to combat present difficulties—in short, the kind of meaty material that could provide 2 or 3

days of arduous and soulsearching debate to the members of the conference. The generalizations need to be fortified with explanation and illustration. What is the difference, for example, between "a climate for learning for the adult student" and a climate for learning for any other kind of student? What are the elements that create such a climate? How are they generated? Are they necessarily separate from those the university is normally concerned with or do they supplement or complement such elements? If so, how? What is meant precisely by "research for the adult learner"? How can university extension develop a program of research for its students and faculty that matches the time-honored and prestigious research function of the university as a whole? How does one go about developing a cadre of scholarly leaders devoted to the principles and purposes of university extension? And what is meant precisely in terms of translation into program by the definition, "leaders efficient in action able to cope with questions of values and ethics and the scholarly projections of the university to the larger community"? What kinds of activities does university extension have in mind "which have qualities of both excellence and social relevance"? What is planned for the on-going activities of university extension during the period of the "long-range study of how it can most effectively relate to other obligations of education both within and without the universities and colleges"? Will this long-range study take 1 or 2 or 5 years to complete? How will all these recommendations lend directly to greater acceptance of university extension by administration and faculty? What are the strategy and tactics of changing extension's present financial relationship to the university.

The answers to all these and other questions can be found within the confines of this room, for you are all expert administrators and practitioners in your field. But you need something more tangible with which to start, if time is not to run out before your task is more than partially completed. You have the capabilities, the imagination, and certainly the dedication necessary for your task. But the moment is one of urgency. A population explosion placed in juxtaposition to limited fund support means inevitable priorities. The burning question is whether university extension will, in the immediate future, rise higher or fall lower on the priority scale. And frankly, if you were to hand me as an administrator your position paper as the document by which you expected support while you searched for the answer to questions that have been apparent for years, I should be forced albeit reluctantly to put my limited funds elsewhere.

v

Well, I have been very harsh with you, and I apologize. The picture is not all black. You have had great influence and beneficial effect and have provided real educational service in your various communities. You have touched thousands upon thousands of people and have changed their lives. You have been the mainstay for those who truly thirst for more complete fulfillment of mind and spirit, and you have been dogged champions through thick and thin of the philosophy of continuing education, still so imperfectly grasped by the American people. You have withstood the calumnies and carpings of your colleagues in the university, and have showed rare good humor in the process. If I am impatient, it is because I see your opportunity slipping away while you still get ready to decide to do something, finding refuge in general statements and long-range studies. Remember that our whole national life has become a succession of long-range studies, largely designed to postpone decision and action.

You may say to me quite properly in protest, and even angrily, "Well, if you are intent upon being so critical, what do you suggest? What would you do?" And though I cannot answer you expertly, as an administrator I can reveal what I intend to suggest for my own institution, and as a friend I would say this:

First of all, get back to the fundamentals of your professional area and win your spars with these. Stick closely to university philosophy and purpose in spite of all temptations to stray away. Assimilate yourselves and your programs into the regular university pattern, insisting upon university standards, university quality, people of university caliber as instructors and people of university caliber as students. Be content with less extensive and less far-

reaching activities while you build yourselves and your program closely into departmental or divisional activities of the university, making yourselves gradually more and more indispensable and thus more and more a component of the regular university instructional budget.

And second, remember that the real victory of the philosophy of continuing education in America will come when university extension as a distinct and separate entity disappears when such a philosophy is inherently accepted as the only proper approach to university education and is merged with present university purposes. Then, and only then, will you achieve the status, the recognition, and the reward of intellectual accomplishment that you so earnestly yearn for and so richly deserve.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION

MEMBER INSTITUTIONS, 1960-61

- | | |
|------------------------------------------------|------------------------------------------------|
| 1. University of Alabama | 39. Mississippi State College |
| 2. University of Arizona | 40. University of Nebraska |
| 3. University of Arkansas | 41. University of Nevada |
| 4. Boston University | 42. University of New Mexico |
| 5. Brigham Young University | 43. University of North Carolina |
| 6. University of California | 44. University of North Dakota |
| 7. Central Michigan University | 45. North Dakota Division of Supervised Study |
| 8. University of Chicago | 46. Northern Baptist Theological Seminary |
| 9. University of Cincinnati | 47. Northern Michigan College |
| 10. University of Colorado | 48. Ohio University |
| 11. University of Connecticut | 49. University of Oklahoma |
| 12. University of Delaware | 50. Oklahoma State University |
| 13. Eastern Michigan University | 51. University of Omaha |
| 14. Eastern New Mexico University | 52. Oregon State System of Higher Education |
| 15. General Extension Division of Florida | 53. The Pennsylvania State University |
| 16. Georgia Institute of Technology | 54. University of Pittsburgh |
| 17. Harvard University | 55. University of Puerto Rico |
| 18. University of Hawaii | 56. Purdue University |
| 19. University of Idaho | 57. University of Rhode Island |
| 20. University of Illinois | 58. Rochester Institute of Technology |
| 21. Indiana University | 59. Rutgers—the State University of New Jersey |
| 22. State University of Iowa | 60. University of South Carolina |
| 23. Iowa State University | 61. University of Southern California |
| 24. Iowa State Teachers College | 62. Syracuse University |
| 25. University of Kansas | 63. The University of Tennessee |
| 26. Kansas State University | 64. The University of Texas |
| 27. University of Kentucky | 65. Texas Technological College |
| 28. Louisiana State University | 66. University of Utah |
| 29. Loyola University | 67. University of Virginia |
| 30. University of Maryland | 68. University of Washington |
| 31. Massachusetts Department of Education | 69. Washington State University |
| 32. Miami University | 70. Washington University of St. Louis |
| 33. University of Michigan | 71. West Virginia University |
| 34. Michigan State University | 72. Western Illinois University |
| 35. Michigan State University—Oakland | 73. Western Michigan University |
| 36. Michigan College of Mining and Technology. | 74. University of Wisconsin |
| 37. University of Minnesota | 75. University of Wyoming. |
| 38. University of Mississippi | |

NUEA—OFFICIAL STATISTICAL REPORT

Sec. I.—Formal extension classes, July 1959 to June 1960—Summary of total enrollments

[Number of institutions reporting, 73]

Academic degree credit:	
Total class registrations	579, 380
Total individuals	325, 760
Graduate degree credit:	
Total class registrations	77, 616
Total individuals	58, 928
Technical institute or extension certificate credit:	
Total class registrations	53, 510
Total individuals	25, 600
Noncredit:	
Total class registrations	179, 880
Total individuals	150, 826
Grand total:	
Class registrations	869, 170
Individuals	547, 542

Sec. II.—Correspondence or home study, July 1959 to June 1960—Summary of total enrollments

[Number of institutions reporting, 53]

Academic degree credit:	
Enrollments in force July 1, 1959	74, 837
New enrollments accepted during year	100, 673
Enrollments in force June 30, 1960	102,208
Certificate or technical diploma credit:	
Enrollments in force July 1, 1959	1, 207
New enrollments accepted during year	2, 448
Enrollments in force June 30, 1960	903
High school or college entrance credit:	
Enrollments in force July 1, 1959	1, 207
New enrollments accepted during year	58, 828
Enrollments in force July 30, 1960	48, 445
Noncredit (exclusive of II or III):	
Enrollments in force July 1, 1959	3, 320
New enrollments accepted during year	10, 244
Enrollments in force June 30, 1960	7, 958
Grand total:	
Enrollments in force July 1, 1959	132, 385
New enrollments accepted during year	179, 471
Enrollments in force June 30, 1960	163, 924

Sec. III.—Conferences and institutes—Summary of total statistics

[Number of institutions reporting, 61]

Number of programs by duration covering indicated periods:	
Total 1-day programs	1, 373
Total 2- to 3-day programs	1, 726
Total 4- to 7-day programs	1, 006
Total 8- to 14-day programs	285
Total 15 days-plus programs	313
Total number of programs carrying academic credit	260
Total number of registrants for academic credit	8, 370
Grand total:	
Number of programs	5, 125
Number of registrants	620, 972

OFFICIAL STATISTICAL REPORT OF THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION

Sec. I.—Formal extension classes, July 1959 to June 1960

Member institution	Academic degree credit		Graduate degree credit		Technical institute or extension certificate credit		Noncredit		Totals	
	Class registration	Individuals	Class registration	Individuals	Class registration	Individuals	Class registration	Individuals	Class registration	Individuals
University of Alabama.....	18,786	8,450	844	563	182	1,182	3,806	2,621	23,658	11,816
University of Arizona.....	4,155	2,782	1,710	576	26	26	160	158	4,860	3,368
University of Arkansas.....	164	134	530	525	134	162	421	1,365	880	843
Boston University.....	8,778	14,033	6,301	13,922	270	7,721	7,721	6,949	15,634	8,352
Brigham Young University.....	12,107	10,896	2,900	2,700	32	37,585	19,509	19,509	111,328	18,115
University of California.....	73,793	51,792	357	300	32	70	70	5,679	2,741	71,301
Central Michigan University.....	5,577	2,639	1,596	510	32	32	70	5,341	5,679	8,441
University of Chicago.....	4,758	2,580	1,832	903	32	32	70	5,341	13,739	8,441
University of Cincinnati.....	25,272	8,304	2,206	1,424	32	4,075	4,075	31,179	31,179	13,282
University of Colorado.....	23,663	9,992	2,571	3,078	32	6,703	6,703	5,641	32,572	17,057
University of Connecticut.....	4,849	2,743	1,303	1,187	32	1,069	1,069	1,053	3,670	4,131
University of Delaware.....	3,012	2,665	1,702	1,157	32	139	139	139	6,291	4,069
Eastern Michigan University.....	1,888	1,772	1,702	1,157	32	38	38	38	4,240	4,240
Eastern New Mexico University.....	3,129	1,676	3,308	226	32	174	174	162	2,288	2,160
General Extension Division of Florida.....	5,397	3,863	1,845	80	32	80	80	80	6,517	12,636
Georgia Institute of Technology.....	6,913	14,250	108	140	32	122	122	116	5,519	3,979
Harvard University.....	88	1,448	5	81	32	3,401	3,401	1,325	17,640	1,632
University of Hawaii.....	3,124	16,395	2,259	1,919	32	4,775	4,775	4,033	97	1,632
University of Idaho.....	43,695	16,395	1,364	1,270	32	11,974	11,974	9,467	10,158	9,019
University of Illinois.....	58	1,122	114	114	32	265	265	265	55,669	25,862
Indiana University.....	1,215	1,092	281	253	32	3,418	3,418	127	273	265
Indiana State University.....	368	1,321	359	1,312	32	3,418	3,418	127	74	1,628
Iowa State University.....	1,593	1,421	114	114	32	3,418	3,418	127	74	1,628
Iowa State Teachers College.....	1,215	1,092	281	253	32	3,418	3,418	127	74	1,628
University of Kansas.....	1,104	1,840	19	432	32	1,276	1,276	3,329	6,759	16,140
Kansas State University.....	368	1,321	359	1,312	32	3,418	3,418	127	74	1,628
University of Kentucky.....	78,416	36,785	12,300	1,702	32	3,418	3,418	127	74	1,628
Louisiana State University.....	10,742	2,561	1,460	924	32	3,418	3,418	127	74	1,628
Loyola University.....	6,588	3,062	2,013	7,860	32	3,418	3,418	127	74	1,628
University of Maryland.....	3,763	9,588	9,872	7,860	32	3,418	3,418	127	74	1,628
Massachusetts Department of Education.....	9,588	5,577	1,438	1,079	32	3,418	3,418	127	74	1,628
Miami University.....	142	90	59	59	32	3,418	3,418	127	74	1,628
University of Michigan.....	12,300	1,908	431	1,400	32	3,418	3,418	127	74	1,628
Michigan State University.....	1,460	2,561	1,460	924	32	3,418	3,418	127	74	1,628
Michigan State University—Oakland.....	3,763	9,588	9,872	7,860	32	3,418	3,418	127	74	1,628
Michigan State University—East Lansing.....	1,460	2,561	1,460	924	32	3,418	3,418	127	74	1,628
Michigan College of Mining and Technology.....	12,300	1,908	431	1,400	32	3,418	3,418	127	74	1,628
University of Minnesota.....	12,300	1,908	431	1,400	32	3,418	3,418	127	74	1,628

1 Estimated.

Sec. I.—Formal extension classes, July 1959 to June 1960—Continued

Member institution	Academic degree credit		Graduate degree credit		Technical institute or extension certificate credit		Noncredit		Totals	
	Class registration	Individuals	Class registration	Individuals	Class registration	Individuals	Class registration	Individuals	Class registration	Individuals
University of Mississippi.....	2,869	1,964	324	324					3,223	2,288
Mississippi State College.....	1,700	1,993	133	369					5,191	4,718
University of Nebraska.....	4,700	4,287	369	380					3,501	3,353
University of Nevada.....	2,084	1,469	282	271	362	331			2,094	1,684
University of New Mexico.....	408	331	231	271	2	22				1,355
University of North Carolina.....	332	1,132	33	411						
University of North Dakota.....	1,346	643	749	623						
North Dakota Division of Supervised Study.....	2	16								
Northern Baptist Theological Seminary.....	700	500	72	97	178	178			2,262	2,040
Northern Michigan College.....	250	956	27	97						
Ohio University.....	3,708	3,296	853	859	95	82			5,377	4,794
University of Oklahoma.....	467	467	1,776	1,326					2,578	2,598
Oklahoma State University.....	5,120	3,200	1,459	321	1,140	1,115			7,916	4,561
University of Omaha.....	21,355	9,996	7,921	5,480					92,008	17,560
Oregon State System of Higher Education.....	2,121	2,121	821	821	9,431	5,303			21,206	15,280
The Pennsylvania State University.....	8,531	4,516		1,242						17,184
University of Pittsburgh.....	11,746	3,491	493	339					20,831	8,295
University of Puerto Rico.....	4,672	2,592	99	99	6,287	2,629			5,827	3,469
Purdue University.....	19,924	5,585	71	71	1,631	296			929	3,484
Rochester Institute of Technology.....	3,624	2,577		28					29,466	12,537
Rutgers—The State University of New Jersey.....	29,614	15,072	3,932	1,2,938	33	33			4,788	3,546
University of South Carolina.....	14,377	7,295	669	3,356					35,583	20,017
University of Southern California.....	2,184	1,514	289	477					888	13,582
Syracuse University.....	2,38	33	219	219					18,341	10,125
The University of Tennessee.....	6,830	5,040	2,371	1,331					2,770	2,046
The University of Texas.....	9,702	5,118	3,116	2,433	311	110			61	60
Texas Technological College.....	14,628	19,462							12,509	8,584
University of Virginia.....	14,456	1,207							15,268	10,001
University of Washington.....	21,436	8,293	1,800	1,260	1,287	805			20,596	13,248
Washington State University.....	360	210			1,328	328			1,825	1,575
Washington University of St. Louis.....	484	409							23,283	9,442
West Virginia University.....	6,649	3,258	1,192	829					2,604	1,824
Western Illinois University.....	1,519	1,519	1,720	720						
Western Michigan University.....	127	1,916							8,249	4,460
University of Wisconsin.....									13,483	15,732
University of Wyoming.....									97	550
									8,249	4,460
									15,732	15,732
									164	2,466

Sec. II.—Correspondence or home study, July 1959 to June 1960

Member institutions	(I) Academic or degree credit	(II) Certificate or technical diploma credit	(III) High school or college entrance credit	(IV) Noncredit (exclusive of II or III)	(V) Total en- rollments, I, II, III, and IV
University of Alabama:					
A-----	1,518		337		1,855
B-----	1,068		339		2,150
C-----	1,811		322		1,867
University of Arizona:					
A-----	1,068			25	1,093
B-----	1,629			26	1,655
C-----	1,177			26	1,203
University of Arkansas:					
A-----	2,360		1,681		4,041
B-----	3,327		1,659		4,986
C-----	2,124		1,102		3,226
Brigham Young University:					
A-----			1,311		3,911
B-----	3,911				
C-----					
University of California:					
A-----			4,223	1,739	19,248
B-----	13,286		5,060	2,782	26,571
C-----	18,729				
Central Michigan University:					
A-----	1,400			110	1,410
B-----	1,269			6	1,275
C-----	1,350			18	1,368
University of Chicago:					
A-----					3,531
B-----					2,891
C-----					3,477
University of Colorado:					
A-----	2,127		788		2,905
B-----	2,245		1,514	422	4,181
C-----	2,430		1,141		3,571
Eastern Michigan University:					
A-----	836				836
B-----	844				844
C-----	751				751
General Extension Division of Florida:					
A-----					15,200
B-----	2,737		569	1,035	4,341
C-----	2,543		429	1,068	4,040
University of Hawaii:					
A-----	1155		2		1157
B-----	187		3		190
C-----	1165		2		1167
University of Idaho:					
A-----	1,906		321		2,227
B-----	1,610		422		2,032
C-----	1,739		538		2,276
University of Illinois:					
A-----	2,898				2,898
B-----	2,800				2,800
C-----	2,447				2,447
Indiana University:					
A-----	4,553		2,033	189	6,775
B-----	3,487		2,235	85	5,805
C-----	4,586		2,524	131	7,241
State University of Iowa:					
A-----	4,103				4,103
B-----	3,467				3,467
C-----	4,509				4,509
Iowa State University:					
A-----				31	31
B-----				58	58
C-----				22	22
Iowa State Teachers College:					
A-----	217				217
B-----	455				455
C-----	327				327
University of Kansas:					
A-----	11,828	1172	11,380	166	13,446
B-----	1,368	138	1,386	45	2,937
C-----	12,636	1162	11,614	171	13,883

Key to symbols: A—Enrollments in force July 1, 1959; B—New enrollments accepted during report year; C—Enrollments in force July 1, 1960.

¹ Estimated.

Sec. II.—Correspondence or home study, July 1959 to June 1960—Continued

Member institutions	(I) Academic or degree credit	(II) Certificate or technical diploma credit	(III) High school or college entrance credit	(IV) Noncredit (exclusive of II or III)	(V) Total en- rollments, I, II, III, and IV
Kansas State University:					
A.....	1 2, 200	-----	1 1, 400	1 100	1 3, 700
B.....	1, 249	-----	1, 029	77	2, 355
C.....	1 2, 000	-----	1 1, 400	1 100	1 3, 500
University of Kentucky:					
A.....	1, 655	-----	567	-----	2, 222
B.....	2, 344	-----	958	-----	3, 302
C.....	1, 914	-----	706	-----	2, 620
Louisiana State University:					
A.....	1, 264	-----	289	-----	1, 553
B.....	1, 327	-----	287	-----	1, 614
C.....	1, 096	-----	244	-----	1, 340
Loyola University:					
A.....	1, 279	-----	24	2	1, 305
B.....	-----	-----	-----	-----	1, 357
C.....	1, 186	-----	12	-----	1, 198
Massachusetts Department of Education:					
A.....	1 500	1 618	1 1, 500	1 600	3, 218
B.....	1 1, 400	1 1, 700	1 3, 000	1 2, 000	7, 208
C.....	1, 108	366	2, 077	1, 216	4, 767
University of Michigan:					
A.....	433	-----	1, 097	194	1, 724
B.....	306	187	971	30	1, 494
C.....	-----	-----	-----	-----	1, 322
University of Minnesota:					
A.....	3, 850	245	589	50	4, 734
B.....	4, 546	200	570	59	5, 375
C.....	3, 961	218	643	64	4, 886
University of Mississippi:					
A.....	1 583	-----	1 128	-----	1 711
B.....	1, 016	-----	216	-----	1, 232
C.....	1 766	-----	1 149	-----	1 915
University of Nebraska:					
A.....	2, 392	-----	10, 488	-----	12, 800
B.....	2, 287	-----	13, 191	-----	15, 478
C.....	2, 862	-----	10, 918	-----	13, 780
University of Nevada:					
A.....	300	-----	-----	4	304
B.....	458	-----	-----	9	467
C.....	383	-----	-----	9	392
University of New Mexico:					
A.....	673	-----	10	-----	683
B.....	577	-----	20	-----	597
C.....	695	-----	17	-----	712
University of North Carolina:					
A.....	1, 387	53	134	285	1, 859
B.....	1, 920	131	95	45	2, 191
C.....	1, 407	51	157	265	1, 880
University of North Dakota:					
A.....	2, 042	-----	51	15	2, 108
B.....	925	-----	35	20	980
C.....	2, 046	-----	60	26	2, 132
North Dakota Division of Supervised Study:					
A.....	-----	-----	1, 458	-----	1, 458
B.....	-----	-----	7, 332	-----	7, 332
C.....	-----	-----	1, 548	-----	1, 548
Northern Baptist Theological Seminary:					
A.....	626	-----	-----	-----	626
B.....	669	-----	-----	-----	669
C.....	676	-----	-----	-----	676
Northern Michigan College:					
A.....	94	-----	-----	-----	94
B.....	164	-----	-----	-----	164
C.....	258	-----	-----	-----	258
Ohio University:					
A.....	3, 005	-----	-----	-----	3, 005
B.....	3, 038	-----	-----	-----	3, 038
C.....	3, 045	-----	-----	-----	3, 045
University of Oklahoma:					
A.....	1, 843	-----	2, 049	44	3, 936
B.....	1, 950	-----	3, 072	44	5, 066
C.....	1, 866	-----	2, 224	95	4, 185

Key to symbols: A—Enrollments in force July 1, 1959; B—New enrollments accepted during report year; C—Enrollments in force July 1, 1960.

¹ Estimated.

Sec. II.—Correspondence or home study, July 1959 to June 1960—Continued

Member institutions	(I) Academic or degree credit	(II) Certificate or technical diploma credit	(III) High school or college entrance credit	(IV) Noncredit (exclusive of II or III)	(V) Total en- rollments, I, II, III, and IV
Oklahoma State University:					
A.....	1,211		646		1,857
B.....	896		464		1,360
C.....	1,288		618		1,846
Oregon State System of Higher Education:					
A.....					
B.....	2,337		721	54	3,112
C.....					
The Pennsylvania State University:					
A.....	2,679		1,403	950	5,032
B.....	2,624		632	1,962	5,218
C.....	2,817		1,124	1,016	4,957
Purdue University:					
A.....			51	140	191
B.....			189	209	498
C.....			240	41	1,634
University of South Carolina:					
A.....	1,892		1,737	74	1,703
B.....	992		1,106	113	2,211
C.....	1,672		921	41	1,634
The University of Tennessee:					
A.....	¹ 2,404	¹ 47	1,125	¹ 18	2,594
B.....	¹ 3,318	¹ 64	1,172	¹ 25	3,579
C.....	2,795	53	145	21	3,014
The University of Texas:					
A.....	3,768		749	44	4,561
B.....	3,825		1,155	114	5,094
C.....	3,597		790	101	4,489
Texas Technological College:					
A.....	3,042		2,899		5,941
B.....	2,736		5,423		8,159
C.....	3,127		2,652		5,779
University of Utah:					
A.....	¹ 2,250		1,193	¹ 57	¹ 2,500
B.....	3,720		321	110	4,151
C.....	2,796		310		3,106
University of Virginia:					
A.....	605				605
B.....	600				600
C.....	765				765
University of Washington:					
A.....	¹ 3,525		1,235	3	3,763
B.....	4,340		210	2	4,552
C.....	¹ 3,800		1,165	1	3,966
Washington State University:					
A.....	634		335	3	972
B.....	611		522	4	1,137
C.....	660		392	3	1,055
West Virginia University:					
A.....				412	412
B.....				71	71
C.....				483	483
Western Michigan University:					
A.....	985				985
B.....	1,153				1,153
C.....	968				968
University of Wisconsin:					
A.....	4,495		² 7,688		12,183
B.....	3,840		4,061	1,872	9,773
C.....	5,282		² 7,673		12,955
University of Wyoming:					
A.....	1,352	72	593	4	2,021
B.....	1,072	28	417	8	1,515
C.....	1,314	53	528	6	1,901

Key to symbols: A—Enrollments in force July 1, 1959; B—New enrollments accepted during report year; C—Enrollments in force July 1, 1960.

¹ Estimated.

² Pt. IV also included in this figure.

Sec. III.—Conferences and institutes

Member Institutions	Number of programs by duration covering indicated periods					Total number of programs	Total number of registrants	Number of programs carrying academic credit	Total registrants for academic credit
	1 day	2 to 3 days	4 to 7 days	8 to 14 days	15-plus days				
Alabama.....	10	43	12	3	2	70	18,020		
University of Arkansas.....	7	21	7	3		38	5,131		
Boston University.....	1			3	3	7	458	2	86
Brigham Young University.....	9	4	2	2		17	1,762	2	53
University of California.....						353	34,430	54	1,883
University of Colorado.....	1	9	8		1	19	1,879		
University of Connecticut.....	73	42	16	9		140	24,409		
Eastern New Mexico University.....	4	3	1		1	9	910	1	5
General Extension Division of Florida.....	15	7	6	4	1	33	1,858	11	208
Georgia Institute of Technology.....	26	52	22	3	12	115	10,613	12	658
University of Idaho.....	2	8	1	3	2	16	1,022		
University of Illinois.....	1	3				7	311		
Indiana University.....	19	78	35	13	5	150	15,692		
State University of Iowa.....	51	57	74	39	26	247	39,482	27	
Iowa State University.....	44	84	24	12	9	173	14,634	17	875
Iowa State Teachers College.....	5	19	2		2	146	3,233		
University of Kansas.....	5	12				17	1,670		
Kansas State University.....	72	60	26	1	3	162	16,620		
University of Kentucky.....	23	24	4		1	52	8,133		
Louisiana State University.....		1	8			9	2,490		
Loyola University.....	28	67	21	8	1	125	32,864		
University of Maryland.....	5	6	2	9	2	23	42,298		
Massachusetts Department of Education.....						2	495		
Miami University.....		1	2	11	15	856		13	260
University of Michigan.....	41	27	12	2		82	15,459		
Michigan State University.....	68	160	75	10	7	320	44,312		
Michigan State University—Oakland.....	8					8	1,127		
Michigan College of Mining and Technology.....	12	9				21	1,767		
University of Minnesota.....	22	88	31	4	3	148	10,550		
University of Mississippi.....	33	34	11	2	1	81	7,098		
University of Nebraska.....	9	37	1	1	8	56	3,298		
University of Nevada.....	69	33	11	8	1	122	14,452		
University of New Mexico.....	7	55	8	4	21	102	23,082		
University of North Carolina.....	15	27	28	6	10	86	9,307		
University of North Dakota.....	10	10	8	2	4	34	3,689		
Northern Michigan College.....	100	21	3	2	1	127	10,500	11	533
Ohio University.....	2	3	8	2	6	21	3,430	7	
University of Oklahoma.....	37	78	67	18	13	213	29,371	19	639
Oklahoma State University.....	132	81	21	6		240	32,784	9	212
University of Omaha.....	27	10	3			40	3,000		
Oregon State System of Higher Education.....	16	22	3	16	5	62	4,037		
The Pennsylvania State University.....	22	41	42	2	2	108	11,642	21	790
University of Puerto Rico.....						16	627	7	310
Purdue University.....	14	43	28	10	3	110	15,000		
University of Rhode Island.....	14	11	5		1	31	1,851	1	4
Rochester Institute of Technology.....	18	11	32	2	2	65	3,435		
Rutgers—The State University of New Jersey.....	6	12	4	1	1	24	2,206		
University of South Carolina.....	4	2	2	2	1	11	954		
University of Southern California.....	6	19	22	3	4	58	4,535	1	25
Syracuse University.....	18	33	8	1	3	63	11,178		
The University of Tennessee.....	15	27	198	40	76	359	8,908	1	20
The University of Texas.....	7	10	9	4	24	54	5,095	30	802
University of Utah.....	1	3	4			8	867		
University of Virginia.....	21	26	15	7	5	74	8,398	2	40
University of Washington.....		1				2	86		
Washington State University.....	35	12	2	1	1	51	5,939	1	27
Washington University of St. Louis.....		1	2			3	386		
West Virginia University.....	25	12	4			41	6,900		
Western Illinois University.....	25	12	4			41	6,900		
Western Michigan University.....	26	10	4	2		42	17,788		
University of Wisconsin.....	124	129	55	5	3	326	28,866		
University of Wyoming.....	8	17	8	5	3	41	5,341	2	85

¹ Estimated.² Including an Atoms for Peace exhibit.

Sec. IV-A.—Audiovisual communications, 1959-60

Member institution	Films				Total number of groups, schools, communities, etc., served	Other services available or rendered						Photo and graphic services (enter P or G or both)
	Number titles available for circulation	Number of prints on hand	Number of bookings or shipments	Number of groups, schools, communities, etc., served		Filmstrips	Tape recordings	Disk recordings	Films produced	Audiovisual instruction, number of classes, workshops, clinics	Audiovisual equipment available for loan or rental (Yes or No)	
University of Alabama.....	2,301	2,301	1,345	628	660	---	375	5	15	Yes	P, G	
University of Arizona.....	2,381	2,482	16,789	633	241	25	75	---	---	Yes	P, G	
Brigham Young University.....	4,100	5,686	34,379	750	1,162	2,691	---	---	3	Yes	P, G	
University of California.....	3,950	9,000	28,700	---	Yes	Yes	Yes	16	7	Yes	P, G	
Central Michigan University.....	814	826	3,439	---	1,383	---	---	Yes	20	Yes	P, G	
University of Colorado.....	4,150	4,738	23,387	1,728	114	2,500	---	---	32	Yes	P, G	
Eastern Michigan University.....	205	206	1,176	---	754	276	229	---	20	Yes	P, G	
Eastern New Mexico University.....	2,100	2,300	8,075	255	Yes	Yes	Yes	---	12	Yes	P, G	
General Extension Division of Florida.....	1,800	2,133	5,913	1,600	1,989	1,450	---	5	10	Yes	P, G	
University of Hawaii.....	900	980	3,100	---	---	---	---	---	---	---	---	
University of Idaho.....	6,392	14,903	84,349	5,000	400	100	150	30	7	Yes	P, G	
University of Illinois.....	8,275	23,766	96,508	3,500	3,676	1,632	---	---	---	Yes	P, G	
Indiana University.....	4,085	26,000	106,215	1,200	Yes	1,387	---	82	108	Yes	P, G	
Iowa State Teachers College.....	2,950	5,125	13,040	587	367	1,500	39	3	1	Yes	P, G	
University of Kansas.....	1,170	215	750	625	---	---	---	---	---	No	P, G	
Kansas State University.....	15	15	15,000	---	---	---	---	---	6	Yes	---	
Louisiana State University.....	1,600	1,850	15,000	---	---	---	---	---	2	---	---	
Massachusetts Department of Education.....	994	1,008	1,199	53	Yes	---	---	---	3	Yes	P, G	
Miami University.....	5,400	13,000	59,000	1,800	2,000	1,100	---	7	11	Yes	P, G	
University of Michigan.....	4,456	6,068	29,000	2,800	500	---	---	8	100	Yes	P, G	
Michigan State University.....	4,278	8,280	64,538	2,817	---	386	---	---	18	No	---	
University of Minnesota.....	3,825	5,239	17,631	1,438	1,120	884	180	---	22	Yes	---	
University of Nebraska.....	320	1	876	64	638	70	100	---	5	Yes	P, G	
University of Nevada.....	452	475	1,300	---	82	63	41	---	3	Yes	---	
University of New Mexico.....	4,200	4,200	13,053	6,764	---	---	---	6	2	Yes	---	
University of North Carolina.....	2,948	3,566	11,964	2,000	145	490	---	---	9	Yes	---	
University of North Dakota.....	350	350	2,000	45	450	---	---	---	---	---	---	
Northern Michigan College.....	78	78	233	459	106	75	---	---	---	---	---	
Ohio State University.....	2,782	3,557	29,978	367	Yes	Yes	28	---	30	Yes	P, G	
Oklahoma State University.....	2,400	2,400	4,711	375	945	250	1,250	---	12	Yes	P, G	
Oregon State system of higher education.....	2,485	6,274	30,000	5,079	95	2,193	---	14	7	Yes	P, G	
University of Puerto Rico.....	4,216	6,292	30,590	1,200	112	100	---	3	20	Yes	P, G	
Purdue University.....	225	225	4,961	304	---	---	---	---	---	No	---	

¹ Estimated.

Sec. IV-B.—*Audiotapes Communications, 1959-60*

Member institutions	Radio operations					TV operations					
	Indicate percent of your broadcast time on each	Number hours broadcast per week or year (indicate by W or Y)	Number program series broadcast per week or year	Number individual program units (excluding series) broadcast per week or year	Number program units transmitted or taped by your operation for general use	List O, F, C with percent (see list column "Radio Operations")	Number hours broadcast per week (indicate by W or Y)	Number program series broadcast per week or year	Number individual program units (excluding series) broadcast per week or year	Number live program units produced by your operation	Number program units filmed or Kinescoped for future use
University of Alabama.....	O 100.0 C 42.8	70 W	36 W	44 W	50 Y	100.0	31 W	26	17	20 W	33
University of Arizona.....	O 100.0	1 W	5 W		30 Y	99.0	30 W	30		22 W	2
Brigham Young University.....	O 10.0 E 15.0 C 75.0	20 W 32 W 64 W	15 Y 2 Y 2 Y	750 Y 110 Y 330 Y	110 Y 330 Y	95.0 5.0 90.0 10.0 37.0	3 1/2 Y 4 Y 131 Y	9 Y 2 Y	200 Y 18 Y 96 Y	200 Y 18 Y 1	19 Y 30
University of California.....											30
Central Michigan University.....	O 100.0	49 W	26 W	32 W		C	27 W	8 W			34 W
University of Cincinnati.....	E 100.0	1 W	4				1 W	1 W		2 W	
University of Colorado.....	C 100.0	199 Y	10 Y	22 Y	62	E	87 Y	6 Y	8 Y	79 Y	3
Eastern New Mexico University.....	O 100.0	3 W	6 W	2 W	50	C	20 Y	6 Y	6 Y	18 Y	
General Extension Division of Florida.....						C	5 Y	12 Y	2 Y		
Harvard University.....	O 100.0	3 1/2 W	7 W			C	23.0	4			
University of Idaho.....	O 100.0	106 W	45 W	200 W	300 Y	C	11 1/2 W	3	20 Y	3	1
University of Illinois.....	O 56.0	3,822 Y			45 W	O	1 1/2 W	1	2 W	7 W	8 W
Indiana University.....	E 39.0	6,860 Y	33	164	136	C	14 W	26 W	15	160	118
State University of Iowa.....	O 100.0	99 W	11 W	117 W	10 W	C	52 Y	1 Y	30 Y	0	30 Y
Iowa State Teachers College.....	E 14.0	3 W	15 W	3 W		C	1 W	2	100.0	2 W	180
Kansas State University.....	E 5.0	1 1/2 W	5 W			E	1 W	2	50.0		
University of Kentucky.....	O 50.0	20 1/2 W	6,000 Y			C	12 Y	20 Y	24	4	
		20 W	11.0				11 W	4 W			

STATEMENT ON ADULT EDUCATION BY SENATOR JOHN F. KENNEDY, OCTOBER 16, 1960

I welcome the invitation of the Adult Education Association of the U.S.A. to address your annual convention meeting this year in Denver, Colo. I regret that I cannot be present with you personally on this occasion, but in my view the role of adult education in our national life is so important that I wish to take advantage of your invitation to extend my personal greetings and best wishes to those who are engaged in this rapidly growing segment of our educational system.

It is important to note that in the platform hearings of the Democratic Party, your association, together with other important professional organizations, provided direct testimony about the importance of continuing education if we are to develop informed citizens who can participate effectively in the decision-making processes of our society.

It is a source of pride to me that the Democratic platform includes a pledge of "further Federal support for all phases of vocational education for youth and adults; for libraries and adult education; for realizing the potential of educational television; and for the exchange of students and teachers with other nations." Our party has also gone on record in support of "encouraging and expanding participation in and appreciation of our cultural life"—and we have proposed a Federal advisory agency to assist in the evaluation, development, and expansion of the cultural resources of the United States.

A national campaign provides an opportunity to consider the facts and issues on major problems of our times—peace and security, civil rights, educational opportunities, housing problems, problems of senior citizens, farm income, and other crucial concerns.

While farm income is one of our major economic problems, we must also move more vigorously to deal with the problems of our metropolitan communities, where more than 90 percent of our population growth is occurring. If our people are to live happy, prosperous, and fruitful lives in this urban age, we need educational programs as bold in concept and broad in scope as the cooperative extension movement—which has done so much for rural America.

We need programs that will help all citizens to understand the problems created by urbanization. We need to find better ways to use the research and the educational experience of our institutions of learning in solving these problems. Adult educators in our universities and colleges, our schools, libraries, and civic organizations, have a vital role to play in getting this job done.

We live in an age of rapid social change and unprecedented increase of new knowledge and scientific invention. In such an age we must do all in our power to strengthen our great system of formal education. But we must not stop there. We must also recognize that a free society today demands that we keep on learning or face the threat of national deterioration. We must educate people today for a future in which the choices to be faced cannot be anticipated by even the wisest now among us. We are on the frontier of an era which holds the possibilities of a new golden age in which the inroads of poverty, hunger, and disease will be lessened, in which through the extension of educational opportunities, men and women everywhere will have it within their power to develop their potential capacities to the maximum.

The agenda before the American people is great. The problems are complex. I believe that an America that understands the importance of "lifelong learning" will be able to deal with those problems more wisely and more vigorously.

I am, therefore, pleased to express my support of those who are working to strengthen the adult education programs of our universities and colleges, our schools, our libraries, and our voluntary citizen organizations. Your efforts are helping America to move forward toward greater strength and cultural vitality which can make our Nation once again a beacon of light among freedom-loving people everywhere.

STATEMENT ON ADULT EDUCATION BY VICE PRESIDENT RICHARD M. NIXON,
OCTOBER 16, 1960

You were most thoughtful to give me an opportunity to state my views on the role of adult education in our free society. I regret that I cannot be present in person to address your annual conference in Denver, but I do welcome the opportunity to send you my good wishes and to indicate my appreciation of the important part you are playing in building and maintaining a strong America.

Many of you are, no doubt, familiar with my recent position paper on education. In that paper I stated in a section on adult education that—

“We are becoming more and more aware that education must be a continuing and life-long process. Unless we reflect this awareness by continuing to strengthen our programs of adult education, our people will not adjust as they should to our rapidly changing and complex world. Programs in language, in arts and crafts, in vocational subjects, in citizenship and world affairs, refresher courses in all the formal disciplines—these are just some of the possibilities in this varied field. To illustrate: the numbers of our citizens who go to other countries on governmental, educational and business missions, as well as for personal enjoyment, are increasing literally by the tens of thousands every year. These citizens become, inevitably, our national ‘ambassadors’ abroad. Adult education could make a major contribution toward preparing them to be far more effective representatives than many of them are today. The modest start we have made in supporting adult education programs must be accelerated.”

These views of mine are also shared by the Republican Party, as its platform makes clear. The platform indicates that we accept as a national aim “the goal of fullest educational opportunity for every American.” And we have specified some of the implications of this goal for adults. We stand for “stimulation of actions designed to update and strengthen vocational education for both youth and adults.” We pledge “support of efforts to make adequate library facilities available to all our citizens.” We have taken a stand for “support of programs that will persuade and encourage the Nation to utilize fully the skills, wisdom, and experience of older citizens.” We are committed to “strengthening of the educational programs of the U.S. Department of Agriculture and the land-grant institutions.” In addition we have pledged support to a grant program for training projects which strengthen family life.

These examples illustrate how fully the Republican Party recognizes the key place which adult education occupies in every major area of social advance by a free people. Moreover, we recognize that Government efforts in education cannot be wise unless Government leaders are informed continually through the knowledge and wisdom of the men and women committed to education. We have advocated “a permanent, top-level commission to advise the President and the Secretary of Health, Education, and Welfare, constantly striving to focus the interest of each citizen on the quality of our education at every level, from primary through postgraduate, and for every age group from children to adults.” I personally believe that such a commission, to be effective, must include leaders from every segment of adult education.

We must build an America prepared for the challenges of a changing world, upon the sound bases of policy and commitment already laid down in past experience. Many of the problems facing us are novel and complex. Mature Americans, as well as young Americans, must learn how to meet these problems. The “lifelong learning” to which adult educators are committed, therefore, is essential to the America we must build together.

I am happy to salute all of you who are working to extend and strengthen programs of adult education in our schools and colleges, in our libraries, in voluntary organizations and in the extension programs of our Federal and State governments. Enlightenment of all citizens is a condition of freedom. I hope you will accept me as a willing leader in your efforts to strengthen our free Nation and to build a free world.

(Statement prepared for Ninth Annual Conference, Adult Education Association of the U.S.A., October 14–17, 1960, Denver, Colo.)

WARREN SCHMIDT, *Chairman.*

BASIC INFORMATION SOURCES IN UNIVERSITY ADULT EDUCATION

I. OVERVIEWS, INTRODUCTIONS, AND GENERAL SURVEYS OF THE FIELD

Blakely, Robert J. “Adult Education in a Free Society.” Toronto, Canada: Guardian Bird Publications, 1958. 184 pages. (Available from the Center for the Study of Liberal Education for Adults.) A collection of speeches by the former vice president of the Fund for Adult Education, now dean of extension, the State University of Iowa, delivered between 1950 and 1958 and dealing with a wide range of topics centering around the education of adults in a free society.

Carey, James T. “Forms and Forces in University Adult Education.” Chicago: Center for the Study of Liberal Education for Adults, 1961. 229 pages.

Report of a major study on the status of liberal education programing and the factors favoring or impeding the development of adult education in the institutions which belong to the Association of University Evening Colleges and the National University Extension Association, and in selected liberal arts colleges. Based on a questionnaire survey and intensive interviewing in 18 institutions.

Carey, James T. "The Development of the University Evening College." Chicago: Center for the Study of Liberal Education for Adults, 1961. 73 pages. Examines the growth of American evening colleges as exemplified in the history of 10 institutions.

Center for the Study of Liberal Education for Adults. "Patterns of Liberal Education in the Evening College." Chicago: Center for the Study of Liberal Education for Adults, 1952. 82 pages. (Out of print, but may be borrowed.) Case studies in nine urban universities. University and faculty relationships; clientele analysis; study of attitudes toward the evening college.

Crimi, James E. "Adult Education in the Liberal Arts Colleges." Chicago: Center for the Study of Liberal Education for Adults, 1957. 38 pages. (Out of print.) Survey of the extent and nature of adult education programs in the independent liberal arts colleges.

DeCrow, Roger. "Administrative Practices in University Evening Colleges." Chicago: Center for the Study of Liberal Education for Adults, 1962. This report is based on the results of the tabulated questionnaire sent out in January 1961 by the AUEC Research Committee and CSLEA to all AUEC deans and directors. It is a revision of an earlier study by Frank R. Neuffer.

Dyer, John P. "Ivory Towers in the Marketplace: The Evening College in Education." Indianapolis: Bobbs-Merrill, 1956. 205 pages. Report on the evening college, its nature, practices, problems, and a suggestion of what its role should be in contemporary society. The standard introduction to evening college work. Useful bibliography and chapter notes.

Houle, Cyril O. "Major Trends in Higher Adult Education." Chicago: Center for the Study of Liberal Education for Adults, 1959. 47 pages. A consideration of future directions in the general field of higher adult education; specifically of trends among universities and colleges which are likely to have an impact on adult education.

Kidd, J. R. "Adult Education in the Canadian University." Toronto: Canadian Association for Adult Education, 1956. 137 pages. Philosophy, programs, and directions in Canadian universities. Administrative structure charts. Bibliography including United States and British publications.

Knowles, Malcolm. "Handbook of Adult Education." Chicago: Adult Education Association of the U.S.A., 1960. 61 pages. Includes sections on university adult education and several closely related subjects. Bibliography.

Liveright, A. A. "Adult Education in Colleges and Universities." Miller, Harry L. "Liberal Adult Education." Chicago: Center for the Study of Liberal Education for Adults, 1960. 50 pages. Mr. Liveright gives an overview of higher adult education and summarizes what we know about its clientele. Mr. Miller presents a clarification of terms and current program models in liberal adult education.

McMahon, Ernest E. "The Emerging Evening College." New York: Bureau of Publications, Teachers College, Columbia University, 1960. 163 pages. Study of faculty organization and academic control in 10 eastern evening colleges. It attempts to find a basis for solving some of the problems of educational purposes, academic policy, and organization which most evening colleges face.

Peers, Robert. "Adult Education: A Comparative Study." New York: Humanities Press, 1958. 365 pages. History and present state of adult education in England with emphasis on university work. Survey of university adult education in other countries. Chapters on student characteristics and adult learning studies in England.

Petersen, Renee and William. "University Adult Education: A Guide to Policy." New York: Harper and Brothers, 1960. 288 pages. Surveys the field of university adult education, develops the principles and problems involved, and suggests guidelines for future policies. Excellent bibliography. Appendix 1 by Warren Rovetch, "Cooperative Extension and the Land-Grant System in University Adult Education."

Raybould, S. G. "Trends in English Adult Education." London: Heineman, 1959. 258 pages. Includes a section on university extension.

Rushing, Joe B. "A Critical Analysis of Adult Education in the Junior Colleges in the United States." (Ph. D. thesis, University of Texas, 1952.)

United Nations Educational, Scientific, and Cultural Organization. "Universities in Adult Education." Paris: United Nations Educational, Scientific, and Cultural Organization, 1952. 172 pages. Report of an international seminar on university adult education. Introduction by Cyril O. Houle. Bibliography.

Associations issuing policy statements during the past year presenting their positions on the need for adult education today

Adult Education Association of the U.S.A. Commission of Professors of Adult Education. "Adult Education: A New Imperative for Our Time." Chicago: Adult Education Association of the U.S.A., 1961. 15 pages.

American Association of Land-Grant Colleges and State Universities. "Today's Critical Needs and University Extension." Washington, D.C.: American Association of Land-Grant Colleges and State Universities, Division of General Extension, 1961. 8 pages. (Available from Mr. E. L. Keller, 100 Continuing Education Building, the Pennsylvania State University, University Park, Pa.)

National University Extension Association. "Report of the Policy Statement Committee, Fall, 1961." 20 pages.

Universities Council for Adult Education (Great Britain). "The Universities and Adult Education." Liverpool: Tinlings, 1961. 32 pages. (Available from Mr. H.E. Salt, director of extramural studies, the University, Bristol 8.)

II. BASIC BIBLIOGRAPHIES

Beals, Ralph A., and Brody, Leon. "The Literature of Adult Education." New York: American Association for Adult Education, 1941. 493 pages. (Out of print.) A comprehensive classified bibliography in narrative form with references at the end of each chapter. Author and subject index. Commonly available in libraries.

Canadian Association for Adult Education. "Adult Education in the Canadian University." Toronto: Canadian Association for Adult Education. 12 pages. Includes Canadian, United States, and British publications.

Canadian Association for Adult Education. "The Literature of Adult Education." Toronto: Canadian Association for Adult Education, 1961. 75 pages. A selected list of holdings from the Research Library in Adult Education of the Canadian Association for Adult Education.

Kelly, Thomas. "A Select Bibliography of Adult Education." London: National Institute of Adult Education, 1952. 83 pages. Classified index of British publications with very brief annotations. An annual checklist, Guide to Studies in Adult Education, compiled by C. D. Legge, brings this up to date.

Knowles, Malcolm. "Handbook of Adult Education." Chicago: Adult Education Association of the United States of America, 1960. 624 pages. Includes selective bibliography for each chapter.

Mezirow, J. D., and Berry, Dorothea. "The Literature of Liberal Adult Education, 1945-57." New York: The Scarecrow Press, Inc., 1960. 308 pages. (The Scarecrow Press, Inc., 257 Park Avenue South, New York.) Philosophy, programs, research, and bibliography with annotations for all references to university level material. Subject and author indexes.

III. PERIODICALS

Adult Education. Adult Education Association of the United States of America, 743 North Wabash Avenue, Chicago, Ill. Quarterly.

Adult Education (Australia). 107 Russell Street, Melbourne, Victoria, Australia. Quarterly. Journal of the Australian Association; considerable attention is given to cultural arts programs and adult education in rural areas.

Adult Education (London). National Institute of Adult Education, 35 Queen Anne Street, London, W. 1, England. Quarterly.

Adult Leadership. Adult Education Association of the United States of America, 743 North Wabash Avenue, Chicago, Ill. Monday, except July and August. Often contains directly relevant articles and is particularly useful for keeping in touch with adult education in other agencies. News and publication notes in each issue.

AFCE Newsletter. American Foundation for Continuing Education, 19 South La Salle Street, Chicago, Ill. Monthly. News about study-discussion programs developed and carried on throughout the United States and Canada.

AUEC Newsletter. In care of Mr. Bernard Reed, the Evening School, Pratt Institute, Brooklyn, N.Y. Monthly, except summer.

Continuing Education for Adults. Center for the Study of Liberal Education for Adults, 4819 South Greenwood Avenue, Chicago, Ill. Issued twice each month. This biweekly newsletter is published for university adult educators and other persons interested in the development of liberal education for adults. Its purpose is to report new programs, original ideas, and research in adult education, and the forces which aid or impede its growth in American higher education. Distributed free of charge, on request.

Continuous Learning. Canadian Association for Adult Education, 113 St. George Street, Toronto, Ontario, Canada. Bimonthly.

International Journal of Adult and Youth Education. United Nations Educational, Scientific, and Cultural Organization, Place de Fontenoy, Paris 7^e, France. Quarterly. Though dealing largely with fundamental education in less industrialized countries, this occasionally has excellent articles on adult education in Europe and the United States. Volume XIII, No. 3, 1961, is devoted to a report on the International Conference on University and Adult Education held at Sagamore Conference Center, New York, September 1960.

Junior College Journal. American Association of Junior Colleges, 1785 Massachusetts Avenue NW., Washington, D.C. Monthly, September-May. Numerous articles on adult education. Enrollment data in each January issue.

NUEA Spectator. 151 Nicholson Hall, Minneapolis, Minn. Bimonthly, except August and September.

Rewley House Papers. Oxford University Delegacy for Extra-Mural Studies, Rewley House, Wellington Square, Oxford, England. Annually.

Scottish Adult Education. Mr. T. E. M. Landsborough, Education Office, Alloa, Scotland. Three issues per year.

IV. ORGANIZATIONAL PROCEEDINGS

American Association of Land-Grant Colleges and State Universities. Proceedings of annual meeting. 1785 Massachusetts Avenue NW., Washington, D.C.

Association of Urban Universities. Proceedings of annual meeting. Secretary, 5972 Lannoo Avenue, Detroit, Mich.

AUEC Proceedings. AUEC executive secretary, Edwin Spengler, School of General Studies, Brooklyn College, Brooklyn, N.Y.

NUEA Proceedings. NUEA secretary, Julius M. Nolte, 151 Nicholson Hall, University of Minnesota, Minneapolis, Minn.

Both of these contain valuable substantive material as well as the official records of the organizations. Recent issues may be purchased from the indicated sources, but older issues are not available.

Cumulative Indexes: AUEC Proceedings, 1948-58; NUEA Proceedings, 1915-57. Anne Lockwood, ed., Chicago: Center for the Study of Liberal Education for Adults, 4819 South Greenwood Avenue, Chicago, Ill. 1960. 46 pages.

V. DIRECTORIES

National University Extension Association. Directory of Administrative Personnel. 152 Nicholson Hall, University of Minnesota, Minneapolis, Minn. Deans, directors, staff members of National University Extension Association institutions with position titles.

U.S. Office of Education. Opening (Fall) Enrollment in Higher Education, 1960: Institutional Data, Circular No. 637, 1960, 35 pages; Opening (Fall) Enrollment in Higher Education, 1960: Analytic Report, Circular No. 652, 196, 43 pages.

Who's Who in AUEC, 1959. Association of University Evening Colleges, executive secretary, Edwin Spengler, School of General Studies, Brooklyn College, Brooklyn, N.Y.

VI. ENROLLMENT DATA

AUEC and NUEA Proceedings. Data for current years.

Junior College Journal. Enrollment data in each January issue.

National University Extension Association, Committee on Reports.

Annual Statistical Reports. Available from the chairman of the committee, Huntington Miller, Department of Evening and Special Classes, University of Minnesota, Minneapolis, Minn. An annual tabulation of NUEA schools with various types of programs and services with enrollment data and listing of new offerings.

U.S. Office of Education. "Participation in Adult Education." Circular No. 539. A detailed statistical analysis of adult education participation as reported in an October 1957 sample survey of the national population conducted by the Bureau of the Census.

U.S. Office of Education. "Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education, 1957-58." Circular No. 593, 1959. 73 pages.

The categories by which data are recorded and based on definitions drastically different from those common in the field.

VII. RESEARCH STUDIES

Adult Education. Summer issues since 1955 contain yearly listings of research studies.

The American Educational Research Association. *Encyclopedia of Educational Research*. Third edition. New York: Macmillan Co., 1960. Contains articles on "Adult Education," "Extension Education," and "General University Extension."

The American Educational Research Association. *Review of Educational Research*. Washington, D.C.: National Education Association of the United States. Special June issues for 1950, 1953, and 1959 deal with adult education research.

Brunner, Edmund deS., and others. "An Overview of Adult Education Research." Chicago: Adult Education Association of the U.S.A., 1959. A comprehensive but critical and evaluative overview of adult education research with indications of conclusions solidly verified and areas for further study. This is a standard baseline and guide to research in the field.

Mezirow, J. D., and Berry Dorothea (editors). "The Literature of Liberal Adult Education, 1945-57." New York: Scarecrow Press, Inc., 1960. 308 pages. The research section lists dissertations during this period and lists with annotations published research studies.

National University Extension Association, Correspondence Study Division. (Arthur Krival, 110 Extension Building, University of Wisconsin, Madison, Wis.). "Bibliography of Research Studies in Correspondence Study." Available from chairman of the division.

U.S. Department of Agriculture. *Review of Extension Research*. Available from the Federal Extension Service, U.S. Department of Agriculture, Washington, D.C. Yearly review, published in July.

VIII. PROGRAM DESCRIPTIONS

Carey, James T., "Forms and Forces in University Adult Education." Chicago: Center for the Study of Liberal Education for Adults, 1961. 229 pages. Chapter describing types of programs prevalent in university adult education.

Clark, Harold F., and Sloan, Harold S. "Classrooms in the Factories." Rutherford, N.J.: Fairleigh Dickinson University, Institute of Research, 1958. 139 pages. (Distributed by New York University Press, 32 Washington Place, New York, N.Y.) A report on the educational activities carried on by leading corporations in American industry.

Clark, Harold F., and Sloan, Harold S. "Classrooms in the Stores." Sweet Springs, Mo.: Roxbury Press, Inc., 1962. 123 pages. An account of education and research in American retailing.

Goldman, Freda. "University Adult Education in the Arts." Chicago: Center for the Study of Liberal Education for Adults, 1961. 72 pages. A thorough descriptive analysis of arts programs in American universities based on a survey of AUEC-NUEA institutions made with the cooperation of the National University Extension Association Arts Committee.

Houle, Cyril O. "The Armed Services and Adult Education." Washington, D.C.: American Council on Education, 1947. 257 pages.

Houle, Cyril O., and Nelson, Charles A. "The University, the Citizen, and World Affairs." Washington, D.C.: American Council on Education, 1956. 179 pages.

McMahon, Ernest E. "New Directions for Alumni: Continuing Education for the College Graduate." Chicago: Center for the Study of Liberal Education for Adults, 1960. 52 pages. Shows the emergence of a concerted movement to effect a rapprochement between the traditional activities of the alumni office and the ever-growing adult education, extension, and continuing education departments of universities and colleges.

National University Extension Association, Correspondence Study Division. Newsletter. Includes section on new, revised, or unusually successful courses. (Address in sec. VII.)

Pitkin, Royce S. "The Residential School in American Adult Education." Chicago: Center for the Study of Liberal Education for Adults, 1956. 19 pages. An argument in favor of the idea of residential education in general, and of the residential adult school in particular, including a list of most of the existing residential schools in the United States and Canada.

Schacht, Robert H. "Weekend Learning in the U.S.A." Chicago: Center for the Study of Liberal Education for Adults, 1960. 21 pages. A concluding chapter of a doctoral thesis which examines in detail the history and theory of residential education and the range of such programs presently offered in the United States.

Serbein, Oscar N. "Educational Activities of Business." Washington, D.C.: The American Council on Education, 1961. 180 pages. A study of the overall activities of business and industry in education.

Siegle, Peter E. "New Directions in Liberal Education for Executives." Chicago: Center for the Study of Liberal Education for Adults, 1958. 74 pages.

Siegle, Peter E., and Whipple, James B. "New Directions in Programing for University Adult Education." Chicago: Center for the Study of Liberal Education for Adults, 1957. 96 pages.

Stern, Bernard H. and Missall, Ellswerth. "Adult Experience and College Degrees." Cleveland: The Press of Western Reserve University, 1960. 249 pages. A report of an experimental degree program conducted by Brooklyn College to determine whether a liberal education can be acquired by mature adults with rich life experience by means other than traditional attendance in regular college classes.





