Life Span Learning and Utah State University

J. Clark Ballard

Utah State University

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and
Utah State University

J. CLARK BALLARD

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LIFE SPAN LEARNING AND
UTAH STATE UNIVERSITY

FIFTY-EIGHTH ANNUAL HONOR LECTURE

by

J. Clark Ballard
Utah State University
Logan, Utah
A basic objective of the Faculty Association of Utah State University, in the words of its constitution is:

to encourage intellectual growth and development of its members by sponsoring and arranging for the publication of two annual faculty research lectures in the fields of (1) the biological and exact sciences, including engineering, called the Annual Faculty Honor Lecture in the Natural Sciences; and (2) the humanities and social sciences, including education and business administration, called the Annual Faculty Honor Lecture in the Humanities.

The administration of the University is sympathetic with these aims and shares, through the Scholarly Publications Committee, the costs of publishing and distributing these lectures. Lecturers are chosen by a standing committee of the Faculty Association. Among the factors considered by the committee in choosing lectures, are the words of the constitution:

(1) creative activity in the field of the proposed lecture; (2) publication of research through recognized channels in the field of the proposed lecture; (3) outstanding teaching over an extended period of years; and (4) personal influence in developing the character of the students.

J. Clark Ballard was selected by the committee to deliver the Annual Faculty Honor Lectures in the Humanities. On behalf of the members of the Association we are happy to present Professor Ballard's paper.
The recent Kellogg Life Span Learning Grant has focused national attention on Utah State University as a model for life span learning. Historically, Extension and at least the rudiments of life span learning, have been a part of Utah State University since its founding in 1888. In 1896, the State passed the Cazier Bill which appropriated $1,500 to conduct a Farmers Institute in each county at least once a year (Ricks 1938). Such activities were mostly conducted on an informal basis until 1911 when Luther M. Winsor, Instructor of Irrigation, was employed as county agent in the Uintah Basin. This was the formal beginning of our Cooperative Extension work in Utah. The next important event came when the Smith-Lever act was passed by the U.S. Congress in 1914. Enabling legislation (Lund Act of 1888) was passed by the Utah Legislature and an Extension Service was officially established as a division of the Agricultural College of Utah cooperating with the County and Federal Governments. A division of Off-campus Instruction was organized later, under which Extension class and correspondence work for credit was provided. For many years the Cooperative Extension Service was a part of the Agricultural Division, headed by a director who was also dean were mostly conducted on an informal basis until 1911 when Luther M. Winsor, Instructor of Irrigation, was employed as county agent in the Uintah Basin. This was the formal beginning of our Cooperative Extension work in Utah. The next important event came when the Smith-Lever act was passed by the U.S. Congress in 1914. Enabling legislation (Lund Act of 1888) was passed by the Utah Legislature and an Extension Service was officially established as a division of the Agricultural College of Utah cooperating with the County and Federal Governments. A division of Off-campus Instruction was organized later, under which Extension class and correspondence work for credit was provided. For many years the Cooperative Extension Service was a part of the Agricultural Division, headed by a director who was also dean of the College of Agriculture. During this entire period, Cooperative Extension and the Division of Off-campus Instruction were separate entities.

In 1960, Extension at Utah State University was reorganized. At this time, the Cooperative Extension Service and the Division of Off-campus Instruction (then called General Extension) were brought together under one administrative head and placed directly under the President of the University. The new consolidated unit was named Utah State University Extension Services. The Cooperative Extension Service became a subdivision under the new organization. The Extension Classes and Correspondence Classes (now Independent Study) were another subdivision. The Cooperative Extension Service and the Division of Off-campus Instruction were separate entities.
Extension Centers at Roosevelt and Moab subsequently became a part of the Extension Class Division. The Conference and Institute subdivision was established in 1968, after the merger of General Extension and the Cooperative Extension Programs. These subdivisions, other than Cooperative Extension, are commonly grouped together under the general designation of Continuing Education. We choose to call the activities of this conglomerate and the total University effort, regardless of the point of origin, “life span learning.” Numerous terms are applied to the process of learning outside the regular classes offered for traditional students. We hear extension, continuing education, lifelong learning, adult education, recurrent education and community education. Generally, most of these terms refer to non-traditional classes for the adult beyond high school or college age. Cooperative Extension, however, has long served both youth and adults. Our two Extension Centers, in the Uintah Basin and at Moab, work with high school students as well as those of college age and older people. Life span learning is construed to be much more than just adult education.

It would seem to me that Richard E. Peterson (1978) has captured the true sense of life span learning as he describes lifelong learning as follows: “Lifelong learning is a conceptual framework for conceiving, planning, coordinating and implementing activities designed to facilitate learning by all Americans throughout their lifetimes.”

One could just as easily substitute “life span learning” as we choose to call our program embracing a similar concept.

A most significant impetus to the life span learning concept, involving the total University, came in 1970 when the central administration of the University elected to dedicate the Annual Department Head’s Conference to the promotion of total University participation in life span learning activities. Following this conference, where substantial commitments were made, life span learning programs were greatly accelerated. The Extension administration, accepted as a priority assignment the integration of life span learning into the very fiber of the University. Every effort permitted by the resources available has been made to develop a climate conducive to maximum participation of faculty, students...
and other clientele. A campaign to augment appropriated funds with other resources continues to be successful.

Integration of the life span learning concept into the total University was enhanced in 1970 by the appointment of a Vice President for Extension and Continuing Education, followed subsequently by the appointment of an associate/assistant dean for Extension in each academic College. The response to integrating this concept has been most gratifying. While the integration of life span learning hasn't been all-pervasive, most University departments have demonstrated genuine high level commitment. An acceptance of life span learning as one of the major responsibilities of each department is now evident.

Kellogg Foundation officials and a recent University accreditation team, along with others, have been quite laudatory about Utah State University's progress in integrating life span learning into the entire institution.

IMPORTANCE OF LIFE SPAN LEARNING

A frequent, very logical question is, why emphasize education for the masses for a life span? Why not concentrate on educating the specialists, the regular students, and perhaps provide learning opportunities for a limited number of our traditional clients in agriculture, home economics, and a few others? We could, in view of our limited annually appropriated budgets, neglect the majority of our citizenry and provide more intensive experiences for an elite or select few.

I would submit that our mission, to be complete, must span the lives of the masses. The slogans "... when one stops learning, one stops living," and "when you are through learning, you are through..." are valid.

The demands of today increasingly necessitate that we become more involved in the learning opportunities for the masses. The professions, industry, educational institutions and numerous organizations require periodic, if not continuous updating, retraining and recertification of personnel. Perhaps even more pertinent is the fact that many citizens, in all walks of life, not only express a desire to learn, but demand the opportunity. The quest...
for additional learning opportunities is not new, but certainly accelerated.

In 1908, Henry Marshall Tory (Corbett 1954), who established the University of Alberta, speaking at the new University’s first convocation, said, “The modern state university has sprung from a demand on the part of the people themselves for intellectual recognition, a recognition which only a century ago was denied them. . . . The people demand that knowledge shall not be the concern of scholars alone. The uplifting of the whole people shall be its final goal.” He concluded, “Mr. Chancellor, I consider that the extension of the activities of the university on such lines as will make its benefits reach directly or indirectly the mass of people, carrying its ideals of refinement and culture into their homes and its latent spiritual and moral power into their minds and hearts, is a work second to none.”

Dr. Seaman A. Knapp (1894), considered by many to be the father of Cooperative Extension, speaking at Mississippi A&M College in 1894, pleaded for education of the masses. He emphasized education because people needed enlightenment and improved life quality, not just technical skills. He said in part, “. . . Now let us have an education of the masses, one that will fit them to become a great, honest, faithful, intelligent, toiling, thrifty common people, upon which alone great nations are founded; obedient to orders, but not servants; tenacious of right, but not anarchists. For once in the history of civilization, let us have a common people thoroughly trained within the lines of their duties, full of its latent spiritual and moral power into their minds and hearts, is a work second to none.”

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He continued, “Colleges of agriculture and mechanic arts: Your work will not be done until every farm house in the broad land is united by a highway so well constructed that the common wagon is equal within the limit of its work to the exclusive car; until the railroads of the country shall cease to arrange schedules to see how much they can bring from toil, but rather how much they can contribute to a nation’s wealth; until our workshops are supplied with such marvelous machinery, handled with such skill and economy, that in every industry we shall not only supply the wants of our own people but successfully invade every market of . . . .”
the world; until every wage-earner shall be a skilled craftsman and a freeman in his own home and shall feel a yeoman's pride with a yeoman's privileges; until every farmer and planter shall be so well instructed that he will mold the soil to his profit and the seasons to his plans, till he shall be free from the vassalage of mortgage and the bondage of debt and become a toiler for pleasure, for home, for knowledge, and for country; until capital and labor shall unite under the leadership of knowledge and equitably divide the increment of gain. Your mission is to solve the problems of poverty, to increase the measures of happiness, to add to the universal love of country the universal knowledge of comfort and to harness the forces of all learning to the useful and the needful in human society."

Although the wagon is out of the picture now, we are still struggling with the mortgage. Many of the cardinal points stressed by Dr. Knapp are still a vital part of our mission.

Dr. Knapp's speech, with some modification to delete what has already come to pass, would be quite applicable today.

Ezra Cornell, founder of Cornell University, had the vision of life span learning when he wrote the University's motto, "I would found an institution where any person can find learning in any study" (quoted in an Announcement from Cornell, 1977)

And so he did.

While serving in Iran, assisting with the development of Karaj Agriculture College, we observed that the number of graduates was substantially exceeding the demand, especially in government.

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While serving in Iran, assisting with the development of Karaj Agriculture College, we observed that the number of graduates was substantially exceeding the demand, especially in government which was the major source of employment. Opposing arguments centered around the desirability of educating a large mass of people versus being much more selective and educating even fewer than had been previously enrolled. We concluded that it was wise to educate to our capacity.

As Iran has moved into the industrial age and a small middle
Education (1978) makes the following statement: “It is in the national interest of the United States that higher education resources be developed and augmented to the end that lifelong learning opportunities for all citizens, regardless of previous education or training, be widely available to promote the continued vitality of our free society.” I certainly endorse this concept.

Should all people be expected to support an institution with their taxes if some are denied the opportunity to benefit by what is offered? Dr. Rupert Cutler (1978), Assistant Secretary of Agriculture for Conservation, Research and Education, in a recent speech enunciated rather clearly the responsibility of Extension personnel in assisting the masses.

Specifically, Dr. Cutler stated, “Extension has a responsibility to assist all the people of the United States, regardless of who they are or where they live. Urban people, as well as rural people, have a right to the educational programs designed to improve their quality of life by means of the kind of information Extension Services has the capabilities to provide.”

He further commented, "People need educational assistance not only to live better or to raise their incomes, but simply to cope — to cope with the increasing complexities of society. They are attempting to cope with problems for which there are no private or individual solutions — problems related to energy, natural resources, pollution, nutrition and inflation."

Dr. Cutler concluded, "So we in Extension should be prepared to focus, expand and strengthen our educational programs to fortify these people with facts upon which they can draw to make intelligent decisions on these public policy issues."

John W. Gardner (1962), President of the Carnegie Foundation, states, “Our society cannot achieve greatness unless individuals at many levels of ability accept the need for high standards of performance and strive to achieve the standards within the limits...
Active involvement in life span learning, without doubt, provides an excellent opportunity to, at least in part, achieve the excellence which Gardner deems so vital to society.

I have argued the case for life span learning showing a benefit from the national standpoint; now let me consider with you the benefits that can, and are, accruing to Utah State University because of genuine support of the life span learning concept.

I firmly believe that the University's national image has been appreciably enhanced, as we are being cited as a model for integrating life span learning in the woof and warp of the University. I previously mentioned the Kellogg Foundation Life Span Learning Grant. This was provided to facilitate the perpetuation and expansion of what they considered to be an already excellent program. Numerous inquiries have come from across the nation asking about this unique program and for the identification of the key to open the Kellogg door. Our answer has been, "We don't have a simple answer to your question, other than the observation that they liked what they heard and saw when they visited the University, talked with students, faculty members, administrators, and citizens." As I began preparing this paper, I contacted a number of people asking them for suggestions on how to further integrate life span learning into a University. A not uncommon response was, "Check your own University, you seem to have done it."

A professor from another institution in Utah told me, "You don't really appreciate the position Utah State University occupies program. Numerous inquiries have come from across the nation asking about this unique program and for the identification of the key to open the Kellogg door. Our answer has been, "We don't have a simple answer to your question, other than the observation that they liked what they heard and saw when they visited the University, talked with students, faculty members, administrators, and citizens." As I began preparing this paper, I contacted a number of people asking them for suggestions on how to further integrate life span learning into a University. A not uncommon response was, "Check your own University, you seem to have done it."

A professor from another institution in Utah told me, "You don't really appreciate the position Utah State University occupies in this state. I have travelled far and wide throughout the state. Everywhere I go, I see USU personnel. They represent and promote USU in a commendable manner." The state is truly our campus.

In a public opinion survey conducted by Wasatch Opinion Research Corporation (1975) of Salt Lake City, a large number of the respondents indicated that they learned about USU programs through contact with the Extension Service of the University. Last year, some 32,000 young people were enrolled and participated in 4-H activities in Utah. These activities involved thousands of volunteer leaders and countless thousands of parents and grandparents. Add some 700,000 contacts made in the state..."
in carrying out Extension programs. Again add some 25,000 people of all ages, other than regular students, who came to the campus to participate in the life span learning activities, plus 15,073 credit enrollments in Extension Class Division and Independent Study off-campus, and you have a tremendous public relations effort at work for the benefit of the University. These people are potential students, donors and University supporters if the quality and management of our programs adequately stimulate and convince them of our worth.

Excerpts from a speech given by President Glen L. Taggart (1970) to the Department Head’s Conference in September, emphasize the importance of Continuing Education and Extension activities to the University. He said, in part, “I am convinced that programs in Extension and Continuing Education are sources of vitality for Utah State University in identifying public problems and needs and in relating USU to their solutions. Beyond this, the Extension programs like those in research, can aid immeasurably in building a campus environment for learning and in opening up the campus to new approaches and perceptions.”

Extension and Continuing Education can be the means through which the University meshes its staff and programs with society to secure the relevance of our classroom offerings. President Taggart emphasized the need for total institutional involvement when he said, “Utah State University has long recognized a responsibility not only to those on campus studying toward a degree, but also to those off-campus with vocational and professional skills in need of being updated and improved, to those with interrupted educations, and others with special interest. Meeting this responsibility is not alone the task of our Extension personnel, it is also the concern of all the colleges and departments, and, indeed of the entire university faculty and staff.”

He continued, “Consider what could be the impact on the
would come to USU to participate in the Center's activities. Within USU's traditional framework of the practical application of knowledge, the Center could supply an opportunity for discovery, for the incorporation of new ideas and techniques into the teaching programs of the institution.

"Consider, too, the benefits to be derived both in terms of drawing students and in keeping the University in the minds of key persons in the state. Here is a means of compensating for our location, out of the population center, by bringing people to the campus, exposing them to the advantages of a residential University, letting them see for themselves what USU has to offer as an educational institution."

President Taggart's untiring efforts have greatly helped us realize a large degree of commitment to the lifelong learning concept. He played a key role in obtaining the major funding for the new life span learning facilities. Some of the benefits he suggested have already accrued to the University. Certainly, many faculty members and students have become exposed to some of the outstanding minds in the country as they have participated in conferences, seminars, institutes and other life span learning activities. Simultaneously, thousands have been introduced to USU and to the opportunities for life span learning.

There is little doubt but that life span learning activities are of immeasurable value to the institution. They also provide a major challenge and responsibility to equal the opportunity. Ernest L. Boyer (1978), current U.S. Commissioner of Education, states, "I think educators at all levels have an obligation to transmit a core of knowledge, to promote the kind of social sophistication that comes from broadened understanding— not only of one's heritage, but of how one's heritage relates to that of others."

While recognizing the benefits of life span learning to the University, and to society in general, the greatest impact is on the individual. A person who pursues learning throughout life is not only more interesting, but as a rule, happier and more alert because of a constant exercising of the mind. Life span learning is an excellent means of combating an otherwise, almost, inevitable intellectual obsolescence. People can lose touch with a rapidly changing technological society which makes it difficult for them
to cope with the problems of living. This is extremely important as obsolescence is the great enemy of efficiency on the job and in coping with the challenging problems of every day life. Perhaps the greatest contribution we can make to our regular students is to impress them with the real opportunity for life span learning.

They must leave their formal educational experiences believing that commencement is only a step along the way, not the end of the path of learning. Many have grown up believing that the time composed of eight, twelve, sixteen or even twenty years of formal education, and the receipt of the appropriate diploma, gave immunity from the need of further structured learning and from ignorance if not from obsolescence. Not so! The half-life of the sustained value of knowledge is constantly increasing at an accelerated rate. Witness the volumes of new information in the professional fields. One has little hope of even reading, not to mention digesting and comprehending, even the literature in a very specialized field. The day is quite different from that of Socrates, who in the fifth century, B.C., attempted to learn everything about Grecian philosophy, and nearly succeeded. At the same time, he contributed much to the body of knowledge. In fact, it's quite different from even a decade ago. Today, the necessity to learn just to cope with our complex life is far beyond that ever contemplated by Socrates or our parents, or for that matter, by us. Our present life style demands much learning outside the parameters of our vocational needs. Stimulated by rising educational standards, television, radio and more leisure time, today's citizens require that personal fields. One has little hope of even reading, not to mention digesting and comprehending, even the literature in a very specialized field. The day is quite different from that of Socrates, who in the fifth century, B.C., attempted to learn everything about Grecian philosophy, and nearly succeeded. At the same time, he contributed much to the body of knowledge. In fact, it's quite different from even a decade ago. Today, the necessity to learn just to cope with our complex life is far beyond that ever contemplated by Socrates or our parents, or for that matter, by us. Our present life style demands much learning outside the parameters of our vocational needs. Stimulated by rising educational standards, television, radio and more leisure time, today's citizens require that personal fields. One has little hope of even reading, not to mention digesting and comprehending, even the literature in a very specialized field.

Most basic needs have to do with survival physically and psychologically. On the whole, an individual cannot satisfy needs of a higher level until basic, lower level needs are satisfied.

Maslow proposes the following principles of operation for these needs: 1) Gratification for the needs of each level, starting with the lowest, frees a person for higher levels of gratification. 2) Those persons in whom a need has been satisfied are best equipped to deal with deprivation of that need in the future. 3) The healthy person is one whose basic needs have been met so that he is principally motivated by his needs to actualize his highest potentialities. Knowles (1970), commenting on Maslow's paper states, “This concept implies that the adult educator’s mission is to help each individual learn what is required for gratification of the needs at whatever level he is struggling. If he is hungry, we must help him learn how to get food; if he is well fed, safe, loved and esteemed, higher level needs are satisfied.

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Jacques Barzun, Dean of Faculties and Provost of Columbia University (1959) said, “. . . the test and use of man’s education is that he finds pleasure in the exercise of his mind.” In describing and defending the strength of the academic, sensitive, humanistic humanities, he commented on their role in helping common men find the truth in their everyday lives.
is a client of scholarship. With every commemorative stamp that reinforces his pride, he absorbs a product of art and research. Every political speech he hears invoking the memory of Thomas Jefferson or Lincoln implies his recognition of ideas and allusions that belong to the domain of the humanities. He need not belong to the county historical society to approve, as bank director, a decision to make the new bank building a replica of Independence Hall; he probably approves out of natural piety.

But this puts him at once in the grip of half a dozen humanities. Questions of art, of taste, of semantics, of period style, of historical accuracy bother his unaccustomed head. He begins to live at once in the present and in the past; his imagination adds to its work on discount rates visions of pediments and meditations on cracked bells. This Philistine, whom the learned world looks upon merely as census fodder, invades the library, reads books and compares old engravings. What is more, he may shortly be seen struggling with his native idiom in the course of preparing a prospectus for future visitors to the bank; he is but a step away from becoming an antiquarian and a numismatist. Meanwhile, he has turned author after having become a consumer of scholarship, a defender of it to his exasperated family — indeed, a scholar in spite of himself.

So it is with many a neophite exposed to something new, if the experience has been stimulating and calculated to set into motion a desire for additional learning.

The Kellogg Foundation (Miller 1976) sponsored a rather interesting learning experience called the “Farmers Study Program,” during the years 1965 through 1972. Some 150 three-year fellowships were awarded to selected farmers to participate in summer institutes and in state (Michigan), national, and international travel seminars. These fellowships covered only out-of-pocket expenses. No salaries were paid to participants.

Two major goals of the programs were to (a) create a better understanding of the economic, political and social framework of the American society, and (b) to apply this understanding to the complex problems and unique concerns of agriculture and rural communities. Of a number of specific objectives which were designed to implement these broad goals, one was the development
of both group and individual sustained enthusiasm for lifelong learning. Reports at the conclusion of the program indicate great success. Both faculty and participants found their horizons broadened and new interests kindled. The Kellogg report states:

A program coordinator found that the study program experience clarified his own priorities, his self-concept and his goals. He learned to listen and be patient. He has defined more clearly what he wants from life, from his career and from his personal relationships. He has confronted issues and made decisions. He admits he is better for it. He, like his colleagues, believes it is no mere accident that four of the coordinators have moved to more responsible, professional leadership positions. The Kellogg experience surely was one of the springboards. Resource personnel voiced satisfaction, and gratification with the program and the caliber of participants. They were impressed with the farmers, with their desire to learn, with their innate curiosity. They enjoyed the experience as an intellectual adventure. One professor noted the constructive dialogue and the considerable ability of participants in adapting to the classroom situation: "They expanded intellectually, culturally, technically, humanistically. Taking part in such a learning experience clarifies my understanding of how ideas can be used. This is especially profitable with adults."

Another member of the resource staff noted changes in what he termed "the participants' bias index" — the expanded perspective from which they viewed issues and policies. He cited changes resulting from the world tour, their intense concern about the poor and indigent in underdeveloped countries.

To maximize the benefits available to the individual, who is the greatest potential beneficiary of life span learning activities, he or she must become an active continuing participant, not a one-time casual observer. Effecting applications of this principal...
WHAT IS EXTENSION

"It's opportunity —
To help lift the burden,
point the better way
Give vision to toil,
and hope of a better day.

"It's opportunity —
To teach the larger life,
Encourage a soul
To still greater tasks,
A still higher goal.

"It's opportunity to teach man —
To look beyond the field,
Play a man's full part
In community and town,
In assembly and mart.

"Extension is teaching,
Of greatest value when
The goal of achievement
Is the inspiring of men."

It has been written: "Man's mind is his basic tool of survival — he cannot obtain his food without a knowledge of food and of ways to obtain it. He cannot dig a ditch or build a cyclotron without knowledge of his aim and of the means to achieve it. To remain alive, he must think."

In life span learning, we seek to help people to keep thinking

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In life span learning, we seek to help people to keep thinking and growing all their lives.

Clientele

I have previously stated, or at least inferred, that we should cater to a broad clientele. The very definition of life span learning dictates a sustained, genuine concern for many people of diverse backgrounds throughout their lives. Traditionally, at the University..."
they ought to know instead of how to keep learning. Until recently, we have also concentrated on a somewhat limited clientele with our activities in both the Cooperative Extension Services and in the Extension Class Division. Much attention has been given to agriculture, home economics, to teacher certification, and, to some extent, to business and some other fields. The Conference and Institute Division has always catered to a somewhat broader clientele. While the situation has changed, and is changing, there is a preponderance of so called middle-class, better educated, non-minority participants, in our life span learning activities. This is not by design, it's simply easier to serve these more willing learners. They are more accessible, more responsive and better able to pay the required costs when charges are involved. I would add, in passing, that necessity dictates that full tuition charges be made for Extension credit classes. The urgent and exciting challenge is to ever increase the diners at our educational smorgasbord — and keep them coming back as new entries are added to the menu. Additional learning opportunities are needed on campus and throughout the state.

This ideal is becoming somewhat more feasible. Total University commitment to life span learning makes many more offerings available, but it is only one of a number of things required to really reach the diverse masses who should be included. Unless some very special efforts are made, we will tend to provide degree oriented educational opportunities for the majority and non-traditional, or life span learning, for a limited number of people in passing, that necessity dictates that full tuition charges be made for Extension credit classes. The urgent and exciting challenge is to ever increase the diners at our educational smorgasbord — and keep them coming back as new entries are added to the menu. Additional learning opportunities are needed on campus and throughout the state.

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Some argue that we should continue much as we have — just offer — let those partake who willingly will. This approach
The University has a great opportunity to reach many of the potential learners called dropouts. There is a self-imposed stigma of returning to the high school or junior high where they left. The sense of going back where they once failed isn’t a desirable option for the dropout. They can start anew in a more prestigious setting and environment which appeals to their pride. We need to exploit this opportunity in every possible way.

We must, however, have research, facts, and information, in short, the knowledge resources to back our lifelong learning efforts. Thus, the academic department which has responsibility as the resource base must make a genuine commitment, otherwise our efforts can be not only limited, but shallow, and cannot be maintained on a desirable plane.

**Promoting Greater Participation**

The key to serving a diverse clientele during their life span is the continued and accelerated interest of the University’s departments and the individual faculty members. Each must be conscientiously involved in trying to reach all possible clients related to their discipline, from 4-H members to retirees. While such contacts will bring in additional degree oriented students with the associated benefits, there will, to get maximum involvement, have to be greater incentives. If possible, stipends for teaching Extension classes should be increased. Without question, promotions, tenure decisions and merit salary increases must reflect excellence of performance regardless of assignment. Faculty members, thus recognized, are much more likely to really become involved.

A very fertile field to be cultivated is that of 4-H youth. Some 32,000 youth are currently participating in University sponsored activities. This number could be greatly increased with additional offerings generated by the various departments ranging from the humanities to natural resources and science. A good first exposure
should be made aware of the numerous opportunities to participate careerwise in a multiplicity of vocational opportunities. Then, throughout their University days, they must be encouraged to become a part of life span learning activities such as seminars, short courses, distinguished lectures and as volunteers, such as 4-H club leaders. It is imperative that Extension Class offerings be more accessible to the degree seeking student. Enrolling in such classes should be made an option for these students without payment of tuition in excess of that for regular full-time enrollment. Arrangements should be made to permit participation in Conference and Institute Division activities at a minimal rate. To make this possible, it will be necessary to make some financial arrangements not currently available. More convenient scheduling, to permit greater numbers to participate, should be considered. In some areas, weekend classes may provide opportunities.

Presently, considerable financial assistance is available for regular full-time students. Little or nothing is provided for part-time or non-traditional students and there is some feeling that part-time students actually subsidize the full time students. Recognizing these inequities, the Utah System of Higher Education 1201 Master Planning Task Force for Continuing Education (1976), made the following recommendations:

That colleges and universities examine present practices in administering student financial aids, and, where necessary, take steps to make financial aid equitable for all students—full and part-time, younger and older, male and female. Permit greater numbers to participate, should be considered. In some areas, weekend classes may provide opportunities.

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That eligibility criteria for participation in student financial aid programs—federal, state, or institutional—be established to include part-time students in all credit programs and that financial assistance be proportionate to the course load taken and consistent with student needs and ability to pay.
The present reduced tuition rate for citizens over 62 pertains only to regular University classes, not the Extension classes. The same is true of reduced tuition rates for University employees. Hopefully, future financial arrangements can be made to include Extension classes in the benefits provided for these two groups. Again, some additional financing will be necessary for Extension to permit such a policy.

Attracting the slow learner — the dropouts and others who seem to be out of society's mainstream will offer perhaps our greatest challenge. Improving class offering, increasing accessibility and providing financial incentives will not do the job. Richard E. Peterson (1978), quoting Pat Cross states, “The same thing that led to relatively early school leaving, undoubtedly contributes to the lack of interest in returning — such people will not be especially eager to expose themselves to the threat of future failures.”

Obviously, there is a need to devise new techniques and new experiences to draw these people back in and keep them learning. Our experience with the 4-H Juvenile Justice Program indicates that many so-called delinquents are reachable and teachable. We found that innovative learning experiences that weren't threatening, but, rather, interesting, generated some lasting responses. The curriculum included such activities as camping, career exploration, motorbike care and operation and enrollment in regular 4-H.

At the American Fork Training School, exceptional children, most of whom could be classified, at best, as slow learners, are finding real satisfaction and development in specially created 4-H projects. The entire area of attracting the reluctant learner into life span learning could be the basis for considerable in-depth research. USU should become a leader. The Exceptional Child Center is beginning to blaze some new trails in dealing with exceptional persons and their families. The activities should be accelerated with more University departments adding their expertise to help attract many more of the state's citizens who aren't classified as exceptional or handicapped, but who are now, at least, reluctant learners.
Packaging Materials

The Exceptional Child Center has done a yeomans job of packaging materials for use by slow learners and by parents and relatives of exceptional persons. This type activity needs to be expanded greatly elsewhere in the University to attract and keep for a life span many more of our citizens. The Instructional Media Department also offers a good avenue. Proper packaging of materials for use really does make a difference. To cite a simple example: How much more sensible is a spray bulletin for the homeowner when directions for use are specified in teaspoons per gallon rather than pounds per acre. The acceptance of new bulletins with practical specifications is much greater than it was with the former approach.

Generally speaking, the simpler an instruction or a course can be made and still deliver the pertinent message, the better. We must learn to adapt information to get adoption.

D. W. Burton (1966) records a rather interesting anecdote that illustrates the point — that of simplicity.

"Many years ago, according to a legend, a ruler of a sizeable kingdom became interested in the history of mankind. Exercising his kingly authority, he commanded his scholars to develop for him a Complete History of Mankind.

"Ten years later, they proudly presented their king with 10 huge volumes, a Complete History of Mankind. By this time, the king had become so involved with budgets, reports, correspondence, visitors and the like that he could never find time to read it all. So he instructed his scholars to reduce their 10 volumes to one.

"Ten years later, after much haggling over what was 'significant,' the scholars somewhat reluctantly handed their king a 10-volume abridgment. But the king, busier than ever, was overwhelmed by the large volume and the small print. Again, he instructed his scholars to 'boil it down.'

"As the scholars labored to reduce the size of the history, they received word that their king, on his deathbed, was still asking for their abridged version of the history of mankind. Feverishly, they worked and, finally, the one who knew the least detail was..."
instructed to carry a report to the king. A few moments later, in the presence of his king, the scholar said, 'We can now give you the history of mankind in three short sentences: "They were born. They suffered. They died."'

My experiences working in lesser developed countries overseas and with rural people in this country, have convinced me that the most successful workers are those who have a keen sense of knowing how to effect delivery. The effective transmitters of knowledge must know, as surely as a plant breeder doing selection work, what to keep and what to throw away. There must be constant, enthusiastic, dynamic striving — a little betting on all available resources that something can be done, if not one way, then another.

I have constantly urged putting ideas to work, give them a try. Being a former plant breeder, I have noted many times that something remained merely a curiosity or a notation in a paper until someone put it to work. A plant breeder might find a plant characteristic which remains little more than interesting and dormant until it is incorporated into a variety. A good example is the gynoecious character in cucumber found unheralded in a Korean variety. Now it is the basis for new, all female flower cucumber varieties that set fruit on the early flower nodes. It also is the parentage of many new hybrids.

Just so in our packaging quest, we need to try many new things on for size to see what really fits. Just as the same dress won't fit every woman, the same learning package isn't most

Incentives for the Life Span Learner

While self improvement and the associated better self image provide some incentives for life span learning, constant effort is necessary to maintain continued interest. Incentives can take various forms. One very obvious one is the awarding of certificates of completion. Rich man, poor man, Indian or chief, it seems to be a built-in human characteristic that we like that embellished piece of paper which states that we have been somewhere and responded to the effort. Our challenge is to discover and test techniques that have the best chance of capturing and sustaining interest.
have done something. I have seen the glow of satisfaction on the faces of the educated elite on this campus, and the illiterate “campesino” in Bolivia when a certificate was awarded.

Scores of Bolivian peasants participated in a Utah State University sheepshearing campaign. A major incentive was that each campesino received a certificate, bearing witness that he was a “Maestro de Escuila” (Master of Shearing). These certificates were found prominently displayed in many of the humble homes. They were a great source of pride. Most of us aren’t to different from the campesino. Some displayable form of recognition helps provide additional incentive.

In Kenya, the incentive for mass participation in a “grow hybrid maize” program, was an appeal to the illiterate villagers pride. The campaigners simply engendered a concept that almost anyone could grow plain old maize, but it took a good farmer employing a set of outlined superior practices to grow “hybrid.” The crop wasn’t even referred to as maize, but hybrid. Hundreds of black farmers accepted the challenge. A very familiar sight was a proud farmer bicycling down a country road with a 20 pound sack of seed strapped on his bicycle. Emblazoned on the sack in large green letters was the name, “Hybrid.” Local officials estimated that perhaps 80 percent of the big increase in yield from growing the hybrid was due to farmers’ extra sweat because they didn’t want to be labeled just ordinary maize growers. Stimulated pride provided the greatest of incentives.

The adoption of the Continuing Education Unit (CEU) provides another recognizable incentive for life span learning participants. Layman, professionals, employees, and employers recognize that the awarding of a CEU means that the person has participated in an organized class at a reputable institution and has had ten contact hours for each CEU unit granted.

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cadre of personnel that tend to fashion the most satisfactory model. Some prominent educators argue that it is people and their attitude, not organizational patterns, that greatly determine the success or failure of a university's life span learning effort. The organization, however, is like a team of horses. If all pull together the individual burden is less to accomplish equivalent results. Edwin Kirby, former Federal Cooperative Extension administrator, frequently voiced this opinion and cited examples of several very successful programs among the states. Each had an organization radically different from the other. I have also observed a similar phenomena.

I well remember an event which happened early in my career at USU. The entire staff of the College of Agriculture was called together to discuss the feasibility of merging the Dairy Science and Dairy Manufacturing Departments of the College. A somewhat solemn meeting was rather abruptly terminated in an atmosphere of hilarity when the University president asked the late A. J. Morris, then the nationally known head of the Dairy Manufacturing Department, if he could function if the departments were merged. His reply was, “If you will let me alone, I can function as a member of the music department.” In effect, he said organization is not the important thing.

I am inclined to agree that given good people, the type of organization isn’t all that important. At the same time, I believe that at USU, we currently have a model that is quite conducive to maximum development of our life span learning programs. Simply called together to discuss the feasibility of merging the Dairy Science and Dairy Manufacturing Departments of the College. A somewhat solemn meeting was rather abruptly terminated in an atmosphere of hilarity when the University president asked the late A. J. Morris, then the nationally known head of the Dairy Manufacturing Department, if he could function if the departments were merged. His reply was, “If you will let me alone, I can function as a member of the music department.” In effect, he said organization is not the important thing.

I am inclined to agree that given good people, the type of organization isn’t all that important. At the same time, I believe that at USU, we currently have a model that is quite conducive to maximum development of our life span learning programs. Simply stated, the fundamental concept is that every department has a responsibility and an opportunity to provide life span learning experiences for as broad a clientele as possible.

The Extension and Continuing Education Organizations, headed by a vice president, reports directly to the central administration and is aligned accordingly. Each college has a full or part-time representative, paid to promote life span learning activities in the representative’s college. This also serves as an overall advisory committee. A multi-discipline approach to problem solving is encouraged. At the same time, responsibility is fixed for a given facet of the endeavor. This permits individual credit for success and...
versely, individual crow to eat if failure occurs.

Field personnel have a responsibility for promoting and coordinating total University activities in their respective counties. They are expected to call on University based specialists and other staff members for assistance in providing educational opportunities and unbiased information for people in their county.

An area coordinator is assigned to each of the multi-county planning districts. This individual does as the title suggests, coordinates University activities in the area but, even more important, has the role of a facilitator of two way communication between local people and the University.

To the credit of all involved, the organization has functioned as a well-oiled machine with a minimum of friction. It would seem, with the multiplicity of assignments and rather loose administrative relationships, the life span learning organization might sputter and not generate much steam. The contrary has been true.

A very supportive University administration has greatly facilitated the integration of life span learning in all of the departments. The Extension and Continuing Education administrators view every new thrust in each college as an opportunity, not as a threat. For us, the present organization is working. Many new vistas have opened and traditional programs have been strengthened, not weakened, as some have predicted. Total University resources make the solution of complex problems in traditional areas more feasible and more rapid. This is greatly appreciated, especially by the agricultural community which was, at the beginning, most apprehensive.

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**Kellog Life Span Learning Facilities**

Recognizing that lack of facilities was severely limiting further interpretation and expansion of life span learning programs at Utah State University, the Kellogg foundation made a grant of $3,548,000.00. This, supplemented by some $2,000,000 to be raised by the University, will be used to augment existing facilities. The total life span learning complex will include residence and conference rooms which will be used by both regular and non-traditional students. One unit, a former fraternity house, will be devoted to youth activities as rapidly as demand mandates such...
use. Current plans call for all University buildings to be used for life span learning activities and regular instruction on a first and second priority basis.

If properly managed and utilized, the new Kellogg additions will be a tremendous boon to the life span learning programs. Space which has been very limited, especially during the school year, will now be available on a first priority basis, thus, perhaps, much heavier scheduling will be possible. Every precaution must be taken to avoid an appearance of "empire building" that could alienate many of the now loyal faculty members. The entire faculty, studentbody, and citizenry must feel that these are their structures for use in promoting life span learning. The buildings, centrally located, will be designed to give maximum visibility to life span learning programs. It is calculated to co-mingle visiting groups with students so that traditional students, very early in their careers, can catch the vision of perpetual learning opportunities. Non-traditional students will, at the same time, get a glimpse of regular University activities.

It must be constantly emphasized that these dual purpose buildings are part of the overall educational program facilities and not commercial enterprises. While all operations must be as efficient as possible, service to clients at a price they can afford must be a constant over-riding consideration. Any radical departure from this will surely exclude many people who really need the learning experiences the most. Over-emphasis on commercialization will also discourage participation by many faculty members. Any disruption of the present rather favorable campus climate would be most unfortunate.

If such should happen, then the new facilities could actually inhibit rather than enhance our life span learning opportunities at the University.

Recent visits to other centers indicated that in some cases, the necessity to operate as a profit-making enterprise had made the centers degenerate into tourist havens or, at best, caterers to a wealthy leisure class. Low income and reluctant learners were almost automatically excluded. We must not let this happen at USU. We must, on the other hand, utilize the facilities to expand and make better an already good program. This is the spirit of the Kellogg Foundation's involvement.
Evaluating Program Effectiveness

Continuing effective evaluation is critical to the success of life span learning. Some of the specific reasons for program evaluation are:

1. To determine if there is need for a particular program.
2. To determine if a program is moving in the desired direction.
3. To determine whether the needs for which the program is designed are being satisfied.
4. To determine the effect of different methods or approaches.
5. To justify past and/or projected allocation of resources.
6. To obtain evidence regarding the effectiveness of a program.
7. To gain support for program continuation and/or expansion.
8. To compare different types of program development processes in terms of relative effect.
9. To determine cost of a program in terms of human effort and/or money.
10. To satisfy demand for evidence of effect.

Each of the above reasons for evaluation necessitates different kinds, amounts, and qualities of evidence to compare against appropriate criteria.

Given what seems some valid reasons for evaluation, some logical questions that emerge are: What should be measured? What factors should be considered among the criteria used in evaluation? Which should be weighed most heavily?

A very basic question is, what will be accepted as success? Success may not be the same thing when viewed from several perspectives. The opinion of the provider of services may be somewhat different from that of the participant. Although, if there is a substantial variance between these two, it will be reflected with sufficient impact to demand real investigation.

Success may be seen quite differently from the business office than by either the participant or the administrators of life span learning programs. Here again, there must be substantial agreement...
ment. Regardless of the good which might have been done, there must be a source of financial support if the “good” producing programs are to be continued.

Louis E. Phillips (1978), Director of the Division of Continuing Education at Furman University, writing in the Forum for Continuing Education, describes the situation as follows: “The determinants of success are varied. Success from the participant’s perspective might differ from the practitioner’s perspective. Quantifiers, such as the number of participants or the revenues generated, are common measures employed by practitioners and their superiors. Such measures often lead to a false sense of success, indicating more about the marketing capability of the provider than whether or not the program objectives were met and learning did, in fact, take place.”

Extension experts on evaluation have suggested some dimensions of effectiveness that should be applied to programs. They are outlined below:

**DIMENSIONS OF PROGRAM EFFECTIVENESS**

Effectiveness in Terms of

- Results
- Attainment of Objectives
- Intent of Program
- Impact and Significance
- Contribution to Mission
- Use of Resources

Certainly, as we attempt to evaluate our efforts at USU, we will keep in mind these dimensions of effectiveness. Specifically we will be carefully monitoring:

1. The trend of integration of life span learning in the University. Is the intensity increasing, remaining almost static, or declining? We must pay attention to the interest level of faculty and students.
2. The number and mix of our clientele: Are we reaching new people? Are the reluctant learners and minorities being reached? Are students really becoming more involved? Are our participant numbers increasing so that...
expansion of the life span learning facilities is necessary?

3. What is happening to our people? Are they being motivated to feel that learning is a part of life itself? Are we equipping them to better cope with their world? Are we helping them to be more curious about learning opportunities and are they more capable of pursuing learning on their own initiative? The determination of long-term and delayed effectiveness will have to be done by time-lapse surveys.

4. The revenue generated as well as the allocation of resources. A progressive program, while perhaps never fully self-sufficient, nevertheless will show substantial financial stability and support. This means that program quality will have to be constantly reviewed and assessed by both the teachers and the recipients.

Conclusion

I am confident that our excellence in life span learning at this University will become an ever increasing source of pride. The benefits from this effort will accrue to all our citizens and will bring acclaim and satisfaction to a dedicated faculty and administration.

All is possible. Our challenge is to make it happen!

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