



PRESIDENT'S PAGE

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A GLANCE AT THE FUTURE

I am intrigued with the many recently published books, articles, and reports dealing with the future of our society. Undaunted by the uncertainties of prophecy, numerous seers have plunged ahead. They are not heeding the Poet Lowell's warning, "Don't never prophesy — onless ye know."

No doubt the current interest in looking at the future stems from both the fact that we are entering the decade of the seventies and from the fact that the era of the sixties closed with such unbelievable, futuristic scientific feats.

Among the more comprehensive of the books on the future is the book by Herman Kahn and A. J. Wiener, *The Year 2000*, published in 1967. Another recently published book is a collection of essays put together by the editors of the *Wall Street Journal* with the title *Here Comes Tomorrow*.

Other speculation concerning the future appears in a report by the Chamber of Commerce of the United States — *America's Next 30 Years: Business and the Future*. Another report — *1975 Revisited* — appeared in the May 1968 *Conference Board Record*.

Some of the forecasts are simply projections of current statistics (population trends, mix of work force, etc.); some are speculative; others are trying to find deeper explanation for events. *Time* magazine sees the next decade as a historical era of transition, similar to that which followed the Middle Ages and preceded the Renaissance. In the 70's says *Time*, there will be a search for new values, with emphasis on experimentation.

Of more immediate interest to the training man is the affect that these trends will have on his problems, needs and prospects within his organization. Those who have the responsibility for assisting their organizations in utilizing their manpower resources need to be aware of the trends and their effects.

Here, then, distilled from these reports, are some of the trends that have significance for the training man.

COMPOSITION OF THE WORK FORCE

By 1975, there will be 93.6 million people in the labor force. The growth rate for the 1970's is expected to be well above the growth rate in the 1960's. Even more significant than the growth in numbers is the change in composition. For one thing, there will be more women workers. Additionally, of the expected 15 million new workers (in the decade 1965 to 1975), fully two-thirds will be in the 20-34 age group.

As a matter of fact, in a real sense, tomorrow belongs to youth. Our population is growing younger. As the Chamber of Commerce report points out, one person in two has been born since the start of World War II and almost one out of three has been born since the start of the war in Korea. Youthful ideas will no doubt help shape the values of the future.

RISING LEVEL OF EDUCATION

The level of education, which has been rising consistently, will continue.

The total elementary and secondary school enrollment at the beginning of the 1976 school year will reach approximately 54 million students — up 10% during the decade.

College enrollment will climb faster. Enrollment in public colleges and universities will reach 7.3 million students in 1976 — up 10%. Enrollment in private schools will reach 2.7 million — up 42%. By the end of 1975, 73% of total college-age students will be enrolled in colleges and universities.

The number of colleges will increase dramatically. A Ford Foundation education expert says that we are now founding colleges at the rate of 20 or more a year. Within the next ten years, colleges will be founded at the rate of one a week.

All this educational growth will put a strain on the need for faculty and on the nature of instruction. By 1976, the U.S. will need 640,000 college faculty members, a 60% increase over 1960. In instruction, stress must be on flexibility – seminar rooms (rather than traditional classrooms), more use of personal study carrels, elimination of rigid class levels, increased use of computers, and more use of teaching machines.

MOBILITY OF SOCIETY

The willingness to change homes will continue as well as the trend toward movement into urban areas. The number living on farms now is extremely low – 6% of the total population.

CHANGING VALUES AND ATTITUDES

Foremost among the changes in values are the attitudes toward work and the organization. Reports indicate that there is a declining empha-

sis on work as a duty. Sociologists say we are moving toward a society in which pleasure will take precedence over duty, leisure over work.

Yet, a survey of 5,000 students by the Chamber of Commerce provides both encouragement and a challenge to the trainer.

Students were asked, "What is your top priority personal goal for the next few years?" In response, an overwhelming majority placed emphasis on developing their personal skills.

In another question they were asked what excited them about the future. In answer, a majority cited "opportunity" and "the attainment of personal goals."

These are only a few of the trends the experts envision. These, however, offer a significant challenge to the trainer.

In the first place, it is a sizeable task to simply prepare the numbers of new workers who will be entering the work force.

Second, continuing education has created what one report calls a revolutionary force in changing people's "self-image."

A better educated person

...has more self-respect.

...wants to be treated more as an individual.

...is less tolerant of authority and organization restraints.

...has different and higher expectations of what to put into a job and what to get out of it.

We will need to use our skills to prepare supervisors and managers to manage these highly educated employees.

Third, these employees with their values and attitudes will be the managers and executives of the future. This needs to be taken into account in preparing learning experiences for supervisors and managers for tomorrow.

This year and the years to come hold excitement and challenge for the trainer.

ONE MILLION IN COLLEGE WORK-STUDY

The one millionth student to be enrolled in the Federally-supported College Work-Study program is Roxanne Lahti, 19, a sophomore student this fall at the University of Minnesota, Duluth campus.

"The College Work-Study Program, singly and in combination with other programs of student assistance, is a clear demonstration of a wise use of Federal resources in helping develop our human resources," said Associate Commissioner for Higher Education Preston Valien. "Our young people are enabled to attain their personal career objectives; and our society benefits from the larger contributions they are able to make as highly trained professional people."

The program provides employment, arranged for by the colleges, to help needy students pay their college expenses. The Federal Government pays

up to 80 percent of a student's salary through grants made to the institution. The balance is paid by the college or an off-campus employer. Students work an average of 15 hours a week during the school year and 40 hours during summer or other vacation periods.

All of the students need their jobs to meet college expenses. Many of them also have obtained Federal financial aid through National Defense Student Loans, Educational Opportunity Grants, or both.

Most students work on-campus in cafeterias, libraries, laboratories, business offices, maintenance – in any kind of employment that advances the student's and college's pursuits. About one sixth of the students work off-campus for public or private nonprofit organizations, in hospitals, libraries, museums, police departments, or other local units of government.