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# University College: A Historical Synopsis (1952-1964) [AIEA# 10]

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UNIVERSITY COLLEGE  
A Historical Synopsis  
(1952-1964)

Alexander N. Charters

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Syracuse, NY 13244

2010

To Margaret  
for academic contributions and continuing support

## Foreword

Syracuse University has a tradition of providing education for adults since it began offering courses on Extension in 1918. It also developed an international program in China as an expression of the missionary role of the Methodist Church, the founder of Syracuse University. It developed the Extension Program in the School of Extension which changed its name to University College in 1946. University College thrived and expanded. Many articles and descriptions of Adult Education have been written. In recent years I decided to write about the major activities of University College. However, it was recognized that the records of these programs were not retained by the College or other offices of Syracuse University. Specifically, the records of the registration, career services, programs and business and program offices disappeared. Some of the records of the Dean's Office for the period when I was Assistant to the Dean (1948-1950), Assistant Dean (1950-1952) and Dean (1952-1964) were sent to the Archives of Syracuse University. On the basis of these records and my own recollections, I decided to write this Historical Synopsis of the history of University College for the period when I was in the Dean's Office (1948-1964) and as Dean (1952-1964). I was fortunate Lucius Kempton who was Business Manager of University College during most of this period and thus involved in most of the programs and activities was willing to share his knowledge and recollections. His contribution was indeed substantial and is gratefully acknowledged.

## The Bases of University College

During the period of the Synopsis, University College offered all of the credit and non-credit programs to all students who were studying part-time or were studying full-time but were not registered on the main campus of Syracuse University.

University College recognized that the cooperation and contributions made by the Deans and Faculty of other academic Schools and Colleges of Syracuse University was essential to the development of University College as a proactive and innovative leader of Adult and Continuing Education at Syracuse University. All of the administrators and administrative units of Syracuse University were also cooperative and supportive in the development of University College as an integral part of the University.

There are many synonyms for adult education including: continuing education, extension, outreach, training, androgogy, and human resource development. It is recognized that some Educators of Adults and organizations give a specific meaning or limitation to the synonym which they prefer. They all refer to the education of adults.

It was the Administrative Staff of University College who were leaders in the field of Adult and Continuing Education locally, nationally and internationally. They envisioned the programs, developed them, selected faculty and administered the various areas for which they were responsible. In the following pages, each member of the Administrative Staff is listed following the descriptive areas for which each one was responsible. While each one had an area of special competence, it is recognized that each one expressed complementary contributions to that of each other and for the enhancement of total enterprise.

During most of the period that I was Dean, Dr. Clifford L. Winters was Associate Dean. We met at the University of Chicago where we were graduate students with overlapping periods

of study. He was an excellent administrator who engaged in all activities of University College. He took over as administrator of some programs such as the Peace Corps and worked directly with some sponsors. He was proactive in taking leadership in all of the programs and activities of University College. He was indeed a capable and effective Assistant and Associate Dean. He succeeded me as Dean of University College.

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(1948-1964)

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## I. Context of University College

University programs for adult students at Syracuse University began in 1918. Dr. Elwood Smith wrote Chancellor Roscoe Day about starting night school. Day was in Europe during the summer as was frequently the custom at that time for American presidents of colleges. Smith received a cable replying in part: "I like what you say of Night Schools. I have wanted them started for several years. I am confident that it can be done, if you can take hold of it. It will lead to a new Law College building." Thus began the Adult Education program that was to become nationally and internationally known under various titles beginning with Night School, Extension, later as University College and then Continuing Education. The part of the cablegram stating that it will lead to a Law School building became a precedent that was to continue; Adult Education programs not only at Syracuse University but nationwide were budgeted to produce income in excess of expenses.

In 1946 University College of Syracuse University became the new name of the School of Extension Teaching and Adult Education. By designating Adult Education as an academic College in 1946 it indicated the commitment of the new Chancellor - William Pearson Tolley - to the Education of Adults as a major thrust of Syracuse University.

William Pearson Tolley who became Chancellor of Syracuse University stated: "[A] first-rate program of continuing education is a university-wide responsibility.....Adult education is no longer a peripheral activity..... [but] an indispensable service of the greatest significance....[I]t is difficult to see how an urban university can serve its area or University College was assigned separate buildings off of the main campus in downtown Syracuse where its adult students lived, worked and studied.

The mission of the Education of Adults is to assist adults to improve the quality of life in their present circumstances and their future destinies. *Alexander N. Charters, Dean*

A goal of University College was to mainstream Adult Education into the academic life of Syracuse University and into the lives of its adult students. The programs and activities were focused on this goal. Continuing progress toward mainstreaming is described in “Mainstreaming of Adult Education to the Academic Life of Syracuse University” by Alexander N. Charters.

A purpose of adult education was to provide learning opportunities, commonly called programs, for adults. University College began by using the existing resources of Syracuse University, later by acquiring other resources such as buildings, properties and technology, by gifts and purchases in order to expand the learning opportunities for adult students. University College was proactive in identifying foundations and other sources of funding and developing projects that they might fund. There are many programs that could be fitted within the mission of University College if funds were available and, accordingly, it did not warp the mission of University College because sponsors were proactive in identifying and funding programs for which they had a need. The main criterion for acquiring and accepting gifts was that the gifts would enhance the types of learning opportunities for adults appropriate to Syracuse University. University College was focused on learning by adults. Adults must have learning opportunities/programs available as a base from which to facilitate their learning. If Adult students do not learn then the Adult and Continuing Education enterprises are of no avail.

University College was also proactive in developing plans for new programs and then soliciting and convincing donors to support them. In a tuition-driven university, it was necessary to obtain funds in addition to tuition to develop a comprehensive array of innovative and quality new programs and to improve the existing ones.

There was no strategic plan set for University College to follow. Rather, a plan evolved and was developed by the visionary leaders of University College.

In its early years University College came to establish some written statements about its purpose. It first formed some schedules for the payment of Syracuse University faculty members who were teaching on an overload basis in its various credit and non-credit programs in Syracuse and in extension centers. It evolved into a “Statement of Policy and Procedure for University College” for all aspects of University College. It continued to develop as University College expanded and diversified. The copies of this statement also disappeared along with the other records of University College.

Likewise, the scope or parameters of the programs and activities were not stated in its beginning but rather continued to expand. Gradually but not written University College was the college that provided all instructional programs and activities that were offered to all students off of the main campus. It registered all adult students, i.e. adults studying part-time, working, raising families and active as citizens.

## II. Academic Programs for Adults Students

### A. Syracuse Program

#### 1. a. Degree Programs

In the early days of night school and Extension, the courses were offered in the University Building and the Law School Building in downtown Syracuse and later in the School of Journalism which was on the border of the main campus in Syracuse. The program expanded and all of the Schools and Colleges except Law offered courses to adult students so that they could complete Associate,

Bachelors and Masters Degrees. Some courses, particularly ones requiring laboratories, were offered only on the main campus.

Adult students could enroll in the Graduate School. Some courses with few registrations and which enrolled both adult and campus students were offered either at University College or on the campus. Gradually all courses involving adult students were offered only by University College.

Enrollments at Syracuse University increased extensively after World War II when Syracuse University was one of the universities that encouraged the registration of discharged military personnel under the GI Bill. During World War II, it was clearly recognized that adults could learn as individuals in the military, in business and industry, and in civilian roles as they coped with new demands created by the war. Businesses and other organizations provided Adult Education to meet the need for new technologies and for other developments as well as to improve the quality of life. In addition to the military, many other organizations reimbursed adults for their tuition in educational institutions. Adults enrolled in the Bachelors Program took a few years to complete on a part-time program. To recognize a more immediate achievement, University College awarded the completion first year (30 credit hours) of a bachelor's degree program by a Certificate in a specific area and two years (60 credit hours) was recognized by

an Advanced Certificate. Students achieving these goals were recognized at a University College graduation ceremony along with recipients of Bachelor and Masters Degrees received through University College. Such a separate ceremony by University College was later held by other schools and colleges of Syracuse University. All degrees were awarded at a graduation ceremony. When the number of private 2-year Junior Colleges and public Community Colleges expanded, the two years of study – Advanced Certificate – were recognized by an Associate Degree. University College then replaced the Advanced Certificate with an Associate Degree from Syracuse University.

Historically, adult students at University College received only “E” (Extension) credit for courses meaning that students had to enroll physically for the remaining courses for a degree on the main campus. University College consistently pressured the University to have the “E” (Extension) credit eliminated after the course value or number. About 1952 computers were coming on the market and Syracuse University was an early customer. The Registrar of the University decided that the designation “E” (Extension) credit was too difficult for computers to record on the adult students’ records so by his decision the “E” was discarded. It was another move to eliminate the stigma of adult students being considered as second class part-time students. It was also an indication of the growing

support for University College by other University faculty and staff.

#### University College Staff

Stuart Schafner, BA, Program Administrator

James Harrison, BA, Program Administrator

Guthrie Birkhead, Ph.D., Program Administrator

Jessica Boler, M.A., Program Administrator

In its early years, University College was the Syracuse

Program and other programs did not have an identity. As

University College expanded, other programs became identified and were budgeted separately.

#### b. Summer Program

University College offered credit courses in Syracuse during the summer primarily to assist teachers to complete their degree requirements for teaching. After World War II it enabled the veterans under the GI Bill to expedite the completion of their degree programs. The courses offered were usually the same ones offered in the Syracuse Program (see A-I-a). It was another indication of support for adult students from the military and other vocations as they pursued education as expeditiously as possible. The program was offered by University College independently of the Syracuse University Division of Summer Sessions which also

offered courses originally and mainly for school teachers and other school personnel during the summer.

c. Special Degree Program for Adults

Beginning in the 1950's there was discussion among Educators of Adults about developing degree programs especially for adults. University College was proactive in proposing a plan to develop a degree program in Liberal Studies. In 1963 University College received \$47,000 from the Carnegie Corporation to develop a special baccalaureate degree in Liberal Studies (B.L.S.). A program was developed by a committee of department chairs from the College of Liberal Arts of Syracuse University and chaired by the Associate Dean of the College of Liberal Arts. The courses would have an accounting system different from the accepted credit hours known as Carnegie Units, abolish the 4-year residence requirement for a baccalaureate degree, develop different residence requirements and award a Baccalaureate in Liberal Studies degree from University College. It was approved by the Syracuse University Senate. University College soon developed similar programs in other disciplines. Along with the University of Oklahoma which developed a similar program also funded by the Carnegie Corporation, this was one of the first programs that was soon followed by other universities as well as private and commercial enterprises developing similar programs. They were



known for example as Independent Degree Programs and as Distance Education. These courses were to become a model nationally and internationally for many special degree programs for adults.

University College Staff

Lee Porter, M.A.

Jessica Boler, MA, Program Administrator

d. Social Work Program

University College developed a working relationship with the School of Social Work of the University of Buffalo whereby adult students in Syracuse could obtain Master's degrees in Social Work by taking some courses in Syracuse and some courses by commuting to Buffalo. Some adjunct faculty members were appointed by University College. Students completing the program received Master's in Social Work degrees from the University of Buffalo. Modest funds were received by a grant from the Gifford Foundation. The program developed and was accredited by the Council on Social Work Education -- at the time of the Syracuse University was reaccredited in 1958 by the Middle States Association of Colleges and Secondary Schools. The program then became the School of Social Work independent of University College which had been supporting it financially and otherwise during its development.

The change in administrative arrangements was an indication of the flexibility within Syracuse University to adjust to changing situations.

University College Staff

Howard Gundy, MSW, Director of Social Work

Kenneth Kindelsberg, MSW, Faculty Member

e. Television

Syracuse University became involved in television as an academic field of study in its early stages. The masters program in television was developed by faculty of Radio and Television in the School of Speech and Dramatic Arts at Syracuse University and offered by University College until it found a home in another college of Syracuse University. It was the first Masters Program in Television in the United States and as far as is known in the world. It was another example of University College being committed to collaboration with other academic colleges in the development of new programs at Syracuse University. As new programs developed, it was appropriate for them to become independent of an original sponsor or initiator.

University College Staff

Kenneth Bartlett, M.A., Professor

f. Special Interest (non-credit) Programs

University College recognized the interest or need of some adult students to study a topic for a short period of time. These were usually taught by a faculty member who had a special interest in the topic. These special interest programs were not of sufficient interest or were not long timewise enough to be included in degree programs. Some of these were repeated over a period of time. They did not carry university credit but, upon completion, letters or certificates were often presented to the adult students. They were usually funded by FAE or other sponsors.

University College offered special interest topics on radio and television by Syracuse University faculty members.

## 2. Discussion Leadership Program

The Fund for Adult Education (FAE) was created by the Ford Foundation to foster liberal education. It encouraged organizations to offer discussion groups, one of which was more popularly known as the Great Books Program. University College proposed that the leaders of discussion groups should receive training. As part of a \$200,000 grant from FAE in 1959, University College received funds to develop programs to train leaders for discussion groups – initially for the Great Books Program. Other programs for not-for-profit organizations in the community were also funded by FAE. Participants were charged modest fees. Some courses offered by the Discussion Leader Program were offered for credit in the School of Speech and Dramatic Arts. .

University College Staff

Frank Funk, Ph.D., Director

3. Humanistic Studies Center

As part of a grant of \$200,000 in 1957 from the Fund for Adult Education (FAE) for programs in Liberal Studies, University College developed a number of courses for adults which were grouped under the title of Humanistic Studies Center (HSC). Some of these seminars were offered in Syracuse and some of them as weekend and week-long packages at the Adirondack Conference Centers. Adult students in some programs were charged modest fees.

University College Staff

Roy Ingham, Ph.D., Director

4. Women's Program

In 1963 in an era when a main issue in Women's Education was the admission of women to programs mostly designed for men, University College was proactive in proposing special programs for the education of adult women for professional careers. A project was to recruit women who were not in the labor market and admit them to prepare them as teachers. University College assisted them to get teaching appointments as soon as they were able to leave some of their home responsibilities. It was suggested that two of the graduates would jointly accept one position in a school -- each half time. The program was funded by a grant of \$46,000 by the Carnegie Corporation in 1963. The Women's Program

was an expression of the commitment of University College to equality of the sexes in the professions. It is noted as another example of this commitment was the high percent of women on its Administrative staff of University College.

University College Staff

Robert Snow, Ed.D., Director of Women's Program

Mary Iverson, B.A., Director of Women's Program

5. Thursday Morning Roundtable (TMR)

Thursday Morning Roundtable (TMR) began as the Thursday Morning Breakfast Roundtable and almost immediately discontinued breakfast.

Community leaders were selected as participants and met at 8:15 Thursday mornings. A presentation of substance was made on a major issue/topic and was followed by a question and answer period. The meeting adjourned by 9:30 am.

University College had a policy of charging a fee for every program and having the same tuition rate as other colleges. It was not in a position to subsidize other organizations or individuals. When the breakfast was eliminated the charge for the breakfast and the entire fee for TMR was dropped. In this way due mainly to lack of attention, an exception was made to policy of assessing a fee for each program.

TMR was one of the first Adult Education programs that enrolled top community leaders on a regularly scheduled basis.

University College Staff

Levi Smith, M.A., Chair

6. Higher Education Opportunity Act (HEOP) Programs

HEOP was a program designated for public school underprivileged children to assist them to mainstream into regular school classes. University College contracted for these Federal Government programs because no other unit of the University was readily available. It was also appropriate because I was Vice President of the National University Extension Association (NUEA) which had an initial one year contract with the Federal Government to administer the program for university and colleges at the national level. University College enabled Syracuse University to contract for this new significant program for children.

University College Staff

Lawrence Martel, M.A., Director

B. Community Centers

1. Centers

In 1918, the School of Education of Syracuse University began offering courses and programs primarily in Education for adults in downtown Syracuse. It soon, however, began offering courses and programs outside Syracuse at Extension Centers in New York State. It enabled adults living in counties to enroll in college courses. Normally there was more than one course offered at a Center. The faculty commuted for individual trips to a Center. The Syracuse University Library was available for students if they wished to commute to Syracuse. In the 1950's the name of Extension

Centers was changed by University College to Community Centers, for example, at Gloversville to give Centers more identification with the community in which the Adult students lived. With the increase in ownership of cars and the development of more roads such as Route 81 and the New York State Thruway, the adult students were able to commute more easily to Syracuse. It enabled them to have access to a wider range of courses at University College, to the University Library and to the bookstore. Gradually the Community Centers were phased out. The number of centers expanded.

A center was jokingly but also somewhat accurately referred to as the terminus of a trip.

University College Staff

Robert Easter, Ph.D., Program Administrator

2. Utica College of Syracuse University

After World War II the Extension Center of Syracuse University in Utica was expanded and developed into Utica College of Syracuse University. It became a four year college and gradually operated in most respects as an independent college although students received their undergraduate degrees from Syracuse University. In the early years, the students were awarded their degrees at all-University graduation ceremonies in Syracuse but later in Utica. Utica College was authorized to offer undergraduate courses but graduate courses continued to be offered by University College at Utica College.

Ralph Streble, Ph.D., Dean of Utica College

3. Triple Cities College

After World War II, the Extension Center of University College at Endicott developed into the Triple Cities College (Endicott, Binghamton and Johnson City) of Syracuse University. It developed similarly to Utica College of Syracuse University. The local residents' wished to have an independent college and, accordingly, Triple Cities College separated from Syracuse University and became a private college named Harpur College. It later became known as the State University of New York at Binghamton. After the separation of the Library of the Triple Cities College, it was transferred to the Chautauqua Institution where University College had established an Institutional Branch in 1952.

4. Auburn Community College

For years there was an Extension Center in Auburn which was only 25 miles west of Syracuse. Cayuga Community College was founded in Auburn in 1954 and it assumed the function of University College which was to provide courses for adult students wishing to obtain an Associate Degree (A.A.S.). University College ceased to offer these courses in Auburn. University College increased its promotion in Auburn of courses being offered in Syracuse of courses leading to bachelors and masters degrees.

It was noted that the programs described in B1, B2, B3 and B4 above were consistent with the mission of University College in providing education



for adults. The changes in sponsorship of programs and in the administrative arrangements were consistent with University College Policy and Procedures which was to make changes that facilitated learning by adult students.

C. Syracuse Conferences

In the 1950's, alumni of Syracuse University expressed an interest in using Syracuse University dormitories during the summer and other times when students were not on campus for educational programs. The sponsors and participants were motivated by: the association with their university; availability of faculty for instruction and inexpensive accommodations. Recognizing these requests, University College developed programs for individuals, organizations and other groups for which it had faculty and other resources to meet the educational needs of students. University College developed Conferences and other programs for which it provided Syracuse University faculty members for instruction, accommodations and for food service by Syracuse University Food Service and other instructional resources.. To maintain its tax-exempt status, all programs had some Syracuse University faculty participation and were under the auspices of University College. Sponsors of conferences included alumni, government, not-for-profit organizations, corporations, professional organizations, schools and colleges of Syracuse University, educational organizations and other bodies. Some of these conferences extended over a week or two. Some of them returned for set periods for several years. University College had contracts with U. S. government agencies as the sponsors for some

programs. The Sales Executives International was a two-week conference sponsored, for example, by a national organization. Some conferences were arranged by University College and participants paid on an individual basis. In order to have sufficient accommodations, University College utilized its residence halls and supplemented them with space in local hotels. It also acquired the Vincent Apartments complex to which the University added a building with a large classroom and other meeting rooms as well as space for Food Services. The expenses for these conferences, including program costs, food service, accommodations and other items as well as an overhead were paid by the individual participants or sponsors. The Conference programs and Vincent Apartments complex was named the Finla Goff Crawford Conference Center. Crawford had been a former distinguished Vice Chancellor of Syracuse University and a strong supporter of University College.

University College Staff

Eleanor Ludwig, MA, Director, Syracuse Conferences

D. Development of County Agencies and Infrastructures

In the 1950's University College began writing proposals for contracts with the Federal Government and to some extent New York State Government to conduct educational programs for adults. Proposals were written in many areas working with many Schools and Colleges in the University. The programs were often for only a few weeks but some were renewable. They were programs designed for many areas. University College chose mostly the areas for the infrastructure of

county agencies. They included municipal clerks, police academies, instructional programs and county service programs.

The faculty of the other Schools and Colleges provided program development and instruction for the academic programs. Some adjunct faculty were engaged for instruction in specialized areas and for enrichment.

The expenses for all aspects of the programs were paid for by the Federal and State Governments or in some cases by other sponsors. To cover the overhead the Federal Government had negotiated with each college or university a fixed amount. Other arrangements were made with other sponsors. Syracuse University acquired the Vincent Apartments as residences for Adult Students. A building was added for classroom and food service. As previously stated, the complex was named the Crawford Continuing Education Center.

University College Staff

Levi Smith, M.A., Director

#### E. Adirondack Conference Centers

##### 1. Introduction

Three Centers in the Adirondacks were donated to Syracuse University and administered by University College as conference centers for adult students. They were a meeting place for faculty and staff as well as other groups from Syracuse University. They were used by individuals and organizations for which Syracuse University planned and conducted the educational programs. Faculty from Syracuse University directed reading courses for children during some of the summer. Participants were

charged for program development, faculty, instructional expenses, accommodations and food service. Food service was provided by Food Service of Syracuse University. Modifications in the buildings and grounds were made to make them appropriate for adult students. Each of the Centers was well-equipped with technology and otherwise made attractive for conferences and other educational activities.

There were excellent recreational facilities at the Centers that included water sports, fishing, walking, tennis and bowling.

Each of the Conference Centers became self-supporting. They were used entirely for education purposes and accordingly were tax exempt.

In the beginning, the Centers were supported by University College but eventually each Center became self-supporting. The educational programs at each Center enabled each one to become tax-exempt.

The Adirondack Conference Centers were an attractive optional venue for learning by adult students.

University College considered that adult students learn better when they have a choice of different learning opportunities. University College was pro-active in developing many types of learning opportunities for adult students.

University College Staff

Alan Knox, Ph.D., Director

Lucius Kempton, B.A., Assistant Director

Robert Snow, Ph.D., Director

Leonard Braum, Director, Reading Program

2. Pinebrook

Pinebrook was a summer camp located on Upper Saranac Lake and was a gift to Syracuse University by Carl M. Loeb in 1947. There were several buildings with lounges and meeting areas that were used as residences. It had a boat house with a large area for meetings on the upper deck. There were recreational facilities including boats and tennis courts. The buildings were heated but not sufficiently for winter use. Many conferences of community and business groups were held at Pinebrook. Some art programs for children were held each summer. In the 1950's a high school reading program was offered by Syracuse University faculty members and graduate interns.

University College Staff

Walter Darling, Caretaker

Hazel Darling, Housekeeper

3. Sagamore

Sagamore was built by Alfred Vanderbilt and is known as one of the Great Camps of the Adirondacks. It was given to Syracuse University by the Emerson Family (wife of Alfred Vanderbilt) in 1952. The buildings and other resources are situated on a lake which was part of the 5,000 acre property. The buildings were used for residences, classrooms and social areas. Some are named after members of the Vanderbilt family, e.g.,

Alfred, Gloria and George. The buildings were heated but not sufficient for winter use.

Bruce Darling, Caretaker

Mary Darling, Housekeeper

4. Minnowbrook

Minnowbrook was built by the Hollingshead Corporation as a company retreat and was classified as one of the Adirondack Great Camps. It was donated/sold to Syracuse University in 1952. It is located on Blue Mountain Lake. The main lodge has substantial space and accommodation for residents but a second building was constructed for additional sleeping rooms. The hangar for the company seaplane was converted to a meeting space for participants and was also used as a recreational facility. A putting green was replaced by a tennis court and included in the recreational facilities. The buildings were heated which made it a comfortable place for conferences and meetings year round. The facilities were particularly attractive to business and community leaders.

Patrick Collins, B.A., Caretaker

F. International Programs

1. Summer Programs

World War II created a great interest in international affairs and maintaining peace. Prior to World War II Syracuse University with its founding by the Methodist Church had developed a program, Syracuse in China, as a missionary effort. After World War II University College

offered a Program in Arts and Crafts for a group of adult students to spend two weeks studying art in Tasco, Mexico. In the 1950's University College continued the initiative and developed programs with travel agencies involving faculty members from Syracuse University. The programs were usually one or two weeks in length. The faculty members taught credit courses for which they were paid on the same schedule as faculty in the summer session of University College and, in addition, received travel and other living expenses. The agencies charged all expenses as part of a package that included payment of tuition at the Syracuse University rate. Some students from other universities and colleges were admitted to the program. The tour packages were conducted in several countries including England, France, Germany and Japan.

University College Staff

Harold Vaughn, Director

2. Foreign Studies Program (FSP)/Division of International Programs  
Abroad (DIPA)

In 1958, the Maxwell School of Citizenship and Public Affairs proposed a program to University College for a semester for full-time undergraduate students from Syracuse University to study abroad. A university-wide program for students developed by University College was approved by Vice Chancellor Crawford. Students enrolled in Syracuse University courses which were taught in English. Students enrolled in a full semester of study that enabled them to continue their study without interruption in

the timing of their individual degree program. The first program was in Florence, Italy. In the early years of the program, the students were immersed in intense language study while traveling by ship from New York to Italy. In later semesters they were taught at land locations before arriving at the site of the Center. This enabled them to function in the homes where they lived and to function in the city. Students were required to stay in Florence for the duration of the semester and were not allowed to have visits by their family or other persons. The program was completed at the end of the semester and students arranged for their travel home. Friends and families frequently joined the students for travel after the program for travel in countries. Various activities were provided to assist them in their study and cultural immersion experience.

Two factors that contributed to cultural immersion in the Centers were living with a family and living in a non-English speaking environment. Unfortunately, these two factors were only partially present at the London Center. The Syracuse University faculty members received travel expenses and also a residence allowance which enabled them to include their families if they wished. The students paid an inclusive fixed fee for a semester. A resident administrator - usually a faculty member - was appointed at each center usually for one semester. The Resident Chairperson might continue for more than one year such as for the London Center.



In developing a Center of the FSP University College had expected that the faculty would engage in some research during the semester in residence. However, many of the faculty members used considerable time and effort getting themselves and their family settled and oriented while experiencing their own cultural immersion. It resulted in little research being conducted except for faculty members who had prior on-going research.

Semester programs were offered in Italy, France, Germany, England and The Netherlands. Some summer programs primarily for adult students continued to be offered by FSP.

#### University College Staff

Harold Vaughn, Director

John Vanderwater, Assistant Director

Nirelle Galson, Assistant Director

### 3. National/International Organizations

In addition to the above programs, University College had communications and activities with national and international organizations related to Adult Education. Being in communication with the members – individually and at conferences – of these organizations contributed to the professional development of faculty and administrative staff to assist them in obtaining suggestions for new programs and activities as well as contributing to their personal international growth. Many members of the administrative staff were active in regional and

national organizations in Adult Education, e.g., Association of Continuing Higher Education (ACHE) and University Continuing Education Association (UCEA) and in organizations related to their field of study. The Dean in particular had active relationships with international organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), International Society for Comparative Adult Education (ISCAE), World Confederation of the Teaching Profession (WCOPT), and International Council for Adult Education (ICAE). University College paid for membership in organizations and paid for travel, fees and related expenses for staff and faculty to participate in professional association meetings and conferences.

#### G. Institutional Branches

##### 1. Introduction

An Institutional Branch is authorized in New York State to enable a university to provide instruction with appropriate support including library at a location geographically separate from the main campus. Courses required for a degree would be offered by faculty usually as part of load at the Branch where admitted students could complete the requirement for the degree without attending the main campus. An amendment to the charter of the Syracuse University was approved by the State Education Department for the establishment of each Institutional Branch described below.

##### 2. Albany

After World War II in 1947 the New York State Government decided that its employees in Albany, the state capital, should have the opportunity to upgrade their education. It consulted with New York University and Syracuse University and it was decided that these two institutions would jointly offer a Masters in Public Administration degree in Albany. The joint program was administered by University College of Syracuse University. The faculty commuted from New York University in New York City from Syracuse University in Syracuse. The Resident Director was also appointed as a member of the faculty of the Maxwell Schools of Citizenship and Public Policy Program in Syracuse. The office in Albany was in the New York State Library which also provided academic support services. Other buildings were used from time to time. The students paid tuition but the remainder of the full costs were paid by the New York State Government. A joint graduation was sometimes held in Albany.

University College Staff

Keith Caldwell, Ph.D., Director

3. Endicott

After World War II, International Business Machines (IBM) continued to expand its manufacturing activities in the Triple Cities area in New York State. In 1950, it contracted with University College in cooperation with the College of Engineering and the Graduate School to develop a master's degree program in Engineering and Science for its research employees. An Institutional Branch of Syracuse University was established whereby

Syracuse University would offer all the courses in Engineering and Science at Endicott so that students could complete the degree requirements without attending classes at Syracuse. Most of the faculty were paid as part of load and commuted from Syracuse. A resident administrator was appointed by University College for the Branch at Endicott. IBM paid University College for the full cost of the program. At the request of University College IBM offered other companies in the area to enroll their employees in the program.

#### University College Staff

Robert McDowell, MA, Resident Director

Frederick (Pat) Pettingill, MA, Resident Director

#### 4. Poughkeepsie

The success of the program at Endicott resulted in Syracuse University creating in 1953 a similar Institutional Branch at Poughkeepsie for IBM. To reduce travel time the faculty commuted by chartered plane from Syracuse. IBM paid the full costs of the Program.

John Hall, Ph.D., Resident Director

Thomas Benzel, M.A, Resident Director

#### 5. Griffith Air Force Base

When the U. S. Air Force (USAF) decided to move an Air Development Center to Griffith Air Base in Rome, New York, they found it expedient to offer a graduate program to attract research personnel. University College contracted with the USAF to develop an Institutional Branch for

Engineering and Science on a similar basis as the IBM sponsored programs at Endicott and Poughkeepsie. The USAF paid the full costs of the program.

John Hall, Ph.D., Resident Director

6. Chautauqua

For many years, New York University offered credit courses in the Liberal Arts, Music and Art during the summer assemblies at Chautauqua Institution in Chautauqua, New York. In the early 1950's, Chautauqua and New York University decided to discontinue the relationship. In 1951 Syracuse University was contacted by Chautauqua and agreed to provide university courses and an academic degree program in the Liberal Arts, Music and Art at Chautauqua Institution. An Institutional Branch was approved but a full degree program was not offered because partly because of lack of demand . It was an attractive arrangement for Syracuse University because it gave some subject matter balance for the Arts to the other Institutional Branches in Public Administration and in Engineering and Science. Syracuse University provided faculty members who became residents at Chautauqua during the summer. Some were engaged from the Chautauqua Institution and were appointed as adjunct faculty members in University College. They substantially enriched the program. An administrator who was resident at Chautauqua in the summer was appointed by University College. Chautauqua provided the facilities, admission fees to the grounds of the institution for faculty and staff. The

adult students paid the same credit hour rate as other students of Syracuse University.

When Triple Cities College was discontinued as part of Syracuse University, its library was given to Chautauqua Institution and thus provided a rich resource to the Institutional Branch and to the Chautauqua Institution.

University College Staff

Michael Sawyer, Ph.D., Resident Director at Chautauqua

Ralph Ketcham, Ph.D., Assistant Director

Frederick Pettingill, MA, Director at Chautauqua

7. Corning

In 1963 Syracuse University established a Center similar to an Institutional Branch for Business Administration offering an MBA at the Corning Glass Company at Corning, New York, The Corning Glass Company paid the full costs of the program.

H. University Regent Theater

Syracuse University acquired the Regent Theater on East Genesee Street by purchase from Kallett Theaters in 1958. University College was committed to develop a comprehensive program in theater, music and public affairs for adult students in Metropolitan Syracuse. The Regent Theater changed its name to University Regent Theater to reflect the new owner.

Syracuse University acquired several properties in the area and then built the Experimental Theater. It also made considerable renovations to the University

Regent Theater building. University College supported all of the activities and programs of the University Regent Theater. An administrator and other staff members were appointed.

University College initiated the Syracuse Repertory Theater and developed it with professional actors and staff. It later changed its name to Syracuse Stage.

University College supported the development of the program including the formation of the Syracuse University Theater Corporation (SUTC), a not-for-profit corporation which became the agency to work with Actor's-Equity Company. It formed a separate Board of Trustees. The University Regent Theatre later produced the first three-day International Film Festival at Syracuse University.

#### University College Staff

Robert Bergeron, MA, Program Administrator

Rex Henriot, BA

James Clark, MA

Arthur Storch, Program Administrator

#### I. Peace Corps Program

University College was one of the earliest institutions to be awarded a contract for the training of participants for the Peace Corps. Syracuse University had an outstanding faculty and other expertise in the East African Studies and, for this reason, it was selected by the Peace Corps to train the Peace Corps volunteers for East African countries. The trainees were provided with accommodations, food and training centered in the Crawford Continuing Education Center. A noticeable

item was that each trainee in the program was given a bicycle for transportation around the campus and city. It gave them an introduction to a major form of transportation in Africa. As they moved around the campus and city, the Peace Corps received considerably favorable recognition.

The Peace Corps also provided resources for the further strengthening of East African Studies Academic Program. The full costs of the program were paid by the U. S. Government. Syracuse University was at one time the third largest trainer of Peace Corp Volunteers.

Paul Miwa, PhD., Director

J. Enrollment of Adult Students

As previously indicated, the registration data of the adult students for many years disappeared.

The enrollment in each of the programs at University College continued to increase during the period 1952-64. Since any drop in enrollment for any of the programs would have been brought to my attention, it can be stated that the enrollment in all programs increased or at least remained stable.

The increase in enrollment was clearly indicated in the fact that the income also increased. The increase in income from enrollment was supplemented by the move to aggressively charge more of the full costs of programs. This plan required considerable negotiation but University College could not afford to subsidize major corporations or government.

K. Graduate Program in Adult Education



Begun in 1950 the Master's and Doctoral Degree Programs in Adult Education were one of the program areas of the School of Education and were administrated by it independently of University College. The Area was chaired by the Alexander N. Charters of University College who was appointed as Assistant Professor and promoted to Associate Professor and then to Professor of Adult Education in the School of Education. University College provided many resources including graduate assistantships. The Dean and Associate Dean – Dr. Clifford L. Winters - of University College taught and advised as part of load in the Adult Education Area of the School of Education.

#### University College Professors

Alexander N. Charters, Chairman of the Adult Education Area and

Professor of Adult Education, School of Education

Clifford L. Winters, Adjunct Assistant Professor of Adult Education,

School of Education

### III. The Faculty and Staff of University College

#### A. Advisory Committee

To provide some input from leaders from the community, an Advisory Committee to University College was formed. It was chaired by Forest Witenmeyer who was a prominent business and community leader as well as an active alumnus of Syracuse University. The members were a diverse group selected from various sections of the community and from diverse cultural and national backgrounds.

#### University College Staff

Forest Witenmeyer, Chair

B. Administrative Staff

The primary force for the enhancement and quality of adult and continuing learning programs for adults are the Educators of Adults. Various programs and related activities were developed by pro-active Program Administrators and other staff members of University College. The staff was qualified when they were appointed and they continued their education. The administrators at University College were encouraged to pursue advanced degrees, particularly appropriate were doctoral or terminal degrees. The degrees assisted them to function as colleagues with the faculty members where doctoral/terminal degrees were a major standard. University College assisted them by contributing to professional organizations and by paying to attend seminars and conferences to enhance their professional careers. University College had an arrangement with Rutgers University to exchange an administrative member for a semester. It also engaged a visiting scholar from Belgium for an academic year. In 1964 nine members of the Administrative staff had been awarded doctoral/terminal degrees and eight of them were teaching as adjunct professors in their academic field of study at Syracuse University. The individuals were pro-active in their commitment to the quality of existing programs and to the development of new programs. The administrators who planned and supervised the academic programs of University College were named Program Administrators. By design they had significant flexibility and freedom to be pro-active and innovative. They were considered as department chairs by various department of the University which gave them a level of benefits including parking on campus. They were respectful in their

relationships with adult students. Morale was high. The members of the staff were considerate of the adult students and seemed to be grateful for the opportunity to provide learning opportunities for adults enrolled in University College.

C. Secretarial and Clerical Staff

University College encouraged its secretarial and clerical staff members to continuing learning in order for them to enhance their abilities and knowledge for their careers and for their personal lives. They received the same benefits as other staff members on the University-wide schedules.

These staff members were particularly important because they were the first contacts with adult students who were considering enrolling in University College. In this way, the first impression of University College by adult students were formed by these contacts.

D. Faculty

In the late 1940's University College appointed some full-time faculty members in several disciplines under a plan to form a separate faculty. In 1949 University College decided that the resources of Syracuse University would be used more effectively by having a single department in each discipline at Syracuse University. Accordingly, the University College faculty members became members of the faculty of other schools and colleges. University College also appointed some faculty members to teach its courses at University College as part of load and transferred funds to the other Colleges. Some faculty of University College were dual appointees with other Schools and Colleges. The number of

courses taught as part of load at University College increased in areas such as Institutional Branches. The funds transferred to other academic departments to enable them to appoint additional faculty members who might add thrusts for new academic areas for the departments. Most of the faculty taught an extra course assignment for which they were paid according to schedules set by University College. University College reserved the right to select, approve and replace all faculty members for its programs even after the term started. This right to replace a faculty member teaching a course was exercised only a few times by University College.

E. Support Staff

University College paid the support staff such as custodians, furnace room personnel, security officers, caretakers and other personnel necessary for the functioning of its various operations and services. All of these personnel were paid at Syracuse University payment schedule rates and received the same vacations, pensions and other benefits as the corresponding employees of Syracuse University. They reported to staff members of University College but received advice for technical or specialized skills from the departments on the main campus.

F. Professional Development

University College provided some seminars and weekend conferences for the professional development of the faculty and staff at the site of programs, in Syracuse as well as at the Adirondack Conference Centers. The focus was to assist them to improve their instructional skills in order to teach adult students

more effectively. In some cases it meant providing basic teaching skills and knowledge because many of them did not have any previous organized preparation for teaching.

University College also assisted in professional development by providing funds for travel expenses and registration for participation in educational programs and activities offered by professional and other associations.

The faculty and staff members were encouraged to continue their learning as adult students in order to assist other adult students to learn more effectively.

#### IV. Support Services

##### A. Financial Arrangements

In the United States, the state governments have responsibility for the education of children and youth while the Federal government does not have a responsibility. However, the Federal government does make a substantial contribution by funding research and special instructional programs. Neither the Federal nor State governments have legal responsibility for education of adults. They do, however, provide funds for research and a wide variety of projects including literacy and Vocational Education. The initiatives and support for Adult and Continuing Education is assumed by university and colleges, the private sector and a wide range of profit and not-for-profit agencies. University College was designated by Syracuse University as its Adult Education college. University College charged adult students the same credit hour rate. It also charged all full-time students. Syracuse University was committed to providing the same quality and standards of its academic programs as full-time students.

When it was suggested that they total income could be increased if it discounted the credit hour rate. University College resisted the proposal. University College success fully resisted the discounted rate because it might result in lower standards or at least imply such a lowering.

Syracuse University is a tuition driven university and as such each college or division strives to be financially self-supporting. Syracuse University also expected some divisions to contribute to the so-called General University Fund (GUF) for its share of general overall services and other items related to the development and maintenance of a major private university. University College supported this role as a contributor to the GUF. It was the custom for Extension and Adult Education programs and divisions of Universities to have a budget that drew off all income in excess of the expenditures for the General University fund (GUF). Syracuse University was no exception. In fact, in 1918, when Chancellor Roscoe Day approved the beginning of night schools at Syracuse University, he telegraphed that "it would help to build a new Law College". In the 1950's University College had an arrangement with Syracuse University to enable University College to have funds for new program development. Syracuse University assessed University College with a fixed percentage of income for the GUF. It changed the percentage to a fixed amount for the GUF. It then permitted a portion of the income in excess of the budget expenditures, including the GUF, to be used by University College for new program development and other projects. This arrangement was finally adjusted so that any unspent balance was split with 50% going to the GUF" and 50% was put in a University College

Reserve Fund for new program development. By 1964, the Reserve Fund had accumulated over \$800,000.

A second major change in the financial arrangement was the decision in the early 1950's by University College to become pro-active in raising funds. It recognized that it must obtain funds outside the University to develop and conduct programs. To facilitate it practiced what it preached by taking the Dean a week-long course on fund-raising. University College communicated with foundations, corporations, a wide range of associations and individuals. By 1964 University College had obtained over a million dollars for programs and projects related to its mission. Some of the sponsors were the Fund for Adult Education, Carnegie Foundation, "UNESCO, United States Government and New York State Government. It was necessary for University College to subsidize some other programs until they became self-supporting.

The policy concerning the purchase for the acquisition of property for use by University College was that paid Syracuse University for properties included buildings and land in Syracuse, the Foreign Studies Program, the Division of International Programs Abroad Centers and Adirondack Conference Centers. Syracuse University also paid for additions and some modifications as well as all legal services and insurance premiums, except for some activities such as for premiums for travel for some groups of adult students. University College paid for the maintenance of property, parking lots and buildings. University College also paid for direct expenditures for heating, lighting, telephone and all other

services and materials related to the operation and administration of property used by University College.

University College had an unwritten policy of providing funds to develop new programs until they should become self-supporting. University College paid the rent for any facilities that it used exclusively. This plan of deficit financing applied to most new programs such as Chautauqua, Foreign Studies Program, University Regent Theater, Social Work, and the Adirondack Conference Centers. In 1964 the City of Syracuse taxed Syracuse University because the City apparently contended that Adult and Continuing Education programs and activities were not education as specified under the charter of Syracuse University. Accordingly, they were not tax exempt and therefore Syracuse University was required to pay taxes. An appeal was made to the Court of Appeals. Syracuse University was refunded a tax payment of over \$500,000 plus interest. This was significant because it ruled that the education of adults like the education of children and youth was a part of education and accordingly was tax-exempt.

University College had a Business Office which managed all its financial affairs. It conformed to all policies and procedures of Syracuse University and worked in collaboration with the Syracuse University Business Office.

Officers and staff members from the University provided University College with advice on services for buildings and grounds, legal, food service, business offices, residence halls and other. University College paid for all faculty, staff, and



adjunct professors. It also transferred funds for instructional staff who were paid for teaching as part of load at University College.

University College obtained government and non-government contracts that sometimes included the full costs of programs. Many of these contracts included items for overhead sometimes at the fixed rate set by the government for Syracuse University. It was consistent with the University College policy to not subsidize government and corporations.

As previously mentioned, University College was pro-active in developing programs and projects for which it obtained funds from foundations and other sources.

Adult students paid the same tuition and fees as other students at Syracuse University. University College resisted any plans to have a lower tuition for adult students because it might have implied that it was less expensive to provide courses for adults than youths and accordingly of lesser quality. University College was pro-active in soliciting funds from the government, employers, and other sources for scholarships and grants in aid. As noted in the description of programs, many sponsors paid for the costs of specially designed programs.

University College Staff

Edward Walentuk, BA, Business Manager

Jordan Zimmerman, BA, Business Manager

Lucius Kempton, BA, Assistant Business Manager

B. Public Relations

After World War II University College developed an interest in functioning like a commercial enterprise for some of its activities. It created an office and staff for public relations which included marketing, promotion and advertising. The Public Relations staff also wrote copy and releases about programs that the media would use free of charge. It developed brochures and other materials for distribution to specific audiences.

In the early 1950's University College pioneered among University Extension Programs by engaging a public relations firm to develop ads and buy space in newspapers, radio, television and other media. University College Staff

Harvey Sanderson, BA, Director

McCollum, B.A., Assistant Director

#### C. Physical Facilities

When Syracuse University changed the name of the School of Extension Teaching to University College in 1946, it also made a commitment to expand the physical facilities. It renovated one of the downtown buildings of the former Medical School of Syracuse University. The renovation provided new offices and classroom and in 1960 it was named Peck Hall after a Bishop in the Methodist Church. Gradually each classroom was furnished with tables and chairs for flexible seating which was more appropriate for adult students. As new audio-visual equipment became available for instruction, each room was equipped with electrical outlets along with shades for all windows. Syracuse University took over the Dispensary Building in 1960 for the use of University College and named it Reid Hall. Reid, like Peck, was a bishop in the United Methodist

Church. One room was designed as the first state of the art audio-visual room at Syracuse University. The room had a booth for projection with electrical audio-visual equipment.

Gradually Syracuse University acquired more property for buildings in the area and one building was named Genesee Hall. Other land was converted to parking lots for commuting adult students and staff free of charge. It was staffed by the first African-American security officer at Syracuse University. The University College complex was located in downtown Syracuse where many adult students worked and could walk to classes and other students could have easy access to buses which served the metropolitan Syracuse area. University College also used the laboratories and other facilities on main campus. As University College expanded it acquired facilities that were appropriate for the new educational technologies. It is noted that University College was the first unit at Syracuse University to acquire an IBM electric typewriter. It also acquired equipment and bought one of the first machines to store mailing lists and print out labels.

Syracuse University purchased property for use by University College programs and administrative services in Syracuse and at other locations e.g., DIPA Centers in Florence, the Netherlands and England, Vincent Apartments, the Adirondack Conference Centers and the University Regent Theater.

University College found it expedient to rent facilities at various times, e.g.

University College paid for the rental of facilities for many programs such as DIPA Centers. Many sponsors of Institutional Branches and Community Centers

provided facilities for instruction and administration by University College without charge.

V. Educational Resources for Adult Students

A. Registration of Adults

Early in the 1950's, University College provided a 'one stop' registration procedure for its adult students in Syracuse. The place of registration provided counseling, registration, and payment so that adult students could move from one staff person or station to another with ease and a minimum amount of confusion. It required fewer staff members and resulted in less time for adult students to register.

University College Staff

Ruth Calale, Registrar

B. Counseling

Since its name changed in 1946 University College had provided academic and other counseling services accessible to its adult students. Since the early 1950's, each student registering for graduate and undergraduate credit courses was required to have the initials of a counselor before proceeding further with registration. This policy was to prevent adult students from registering in courses that were not part of the student's degree program. The full time counseling staff was supplemented by faculty from other Colleges especially at registration periods. The services were provided for all programs and in Syracuse during the day and evening.

Academic counseling was also provided for all programs out of Syracuse including Chautauqua, Institutional Branches, Community Centers and Foreign Studies Programs.

University College encouraged many agencies such as government, corporations, foundations, as well as individuals to contribute funds for scholarships, grants-in-aid, University College regents or individual grants to Adult students. Funds were given to adults for tuition, books, instructional area materials and other expenses. Funds may be given by employers, members, volunteers, or University College for distribution or to any other person deemed worthy of support. Adult students may apply for Pell Grants provided by the Federal government and New York aid for part-time students. Some scholarships provided by Eta Pi Honorary Sorority were awarded regularly to adult students at University College.

University College Staff

John Simonaitis, Counselor of Students

Nancy Gelling, Assistant Counselor of Students

Mary Smith, Counselor

C. Library

University College provided library and other resources for adult students and provided access to the resources at times convenient to them. In 1950 Syracuse University built a Branch Library in Peck Hall where many classes were held. It was opened at hours and days convenient to adult students. The University College Branch Library became the center for the distribution of audio-visual materials and equipment from its main campus center to the courses and

programs. The sponsors of Institutional Branches provided excellent collections of library books and materials appropriate for the program of studies. Some Library resources were available at the Finla Goff Crawford Continuing Education Center. Various arrangements were made with universities, museums, public libraries at the FSP Centers in other countries. Most University College grants and contracts had financial provisions for library and other instructional resources.

University College Branch Library also purchased a number of framed prints and loaned them to University College students free of charge for a semester.

The development of Library and other resources was an important aspect of mainstreaming of University College into the academic life of Syracuse University.

University College Staff

Smith, B.L.S., Librarian

Virginia G. Walton, B. L. S., Librarian

Alice Smith, B.A., Library Assistant

#### D. Trading Books

University College put a shelf in some classroom of Reid and Peck Halls and stocked them with non-fiction books, mostly paperbacks. Students could take one and replace it with another book. University College periodically replaced the exchanged books on the shelves with new ones. The project was designed to promote reading and the use of the Library and Bookstore. It was funded from a residual grant from the FAE in 1959.

E. Book of the Conference

When adults came to Syracuse to attend conferences and spend time in their rooms, they often did not bring materials to read. Accordingly, a book was placed on each participant's bed and thus perhaps increased and improved their reading habits. It was funded as part of a residual grant from the FAE in 1964.

F. Health Services

There was a strong commitment to have University College adult students considered as first class not second class. As part of this plan, Chancellor William P. Tolley initiated to provide health services for University College students. The service that was developed and made accessible to adult students at University College was favorably received but because most adult students seemed to have access to health care, the plan had little use and was discontinued.

G. Athletic Events

A plan was developed to make tickets for Syracuse University athletic events, especially football, available to University College students and their families but it did not become popular and was discontinued. Like the Health Service plan it was favorably received and indicated the intent of the University to have only all resources and benefits available equally to all students of Syracuse University.

H. Bookstore at University College

As a part of the commitment to provide the same services and resources to adult students as youth, a branch of the University Bookstore was opened at University College in 1958. It had books and materials available for all courses offered at University College. It also included a wide selection of other books including

paperbacks which were becoming popular. The store was operated as a branch of the campus bookstore and was open on a schedule that catered to the schedules of a diverse adult student body.

#### I. Snack Bar

In 1952 considerably more space became available to University College by the remodeling of Reid Hall. A room on the second floor of Peck Hall became available for use as a student lounge. Part of the lounge was converted to a Snack Bar operated by University Food Services. Like other snack bars, it became a popular gathering place. University College also arranged for a retired faculty member to spend some time there, visiting with students to provide a bit of an academic aura.

#### VI. Complementary Resources

A. In 1948 a staff library (later named The Alexander N. Charters Library of Resources for Educators of Adults) began as a resource for University College faculty/staff for professional development. It is now one of the largest and most comprehensive collections of resources in the English language in the area of Adult and Continuing Education in the world. It was accessible particularly to practicing and research Educators of Adults free of charge world-wide.

In 1960 the FAE gave a \$10,000 grant to University College to establish the Paul H. Helms Library in Liberal Adult Education to honor its deceased Vice President and an alumnus of Syracuse University. In 1961 when the Fund for Adult Education was discontinued, it gave its entire Library (including a pencil



sharpener off of the wall) to the Library of Continuing Education (LCE) at University College.

University College and Syracuse University Library received a grant of \$249,000 from the U. S. Office of Education to develop further the Library of Continuing Education (LCE) into a model Library for Adult Education. The LCE expanded to become more comprehensive in types of resources and collections. It was also a resource to support the Graduate Program in Adult Education of the School of Education. This Library for the Professional Development of Educators of Adults was separate from but associated with the Libraries for the adult students of University College.

In order to develop further the LCE utilizing the grant for a more effective use by Educators of Adults, a conference was held in Syracuse to get input from the heads of Adult Education Organizations from Canada, the United States and UNESCO. From the deliberations a plan was developed for L.C.E.. At this conference of Adult Education Organizations, the Committee of Adult Education Organizations (CAEO) was formed by the educators from the United States to consider and sponsor programs and activities to develop further the field of Adult Education. It was voted that CAEO was to continue and be named the Coalition of Library Learning Organizations (COLLO).

**B. Syracuse University Publications in Continuing Education (SUPCE)**

University College, in its early years, had an interest in developing an academic contribution to the field of Adult and Continuing Education. University College frequently published items on print or tape. One of the first collections was called

Blue Books. The covers were blue. Some other divisions of the University also published articles, pamphlets, and other items on some aspect of the field. In 1957, University College, 'pulled' together all of the Syracuse University publications related to Adult and Continuing Education. In 1966 when the FAE ceased to operate, it gave to University College its extensive collections of publications by organization to which it had provided financial support. This gift included publications to be sold by University College and also the income from royalties from publishers, e.g. Oxford University. In 1949 the FAE also gave University College residue funds from grants to organizations but not spent by them by the time FAE was dissolved. In 1967 the FAE also gave a grant of \$100,000 for the publication of new materials. In 1969 the name of the publication program became Syracuse University Publications in Continuing Education (SUPCE). By 1964, it had a publication list of over 400 publications in several types of. SUPCE worked with the Syracuse University Press and Syracuse University Printing Services.

University College Staff

Diane Ironside, MA, Editor

Doris Chertow, Ph.D., Editor

C. The William Pearson Tolley Medal for Leadership in Adult Education

In the 1950's it seemed appropriate to make an award for distinguished leadership in the international field of Adult Education, Chancellor Tolley was asked to raise an endowment Fund. He volunteered to make a personal contribution. The Board of Trustees subsequently named it for him, The William Pearson Tolley

Medal for Distinguished Leadership in Adult Education. The award was made at a formal black-tie dinner presided over by the Chairman of the Board of Trustees.

It is awarded to international leaders both within and outside the United States.

The recipients made a presentation which was published by SUPCE.

D. Education Resources Information Centers (ERIC)

The United States Department of Education funded a number of clearinghouses to prepare educational material in electronic form for distribution of information worldwide. Partly because of Library of Continuing Education had been established at University College it selected in 1964 to develop and operate the Clearinghouse for Resources in Adult Education as part of the Educational Research Information Centers (ERIC). It was supported by the U. S. Department of Education.

E. Lending Library for Educators of Adults (LLEA)

The Department of Education of New York State gave funds annually to develop, accumulate and distribute books and other materials for loan to directors of Adult Education usually in the public schools in New York State. It was developed and administered by University College in association with its Library of Continuing Education. It was funded by the New York State Department of Education. This program was widely used through the State of New York.

VII. Recognition of Adult and Continuing Education at Syracuse University

1. In 1953 the Dean of Adult Education at New York University conducted a survey of Extension/Adult Education Divisions of Colleges and Universities in Canada

and the United States. University College received the most first votes in the survey.

2. In a study by the Center for the Study of Liberal Education for Adults (CSLEA), University College was ranked third (first and second were University of California-statewide and University of Wisconsin-statewide) as the most comprehensive programs in Extension/Adult Education/Universities and Colleges in the United States.

3. Accreditation

University College as a college of Syracuse University was accredited by the Middle States Association of Universities and Secondary Schools in 1952.

- VIII. The vision of Chancellor William P. Tolley, the commitment of Vice Chancellor Finla Goff Crawford to the development of Adult and Continuing Education were truly significant. The leadership of the first Dean of University College Kenneth G. Bartlett was fundamental. University College recognized with deep appreciation the contribution of the members of the faculty and staff of the Schools and Colleges and other administrative units of Syracuse University. The commitment of the administrative staff in the creation and development of programs described in this document is enthusiastically recognized. The members of the secretarial staff and assistance of the technical people supported and enhanced Adult and Continuing Education at University College. They were devoted to supporting the many activities of University College and particularly the adult students as their first contact with University College in their quest for education as adults. It was all of these and other dedicated people who were proactive in the mainstreaming of Adult and Continuing Education into the academic life of

Syracuse University and into the lives of the adult-students. After World War II, Adult Education began to receive much attention partly by making the G.I. Bill available to adult students. The contribution of the media by publishing information about Adult Education, University College was grateful to the newspapers, radio and the new television for their coverage of Adult Education as a field of study.

And, of course, there were the adults who were students, the learners who devoted time for classes and study, who were also full-time citizens with full-time work and families and houses and involved in political and religious and various community organizations and activities. University College was devoted to their learning. If they did not learn then University College was in vain. University College was grateful that they did learn, earn degrees and contributed to the enhancement of society and to the quality of their own lives. Even after University College they continued the habit of learning.

ADDENDUM

## ADDENDUM

In 1964, Chancellor William P. Tolley established the Office of Vice President for Continuing Education. The appointment of me as the Vice President was the first appointment of a senior officer from Adult and Continuing Education in a college or university. The following divisions reported to the Vice President for Continuing Education:

- I. University College
- II. Some programs were separated from University College and reported directly to the Vice President of Continuing Education.
  - A. The William Pearson. Tolley Medal for Leadership in Adult Education. Alexander N. Charters was assigned by the Chancellor to advise him about candidates.
  - B. Educational Resources Information Center (ERIC) Clearinghouse on Adult Education
  - C. Lending Library for Educators of Adults
  - D. The Alexander N. Charters Library of Resources for Educators of Adults
  - E. Syracuse University Publications in Continuing Education
  - F. Foreign Studies Program (DIPA)
- III. The Policies and Procedures of University College were modified to accommodate the Programs.
  - A. East European Language Programs (EELP)

The U. S. Air Force awarded a contract to Syracuse University to train Air Force personnel to become competent in speaking, writing, reading and translating specified East European languages. The adults from the U. S. Air Force participated full-time in the East European Language Program, a program extending over several months. These adults were housed, fed, received instruction in special group of buildings separated from the University Campus. Facilities were provided for reception of radio and other media communications, Syracuse University faculty was augmented by the appointment of natives of countries, some of whom were recent immigrants United States Citizens. The Syracuse program was discontinued when the Air Force consolidated some programs with other Air Force facilities. The Air Force paid the full costs.

B. Army Comptrollership Program

The U. S. Army contracted to Syracuse University to train comptrollers on a full-time basis in Syracuse. The instruction was provided by Syracuse University faculty sometimes as part of load. Syracuse University appointed the Director, usually a retired General Army Comptroller on a full-time basis, usually for a couple of years. The participants received Master of Business Administration (MBA) degrees from Syracuse University.



The full costs of the program were paid under contract with the U. S. Air Force.

C. Division of Summer Sessions

From its early days, Syracuse University offered courses during the summer for adult students. As increasing qualifications for teachers were required by the State Education Department, teachers frequently turned to college and universities for courses. Gradually the summer program was expanded for adults to take courses for professional and other purposes, sometimes for degrees. Campus students also could enroll to make up to complete their degree programs. Seminars, concerts and other activities were offered to complement and enrich the experience of the students, some of whom spent part of the summer in University housing. Most of the courses were taught by Syracuse University faculty members and were paid on the University College schedule. Frequently, visiting professors with special competence were invited to enrich the programs on campus for adult students. The Division of Summer Sessions was supported almost entirely by tuition paid by adult students or their sponsors. University College also offered a program of courses for adult students in the summer on a different schedule from the Division of Summer Sessions.

D. Bureau of School Services

All of the Schools and Colleges, except the School of Education, cooperated by having the programs for adults was part of University College. The School of Education developed an independent program under the title of the Bureau of School Service. This meant that adults wishing a degree in education enrolled in the Bureau for courses in Education and in University College for any other courses selected to complete their Bachelors and Masters Degree programs. When all of the programs for adults were placed under the Vice President for Continuing Education, the Bureau of School Services was included. It continued to be identified as such and did not require many changes to continue under the same Policies and Procedures as other Continuing Education programs. Except for programs such as School Board Institute, which charged fees, the only income was tuition from enrollees in courses.

University College Staff

James Manwaring, D.Ed., Director

Leonard Constantin, D.Ed., Assistant Director

- E. International Management Development Department (IMDD)
- In 1957 Syracuse University contracted with the U. S. government under the Marshall Plan to train about 400 nationals from nine countries. In 1960 International Management and Development Department was established for the training for foreign nationals.

One of the areas was the arrangement with Escuela de Administracion y Finanzas y Intituto Technologico whereby Syracuse University Management faculty would go to Medellin to train academic counterparts in the Escuela so that they could conduct a Masters Program in Management. The counterparts also completed degrees at Syracuse University. IMDD also conducted management seminars and conferences for mid-career and executives from developing countries. In addition, it served as liaison between the Office of International Training of Agency for International Development (AID) and Syracuse University for training of degree candidates in many academic departments. The Agency for International Development (AID) paid the full costs including overhead for the programs and students.

University College Staff

Allan Dickerman, Ph.D., Director

William Phipps, Ph.D., Assistant Director

### Alexander N. Charters

Alex Charters, a pioneer in the field of adult and continuing education, is professor emeritus, retired dean and vice president at Syracuse University. He is founder of both the International Congress on University Adult Education, the Coalition of Adult Education Organizations, and the Academic Institute for Educators of Adults. He was a delegate to the International Conference on Adult Education sponsored by UNESCO, and The Alexander N. Charters Library of Resources for Educators of Adults at Syracuse University is an internationally renowned repository. Alex is a member of the Adult and Continuing Education Hall of Fame.