



of early ventures among Native Americans, moralistic imperialism among human services, William Aramony and United Way, etc.—apparently to denigrate all of philanthropy. In concluding several pages, he proposes, as an alternative, “social movements” and “public social welfare” (as if these do not have their own problems) without bothering to provide substantive or procedural details.

But of course philanthropy—private initiatives for public good, focusing on quality of life—has made far more profound and beneficent contributions to American history than are acknowledged in this small book. Wagner does not come close to mortally wounding his target because he attacks only a few sore-thumb extremities, while ignoring the vital organs: namely, the philanthropic impulse (voluntary public benefaction) and its many successes achieved (needs met) by small charities with dedicated, heroic, underpaid and overworked professional staff. American philanthropy may not have produced social transformation of the kind sought by Wagner, but the great reform movements that have transformed American life—e.g., anti-slavery, private education, religion, the American Revolution itself, feminism, environmentalism, anti-nuclear weapons and human rights—were all philanthropy in action. In that larger context, Wagner’s cavils are small peanuts indeed.

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## Thou Shalt Serve Working Students

*The following are University of Phoenix President Jorge Klor de Alva’s “six basic propositions” related to the needs of working students. Klor de Alva, a former professor at Berkeley and Princeton, outlined the propositions in the March/April 2000 issue of Educause magazine and reiterated his points at a May 2000 New England Board of Higher Education conference on distance learning. The University of Phoenix, the nation’s largest for-profit higher education institution, enrolls only working adults.*

We believe that the needs of working adult students can be distilled into six basic propositions. Like the Ten Commandments, these are simple to state but difficult to live up to.

1. These students want to complete their education while working full-time. They want all necessary classes to be available in the sequence they need and at times that do not conflict with their work hours. For this to happen, the rule permitting faculty to decide which classes they will teach, and when, must be modified, and that is not an easy matter, especially when it comes to tenured faculty.

2. These students want a curriculum and faculty relevant to the workplace. They want the course content to contribute to their success at work and in their career, and they want a faculty member who knows more than they do about the subject and who knows the subject as it is currently understood and as it is being practiced in fact, not merely in theory. For this to happen, institutions need to revamp the rule allowing faculty to determine the content of their courses. In addition, faculty would have to stay abreast of the most recent knowledge and most up-to-date practices in their field. The dominant trade version of the meaning of “academic freedom” would have to be reconsidered; otherwise there would be no force compelling a tenured professor either to stay up-to-date or teach a particular content in a particular way.

3. These students want a time-efficient education. They want to learn what they need to learn, not what the professor may desire to teach that day; they want to gain their education in a structure that will maximize their learning; and they want to complete their degree in a timely fashion.

4. These students want their education to be cost-effective. They do not want to subsidize what they do not consume (e.g., dorms, student unions, stadiums) and they do not want to pay much overhead.

5. Not surprisingly, these students expect a high level of customer service. They want their needs to be anticipated, immediately addressed and courteously handled. They do not want to wait, stand in line, deal with indifferent bureaucrats or be treated like petitioning intruders rather than valued customers.

6. Lastly, these students want convenience: campuses that are nearby and safe, with well-lit parking lots, and campuses that offer classes and all administrative and student services at the same location.