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SOME ASPECTS OF TEACHER AND LEADER TRAINING AND RECRUITMENT FOR HIGHER ADULT EDUCATION. PAPER PRESENTED AT THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH (CHICAGO, FEBRUARY 11-13, 1968).

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THIS REPORT REPRESENTS A SYNTHESIS OF THE CURRENT LITERATURE RELATED TO THE TOPIC OF TEACHER AND LEADER TRAINING AND RECUITMENT RATHER THAN AN ANALYSIS OF EMPIRICAL DATA. IN GENERAL, THE PERSONNEL PROBLEM IN HIGHER ADULT EDUCATION IS EXAMINED FROM THE STANDPOINT OF THE GROWTH OF THE FIELD, PERSONNEL NEEDS, THE NEED FOR TRAINING, THE AIMS OF SPECIALIST TRAINING AT THIS LEVEL, AND PRESENT PRACTICES IN TRAINING AND RECRUITMENT. IN ADDITION, THE IMPLICATIONS FOR TRAINING OF THE VARIOUS PHILOSOPHIES OF ADULT EDUCATION ARE EXAMINED AS WELL AS EXISTING PROFESSIONAL PREPARATION AND INTERNSHIP PROGRAMS. FINALLY, THERE IS A SECTION DEALING WITH CONCLUSIONS AND RECOMMENDATIONS. WHILE THE RESULTS OF THIS REPORT ARE LARGELY HEURISTIC, IT IS BELIEVED THAT FROM SUCH BASES USEFUL INNOVATIONS IN THE PRACTICE OF HIGHER ADULT EDUCATION MAY BE DEVELOPED. THE DOCUMENT INCLUDES 25 REFERENCES. IT WAS PRESENTED, AS A PAPER, AT THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH, CHICAGO, FEBRUARY 11-13, 1968. (AUTHOR/LY)

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Some Aspects of Teacher and Leader Training and Recruitment for Higher Adult Education

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Forward

This report represents a synthesis of the current literature related to the topic rather than an analysis of emperical data. This fact is mentioned as a basis for the practioner who may wish to relate the conclusions and implications set forth to his organization.

While the results of this report are largely heuristic, it is believed that from such bases useful innovations in the practice of higher adult education may be developed.

The report is a revision of an earlier report developed under the direction of Dr. William Dowling, Associate Professor and Director of the Center for Adult Education, in the College of Education, The Ohio State University.

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Growth of the Field of Adult Education

According to the growing literature of adult education, particularly that of more recent issues of its various voices, adult education is the largest and fastest growing segment of American education. At the same time, however, it is abundantly clear that as such a dynamic segment of the educational establishment the adult education movement is just becoming aware of and attempting to deal with an equally large and fast growing number of problems. A not unfair generalization, it seems, is that to a large extent, adult education has been too busy doing, so to speak, to take time along the way to worry about problems. Now, however, and increasingly, adult education is becoming more respectable, is carving out a niche for itself, and is becoming accepted to the extent that it now not only can but must step back and consider its actions. Among other things it must consider what its emphases in the future will be, what needs it should strive to meet, who it is to serve, how, and why.

In terms of purposes, adult education has ceased to be a "catching up" and is more directed to the idea of "keeping up", and "going ahead". Possibly the most basic issue involved as the movement looks to the future and strives to serve as a mechanism for keeping up and going ahead is personnel. Without personnel, not only in terms of quantity, but quality as well, adult education will not be able to maintain its viability as a part of education or maintain the position of growing

importance it has achieved in American society.

With change as the key note of modern times, change such that people living now may experience a whole new world in their lifetimes, what is happening to adult education in terms of growth and change? According to Knowles, there seem to be some trends. The first is that there had been a pressure toward some sort of national integration of adult education. Initially, this trend led to the founding of the Adult Education Association, but more recently the literature speaks to this matter by calling for greater cooperation and coordination among the various national bodies involved in adult education. Related here is a drive toward the integration of adult education at the local level. This trend has expressed itself in the formation of adult education councils, and while there are a great variety of attempts at coordination and cooperation, there seems to be little in the way of achievement.

On another front, there has been large scale support of adult education by foundations such as Carnegie, W.K. Kellog, and the Ford Foundation. These funds, along with expanding expenditures on the part of the Federal government have gone into research which has led to the development of a distinctive body of knowledge and techniques related to adult education. Moreover, through research and the formation of concrete information about adult education, recognition of the fact that adults differ from children in many ways as learners has begun to lead to a differentiated curriculum and methodology for adult education. In addition, we may note that the student body of adult education has greatly

expanded, and that adult education has become a conscious and differentiated function in an increasing number of institutions (14-23-25).

Of further interest in this regard are some generalizations from history about the growth of adult education that appear to hold some implications for the future. First, the institutions of adult education have typically emerged in response to specific needs, rather than as part of a general design for the continuing education of adults. Second, the development process of adult education has tended to be more episodic than consistent. Next, institutional forms for the education of adults have tended to survive to the extent that they became attached to agencies established for other purposes. Fourth, adult education programs have tended to gain stability and permanence as they have become increasingly differentiated in administration, finance, curriculum and methodology. Fifth, adult education programs have emerged with, and continue to occupy a secondary status in the institutional hierarchy, and finally, institutional segments of the adult education movement have tended to become crystallized without reference to any conception of a general adult education movement (14-26).

Finally, we may note that because of certain dominant characteristics of American culture, adult education has fallen heir to certain functions. Because of the rapidity of change, the dominance of technology, the intensity of specialization, the complexity of human relationships, and the vastness of opportunity, adult education must, and is expected to expand communication skills, develop flexibility, improve human

relations, facilitate the maximum participation of persons in society, and expedite personal growth (9-30-38). To be sure, the nature of the milieli in which the movement has grown and the increasing functions being ascribed to it have not left the field unaffected. It has grown and responded.

As was mentioned briefly above, adult education has been accumulating a unique body of theory, knowledge and practice. Until recently, the means and methods of educating adults has been largely borrowed from education, but with the founding of the Adult Education Association and financial support for research and training, much has been learned which clearly delineates the importance of special practices in teaching adults. Through research, borrowing, and adaptation from other disciplines, the field has carved out a relevant body of knowledge (13-vii).

Another result of the growth and expansion of the field of adult education is that the movement has developed an expanding corps of trained workers. As it has become increasingly apparent that adults learn more efficiently under conditions and methods other than those familiar to the teachers of young people, a special role of "adult educator" has been delineated. More and more, people are being attracted to the field of adult education, but they enter adult education by the "back door", they often get there by accident, and come late in their careers. Even though the corps of leaders is expanding, it is neither sufficiently large nor adequately trained to meet the requirements of the expanding field (13-x).

Personnel Needs

Thus we arrive at one of the central problems of adult education - personnel needs - and it is interesting to note that needs in the personnel area have developed for a variety of reasons. First among them is the fact that too few universities are providing training opportunities. As a direct result, few capable leaders for adult education are made available. In addition, agencies offering adult education programs do not have clearly defined needs, and they therefore have no criteria for the selection of appropriate personnel. Further, there is little or no provision of inservice education and training to provide for the development of required competencies (13-x). If there were some sort of status quo in terms of developing programs and needs, there might be some measure of catching up possible, but a changing society brings new problems, new money comes to develop new programs to solve these problems, and the need for appropriate personnel increases (7-349).

With knowledge of these personnel needs, one might reasonably assume that steps would be taken to alleviate the problem, but the literature reveals that although there has been some improvement in the situation, as there has been increasing awareness of the field's dilemma, it is still a current problem, and in a sense, a self-perpetuating one. In the first place, some explain the failure to provide training on grounds that there are limited placement opportunities. Next, administrators complain that there is a lack of trained personnel and that they must fill important positions with persons who lack understanding and appropriate training. Finally, without properly trained personnel,

there can be no training (23-400), but this is only part of the problem.

Another aspect of the continuing problem revolves about the increasing numbers and the quality of personnel that are required. With an expanding student body and an ever larger spectrum of problems to deal with, it becomes clear that more and better personnel are required.

A particularly interesting aspect of the personnel problem has to do with the confusion regarding adult education's status as a profession and/or a discipline. If it is a profession, various sources (23) (7) (3) note that the following are implied: it would have universal social recognition, it would have a highly complex body of verified and widely accepted knowledge, and a corps of persons trained in rigorous discipline and organization in such a way so as to enforce conformity to its standards (14-124). Slowly, criteria of this nature are accruing to adult education, but it is only fair to note that the field of adult education is not yet evolved to the point of professionalism. When considering the movement as a discipline, questions arise as to whether it is a separate discipline or an amalgamation of disciplines. Another question arises as to the location of such a field. Where should courses in this area be taught? It could be argued that if it were a discipline there would be undergraduate offerings in adult education, but with very few exceptions, and even then only to the extent of a course or two, adult education courses appear almost exclusively on the graduate level as part of a Masters or Doctorate program. Nevertheless, vagueness regarding the exact nature of the movement has hampered the development of programs, and even if the field

is to be action oriented, this matter needs clarification. At present, the fairest statement with regard to adult education and professionalism is that the field of adult education may properly be classified as an emerging profession, one that is consciously moving toward professionalization, or a profession in transition (15-87).

When the matter of professionalism is broached in connection with adult education, there are those in various camps who would argue that the attainment of the trappings of professionalism and professional status are less important than the work at hand. They further argue that efforts to attain professionalism are something of a prostitution of the real purposes of adult education and that the movement should get on with immediate problems and not worry about professionalism. In a sense, they feel that professional recognition may come as a reward for their good works. While it is recognized that there is an increasing task for adult education, it is also felt that the attainment of professionalism is really no more than another tool to help in the accomplishment of the real work of adult education. As we will note as we move on in our discussion of training opportunities, many commentators seem to pay considerable attention to the attainment of professionalism, and approach the problem through the development of appropriate training programs. As we progress, our position will be that professionalism is important, desirable, and attainable.

Finally, what are some of the implications of the growth that has come to characterize adult education? In the first place, because adult education has grown and earned a greater measure of recognition,

there seems to have been a change in some of the fundamental thinking about education. Moreover, education can no longer simply involve the transmission of culture. Culture is not static, and adult education has shown that there is relevance and necessity regarding the continuance of education. The passing of the years and the activity of adult education have made it clear that certain curriculum changes are important. Such changes have become necessary and have at the same time accounted for a reorganization of knowledge. Finally, and importantly, the activities of adult education have led to some new thinking about youth education. There have been changes to the extent that youth education may come to be seen as preparatory to adult and continuing education and only the beginning of a continuous process (5-63-7).

The Need for Training

Because the personnel problem exists, training becomes another problem in that questions arise regarding the levels at which training should be provided, who should provide it, and strangely enough, why it should be provided at all.

Commenting on the levels at which training is necessary, Houle conceptualizes these needs as a pyramid. At the base of the pyramid he places those who serve as volunteers. This is by far the largest group and is seen as requiring specialized, brief, and clear cut training to give the immediate skills necessary to carry out their responsibilities. At the intermediate level of the pyramid is a smaller group of persons, who, as part of their paid employment, combine adult education functions with the other duties which they perform. This group would include

persons who may be called upon to teach an occasional course for adults, and as the number of such persons increases, the need for some kind of systematic pre-service instruction in how to teach or lead adults becomes more apparent. At the top of the pyramid is the smallest group which is composed of specialists who have a primary concern for adult education and basic career expectations in that field (10-119-23). Similarly, Jensen et. al. see a gradation of needs, and therefore, of related training activities. Jensen's terminology is as follows: the first level is that of voluntary educational leadership, the second that of adult education as a shared responsiblity, and finally, the level of occupational specialization (13-ix). Jensen et. al. note that training at the first level is primarily in the area of known skills and methods, and is accomplished through in-service education, short term institutes, and workshops. At the level of adult education as a shared responsibility, preparation is provided through workshops and short courses, sabbaticals for intensive study at institutions of higher learning, and carefully planned programs on in-service work with professional adult educators (13-ix). It is at the third level, the specialist level or the level of occupational specialization, that we will take a comprehensive look at training practices and activities, and some of the current thinking.

As mentioned above, one of the questions that has arisen about the training function revolves about why it is needed at all. The literature abounds with references citing the importance of trained leaders in adult education activities. Briefly, the bulk of such references develop the following points. In the first place, the teacher, or leader in

adult education is more than just an instructor or just a leader. He must be both of these, and at the same time, a resource person, a counselor, and a friend. This is because the adult as a student is much different than a youth as a student, and he is at the same time more demanding as a student and less sure of himself. It has been aptly stated that the problem in adult education is not getting the horse to drink, but getting him to the water.*

Further, Sheats notes that because would-be agencies of adult education lack trained, qualified and dynamic leadership, much interest in adult education is blocked. Again, this is largely due to the nature of the adult as a student. If he signs up for a course and finds that his needs are not being met, or that the instructor is extending his youth education methods to the evening classroom, or that questions are not being answered or even allowed, he will turn away from adult education as an answer to his needs and will either go elsewhere, or give up (23-403). Thus, it is clear that the adult educator cannot simply be a person of good will, generous impulses, and large ignorance.

Another aspect of the importance of trained leadership revolves about the training function itself. With increasing need for numbers, competency, and quality at all levels, training must be carried out, and without trained leadership, no trained leadership can be trained; to say nothing of the urgent need that those already in the field have for training and updating. For Sheats, this is the area of greatest need (23-404).

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*Leslie E. Brown, Dean Emeritus, Cleveland College of Case-Western Reserve University, Cleveland, Ohio

The Aims of Specialist Training

Once the need is recognized, and the task accepted as an important one, the next question concerning training has to do with what training should seek to accomplish, and what kinds of competency it should seek to impart? As we attempt to provide some answers to these questions, it is interesting to be able to approach the problem from two points of view. On the one hand, those who are involved in the training of occupational specialists in adult education, and on the other, those who are "in the field" developing programs, and providing the so-called "grass roots" adult education.

From the point of view of the professional adult educator who is involved in the training of other professionals, one goal of specialist training should be to advance the field, through its practioners, toward greater professionalism. In this regard, Liveright feels that graduate programs in adult education should seek to develop a sense of values and a broad philosophy for the field, move toward the establishment of a code of ethics for the entire field, teach techniques based on general principles and inculcate in its students a feeling of commonality and purpose and a belief that adult education represents a continuing career, and finally, that they should seek to develop understanding of social needs for adult education and of the social role to be provided by its practioners (15-88-9). Speaking to the competencies that such programs should impart, Liveright lists the following:

- The belief that most people have potential for growth.
- The ability to be imaginative in program planning.

- The ability to communicate effectively in speaking and writing.
- An understanding of the conditions under which adults are most likely to learn.
- An ability to keep on learning.
- Effectiveness as a group leader.
- Knowledge of his own strengths and weaknesses.
- Open mindedness.
- An understanding of what motivates adults to participate in programs.
- A strong commitment to adult education (15-91-2).

From this observer's view point, of even more interest here are the views of those professionals who are actively engaged in what we have referred to as "grass roots" adult education. Drawing on two studies of this group, it is interesting to note that their concerns seem somewhat more practical in nature, and more involved with the seeming day-to-day problems of the practice of adult education. C.O. Robinson, reporting in Volume XII, No. 4 of Adult Education, lists his findings in terms of criteria for the education of adult educators. Briefly, those interviewed saw the following as important: leadership maturity; initiative in program development; an understanding of adult psychology; competence as a teacher; proficiency in the use of communication media; an understanding of community organization, development and its power structure; experience in working with adults, individually or in groups; public relations, promotional and organization ability; competency in an academic area; specific course work in adult education; a broad liberal arts background; at least a masters degree; training

and experience in educational administration; and some occupational experience outside the field of education (22-244).

From a study made to determine the common interests of adult educators, sampling adult educators connected with a wide variety of agencies, high common interest was found in the following topics:

- To gain better understanding of the basic needs which cause adults to participate in educational programs.
- To gain clearer insight regarding the changing interests of adults in vocations, family, leisure, religion, health, etc.
- Increased ability to apply psychological principles to the selection of objectives.
- Techniques to relate programs more closely to needs and interests of adults.
- The ability to relate more closely to the general needs of the community.
- Skill in recognizing community needs and resources that are important to adult education programs.
- A better understanding of the educational methods that apply to adults.
- Information regarding the kinds of educational materials most suitable for mature adults.
- Procedures for their own continuing education and "keeping up" (21-160).

The concerns of these two groups of adult educators, the educators of adult educators and the group in the field, differ only in degree. That is, they have concern for the same competencies, etc., but at different levels or regarding different aspects of the same thing. It would seem that the theoriticians and the practioners could help each other in that by taking into account the concerns of one another, they

could both come a bit closer to the achievement of their respective ends.

Nevertheless, even with such knowledge, training practices either change little or do not change in such a way that either group's concerns are dealt with. The field is moving only slowly toward recognition as a professional one, and there is still a great knowledge gap, or training deficit in the field. As mentioned earlier, this is, in a sense, a self-perpetuating problem, and we can cite certain factors that seem to keep present practices at a status quo. Diekhoff points to inexperienced faculty, the fact that there is little opportunity for faculty members to interact and learn from each other, the inaccessability of administration, inadequate financing, a different pay scale for the evening faculty, and the prevalence of part-time appointments and the nature of the teaching job itself (6-80-87). Miller, addressing himself to the same problem, notes such problems as the fact that the reward system continues to be based on research, the reality of the insecurity of adult education programs and the corresponding insecurity for faculty involved, the lack of training that exists in the first place, and the fact that most teachers of adults are part-time faculty members, have nc lines of communication with administration or other faculty members, and see their tasks as teachers of adults as peripheral to their central concerns (18-11-12).

Present Practices in Training and Recruitment

Drawing again on what has gone before, it seems that some generalizations may be made about the nature of professional training programs

in adult education. First, the largest volume of training going on is being conducted within institutions that sponsor programs in adult education. This involves such institutions as the public schools, the Cooperative Extension Service, and a host of voluntary associations (10-118), and while the level of training is not necessarily at the professional level it must at some point be dependent on trained professionals. Second, the growth of graduate training programs has been gradual, and with the exception of several institutions, the way of developing a graduate specialty in adult education has been to develop the program from an earlier offering of one or two courses. Moreover, programs have not blossomed into full bloom over night (11-72). Finally, though developing, the corps of trained leaders is insufficiently trained and not large enough to meet the requirements of the expanding field (13-x).

Thus, because of the importance of the trained professional and the shortage thereof, some of the thinking about specialist training becomes particularly important. As will become clear from a consideration of the objectives of a specialist program, they are such that they do not simplify the training function nor are they easily embodied in a training program.

According to Houle, some basic objectives of specialist training should be the following:

- A sound philosophic conception of the field based on a consideration of its major aims and issues.
- An understanding of the psychological and social foundations of the field.

- An understanding of the development, scope, and complexity of the specific agency or program in which he works and the broad field of adult education of which it is a part.

- An ability to undertake and direct the basic processes of education.

- Personal effectiveness and leadership in working with other individuals, with groups, and with the general public.

- A constant concern with the continuance of his own education throughout life (10-126-127).

The breadth and depth of these objectives make it clear that the provision of such aspects in a graduate program represents quite an undertaking, and to this end, Houle further notes that to accomplish such objectives, any program designed to do so must provide both a central core of common experiences, to achieve the necessary unity of conceptions and values, and flexibility so as to meet the needs of each individual (21-139).

According to Sheats, et. al., in order for there to be a training program for professional or lay personnel, there are three necessary elements. First, a body of skills. As indicated, adult education has, or is developing, a unique body of knowledge. Second, a group having a need to acquire such skills is required, and that this element exists is almost too clear. The third element, the need for a medium of transmission, is where problems seem to arise (23-403). One of the basic concerns at the professional level of training seems to revolve about pre-service and in-service education. While our primary concern here has to do with graduate training in adult education, there is the very real problem of training those already in the field or who are

undertaking teaching or administrative duties in adult education for the first time. At the pre-service level, the ideal medium is the graduate program itself, but at the inservice level, the medium is not so easily settled upon. This situation is complicated at the outset by the nature of the group needing such training, the faculty, and the difficulty of convincing them that they may have some need in this area. Some possible mediums do exist, however, and possibilities include orientation meetings, the development and provision of a training manual, seminars for junior faculty members, cooperative teaching, class intervisitations and conferences, and consultation with representative adult students regarding teaching effectiveness (6-90).

Philosophy and Training

From various points of view, a somewhat blurred or possibly gray area of the field of adult education is that of philosophy. Along with considerations about training opportunities and priorities, the field is also laced with a variety of philosophical positions which may tend to complicate thinking about training.

In Sheats' work, Adult Education-A Community Approach, Lackey defines leadership training as follows:

> Specific training which deepens insight and understanding in human relations and develops skills and techniques which help groups in any situation arrive at a satisfactory solution of their problems (23-400).

It seems clear that this is the view of one who sees adult education, philosophically, as important for the group rather than the individual.

There are two major schools of philosophical thought pertaining to adult education and American theories or concepts of adult education polarize around these two broad areas of emphasis and method. One of these is referred to as the Developmentalist school, and the other is the Rationalist school. It is interesting to note, however, that the majority of adult learning in this country proceeds pretty much without comprehension of old or new philosophical positions (20-45). In one sense this may be fortunate because the important work of adult education continues to get done. Yet in another sense, the time is fast approaching when considerations of a philosophical nature will become increasingly important even in the 'ay to day business of educating adults.

For this writer, the Developmentalist and the Rationalist schools of thought about adult education are concepts. At the same time, however, additional concepts seem to have developed within these schools. In the Developmentalist school we may note the concept of fundamental education, whose principle apex is community development, and the human relations camp whose major focus is group dynamics. In the Rationalist school, whose principle emphasis is the individual, we may find work proceeding under such banners as liberal arts, reading-discussion, the great books idea, and the humanities (20-45). Further, various authors have referred to the various dichotomies which exist in adult education; the idea of education for vocation as opposed to liberal education, the broad dichotomy of education for the community versus education for the individual, and an overall

polarization on the basis of content versus method. For this student, the vocational versus the liberal or the individual versus the community do not emerge as particularly meaningful unless they are examined in reference to the basic dichotomy of the Rationalist versus the Developmentalist. As a brief illustration, let us examine the division between the vocational and the liberal. This particular division of minds seems to lie in the Rationalist camp whose principle concern is with the individual. Thus, we may look at the vocational view as a concept and the liberal position as a concept as well. The vocationally oriented Rationalists stand on the importance of educating the individual for a vocation, and the group championing the liberal education concept feels that it is more important, at the outset at least, for the individual to get the kind of a liberalizing education that will help him to know himself first.

Thus, we see that Lackey's definition, which is from the community camp, may be somewhat limiting in terms of the leader needs of other "camps", and in terms of the teacher or leader function as determined by the various emphases and concerns embodied in the various positions. However, to the extent that the definition gets at a rather common core, it probably ought not to be limiting in that more recent philosophical thinking sees both the individual and the group as important. This also seems clear from some of the foregoing regarding the aims and objectives of professional preparation and some of the present thinking about specialist training.

Teacher-Leader Profiles

On the basis of current thinking about specialist training and the assumption that current training programs embody this thinking, let us look briefly at some profiles of teachers and leaders in adult education to see, among other things, to what extent they exhibit the achievement or attainment of what various commentators see as important.

In general, according to Liveright, studies of specialists in adult education reveal some interesting yet rather unfortunate facts. In the first place, few have participated in organized programs of graduate study or hold an advanced degree in adult education. This may be due to the fact that there are relatively few advanced programs in adult education, comparatively speaking, as well as the revealed fact that most are from other occupations and have moved to adult education from other kinds of employment. Further, it has been found that many see adult education as a stepping stone rather than as a stable career. This is further substantiated by the fact that in the past ten years, many in adult education have moved to other posts in the field of education or the community field, and many to other administrative posts in the field of education. In addition, their conception of the ideals of adult education and of the competencies required vary greatly. Most are action rather than research oriented and few have made major contributions to the field. Finally, these people have status and position concerns in that they are not completely identified with the field, and if at all, they are second rate citizens (15-93).

It is interesting to note that those exhibiting the above characteristics, whose professional responsibilities fall directly within adult education, are careerists in public school adult education, university extension and evening colleges, industrial training programs, labor education programs, government, health education programs, social agencies, libraries, religious institutions, ETV, and in private and commercial schools (13-ix). Of additional interest is a study by Carey which gives some idea of the training backgrounds of career people in evening colleges. Forty-six percent of those interviewed or surveyed had the Ph.D. of all types, 42% had the M.A., 11 the B.A., and only 1% had no degree. By way of comparison, Carey found that those in the day school with comparable administrative positions all held the Ph.D. (3-31). DeCrow gives some additional information about evening deans and helps answer the questions as to where these people are from, and where they are going. He found that 91% were American born, 29% had foreign grandparents and 76% had ancestry from the British Isles or North Western Europe. The group is predominantly Protestant--62%, is 27% Catholic, and 2% Jewish. Most are from the middle class, although some may attain upper middle or upper, their age range is from 30 to 70 with a median of 46, 60% have been employed for five years or less, and only 12% have been on the same job for 12 years or more (5-46). Further findings indicated that 36% of those studied had come to their work in the evening division from the university faculty, 22% from university administration; 40% had the M.A., 48% the Ph.D.; 51% came from a liberal arts background, 26%

from education, 8% from the business area, and 3% from engineering. To the extent that these people see adult education as a stepping stone, they were found to be moving on to business or industry, to a university vice-presidency, or typically to another position in the university administrative structure or back to the faculty as professors or department chairmen (5-46).

Carey, looking at the origin of faculty and administrative types in adult education, notes that, in general, origin is from the practical world, a subject matter specialty, another administrative post, or from professional training in adult education. Interestingly, Carey notes a trend regarding the latter circumstance. Surveying ten institutions regarding faculty and administrative origin, he found the following:

- 28 had been professors
- 10 from other college administrative positions
- 7 from deanships other than the evening division
- 6 from department chairmanships
- 5 from assistant deanships
- 2 from high school principalships
- 2 had held no previous position
- 1 elementary school administrator
- 1 high school teacher
- 1 superintendent of schools
- 1 from industry (3-31)

With regard to Carey's noting of a trend toward graduate training in adult education, we may turn to Houle and Buskey's study of the "Doctorate in Adult Education" not only to substantiate the existence of the trend but to cite some figures about those holding the doctorate in adult education as well. According to their study, the doctorate in adult education first appeared on the academic scene in 1935 at Columbia University. By the end of that year, two other universities, Ohio State and Chicago, had initiated programs (12-131). As we shall see, other universities entered the field, and to date, there has been some thirty years experience in this area of graduate training. That there has been a trend, and that degrees have been awarded is clear from Houle and Buskey's attention to the matter of degrees held. Of 480 respondents in their study, 294 (61.3%) hold the Ph.D. degree, and 186 (38.7%) hold the Ed.D. degree. Four hundred (83.3%) are men, and 80 (16.7%) are women. The oldest was born in 1889 and the youngest in 1938. Of the 479 that responded to this question, the average age in 1965 was 46.7 years (12-135).

Professional Preparation Programs

As we turn to a consideration of some of the practices and opportunities for graduate or professional training in the field of adult education, some additional historical background regarding the advanced degree in adult education may be of interest. As indicated, the trend started in 1935 at Columbia. Since then, some thirty universities have awarded the degree. As other universities entered the field, they did so either by establishing full-fledged programs or by gradually building

a sequence of study which culminated in the award of the doctorate. With the experience of two World Wars, and the deficiencies of the adult population these conflicts made apparent, there seems to have been a particular surge, so to speak, in the last 12 to 15 years. This has been due largely to grants to support, at least partially, graduate study from such groups as the Fund for Adult Education, Carnegie, the Kellog Foundation, Lilly, the Ford Foundation, various scholarship funds, and the federal government. A variety of authorities point to the importance of financial support because so many come to the field late, having to leave other employment at some point to do so, and because the average age at which the degree is received (40.7) indicates that most have families or similar responsibilities requiring continued support.

To examine this trend in more depth, and get some idea of the institutions involved and the kinds of raining programs that have emerged, let us turn to a study by Houle which appeared in 1956 under the title of The Professional Preparation of Adult Educators. While this study is admittedly a bit old, it appears to be the only thing of its nature and depth that has appeared to date. It is our understanding, however, that a similar study is presently in process under the direction of Wilson Thiede of the University of Wisconsin.

With the expansion of activities in the field of adult education, the attraction of more people with the varied backgrounds of those who have come to the field over the years, it is pointed out that their desire for training was initially met by the establishment of in-service

training programs, workshops, conferences, and summer seminars. It became apparent, however, that this sort of random activity was no way to train professionals. When Houle undertook this study, there were already many educational institutions involved with professional training in adult education, so to help to identify and analyze the past and present programs aimed at professional preparation in adult education, four hypotheses were developed. They are as follows:

- There are well defined programs at the graduate level that provide opportunities for advanced training.
- There is a communicable body of knowledge of sufficient quantity to justify a special program.
- Individuals trained in adult education are working in a variety of agencies in the field.
- There is a need and a demand for professionally trained adult educators (21-162).

These four assumptions were supported (we have covered many of these issues above) and in addition, further conclusions were drawn as a result of the study. First, it was discerned that professors of adult education generally knew little about adult education training programs elsewhere. This has largely been remedied by the establishment of the Commission of Professors of Adult Education. Second, it was found that leadership training in adult education was being conducted by many institutions and agencies other than departments or schools of education, and finally that there was a need for curriculum change (21-163-164). In considering the above as well as some of the other findings of this study we would do well to keep in mind that this study

is ten years old and that there have been changes.

Of particular interest is Houle's delineation of some 53 institutions which were found to be offering professional training opportunities in adult education in varying degrees as to the comprehensiveness of their programs. As of 1956, the following groupings were found. In the first group there are those institutions who offer only one or two courses in adult education. Included are:

The University of Alabama
Florida A & M
George Peabody College for Teachers
Hunter College
The University of Kansas
The Municipal University of Omaha
New Mexico Western University
North Carolina College at Duraham
Sacramento State
San Francisco State
The University of San Francisco
Tufts University
Wayne State University

The second group is composed of those institutions having a limited but often expanding training program. Here Houle found:

The University of Buffalo
The University of California - Berkeley
The City College of New York
The University of Denver
Florida State University
George Washington College
Michigan State University
The University of Minnesota
The University of New Mexico
Pennsylvania State University
The University of Pittsburgh
Texas Tech.
The University of Texas
The University of Virginia
The University of Wyoming

A third group allowed Ph.D. dissertation work in adult education.

Included here are:

Harvard University
The University of Missouri
Oregon State University
The University of Southern California
Stanford University
The State College of Washington
Syracuse University
Texas Christian
The University of Washington
Western Reserve University
Yale University
Yeshiva University in New York City

A final group consists of those institutions offering several courses, opportunities for supervised research, individual study, and the M.A. or the Ph.D. degree in adult education. These included:

The University of California at Los Angeles
The University of Chicago
Teacher's College of Columbia University
Cornell University
George Washington University
Indiana University
The University of Maryland
New York University
Ohio State University
The State University of Iowa
The University of Wisconsin
The University of Michigan (21-165)

Recalling that the above list is of 1956 vintage we may note from a more current listing of the institutions offering advanced degrees in adult education (1964) that there has been considerable change in terms of additions as well as deletions. The more up to date list includes:

Boston University
The University of British Columbia
The University of Buffalo
The University of California at Berkeley
The University of California at Los Angeles
The University of Chicago
Teacher's College of Columbia University
Cornell University
Florida State University

Indiana University
The University of Michigan
Michigan State University
New York University
The Ohio State University
Syracuse University
The University of Wisconsin (13-76)

Both the additions and the subtractions would appear to be encouraging in that inadequate programs seem to have disappeared, and new programs have appeared to meet increasing needs.

Among the sixteen institutions offering advanced degrees in adult education as the result of a formal program with major emphasis in the area of adult education, it may be noted that all seem to include certain basic elements in their programs. While the sequence of courses and program organization is unique to each university, the basic elements involved are as follows:

- Courses regarding the nature, philosophy, history and processes of adult education.
- Material covering the educational principles common to childhood and maturity.
- Courses from other departments to meet the needs and interests of individual students.
- Continuing seminars
- Basic books, special tutorial work, writing a major report or thesis, written and oral comprehensive examinations, assisting a faculty member in research, work and informal discussion with collegues, participation in conferences, workshops and demonstrations, individual conferences with faculty members, visits to and study of community adult education agencies, and supervised work in an ongoing adult education program (21-139-40).

Internships in Adult Education

Along these same lines, though not yet a common practice, one of

the most promising and worthwhile training techniques is the internship. The internship is appropriate for the young professional who has entered by the back door, and it may be a part of a graduate program. While the situation or nature of the agency in which the internship is being served may well determine the nature of the program, it is felt that the internship is a device which should be associated with some formal course work. As its purposes, the internship seeks to provide the opportunity to practice what has been learned, to observe and appraise activities and organization, the opportunity to integrate knowledge, to afford supervised field work, to help with the generalization of principles and concepts, to increase administrative skills, to provide teaching as well as administrative experience, and to provide financial assistance and to make full time as opposed to part-time study possible. The major activities of an internship program involve field observations, field practice, training in adult fundamental and literacy education, and scholarship lectures (1-137). According to McMahon, seven institutions have internship programs for students seeking professional training in adult education. These include the University of California at Berkeley and Los Angeles, the University of Chicago, the University of Indiana, the University of Nebraska, the University of Wisconsin, Columbia University, and Florida State University (17-48). The major problems in conducting or even initiating such a training tool are money, the constant shortage of which seems to be an ever present factor in adult education, faculty time for supervision, and most basically, the acceptance of the internship idea as a program necessity (17-50).

While we are on the topic of instrumentalities for meeting the training needs we have discussed so much, we may note that Sheats sees the following (many of which we have mentioned) as possibilities: university and college curriculums; workshops, institutes, clinics, and training labs; in-service training courses; internships and field experiences; national and area conferences; research centers; staff meetings, and the development of training materials. As the bulk of non-university training is in the area of in-service efforts, we may note that typical in-service training, orientation, etc., leaves much to be desired in terms of methods used and thus in terms of the content imparted and the ultimate good of such efforts. Typically, such efforts simply involve a meeting between a new faculty member and the dean. While faculty manuals may be developed, they are usually little more than guides to rules and regulations, and the mechanics of evening college operation. The above rather minimum activities may be supplanted by an essay on the history of the institution, some material on the adult as a student, and practical hints in teaching adults (5-39). Another aspect of training in this area involves the use of bulletins, memos, dinner meetings, letters and interviews. Some additional possibilities cited by Houle which have not already been specifically mentioned include assistance from supervisors, staff seminars, cooperative training with other agencies, and the decision making process itself (10-118).

To a great extent, training and recruitment are difficult to separate. As we have considered training we have touched on recruitment in terms

of faculty and administrative origin as well as the kinds of previous positions from which they have come to either teaching or leadership responsibility in adult education.

Recruitment

A variety of recruitment related problems which arise out of the more basic training problem have to do with the various faculty arrangement patterns that scarce and untrained personnel make necessary for evening divisions. These patterns include the following:

- Exclusive use of the "day faculty" on a loan basis
- An overload assignment system
- The use of qualified personnel from the community at large
- Joint appointments
- Full time faculty for the evening division

In general, these possibilities are in reference to college or university continuing education programs, but are also alternatives with which the public school and other ongoing program offering agencies of adult education are concerned. DeCrow, in a consideration of Administrative Practices in University Evening Colleges notes that reliance on outside-the-university faculty sources, i.e., the community at large, may be a problem in that too many non-university teachers may arouse doubt in the university administration and faculty as to whether quality is being maintained at a high level. While the more faculty the better in credit courses, there is more latitude in the non-credit area (5-36-37). Excluding the alternative of drawing on community sources, DeCrow lists

five staffing alternatives and indicates their percentage of use in the evening colleges surveyed.

- Assignment by departments to teach in the evening - 28%
- Overload - 12%
- Joint appointment - - - - - - - - - - - - - - - 15%
- Full time faculty - - - - - - - - - - - - - - - 1.1%
- Combination - - - - - - - - - - - - - - - - - - 42%

(5-38)

With this kind of variance and uncertainty in staff sources and the relative difficulty of obtaining staff that these sources indicate, it is difficult to be selective in staffing. However, if the evening division is fortunate enough to be able to be selective, Daigneault suggests some important criteria to be used. These include subject matter competency, a good teaching personality, and interest in the evening college program in terms of goals and purposes (4-27).

Conclusions and Recommendations

In that the ability or opportunity to apply criteria to the selection of staff from a sufficiently large and adequately trained pool depends on some changes in training and recruitment practices, the following conclusions and recommendations are set forth:

#1 - An effort on the part of the field of adult education to determine its needs for the future in terms of number and level of personnel.

#2 - A survey of adult education agencies by some national adult education agency to determine their professional needs.

#3 - The establishment of some method for the cataloging and periodic circulation of information about training and development opportunities.

#4 - Job descriptions should be developed by agencies and institutions seeking professionally trained personnel.

#5 - Agencies should develop contacts in graduate training institutions for purposes of recruitment.

#6 - Where appropriate, such as in evening colleges or divisions of continuing education, mechanisms for joint appointments should be developed.

#7 - Agencies of adult education should develop, either individually or on a cooperative basis, in-service training programs for the purpose of induction and orientation, and up-dating.

#8 - More internship programs should be established. While an internship should be a part of the training program in institutions presently offering graduate degrees in adult education, it is felt that institutions without graduate programs, but with programs of adult education could establish internship opportunities. This could serve them in terms of qualified personnel, and would also be in the best interests of the entire field of adult education.

#9 - Where possible, institutions of higher education offering occasional courses or informal training opportunities should consolidate these offerings into formal training programs for adult educators.

#10 - When possible and appropriate in terms of the development of the field, some attempt might be made to standardize advanced degree

program requirements.

#11 - Financial support from foundations, etc., for further research and student support should be encouraged and actively sought.

#12 - As many graduate schools require a survey or orientation course for prospective careerists in college teaching, the inclusion of information relating to the teaching of adults could be of immediate and long run value.

Moreover, while the above are not all inclusive or easily accomplished, it is felt that they speak to many of the problems and circumstances surrounding the training and recruitment problems that have become so pressing in adult education. To a significant degree, the time for adult education to react to some of its own needs is now. To the extent that these and other suggestions can be acted upon, it is felt that adult education will be able to begin to gravitate to a more central position in the educational enterprise, will be able to demand and attract well trained and appropriately trained personnel and will move closer to the attainment of the professional status so many see as important and deserved.

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