

to cooperate with business in calculating and meeting its national and, indeed, world needs, their markets will be unlimited.

©Wadsworth Publishing Co.

Robert J. Kost is director of Marketing Educational Services for General Motors Corp. He completed his M.A. at Pittsburgh in 1956. Before he joined General Motors in 1957, his business

experience included engineering and sales positions with the Westinghouse Airbrake Co. Kost has served in a wide variety of positions since joining General Motors. In 1967 he was appointed director of Sales and Dealer Development Activities for General Motors Institute. In 1975 he was named director of General Motors Corp. Education and Training. In 1976, after serving for several months as director of Organizational Research

and Development, he was appointed to his present position. With a staff of nearly 60 professionals, Kost is responsible for providing management training and consulting services throughout the world to General Motors sales departments and their affiliated dealer and distributor organizations. Affiliations include the American Society for Training and Development, American Marketing Association, and Conference Board.

POWER AND CONFLICT IN CONTINUING EDUCATION

Prior to publishing *Power and Conflict in Continuing Education: Survival and Prosperity for All?*, Wadsworth Publishing Co. invited national leaders in higher education throughout the United States and Canada to address specific issues facing continuing education. Drafts of all papers were circulated among the contributors, with the request that they be studied in advance of a three-day symposium to be held at Wadsworth in Belmont, Calif. (March 1979).

Symposium participants (chapter authors) included:

- Grover J. Andrews, Assistant Vice-Chancellor for Extension and Public Service at North Carolina State University, former Associate Executive Secretary, Southern Association of Colleges and Schools
- John B. Ervin, Vice President The Danforth Foundation
- Phillip E. Frandson, Dean, University Extension, UCLA (Served as moderator)
- Morton Gordon, Professor and Chair Adult and Continuing Education University of Michigan
- William S. Griffith, Chair Department of Adult Education University of British Columbia
- Lillian Hohmann, Associate Blessing/White, Inc.
- Robert J. Kost, Director Marketing Education Services General Motors Corp.
- Rosalind K. Loring, Dean College of Continuing Education University of Southern California
- George H. Robertson, President Mohawk Valley Community College
- Milton R. Stern, Dean University Extension University of California, Berkeley

The entire Symposium was devoted to *discussion*, giving each participant a chance to contribute extensively, and to enlarge upon the issue presented. The book is

that symposium in print. It includes the final, revised version of the papers (chapters), as well as highlights of the discussion following each chapter.

The following dialogue, excerpted from the book, coincides with Bob Kost's chapter, "Competition and Innovation in Continuing Education."

Continuing Education Providers

Bob Kost summarizes the challenge: "Major industries maintain very large staffs of their own to meet their continuing education needs, but they do so principally because they can't find viable providers through academic sources. We simply would not hire people and maintain them on the payroll if

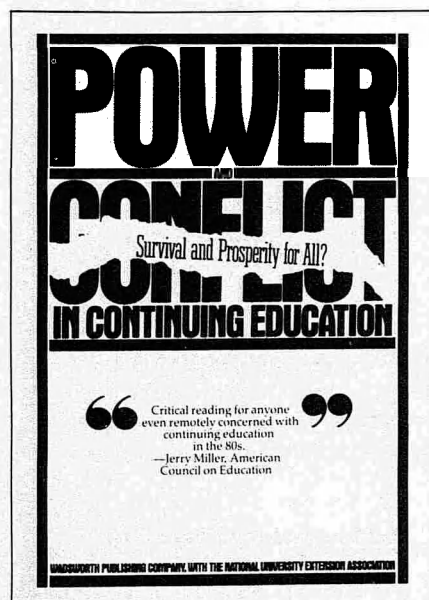
there were an alternative, but so far we haven't seen an alternative. The point is simply this: There are very few unique things internal to a company of a continuing education nature; these things could be done as effectively — or more effectively — if the academic community would take the initiative to go after that kind of business. But we don't see that happen, even though we'd rather buy than make."

"And yet you say providers must adapt to the needs of industry," Mort Gordon points out. "What do you mean, adapt?"

Bob replies, "It does little good for industry to spend its money with academic sources if the outcomes don't provide an advance for the business."

"And some of us are uneasy about what that means philosophically," Mort says, "and maybe we're not poor enough to go that far."

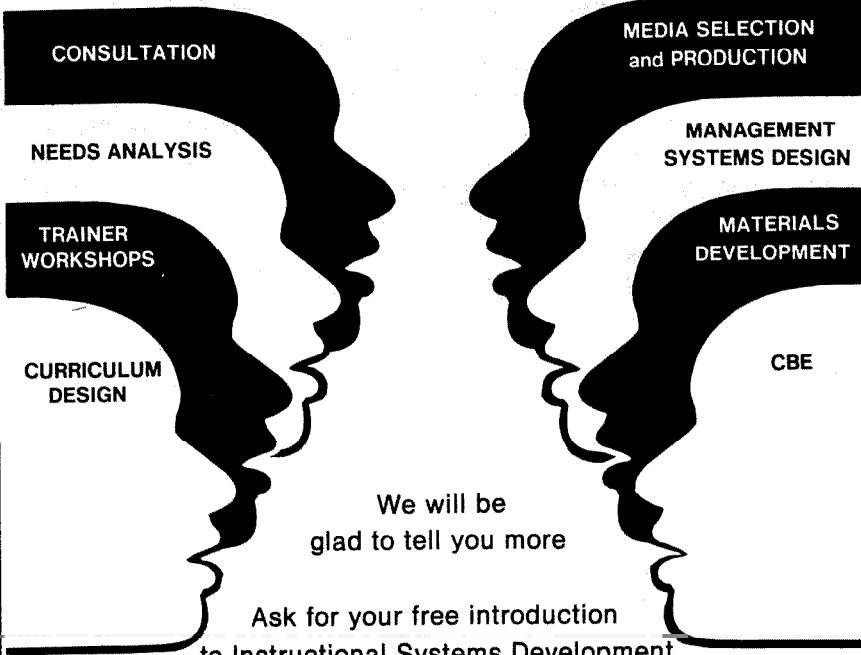
"I'm not suggesting that industry should impose its philosophy on academic institutions," Bob Kost says, "but I am suggesting that when academic institutions serve industry — or any other segment of society — they should be helpful. And I wonder why the leadership of the academic world can't come to a point where they can establish a philosophic base for their continuing education processes. When it comes to research, for example, academic institutions don't seem to have any philosophic problems. We recently paid a professor from a prestigious eastern university \$300,000 to do some research on the service end of our business to find out what we can do



Copies of *Power and Conflict in Continuing Education: Survival and Prosperity for All?* can be purchased for \$24.00 each by writing: Continuing Education, Wadsworth Publishing Co., 10 Davis Dr., Belmont, CA 94002.

COURSEWARE, INC.

EXPERTISE TO MEET YOUR TRAINING NEEDS



CONSULTATION

NEEDS ANALYSIS

TRAINER WORKSHOPS

CURRICULUM DESIGN

MEDIA SELECTION and PRODUCTION

MANAGEMENT SYSTEMS DESIGN

MATERIALS DEVELOPMENT

CBE

We will be glad to tell you more

Ask for your free introduction to Instructional Systems Development.

Call or write: COURSEWARE, INC. 10075 Carroll Canyon Road, San Diego, CA 92131 (714) 578-1700 Contact: GENE REGARD

Circle No. 181 on Reader Service Card

Managers Have Style— and Styles Need Managing!

When Should Managers Be: authoritative coercive pace-setting
coaching democratic affiliative

The McBer Managerial Style Questionnaire is a self-scoring test that helps managers assess which styles they presently use and how these styles affect other people. Trainers can easily integrate this instrument into management development courses or programs. Using feedback from this questionnaire, managers can:

make their style more effective and appropriate

broaden their range of styles

know when to change their style to fit a new situation

For the MSQ Test and Profile Sheet, Interpretation Notes, and Trainer Guide, write: **Tests and Scoring Division, McBer and Company**
137 Newbury Street, Boston, MA 02116

Circle No. 261 on Reader Service Card

to help improve service to customers at the dealer level. We found it very helpful, meaningful research. I also mentioned the contributions of the Institute of Social Research to General Motors' Quality Work Life project. To be sure, the services came from individuals and not the institutions per se, but neither Harvard nor the University of Michigan had to revise its institutional philosophy for them to do it!"

Not all academic institutions will be able to compete . . .

"That's all well and good," *George Robertson* says, "and I think many colleges and universities will move into your market because of declines in demand for their traditional products. But the fact is that in practice not all academic institutions will be able to compete; many lack the competencies, and probably even more lack the will to provide for industry's needs, simply because their traditional self-concept doesn't include such services.

"We are, in fact, likely to see a good deal of market displacement and realignment among providers of adult education. Some colleges will compete more aggressively in traditional kinds of continuing education. The resulting pressure in that segment of the market may drive other colleges, especially the community colleges and technical institutes, to provide more services directly to business and industry. And of course, we should remember that those who are already 'inside' industry have been quite effective in competing with outsiders. We can be certain that they will adjust the decision point for the make-or-buy decision in order to guarantee their own survival."

And it's not an either-or situation," *John Ervin* points out. "Persons in the work force constitute a significant majority of the participants in higher continuing education. They turn to continuing education providers for satisfaction of a variety of needs and purposes. Industrial and other work settings can focus on abilities and skills basic to functioning on the job, while educational institutions can

focus on knowledge and concepts which broaden the view of persons toward themselves and the world of work. It can be beneficial to the worker if corporate entities and educational institutions work seriously at developing areas of collaboration which make maximum use of the strengths of both."

How long is a degree any good anymore . . .

"What I'd like to do," *Phil Frandson* suggests, "is look critically at academia in the context of what it traditionally says it has to offer: knowledge and concepts all wrapped up in that piece of paper called a 'degree.' There's not much dispute that the degree has an indispensable place in the mechanism of economic life, but the question is just how long is a degree any good anymore in connection with work? The rate of career change in this country is about every five to eight years, and when the 40-year-old person who's fed up with work comes to the campus for help, the university sits there and says, 'OK, become a

freshman again!' An institution that is geared only to saying, 'You've got to go back to go!' doesn't seem to me to be adjusting itself very well to reality."

"Yes, but before we go too far on that line," *Milt Stern* says, "it seems to me that you have to accept the position that what people glibly call career change is really nothing more than getting another job."

People somehow muddle along

"I'd like to underline Milt's point about the overrating of the change of career, the career crisis," *George Robertson* adds. "The great majority of people somehow or other muddle along, and adjust and adapt, and take a course here or get a new job, and you get a learning period on a new job — they don't fire you right away if you can't do it! The catastrophic enforced career-change is not so common. The idea that people have forgotten everything every five or six years and have to go back and become freshmen, I don't think is one that really arises all that

often."

"But it does come up," *Milt Stern* says, "and when it does it's very visible in the university, as when a student returns, not having finished a degree or having changed fields slightly and discovers that the university regulations are really kind of crippling and stupid! Viewed cosmically, it's a small matter, but it's an example of what can be analyzed into a very big thing."

Bill Griffith shakes his head. "I'm not going to make an apology for the fact that universities are not terribly creative about accepting people of mature years," he says, "but I do think there's something fundamental about our understanding of education that had better be clarified."

"If you're coming to the whole process of learning with a model of 'no transfer of learning' — and there are many people who take that position — then it's quite clear that the training in which you teach people specifically what you want them to do, in which order, puts the university in the position

TRAINING FILM PROGRAMS

Motivation · Communication · Leadership
Sales Training · Session Starters · Self-Development
Organization Development · Health and Safety
Management/Supervisory Theory and Practice

Send for **FREE CATALOG**

Send for **FILM PROGRAMS** for preview, rental or purchase
Phone Collect: (213) 450-1300

**VISIT US—
BOOTHS 524-526**

**SALENGER
EDUCATIONAL
MEDIA** 1635 Twelfth Street
Santa Monica, CA 90404

MW 261

New Safety Training Program from General Motors: "SAFETY MATTERS" The Proven Materials We've Developed Can Help You, Too!

The New "Safety Matters Series" is a flexible, multi-media industrial safety program covering all major areas, designed for supervisors' periodic safety talks with employees. Narrated filmstrips, leader's guides, follow-up employee reminder books and overall administrator's guide.

Separate modules cover such vital safety topics as: machine hazards, lockout, hazardous materials, eye protection, housekeeping, hand protection, strains and sprains, hearing protection, hand tools, storage and stacking, plant traffic, grinding wheels and air/power tools.

These materials provide an ideal complement to "Safety and the Supervisor," another successful GM training program. Together they round out the total safety concept.

Send for brochures on "Safety Matters Series" and other GM programs:

- Safety Matters Series
- Safety and the Supervisor
- Effective Job Training
- Industrial Security and Fire Control
- Housekeeping Management
- Communication Skills: Tell-Sell-Resolve
- Participative Problem-Solving Skills
- Our Featured Speaker
- Behavior and What You Can Do About It
- Financially Speaking
- Professional Secretarial and Clerical Training

**GENERAL MOTORS
MANAGERIAL
EDUCATIONAL SERVICES**
1700 W. THIRD AVENUE
FLINT, MICHIGAN 48502
(313) 766-2982



Managerial
Educational
Services

Sharing ideas with industry

Circle No. 189 on Reader Service Card

of being a trade school, and that will require a hell of a lot of re-training, because it assumes little or no transfer of learning, and what it's teaching is specific skills.

"But if your philosophy — if your understanding of learning — includes some belief that transfer of learning does occur, then there must be some justification for teaching more than just what a person is going to be able to do tomorrow in the world of work.

"What should concern us is how much we have distorted — as a society — the meaning of a college education. Perhaps the best thing that could happen would be to have so many people with degrees that the economic value of the degree would drop so that it would no longer serve as the major incentive for people to pursue learning. And I think maybe that's happening.

"But my point is, to the extent that the university wants to be a trade school you've got a constant problem of reschooling. But to the extent that your perception of the university is that its major responsibility is to teach the generalizable, and it is the responsibility of the subsequent employers to teach the specifics, then you worry about different things."

"I wonder, though," *Phil Frandson* says, "how adequate is the generalized university education that people get? It seems to me that what really happens every five to eight years is that the typical adult is confronting a re-occurring assessment of values in a rapid and accelerated way, and it has nothing to do with the job. The job may have relevance — and so may a lot of other events in family life and society — but what happens is that the person says, 'I'm ready to go back and study philosophy again, or history, or literature, or whatever,' and the university doesn't provide it except out in the margin, and you pay for it, and it doesn't add up to anything.

"The generalizable basic education I got at the age of 18 and 25 I don't think is anywhere near adequate! It doesn't serve me at the age of 40 when I find the whole society value-system in flux. I

want to reevaluate, and I want to do it in the heart of the university. I don't care to do it out there in what the university says is a very marginal activity. And I want to be recognized as a mature, experienced person, not as a freshman again."

"That's a different point, though," *Milt Stern* says, "a parallel point."

"OK," *Phil* agrees, "but what I'm saying is that not just career change but also reassessment of values is accelerating in the same sense, and I guess I think neither academia or industry — whatever the philosophy of learning — is dealing with the problems appropriately."

What about paid educational leave . . .

"Well, then," *Bill Griffith* returns, "what about paid educational leave? I've heard nothing mentioned so far in our conversations about that possibility. I wonder why it is that both in Europe and now apparently in the United States, educational institutions are going to be the last group to discover that such a thing exists and is growing. I don't understand why if money is the important thing, or merchandising and marketing is the big thing — why paid educational leave has not come up as a topic for consideration by this group.

"There are some reasons," *Roz Loring* says, "why people have at least delayed their wholehearted investment in paid educational leaves. The largest single pool of untapped money that most of us know about is the labor unions' kitty for their workers. Yet the use of that is somewhat less than three percent, and one reason — from the workers' viewpoint — is that management is not doing anything to facilitate taking advantage of it. Management is setting up various kinds of prerequisites — for example, that it must be directly related to the job they're currently doing, which will not help them to advance or progress; a worker can't study liberal arts or the fine arts or subjects for personal development unless they're directly work-related."

"Don't you have to say that *some* companies are that way?" *Bob Kost* asks.

"Obviously no statement covers everybody," *Roz* replies, "but there are enough beginning studies available to say that workers don't know how to use the pool of money that's waiting for them. Of course, they may, themselves, not be interested in using it; their values may not lead them in that direction. But for whatever reason, so far people are not using what's al-

ready there."

Here *Bill Griffith* interrupts. "But you could understand philosophically that you can regard this as a transaction, and if the buyer is not buying, it could say something about the product."

"Right," *Mort Gordon* agrees. "And it goes back to institutional rigidity. Correct my numbers, Bob, but in the UAW contract there was \$900 per worker per year! And in the Detroit area, I was told, one tenth of one percent

— not three percent — of that money ever gets spent! And the main reason, I think, is institutional rigidity."

"But there is the Wayne State project," *Roz Loring* suggests, "which is for workers, and which gives them a degree, and has all kinds of flexibility. I just read a proposal from the National Endowment for the Humanities to extend that to 30 institutions around the country. There are a growing number of institutions that have indicated they're quite willing to accept nontraditional formats."

"Yes," *Bob Kost* says, "there are certain institutions aggressively trying to tap the potential market. Wayne State is one, and so is Oakland University, in the Detroit area. But in general I still find there's a lack of aggressiveness coming from the academic side."

Industry has not held education high in its value system . . .

"I'll accept part of what you say," *Phil Frandson* tells him. "There's a lack of aggressiveness in our institutions, that's true, but that's not the only burden. Another burden is that it should be understood that our American institution called industry has not traditionally held education very high in its value system."

"Our country is loaded with industries that really hold education out only as a kind of status quo carrot, and they don't relate learning to its use and meaning in work life. Education isn't really related to incentive plans and continuation within the system. If it were, you'd be pushing it more, and we'd be out cultivating it more, because it would be useful to our students, and there would be a symbiotic relationship."

"It seems to me one of the things that's overlooked," *John Ervin* says, "is that you can't escape the impact of previous educational experience. If public education has been such a total disaster area for a lot of people — and it has been — it's unreasonable to assume that all those people will willingly plug into a system which is pretty much the same. We've got plenty of research on the relationship of

Companies* have asked us to

Custom Design Behavior Modeling

training programs to teach

Supervisory Skills

*Alyeska	Levi Strauss
Avco Lycoming	May Department Stores
Champion International	Pennzoil
Ciba-Geigy	Texasgulf
Detroit Edison	Timken
Exxon	Westinghouse
Federated Department Stores	

MOHR Succeeded!

Companies* have asked us to

Custom Design Behavior Modeling

training programs to meet

Specialized Needs

*Chesebrough-Ponds	Interviewing
Pfizer International	Effective Selling
AT&T	Sales Management
Pepsi-Cola	Safety Supervision
Sybron	Management Performance Planning
Wells Fargo	Survey Feedback and Action Planning

MOHR Succeeded!



Management of Human Resources Development

1700 Bedford Street
Stamford, CT 06905
203-357-1357

New York / Stamford
Los Angeles

Please attach your business card here. Circle your area of interest in the ad and mail to us.

- Contact me. I would like to arrange for a review of Custom Designed Behavior Modeling.
- Send more information and a list of upcoming dates and locations of workshops.

28 WAYS TO SOLVE TRAINING PROBLEMS FAST

Solve your training problems with NEM's 28 proven motion pictures with printed study materials in:

- Communication
- Decision-Making
- Leadership
- Motivation
- Planning
- Productivity
- Selling
- Time Management

Highest quality • professionally made • all in NEM's award winning style.

SEND FOR FREE 1980 CATALOG



National Educational Media, Inc.
15760 Ventura Boulevard
Encino, CA 91436, U.S.A.
Telephone: (213) 990-2125

Circle No. 218 on Reader Service Card

REDDY COMMUNICATIONS INC.

Full-service training and counseling in:

- Management Development
- Executive Public Communications
- Customer Contact
- Employee Communication
- Speakers Bureau
- Cross-Examination/ Testimony
- Performance Appraisal
- Stress Management

Raymond C. Beaty, Ph.D.
Vice President
203-661-4800
537 Steamboat Road
Greenwich, CT. 06830

Circle No. 230 on Reader Service Card

life-style to learning activity that says, "Those who have most want more, and those who have least couldn't care less." And it's still true! So part of what we have to do is to go back and do something about the other part of the educational system!"

"What we're talking about, really, is the whole value which education has in the eyes of the American public," *George Robertson* says. "We question it all the time! And if a young person questions the value of going to college, I would think that someone who's making a good salary and has a pair of children to support might well not be much interested either."

We've entered the field ourselves . . .

Bob Kost nods. "I keep saying that the academic community could do the job if it would go after it," he says, "but we just don't see that happening on any significant scale. We've engaged in quite a few studies of other companies, as well as our own, and the market is just so vast that we've entered the field ourselves, in a very quiet way. We're beginning to provide certain services of a continuing education nature to banks, to hospitals, to savings and loan institutions, to wherever we sense a market — and that is going to add a complexity to the whole issue of competition among providers. What I'm saying is that the market is so sizable, and the traditional sources are in such disarray, that those of us who operate within a profit-oriented company see opportunities there."

"That says something about our genius in program planning, doesn't it?" *Bill Griffith* asks. "Here's this big pot of money growing; we have the support of labor and management; the money is there, scarcely being tapped; we are blithely ignoring it. Is it because we really don't like to serve that segment of the public?"

"What I think it says," *John Ervin* puts in, "is something which comes naturally to General Motors, and that is segmenting the market so that as you begin to develop products, you look at that segment of the market which will

make this a profitable entry, and so you disregard all the other kinds of populations. Now, I hear over and over again that \$30 billion bandied around as a kind of absolute which suggests a kind of uniformity within that series of populations. But it's not so. And if we paid more attention to a careful segmenting of the market, that, in fact, would become the basis for developing some cooperative relationships or complementary relationships that all of us as providers ought to be looking at."

There are opportunities for collaboration . . .

"As I keep saying," *Bob Kost* returns, "there are many opportunities for collaborative efforts among academic institutions that would better serve us than our constant building of internal resources, but let me give you a very recent example from the state of Michigan. We have, as many companies have, a concept of career planning for our employees' career development program. We asked a college consortium of several Michigan institutions if they would address that issue and provide for our employees, on a tuition basis from us, training that would help those employees develop their objectives and interests in terms of career opportunities that are available within the company. Those institutions met with us and discussed how they might wire this together, and so forth and so on. But the project fell apart because some of the institutions felt they could get a larger market share on their own, some felt the need for an advance commitment on student enrollment, and others were just not particularly interested. I don't know all the reasons — it just fell apart because the institutions couldn't come together."

"And yet," *Grover Andrews* points out, "there is one state that has been successfully trying to get collaboration and coordination for continuing education by both public and private institutions, and that's the state of Virginia. They did it by legislation based on the recommendation of a planning committee. They divided the state into six continuing education regions, and, by law, mandated that

all public institutions work together within each of these six regions with a continuing education board. Any private institution could cooperate as an equal member, and it is working reasonably well. However, I agree that the most difficult part is getting the institutions to agree to cooperate in program planning and development, in new program areas, in developing new outreach programs to serve the citizens of the particular geographic region."

"Whatever the reasons," Bob Kost says, "it is very difficult to get institutions to work together. And more than that, I have to keep chiding the continuing education units within academic institutions, because invariably the way they become involved in working with industry — if at all — is through our initiation and only rarely through their initiation!"

We send our people out . . .

Roz Loring counters: "Maybe I'm speaking from a minority viewpoint — the private university — but we send our people out; we don't wait for you to come knock-

ing at our door! And I meet faculty members from the School of Business in the same offices! We're there to see what the training needs are of people in particular firms and corporations, industries or whatever they are. Private universities have always been concerned!"

"It's not just private institutions," Mort Gordon says. "Milt Stern works at a public institution and he's interested in industry for many reasons. And one of them is that his people are supposed to develop courses for subjects and populations that can't pay all the costs; so he's supposed to figure out how they're going to be paid for. The only way he can do this is to make a lot of money on business-oriented programs that he can squeeze the corporations for. And institutions, including my own, make a lot of money in continuing education this way. So if Milt makes money from General Motors, he can then take the money and use it for broadening access on a low-fee — or no fee basis at all!

But if individual members of the faculty at the University of California or Michigan, or wherever, are permitted to go directly to General Motors — as Bob says they do — where the hell are we or Milt going to get the money to broaden access?"

"If you're talking about financial benefits," Bob Kost adds, "let me give you just another small example of where institutions are having financial difficulties in attracting students and they have fixed facilities as we have that need to be maintained. Annually — and this is just a single company example at General Motors we're spending on the order of \$300,000 on just the rental of university facilities around the country for training programs of various kinds. It's just another example of industry's supporting academic institutions through lean times, and I guess I'd rather pay to support an educational institution than to support a hotel or motel.

"But in all of this talk about money, one of the things it seems to me academic institutions lose

Special Invitation—WORLD PREMIER



EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT SUPERVISION

Get it first from Masterco

An exciting new film from American Media featured at Booths 749 & 850 at ASTD Expo



(If you cannot be there, call for your priority preview . . . or write for our BRAND NEW catalogue)

Circle No. 210 on Reader Service Card

ORDER
313:428-8300

- VOLUME DISCOUNTS •
- RUSH SERVICE •
- NO ORDER TOO SMALL •

Write for our catalogues or call Tom Roberts

AUDIO/VISUAL • MANUALS
CORRESPONDENCE STUDY
SELF-INSTRUCTION
TRAINING MATERIALS
DIAGNOSTIC TESTS
BOOKS

One Stop Source for Trainers

ask for our resource package

Masterco Press
P.O. Box 7382 Ann Arbor, Michigan 48107

sight of — in the terms of the strength that they have — is that the other providers, such as myself, want more than anything else to have academic legitimacy for the things they do. There's this whole new move through the American Council on Education and a variety of sources to get credit equivalents. So, in the discussion, one point would be that continuing education programs on the campuses should never lose their linkage to the mother institution. That's part of their power, and I think, from my point of view, that this urge for our sources to have the same legitimacy as your sources is a very powerful thing!"

What is good for General Motors . . .

"That brings me to what I've said before and want to say again," Bill Griffith says. "Universities have historically appeared to outsiders as inefficient, confused organizations. Because of the autonomy of professors, it is not easy to identify purposes and structures or to apply management-by-objectives, as it would be in a business or industrial organization. To advocate that universities become more like business organizations in philosophy and operation would reduce their capacity to serve society. Universities must voluntarily refrain from doing those things which other institutions do equally well or better. Society and industry will best be served by universities which do not accept a behaviorist model as the true approach to education, but instead live with ambiguity as they deal with philosophical issues. What is good for General Motors in terms of management, structure, and philosophy is almost by definition antithetical to the notion of a university. Each contributes, but to do so each must maintain its uniqueness."

Mort Gordon nods. "Everything you say is true," he says. "Everything we all say is true. And yet even if all those things taken together are true, the educational institutions still haven't done enough. . . . We should be reaching more people more ways more effectively. And an awful lot of

those people — one way or other — are all gathered together out there in something called business and industry, waiting for us!"

Final Commentary

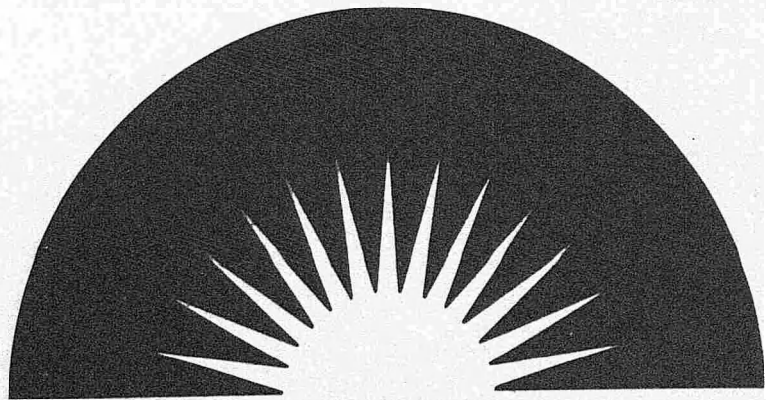
The world of work demands continuing education. Vocational advancement, and training for career change, are clearly prime motivators of individual participation; increased quality and productivity are corporate needs. But despite huge sums of money available for individual tuition assistance or contract courses, industry feels that too few universities are aggressively seeking to identify and meet those needs and too few of the programs offered are adequate in content and instructional design. Therefore industry continues to do much of its own training and increasingly is receiving academic accreditation for that training.

It may well be that many colleges and universities will persist in feeling that adjusting their programs to fit business and industry requirements is inappropriate to their philosophy, in feeling that

they can best serve society as unique institutions dedicated to seeking and teaching the generalizable while other institutions deal with the specific and applied. Nonetheless, at a time when the value of education itself is being questioned, there is strong pressure on higher education to regain public support — and in the process gain much needed immediate fiscal support — by providing continuing education specially designed for adults engaged in the world of work. There is also pressure on industry to place education higher in its value system, not just training to increase job skills or courses leading to college degrees, but also education to improve the quality of life both on and off the job.

Certainly the diverse learning needs of employed persons and the ready financial resources to defray the cost of meeting those needs, offer vast opportunities to all continuing education provides to serve appropriate segments in the industrial market.

VIDEOCASSETTE DUPLICATION..... VIDEO EQUIPMENT SALES TAPE-TO-FILM TRANSFERS



Columbia Pictures Videocassette Services
1501 Landmeier Road, Elk Grove Village
Illinois 60007 • Telephone (312) 640-2350

A Division of Columbia Pictures Industries, Inc.

Circle No. 178 on Reader Service Card