Selected institute addresses, group reports, and other material useful for teaching or administering public programs in adult basic education (ABE) are included in this report. Address topics include: Adult Basic Education; The Role of the ABE Teacher; Group Methods for Teaching in ABE; Training Teachers for Teaching Writing Skills in Adult Basic Education; and The Diagnostic Approach to Teaching Adults. Group reports include discussion of: development of self concept through prevocational training; individualized instruction; family life; parent child relationships; and consumer education; ABE for the community with emphasis on public relations; motivation; recruitment; and using community resources. The appendixes contain an institute evaluation, questionnaires, bibliography, sources of instructional material, and institute participants. (pt)

LEADERSHIP SKILLS
IN ADULT BASIC EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

A RESOURCE DOCUMENT AND WORKSHOP REPORT

BASED ON THE SOUTHEASTERN INSTITUTE FOR TEACHER TRAINERS IN ADULT BASIC EDUCATION, DEPARTMENT OF ADULT EDUCATION, FLORIDA STATE UNIVERSITY, TALLAHASSEE, FLORIDA JULY 8–26, 1968.

Published, Winter 1969

LEADERSHIP SKILLS IN
ADULT BASIC EDUCATION

Prepared by

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Resource Document and Workshop Report

Based on the Southeastern Institute for Teacher Training
in Adult Basic Education, Department of Adult Education,
Florida State University, Tallahassee, Florida,
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Department of Adult Education
Florida State University
Tallahassee, Florida 32306

TABLE OF CONTENTS

FOREWARD

It was a pleasure for the Department of Adult Education
to offer its hospitality and its facilities in hosting
the fourth annual Southeastern Institute on Adult Basic
Education which is reported herein. It is a commentary
on the interest and commitment of the leaders of the
six Southeastern states that some seventy of them should,
on relatively short notice, have left their homes and
foregone or shortened their vacation periods to attend
this Institute. This report is presented for the dual
purpose of reinforcing the experiences of those who
attended the Institute and to provide some useful con-
cepts, techniques, and resources both for those who
attended and those who desired assistance but were not
able to be present.

Not everything that occurred at the Institute is reported.
Rather, a judicious selection has been made of the
addresses, group reports, and other material made avail-
able to Institute members. The criterion for selection
was usefulness for those teaching in or administering
public programs of adult basic education.

Attention is called to the fact that as a follow-up of
this training project, consultant services are available
to ABE program directors in the six Southeastern states.
Other staff members may occasionally be available, but
Mr. Robert Palmer has been added to the Adult Education
staff at Florida State University as Consultant in
Adult Basic Education, and his services will be available
on call. We hope you will avail yourselves of his
services.

George F. Aker
Chairman
Department of Adult Education

1

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2

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ADULT BASIC EDUCATION: NO RETREAT FROM TOMORROW
by
Dr. Edward J. Brice
Department of Health, Education, and Welfare
Washington, D. C.

I deeply appreciate the honor of being invited to share a
place on your fine program. Recently, I had a similar op-
portunity to address a group of Adult Basic Education admin-
istrators and supervisors from a six-States region, at the
University of Wyoming, Laramie, Wyoming. It is good to be
here. We live in a time of grave danger, and also in a time
of great hope. Whoever offers us complacency blinds us to
the danger and denies us the hope. Let me begin this evening
with a simple hypothesis: Every society gets the kind of
youth and adults it deserves. People make the world in which
they grow up. Adults make the world in which youth grow up.
This is a simple proposition — simple words. Yet they des-
cribe a terrifying characteristic of our present society.

A government or a nation should be judged as Justice Brandeis
used to say, not by its wealth or its productivity, but by the
kind of women or men it makes. And in Justice Brandeis own
words, "If we are to be guided by the light of reason, we must
let our minds be bold." Or as Alexis de Toqueville said in his
remarkable essay on the defense of freedom, "I fear boldness
much less than mediocrity of desire."

As Americans, sometime susceptible to greatness, we shall lose
our heritage if we cease to cultivate our continuity with the
past, spiritually as well as intellectually, but in relation to
Adult Basic Education, I have been saying that adult educators
must learn to dream again. Because it was out of the dreams of
such men and women as Will Lou Gray, Ray Lyman Wilbur, William
S. Gray, Frank Laubach, Ambrose Caliver, Alain Locke, Lyman
Bryson, Frederick Keppel, and many others that the present
adult basic education program was built. These men and women
were not afraid to dream dreams. For fifty years their strength
and genius nourished an idea until 1961; the time had become
right for us to translate the idea into reality. We built upon
the dreams and many of us here tonight have pride in making
some contribution to the achievement of that dream: Sam Hand,
the articulate spokesman for the cause; George Aker, the quiet
scholar and thinker; Wayne Schroeder, the profound theoretician,
and many others made their contribution. My own life has been
enriched and stimulated by having known them in a great cause.
For generations to come, men who will not even know their names,
will be helped and served because they lived at a time of great
peril, and also of great challenge and opportunity.

And now we come to another age; when America seems to be burst-
ing with problems and issues. We must eliminate crime from our
streets. We must have gun control laws. We must secure civil

rights for all our citizens. We must end poverty, ignorance, and disease. Our economy must grow in all parts of the country. Automation and technology must create new jobs, not more jobless. Old age must be welcomed with serenity, and lived in dignity. We must provide wholesome leisure activity and recreation. We must conserve our national resources — human and physical. We must create new living space in our inner cities. We must bring all ethnic groups into the warm embrace of belonging — of being Americans. How could such a brilliant, sometimes beautiful people, allow all of these problems to accumulate? Where was our vaunted vision, our sense of adventure, our planning for the future? It is so easy to denounce the sins of the past. But, it is also futile to do so. Complaint and denunciation alone are never satisfactory; positive advocacy and action are needed to attain our goals. Besides, our problems today are not so much reflections of past failures as they are indications of the needs of progress. Let us not call them problems; let us call them challenges. Tonight, we have come to talk about one of the important ways in which we are attempting to meet some of the challenges.

Adult Basic Education. One million adults served, $100 million spent; one-half million persons currently enrolled — this is the record of this program after a little more than three and one-half years of operation.

Credit for the achievements during this critical period in the history of the country must go to President Johnson who set the goals and direction of effort; to the Congress, which enacted the new legislation; and the able, first small staff of HEW: State and local administrators of adult basic education who launched the monumental program and made it work.

It is the everlasting credit of all these individuals that each one of the huge assignments was carried through without organizational breakdown; without mishandling of funds; and without default in meeting the objectives set by Congress.

Congressman Roman C. Pucinski of Illinois has said: "The student in an adult basic education class cannot be described by statistics alone. Adulthood must be equated with the obligations an individual is carrying — not by the years he has lived. If a person is self-supporting, or the head of a family, he is an adult whether he is 18 or 59. The student may be a school drop-out in Kentucky, an unskilled worker in Chicago, an immigrant in California, a working mother in Brooklyn, a non-working father in Mississippi. He may be poor as in Appalachia, where the physical environment cannot support him, or he may be poor as in the urban ghetto where society cannot support him. Because of his social and economic circumstances, he cannot lead the full and productive life he desires. Education alone can help him to achieve his goals."

Although much has been accomplished over the last three years, much remains to be done, both with respect to the Adult Basic Education Program and the General Adult Education Program.

All over the country, the list of people who want and need Adult Basic Education classes continues to grow, but the list far out-numbers the classroom space and the teachers which the available funds can provide.

There is a shortage of teachers and a shortage of well-trained personnel at the Federal, State, and local levels. Very often teachers in Adult Basic Education are "moonlighters," holding one teaching or skilled job by day, and instructing adults at night. Few are trained specifically to teach adults, and few are really acquainted with the materials and methods especially suited for adults. At the Federal level, there has been too great a turnover in personnel, and in some instances, startling slowness in filling job vacancies.

Congress recognized these shortages, particularly that of an inadequate supply of well-qualified teachers for the Adult Basic Education Program and made provisions for a unique program to combat these problems in the Adult Education Act of 1966.

In the summer of 1966, the U. S. Office of Education sponsored the first nationwide program to train Adult Basic Education teachers. Nine colleges and universities all over the country held four-week intensive instruction for 982 teachers. In 1967, the total increased to twenty institutes, not only for teachers, but also for State and local adult basic education administrators as well.

Although there has been some criticism of these institutes, by and large, they have served a useful function. The institute participants learned of the developments in the use of innovative teaching techniques such as individualized learning, team teaching, and tutorial procedures for use with adults. Besides this technical competence, the institutes stressed an understanding of the students' background and problems. In one institute, teachers pretending to be illiterate adults, went out to the streets to get a job.

Hopefully, from these workshops, teachers and administrators learned of the technical advances and the personal attitudes that can make them effective teachers of adults. It was hoped that when they returned to their States, they would pass this information on to many more adult educators in local teacher-training workshops. The end result of this "ripple effect" will be classes of illiterate adults who can learn more in less time.

Some mention should be made of the Special Experimental and Demonstration Projects under the Adult Basic Education Program. A major purpose of the special projects has been to contribute to the Adult Basic Education Program through the development of leadership and the demonstration and use of innovative teaching techniques, media, materials, and administration. The projects serve as the vehicles of creativity and experimentation, where the latest Adult Basic Education concepts, curriculum, and methodology can be developed and refined. In Fiscal Year 1967, there was an allocation of one and one-half million dollars for special projects. Ten such projects were funded during that fiscal year.

Two National Advisory Committees in the field of adult education have been established in the Federal government: (1) The National Advisory Committee on Adult Basic Education; and (2) The National Advisory Committee on Continuing Education and Community Extension. While both of these committees have been statutorially provided, it is my view that the two committees' responsibilities tend to overlap and provide opportunities for duplication of effort.

The adult education problems we face today cannot be contained in the framework of existing legislation for Adult Basic Education. This was not the intent of the program in the first place. When the program was originally planned, it was viewed as a facet—an aspect—of a much larger and comprehensive program. Adult Education is much broader than what most people concerned with adult basic education are talking about and planning for. We should not lose sight of this fact. Eventually, we must go far beyond adult basic education if the educational needs of adults are met in our society.

Secondly, we cannot build the necessary programs in a vacuum. In pursuing the goal of an adult education program for a learning society, we have to join forces with organizations, agencies, groups, and the individual citizen in every corner of the land; persons who have committed themselves to the same effort — administrators, teachers, social workers, business men who serve on school boards, housewives who continue their education, doctors, ministers, scientists, and a great many others. We are, in a sense, in league with them for the future. We must serve them well; we must maintain open lines of communication with them; and conduct our programs in such a way that we will strengthen the cause of mutual understanding and freedom.

Tonight, as I stand here before this audience of beautiful people, in this great State made famous by Ponce de Leon, we face a particularly critical moment in our history. We have reached the point where we can translate into reality, the dream of freedom from hunger and want for all of us, as well as

the dream of equal opportunity for each to develop his own potential as a person. Yet, we have not taken the steps to do so. We are at the point where a sizable proportion of our population, those who represent the establishment, are free from hunger and want, and are not aware of the extent to which others have been shut out from participation in the realization of the dream.

This dream still runs deep in America. It is shared by all ethnic groups, by those who are still poor as well as those who have "made it." The mass media holds its material expression constantly before all of us. Yet, the way we think and talk about this dream is no longer suitable to the world we live. The "frontier" has been the image of opportunity; the city has been the image of failure. But, the city is where more and more of America lives. Without a dream of the glory of the city, and without a vision of a literate city as the place of opportunity, we cannot survive.

To overcome, we must break the "conspiracy of impotence" that engulfs many of us. Only if we learn to dream again — to imagine the impossible — then we can truly say: There can be no retreat from tomorrow!

THE ROLE OF THE ABE TEACHER (TEACHER-TRAINER) IN COMMUNITY RELATIONS

by
Dr. Sam E. Hand, Director
Department of Continuing Education
Florida State University

It would seem appropriate that you ask yourself certain questions about Adult Basic Education here at the outset of this three-weeks institute, because the perception you have of Adult Basic Education when you return home — what it is, and what it should do for people — will influence greatly both the program itself and your effectiveness as a leader.

First. How do you perceive of Adult Basic Education? Is it a program designed to teach undereducated adults the three R's — that is, the basic skills of communications and computation — or do you perceive it to be a program with broader implications? In other words, do you see Adult Basic Education as a program to stamp out illiteracy, cr do you see it as a first step toward the broader objective of eradicating ignorance?

Tied in with this first question is a second which you should ask yourself. How do you perceive the role of the teacher in adult basic education? Is the job of the ABE teacher that of providing a certain number of hours of academic instruction in reading, writing and arithmetic each week to his students, or is it his job to try and broaden the total life experience of each of his adult students?

Third, what type of student do you expect to have in Adult Basic Education? Is he going to be the kind of person who comes readily and voluntarily, or is he more likely to be the kind we must seek out and work long and hard to get to come? Is he to be the kind of person whose earlier experiences in school were pleasant and rewarding, or must we also attempt to involve those whose earlier school experiences were unpleasant and frustrating?

I think you will agree that these questions are rather funda-mental to our purpose here. Each of them has relevance to, or implications for, the type of Adult Basic Education program you will attempt to provide when you return home. And the question of whether or not you must involve the total community with you in your program depends on whether you take the long or the short view of what adult basic education is or should be.

If you take the more limited view that adult basic education consists only of basic instruction in reading, writing and computation, and that the students you will have in ABE do not need, or that it is not within the scope of Adult Basic Educa-tion to provide, instruction and help in connection with the problem of these students in earning a living, managing a home,

10

participating in community affairs, and understanding what is going on in the world about them — if this is your view — then your job, and that of the ABE teacher whose efforts you will be directing, is relatively simple. This kind of job can be done right in the public school classroom. You and your teachers can do this yourself; you already have the competence and the "know-how" to teach the basic academic skills. You won't need any help from other community agencies or organizations.

But, if you take the broader view of the role of Adult Basic Education — as I am sure all of you do — and look upon this program as an opportunity and a means for developing the whole person, for raising the aspiration levels of illiterate and undereducated adults to the point where they may come to see themselves in potentially productive and contributing roles, if you view ————→ ABE as a device for reversing the pattern of consistent failure which has characterized the life experience of so many of these individuals in the past, and approach it as an opportunity to broaden the experience, increase vocational and citizen-participation skills, improve family living, and give a new lease on life to every ABE student, ←———— then you and each of your teachers will need outside help. You cannot do this kind of job alone. There are too many dimensions of the task that fall outside the areas of professional competency of most teachers — and, indeed, outside the function of the school. The specialized services and the facilities of a large number of other community agencies will be needed. And the special services of each of these agencies can make their greatest impact upon the individual when they are provided in a planned, cooperative manner with those of the other agenices involved.

The ABE teacher can and should become the catalyst through which the varied resources of community agencies are brought to bear on the needs of ABE students. This is not an easy task, especially if it is to be accomplished in a systematic, cooperative, and effective manner.

And the ABE teacher at this point may well ask why it falls his or her lot to take this task on as his. To this, I would reply that we as teachers of adults have a professional responsibility to help our students to achieve their highest level of productivity and personal fulfillment; that having helped students establish a base upon which to build — i.e., having taught them the basic academic skills — we have assumed some responsibility for helping them find the opportunities and the means for building — for relating their basic educational experience to real life situations and opportunities.

So, while the job of enlisting the cooperation and assistance of other community service agencies for our ABE students is not an easy one to accomplish, any less effort on our part will simply increase the possibility of another failure for this failure-prone population. And this is a risk we cannot afford to take. This may well be the last opportunity we as educators will ever have to get these particular adult students on the road to success in life. If we do take the broader view — and really believe that Adult Basic Education is concerned with the development of the "whole" person, it seems to me that we have no choice but to develop active working relationships with any and all agencies and organizations in the community that have a service to offer; that have information that may solve a problem or broaden the outlook of our students; or that can in any way contribute to the developmental process necessary to enable our students to reach a higher level of economic and social productivity.

What are some of the community agencies we are talking about?

I would want to have a close working relationship with the Employment Service, because this agency has employment counsellors who can determine the kinds of jobs for which our students are best suited and help them secure employment in these jobs. They can also provide a wealth of information about job requirements and the kinds of training they require.

I would want to work closely with the Vocational Rehabilitation Service because this agency provides special help for individuals who have some physical impairment or handicap. They provide free medical examinations and vocational evaluations by means of which suitable kinds of jobs can be identified in which these handicapped persons can perform successfully.

Vocational Education is another agency I would want to work closely with, because they can provide the vocational skill training necessary to make our ABE students employable in better jobs.

The Public Health Service has much to offer. They can provide expert health counselling for the entire families of our ABE students. Also immunizations, and other measures essential to the maintenance of good health. They can assist greatly with classroom work relating to good family health practices and planned parenthood.

I would want to work closely with Public Welfare because this agency can do so many things for our ABE students and their families. They can provide financial support for subsistence purposes while the father or mother goes to school. They can bring surplus commodities into the home, and even provide

"work-Experience and Training" opportunities for unemployed parents. This agency also represents perhaps the best single resource in the community for helping us identify adults who need Adult Basic Education.

The local <u>Home Demonstration Agent</u>, or Extension Home Economist as they are now called, can assist the ABE teacher by helping with expert instruction in homemaking, cooking, sewing, good buying practices, home budgeting, and financial management.

We should work intimately with <u>Children's Services</u> because they can provide casework and physical restoration services for the children of ABE student's family. They can provide day-care services for children while the parent goes to school. They can supplement and enrich our instruction program in areas relating to home and family living, child-parent relationships, and so forth.

These are just some of the public agencies found in most communities. There are others, and there are also certain private, non-profit agencies in most communities that have valuable services to offer. I have in mind such agencies as:

> <u>Legal Aid Societies</u>, that can provide legal services — a constant need of the poor.
>
> <u>Churches, Civic Groups, and Public Service Organizations</u> (such as Red Cross and Salvation Army) —

These organizations can provide emergency financial support, recreational programs, transportation, and many other kinds of needed assistance for adults with limited resources who are trying to attend school. _ _ can provide volunteers to help as teacher aides, special tutors, and contact persons. Often times these organizations can provide a most convenient and suitable meeting place for an ABE class.

<u>Community Action Agencies</u> should not be overlooked as potential resources to help our students. Under the (OEO) funded programs of Community Action Agencies many essential services not otherwise provided by other agencies can be made available. For example, if child-care services are needed to enable ABE students to attend school, and such services are not available otherwise, the CAA can provide them. It can also provide tutoring services for ABE students, recreation programs, home management aides, and many other kinds of help.

How do you as teacher-trainers go about helping your teachers utilize the services of other community agencies in the improvement and enrichment of your ABE program?

First of all, you yourself must get to know the key people in each of the various community agencies, and become thoroughly acquainted with what they have to offer — what they can and cannot do. You will have to convince each agency that ABE shares with it a common concern — that of helping people, particularly the less educated, less employable, and less productive people to become better educated, more employable and more self-sufficient and productive. You will need to identify and point out for them the kinds of needs their agencies can serve for ABE students which are beyond the capabilities of ABE teachers in the classroom.

You will need to bring your teachers together and arrange for these key representatives of community agencies individually and perhaps collectively to explain and discuss how they can best provide their respective services to ABE students, and have your teachers explain and explore with these agency representatives how the teacher's classroom instructional program and the teacher's relationships with individual ABE students may enhance the efforts of these various community agencies in the accomplishment of their (the agencies') objectives in their work with ABE students and their families.

Finally, you will need constantly to encourage your teachers to call upon, involve, and utilize these other agencies in their work. You will need to guide your teacher's efforts in this respect. You will need to be suggestive as to ways and means of working with these agencies, and often serve as the liaison between the teacher and the agency.

You and your teachers may at times become discouraged, and perhaps even irritated, because you will encounter a certain amount of indifference or apathy on the part of certain agencies. But this must not deter your efforts — Adult Basic Education — to be truly successful in the broad sense — just has to be a total community effort. Only by your efforts can we make it so. I am sure you agree with me that we cannot let it fail. We must make it work.

GROUP METHODS FOR TEACHING IN ABE
by
Dr. William L. Carpenter, Associate Professor
Department of Adult Education
North Carolina State University

These are exciting times for anybody concerned with the
methodology of teaching. Throughout the country new approaches
are being made to educational methodology and new pieces of
equipment are coming into use almost daily. However, we can
have all the fancy gadgets and know all of the methods, but
methodology is the product of the creative mind of the teacher.
By this, I mean that methodology must be different for adult
education. It must be different in each ABE classroom, and
in many instances, it must be tailored to the individual student.
Therefore, the methodology that will be most effective is the
product of the teacher using his own creative mind to adapt
software and hardware to the particular teaching situation at
hand.

Communication is an integral part of the teaching process. In
fact, it might even be argued that teaching is primarily
communication--communication between teacher and student and
communication between student and student. Therefore, we will
use terms such as methodology and communication somewhat inter-
changeably in this report.

Another term often used is educational process. Good methodol-
ogy or process will not make up for poor content, and poor
content cannot do the job without proper methodology. There
are some who consider content and process or methodology highly
related and interrelated.[1]

This presentation is designed to acquaint you with some 30
or more educational methods, techniques, and devices. To use
the diffusion process developed by sociologists as a model
consisting of five stages--awareness, interest, evaluation,
trial, adoption--I will attempt to get you through the first
two steps of the diffusion process. If you have not heard of
or are not aware of a particular activity I shall mention, then
your becoming aware of it here today has carried you through
the awareness stage. I hope you will be interested in many of
the activities I will mention which will thereby take you
through the interest stage. Hopefully, after you return to
your homes, you will give a mental evaluation of the various
methods and techniques and then you will actually try them out.

---

[1] Russ A. Mahan and Stephan R. Bollman. "Education or
Information Giving?" Journal of Cooperative Extension. Volume
VI, Summer 1968, Number 2, page 101.

If they work for you then of course you will <u>adopt</u> them and proceed on through this diffusion and adoption process.

Before taking a look at specific methods and techniques perhaps it will be helpful to consider some approaches to the study of educational methodology. In each approach we can categorize various activities which should be helpful in our study of methodology, and decisions on their value to us in our own individual programs.

One such approach is by definition. A generally accepted definition of methodology is that the "method" is the relation-ship or link between institution or agency conducting the educational program and the student or participant involved in the program. "Technique" is usually thought of as the relation-ship established by the individual agent or teacher and the way in which he arranges the relationships of learners and resources to assist the learners in the learning situation. "Device" is often used to label the audio-visual and other gadgetry or hardware being used quite extensively in the classroom and other settings.

A second approach to the study of educational methodology is by the form of communication used. There are three forms of communication or ways in which we can communicate: oral, written or visual. Oral refers to the spoken word and can be used alone or in conjunction with the written and visual forms. The written form can be used alone or in conjunction with the other two. Likewise, the visual form can stand alone and if we think about it for a minute, we can come up with many instances where we deal only with the visual form of commun-ication (road signs, stop lights, military signals, etc.). However, the visual form of communication is usually used in conjunction with the oral or written form and often as a supplement to the oral or written forms. Most methods and techniques can be placed into one of these communication forms.

Educational methodology can be categorized in terms of audience groupings: person-to-person, group, and mass. The person-to-person arrangement, called the dyad, is considered as a special group in small groups research and discussion but is separated out here as a special form. This is simply an arrangement of two people communicating either in close per-sonal contact or by long distance, such as telephone or letter. The second audience grouping is known as group or selected audience while the third is known as the mass or unselected audience. The selection aspect is very important here. It means that when we are dealing with mass media we have, in addition to a large audience, an unselected audience and we have no control over who can receive our message. In the

group activity as we have defined it here we are dealing with
a selected audience--either people who have elected to partici-
pate in our activity or who have been selected to do so.

We can categorize educational methodology in terms of the
communications process made up of five distinct steps: sender,
message, channel, treatment, receiver. The sender is the source
of the message and the sender selects a channel which will reach
the intended receiver. Treatment refers to the way the message
is handled. Quite often in this system, the channel would be
equated to the method defined earlier as the link between agen-
cy and student, and treatment would be fairly consistent with
the technique as defined earlier.

Other approaches to the study of methodology or systems of
categorizing educational methodology could be based on objec-
tives and structural limitations. To illustrate both of
these points, let's use the lecture and the discussion, the two
techniques most often debated and compared in educational re-
search. The lecture is certainly most effective for presenting
a single point of view, or in presenting the most information
in a specific amount of time. But if the intent is to present
all viewpoints, obtain maximum participation, or change atti=
tudes, the discussion is superior. However, the size of the
group, physical facilities, and leadership available can be
the factor determining which technique will be used.

We will use several of these approaches or categories in
our discussion here today.

Mass media includes newspapers, radio and television in almost
all instances; however, publications and magazines are often
placed in the mass media category. The distinction between
the two is that the magazine is issued periodically or with a
set frequency whereas we usually think of the publication as
being a separate work or one in a series but without a set
frequency for publication. Circular letters and other forms of
direct mail are usually sent to a rather narrowly defined and
selected audience but they can sometimes be thought of as mass
media methods.

There are several methods for reaching large groups of people,
although sometimes useful in working with small groups as well.

The conference is a meeting of people who are usually members
of a close knit group who consult together in a formal fashion
on problems to which they give most serious consideration.

The convention is an assembly of people from local groups who
are members of a parent organization, either district, state,
or national.

The _institute_ is a training meeting for individuals who are interested in a specific field. It may be a series of sessions lasting one day or less or for several days.

The _seminar_ is a group of persons engaged in specialized study led by a recognized authority in the subject being studied. It may be a single session or a series of sessions.

Short courses are periods of intensive training on some specific subject, usually more simple and less concentrated than that which is taken for college credit, but containing more depth than the single meeting.

The workshop is a group of people sharing a common interest or problem meeting together to improve their individual proficiency, to solve a problem, or to extend their knowledge of a subject through intensive study, research, and discussion.

There are several techniques or systems of structuring in both large or small groups.

The _panel_ is a group of four to eight persons with a special knowledge of the subject holding an orderly conversation on an assigned topic in full view of the audience.

The _colloquy_ is a modified version of the panel with half of the participants representing the audience and half serving as resource persons or experts. Time is about equally divided between the two groups.

The _forum_ is a public assemblage where everyone has a chance to voice his views.

A _symposium_ is a series of prepared speeches given by two to five experts on as many aspects of a problem as there are speakers.

The _interview_ is a presentation in which one or more resource persons respond to questioning by one or more interviewers.

We can also get audience participation through selected representatives from the audience or a sample of the listening audience.

The _audience reaction team_ is a team of members of the audience who react to a speaker or other resource person. They may interrupt the speaker to seek immediate clarification of points that are not clear, and otherwise assist the speaker in meeting the needs of a specific audience.

A _listening team_ listens, takes notes, and questions or summarizes at the close of a presentation. The team is often

thought of as the representatives of the audience and is created to provide interaction between speaker and audience.

The question period is an organized follow-up session to a formal presentation in which members of the audience direct questions to the program participants.

There are a number of techniques usually placed in the small group or classroom category although size of audience is not particularly relevant in all cases.

Brainstorming is a technique where creative thinking takes precedence over the practical. The idea is to get out before the group all ideas possible, with no thought to how practical the ideas might be. The participants are urged to be as "free wheeling" and uninhibited as possible.

The buzz session is a technique for involving every member of a large audience directly in the discussion process. The audience is divided into small groups (5 to 7 members) for a limited time (5 to 7 minutes) for discussion to which each member contributes his ideas.

In role playing some members act out a real-life situation in front of the group. There is no script, no set dialogue, and they make up their parts as they go along. The group then discusses the implications of the performance to the situation or problem under consideration.

The skit is a short, rehearsed dramatic presentation involving two or more persons. It usually is acted from a prepared script and dramatizes an incident which illustrates a problem or situation.

The case study is a detailed account of an event or a series of related events that may be presented to an audience orally, in written form, on film, or in a combination of these forms.

A committee is a small group of persons selected to perform a task that cannot be done efficiently by an entire group or organization, or by one person. This group is also known by other names, such as subcommittee, executive committee, task group, etc.

A lecture or speech is a carefully prepared oral presentation of a subject by a qualified expert. It is usually rather formal and is used to present factual material in a direct and logical manner or to present one point of view on a controversial subject.

The discussion group is a group of persons meeting together to discuss informally and deliberate on a topic of mutual concern, particularly effective in identifying, exploring and seeking solutions for problems and developing plans of action and changing attitudes.

The demonstration is a presentation that shows how to perform an act or to use a procedure. It is often followed by the learner carrying out the activity, under the guidance of the instructor. It is basically a visual presentation, accompanied by oral discussion.

A field trip or tour is a carefully arranged event in which a group visits an object or place of interest for first-hand observation and study. The trip can range from a short visit to a single location to one lasting several days and covering several states.

There are a number of audio-visual aids and devices that can be quite useful in the classroom. Several are developed through the photographic process such as photographs, films, slides and film strips. Films have the advantage of motion but do not contain the flexibility of use that is found with the single photograph, the slides, or film strip. Drawings are used very much like the single photograph and can be more or less effective than the photograph depending on the amount and kind of detail to be shown.

The flip chart derives its name from the system in which it is used. It is a series of charts on rather flexible paper mounted on an easel or chart stand. As a chart is used, it is simply flipped up over the top of the stand and then hangs back of the stand.

The flannelboard derives its name from the flannel material used on the board. Objects to be placed on the board have pieces of sand paper or specially prepared adhesive materials which will stick to the flannel. Plywood, cardboard or other materials are used for the backing on the board.

The magnet board is magnetized in one direction while objects to be placed on the board are magnetized in the opposite direction so that the objects are magnetically attracted to the board.

The chalkboard is what we used to know as the blackboard until the manufacturers started painting them green; still quite useful, particularly with the wide variety of colored chalks now on the market.

The <u>overhead projector</u> is currently the darling of the audio-visual area. Manufacturers have realized the potential of this market and lightweight and inexpensive models are now being placed in each classroom in many high schools and colleges. Transparencies are used, light shines through the transparencies, and is then reflected onto a screen.

The <u>opaque projector</u> is different from the overhead projector in that opaque materials are used instead of transparencies. The advantage of the opaque projector is that any sort of reasonably thin material can be inserted into the machine without special preparation. Disadvantages are that the equipment is heavy and bulky and the room must be almost completely darkened.

There are a number of recording and playback devices which can be used very effectively in many classroom situations. Examples are ordinary tape recorders and the newer but more expensive video tape recorders.

There are a number of miscellaneous communications methods that are highly used in the commercial world and have found quite effective use in selected educational situations. These include exhibits, posters, hand bills, car cards, and bill-boards.

In our range of educational methodology, we should mention programmed instruction, educational television, and tele-lectures. The tele-lecture can be visualized in two fashions. It is possible to project on a screen slides that coincide with the remarks being made by the lecturer, and a new in-novation sometimes called "blackboard by wire," enables the lecturer to control materials that are presented on a screen at the receiving end.

If I have stimulated your interest, let me call your attention to the publication you have received (Twenty-Four Group Methods and Techniques in Adult Education).

In closing, I would like to reemphasize that methodology is very important in the educational process, but it is not a substitute for content. Also, it must be developed by the individual teacher to fit his specific teaching situation. In other words, good methodology is the product of the cre-ative mind of the teacher put to use.

TRAINING TEACHERS FOR TEACHING WRITING SKILLS
IN ADULT BASIC EDUCATION
by
Ernest M. Roberts, ABE Teacher Trainer
Broward County, Florida

There's an old saying that "association brings on assimilation." While looking at you, I cannot help but think of your possible association with Adult Basic Education and its students.

Jestfully, I am trying to decide if you have assimilated some of the psychological and sociological characteristics of the undereducated adult. How Do You Rate?

1. Are you extremely sensitive?
2. Is your motivation stifled?
3. Do you doubt your own ability to learn?
4. Are you non-verbal?
5. Are your concepts of right and wrong different?
6. Are you impatient—do you want immediate results?
7. Are you easily discouraged?
8. Are you difficult to involve?
9. Are you ashamed to admit you cannot write?

Hopefully, each of you answered "NO" to each of the 9 questions. Why? Because to be an effective trainer of Adult Basic Education Teachers, you must possess an abundance of the characteristics I mentioned—IN REVERSE! For an extra touch, let's mix in a GENEROUS supply of creativity.

Hopefully, your end product will be devoted, versatile, competent, creative teachers of ABE students, helping them to meet the challenges of living in this changing world.

How can handwriting help the ABE student meet the challenges of living in a modern world? Why should handwriting skills be included in the ABE curriculum?

"Handwriting in ABE is, in many ways, the most concrete of the basic skills; it can be physically measured and analyzed; it can be preserved and compared over a period of time."

To my knowledge, there has been no research concerns and investigations regarding teaching writing skills to the ABE student; therefore my comments and activities here today are based on a personal investigation, experimentation, and knowledge of the subject as a result of years of elementary classroom teaching experience—part-time adult basic education teaching experience—and as a full-time Adult Basic Education Teacher-Trainer-Curriculum Specialist.

Let us pause for a moment and set aside one of our ABE students.
Let's picture him between the age of five and seven years. We
would agree that his large muscles are better developed than
the small ones and that hand-eye coordinations are not complete.
At six, he is often uncoordinated in motor development, but
by age seven, much of the functional growth of the brain is
completed. The nerves have acquired the needed protection and
the higher centers have begun to develop some control over the
accessory muscles. Therefore, from about age 8 on, the fine
muscles can be utilized advantageously. Now he is an adult in
one of our ABE classes. He has not used his neuro-muscular
coordination for learning a technical skill in 30 years. What
now? How do we tackle the job to be done? We must remember
that handwriting is a skill which involves complex abilities
in neuro-muscular coordination. These must be consciously
developed through guided sequential stages of growth and patterns
of practice in definite planned lessons. Before we examine
these patterns of practice, let's examine some common miscon-
ceptions concerning the teaching of handwriting.

E. A. Enstrom, a widely recognized authority on handwriting,
considers three common misconceptions concerning the teaching
of handwriting. The first misconception is that handwriting
can be learned incidentally. The fallacy here, of course, is
that no sensori-motor skill that involves bringing changes into
behavior and fixing these changes into habits, can be learned
in an incidental manner alone. Regular practice sessions are
an absolute requirement. Many repetitions are necessary in the
establishment of habits.

The second misconception is that handwriting will teach itself.
In education, very little teaches itself and this goes double for
the motor skills. The third misconception is that teachers need
no preparation for the teaching of handwriting. No teacher can
teach successfully that which he neither understands nor can
demonstrate.

The aforementioned three misconceptions have led me to the
conclusion that three basic requirements need to be met in order
to remedy the handwriting situation in ABE today.

1. Each teacher must be able to demonstrate and must
   understand clearly how to teach handwriting.
2. Handwriting should be taught for a short period each
   class session.
3. Each teacher must follow through and insist that learned
   skills be used in all applied situations.

Be reminded, the fundamental principles of good writing are the
same regardless as to whether it is in the elementary school
classroom or whether it is in the ABE classroom, but generally,
the handwriting period is used for remedial purposes; that is,

diagnosing and correcting handwriting defects that have been revealed in student's work. Students are helped to become more proficient in identifying general and specific inaccuracies of letter forms, slant, size, spacing, and quality of alignment of writing.

Again, may we be reminded here; much of what is done and what is advocated in handwriting practice is based upon little, if any, careful research. Therefore, the implication appears to be that one should not be reluctant to question and to try out new and original ideas. There is no right or wrong handwriting program. The important thing is to have a system for teaching handwriting that the staff agrees upon and carries out. If the administrator or teacher trainer is alone in his concern about the importance of handwriting, very little change is likely to take place.

At this point, let us consider one of the Learning Principles for our knowledge of Learning Theory and Adult Education and apply it to the first statement I made to you today.

The sense of satisfaction which results from achievement is the type of reinforcement which has the greatest transfer value to other life situations—Handwriting _is_ concrete, it is evidence of achievement that the student can measure and analyze, that he can preserve and compare.

Do you agree that good teaching in handwriting can help give your teachers that "holding power?" What's your answer?

Is handwriting important in Adult Basic Education? It's up to you to make it so.

THE DIAGNOSTIC APPROACH TO TEACHING ADULTS
by
Dr. Edwin H. Smith
Associate Professor, Elementary Education
Florida State University

The old dictum "take the student where he is and lead him as far as he can go at his own rate of learning" is as valid today as it was fifty years ago. It is probable that if the schools had adhered to this principle, most of our functional illiterates who attended these schools during childhood would now be literate.

TAKE THE STUDENT WHERE HE IS

Research on teaching reading has uncovered some guidelines that are basic for optimal learning of the basic skills. The first of these is <u>determine the student's instructional level</u>. This means that in reading, writing, arithmetic, and spelling there is a level where the instruction is most effective. In reading, this level is generally the readability point where the student can read fairly smoothly well over 90 per cent of the <u>running words</u> and comprehend what he has read. He should not be reading extremely slowly and he should not exhibit undue tension at this level. In arithmetic, facility in counting must precede instruction in addition. Instruction in addition must precede instruction in subtraction, and so on. In spelling basic phonemic competency should precede syllabication. Syllabication knowledge should precede varient endings and so on. In addition, the most commonly needed words in writing should precede the least frequently needed words. In writing, due in part to its relationship to reading, manuscript should precede cursive. Simple syntax should precede more complex syntax.

The second guideline is <u>determine the student's independent level</u>. In reading, this is the readability level where he rarely encounters a new word, where he reads smoothly, and where he has no difficulty with comprehending what he has read. In arithmetic, it is the point where the errors that he makes result from carelessness rather than from lack of knowledge. In spelling, the independent level is generally one grade level below the instructional level.

The third guideline is to <u>determine the frustrational level</u>. This is the level where the student becomes frustrated and is unable to learn effectively. In reading, it is generally one to two levels above the instructional level and is characterized by the missing of many words, tension, slow reading, and lack of comprehension. In arithmetic, it's characterized by failure on many problems and insecurity in the use of the specific mathematical skill. In spelling, it's characterized by rapid forgetting of the spellings taught and by avoidance of those words in writing.

25

These guidelines must be followed for effective teaching. The use of textbooks, packaged programs programmed instruction, and other teaching technology implies that the student is going to learn from such materials the skills and concepts indicated by the curriculum and that a large part of the teacher's function is to place in the hands of students the proper materials, to manipulate the materials as he sees signs of boredom or frustration, and to act as a motivator and helper when the student has difficulties. To carry out this function, constant informal diagnosis must be carried on. Those things that a teacher can best teach should be taught by the teacher. Other things should be taught through educational technology during which time the teacher acts more as a diagnostician than he does as a teacher.

LEAD HIM AS FAR AS HE CAN GO

It sounds fine to say, "lead him as far as he can go." But how do you determine how far a person can go in learning? And since people of the same general overall ability differ widely in special abilities, how do you account for such differences? Both questions can be readily answered when the concern is the typical middle class student. Intelligence tests and other tests of scholastic aptitude give good indications of the general level of achievement to be expected for a given individual. The test results will indicate both present learning potential and probable future learning potential. One such test for middle class reading potential is to read passages of varying readability levels to the student. The top level where he fails to comprehend is one level above his probable reading potential.

If our functionally illiterate adults came from the middle class the task of teaching and testing them would be easy. But the vast majority of them are culturally deprived and have been outside the main stream of society most of their lives. Their innate learning ability has been repressed, their language learning has been both less and different from that of the middle class. Many do not hear all of the phonemes used in standard English. They have not been taught the various thinking skills and they often lack the words needed to think out certain problems. At the time of this writing, there was no instrument that would accurately reveal the disadvantaged person's probable learning potential. He learns the language patterns as he learns to read, and his potential for learning increases as his language facility increases.

If the above is correct, where does that leave the teacher? How can he know how far he can lead the student? Here is where skill in informally estimating the learning potential of the student is called for. How rapidly does he learn when placed on an instructional level? How well does he handle

personal problems? How able is he to change his ways of thinking? How much change has he made since he entered the class? These and other questions will enable the teacher to make a good estimate of the present and future learning potential of his student.

AT HIS OWN RATE OF LEARNING

If you were to take a class of adults and ask them to make as many X's as they can in thirty seconds, you would find some who made a great many more X's than others. If you had the same class do almost any other task within the ability range of the class members and if you timed the task closely, you would find a similar range of differences in speed. If you gave the class members a list of words to memorize, again you would find a wide range in rate of learning. And you would find that members' ranks in ability to do the two tasks differed from task to task.

Because of differences in learning rates, differences in levels of achievement, and differences in learning styles effective teaching is best done by putting each student in the type of material that is best paced to his rate of learning in that particular area and that is best designed to fit his learning style. The ultimate criteria for "goodness of fit" is how well he learns from the material. Short trial periods with varied instructional materialare vital for proper placement. No two students should ordinarily be working with the same book, pamphlet, or other instructional materials and be working on the same page at the same time. That is not to say that several students should not have the same materials but that since they have different learning rates it would be most unusual to find them at the same place at the same time. This of course holds true for skills development and does not necessarily hold true when concepts are being developed and when human feedback is a vital ingredient in the learning process.

WHERE IS HE?

Sometimes it is helpful to think of the stages that an adult goes through as he moves up the literacy ladder, for if you have a rough idea of his stage of literacy growth, the finding of his levels of achievement can be hastened.

For classification purposes, four stages may be used. These are the introductory stage, the elementary stage, the intermediate stage, and the developmental stage. The adult who has attained functional literacy has passed through the first three of these stages. He has attained a junior high school reading level, his writing is legible, he can do arithmetic through decimals, and his spelling and composition are at the junior high school level. In addition, he has learned the

important facts and concepts taught in the general knowledge
area of adult basic education.

IS HE AT STAGE ONE?

The first stage of literacy training is the introductory stage.
This stage is somewhat similar to the first three grades of
school in terms of the reading, writing, arithmetic, and
spelling skills that are taught. But the content, materials,
and student problems are quite different. While much of
what children learn in the first three grades is aimed at
the future, most of what the adults learn is aimed at the pres-
ent. With children, much of the reward is delayed or abstract.
With the adult, the learning is immediately useful and should
be immediately satisfying. Emphasis is on the concrete.
Application of the learnings is done in real life situations.
If the student is unable to read on a fourth grade level, he
is at the introductory stage in reading. If he is unable to do
multiplication, he is at the introductory stage in arithmetic.
It is possible for a student to be at the introductory stage
in one area and above that stage in other areas.

IS HE AT STAGE TWO?

The second stage of literacy training is the elementary stage.
At this stage, the adult can read at a fourth grade level or
better. He has mastered most of the decoding skills and is
able to use reading as a primary learning tool. In arithmetic,
he is ready for division, he can use the dictionary to check
his spelling. His handwriting is well controlled and his
composition is varied in syntax and patterns of organization.
While literal meaning is stressed at the introductory stage,
increased emphasis is now being placed on interpretive reading
and great emphasis is placed on work-type reading and on
arithmetic problems. In spelling, the student has learned to
spell the most frequently used words in writing and he now
needs to learn the special words needed for meeting his special
communication needs. In terms of reading, writing, arithmetic,
and spelling this stage is comparable to grades four, five,
and six.

IS HE AT STAGE THREE?

The third stage of literacy training is the intermediate stage.
At this stage, the student can read many things that are written
for the general adult public. Emphasis is placed on critical
reading, depth of meaning, competence in occupational areas,
speed and flexibility of reading and expanding reading,
and expanding reading interests. In arithmetic stress is
placed on meeting specific occupational needs, using mathema-
tics as a work tool, and using mathematics as a thinking tool.

Writing skills are extended and spelling is taught when specific needs are exposed. At this stage, as in the earlier stages, the program dealing with the general knowledge area of adult basic education is continued. This stage may be regarded as the transition stage from materials designed for teaching adults the basic skills to materials written for the general literate public.

IS HE AT STAGE FOUR?

The fourth stage of literacy training is the developmental stage. When the student has reached this point, he should be ready for an adult high school program, correspondence program, or special G.E.D. program. His reading, writing, spelling, and arithmetic skills are on the high school level and he has learned the concepts and facts that form the core of adult basic education. The main objective of literacy programs should be to take the students up to the developmental stage if possible.

THE TESTING PHASE

How shall we determine at what stage a student is and then at what level of that stage has he reached? One way, of course, is to give the students standardized reading, arithmetic, and spelling tests. But a test designed for students at the introductory stage may not have enough range to also test those on the elementary and intermediate stages. Then too, to give a complete illiterate a standardized silent reading test may result in introducing him to literacy education on his frustration level. The same would hold true for an arithmetic or spelling test. Somehow, an estimation must be made of where the student is probably operating in the basic skills before selecting a standardized test which will be helpful in determining the specific level of achievement and which will be helpful in locating causes of the student's difficulties.

One suggestion is to use a short locator test. This enables the examiner to briefly and informally find the stage where the student is functioning in reading, spelling, and arithmetic. On the basis of this test, the standardized reading, writing, and arithmetic tests may be selected.

WHAT DO WE WANT TO FIND O{ `?

The diagnostic approach demands that we find students' instructional levels in the basic skills. It also demands that we gather information about the student's attitudes, vision, hearing, background, interests, and perceptual abilities. How foolish it is to attempt to teach reading to a person with blurred vision. And many literacy education students need glasses. How can you teach phonemics or phonics to a student who cannot hear certain sounds or who must be taught to hear

certain phonemes that he has not been previously exposed to?
How can you expect progress from a student who is so flooded
with anxiety that he cannot concentrate? Checks of these
things should be built into the diagnostic program.

HOW DO WE FIND IT OUT?

No literacy education student should be introduced to liter-
acy education through formal standardized testing. Initial
placement should be on the basis of informal tests given by
the teacher or counsellor during an interview situation.
What testing and how much testing should take place at one
time will depend on the student. Since the diagnostic ap-
proach to teaching calls for continuous informal and formal
test, the diagnosis of student difficulties continues as long
as he is in the program. Each student has a folder where
information on him and his progress is kept. His record of
classwork is also kept in the folder and serves as one source
of diagnostic information. Classroom progress can be kept on
simple forms whereon the materials used, the pages or cards
completed, and special problems are noted. It may also be
kept in a diary of classwork.

READING DIAGNOSIS

For those with a reading level of the first grade or better a
test such as the Individual Reading Skills Survey should be
administered. This will reveal the student's readability
level and indicate specific difficulties which the student is
encountering. It is on the basis of these difficulties and
other special problems that instructional methods and mater-
ials should be selected. Since it includes tests of auditory
discrimination and other skills, reading difficulties are
pinpointed. In addition to such tests as the Informal Read-
ing Skills Inventory, a silent reading test appropriate for
adults should be used. The ABES, the ABLE, and the TABE are
examples of silent reading tests devised for literacy educa-
tion. After gathering the information from the two types of
tests, the teacher will then make the decision as to the
proper levels and kinds of materials to use with the students.
As the student works in the selected materials further
diagnostic information will be accumulated.

SPELLING DIAGNOSIS

A good spelling test is of great diagnostic value. It will
reveal the level of the student's spelling ability, indicate
specific difficulties that he may have, and offer clues to
orientation, perception, and decoding problems in reading.
Among the standardized spelling tests appropriate for adults
are the ABES, ABLE, and TABE. These tests will indicate
spelling grade level, but they are not strong diagnostic

instruments and should be supplemented by an informal spelling
inventory. After the teacher has gained facility in using
the informal spelling inventory, he should devise his own
spelling inventory and continue to modify it as he gains more
insight into the type of encoding (spelling) problems encount-
ered by his students.

ARITHMETIC DIAGNOSIS

The same achievement tests suggested for spelling (ABLE and
TABE) may be used as a check on arithmetic level. But these
in themselves are not sufficient for diagnostic purposes.
Eventually each teacher should build his own informal arith-
metic inventory. However, since this demands much insight into
the special problems of the literacy education student, it is
recommended that the informal arithmetic inventory mentioned
above be used and modified until a personal informal arithme-
tic inventory can be devised.

OTHER SKILLS DIAGNOSIS

Listening, writing, and study skills are all included in the
diagnostic approach. Instruments for aiding the teacher
appraise these skills are available. These instruments should
be modified as the teacher sees fit, and how formally and
completely he uses them should depend upon the particular
student's problems. Often he may want to use just part of an
instrument and want to use it in a way that the student is not
aware that he is being tested. In some cases the informal
tests may be used as part of the instruction.

THE AIM OF DIAGNOSIS IS PRESCRIPTION

Since most of the skills instruction is carried out through
such educational technology as textbooks, workbooks, programmed
instruction, audio-visual programs, and teaching kits, one
objective of diagnosis is to find the appropriate materials
for teaching a particular student. In reading, for example,
programmed reading for adults works quite well with some
adults, but is rejected by others. The same holds true for
most materials. Further, even within a type of material the
approach differs with some liking one type of workbook approach
while others reject it. The ultimate aim of diagnosis is to
fit students and materials, and since under good instruction
the student keeps changing, the prescription that fits him one
day, may not fit him the next day. On the basis of informal
and formal testing the teacher will write brief prescriptions
listing the names of the materials to be used by the student
and the pages, cards, etc. to be covered. A prescription ir
reading might be: Reading Development Kit A, Booklets Health
201, Law 202, and Work 205. Reader's Digest Adult Series,
Send for Red, article 1, Programmed Reading for Adults, Book

4 pp. 9-14. The next day's prescription might be to continue in the same materials, it might add some new materials, or it might delete some materials.

While the aim of the diagnosis is prescription in terms of instructional materials this does not mean that the instructional materials are to be used solely for teaching the basic skills. As much as possible, the materials chosen should be selected to correct attitudes, develop interests, teach concepts and provide useful information.

HOW MUCH DIAGNOSIS?

Think of diagnosis as being an on-going function of teaching. Do not wait until you have a complete diagnosis on a student before beginning his instructional program. Remember that the most important phase is actual try-outs in the material to see if it really fits the student. One student whose skills instruction begins with just an informal reading inventory may by the end of the first week have been given inventories in all of the basic skills, an interest and attitude inventory, a vision and hearing check, and a study skills inventory. Another student may just have been given placement tests in the basic skills. The difference may be due to the needs of the student, the attitude of the student, or the organizational problems of the teacher.

No tests or inventories should be given unless the teacher has some ideas or some plan as to how he will use the results. Diagnosis should not interfere with the instructional program. Diagnosis that will not make a contribution should be omitted. The objective of inventorying and testing is not to make a case history but to help the teacher prescribe instruction.

THE DEVELOPMENT OF SELF-CONCEPT
THROUGH PRE-VOCATIONAL TRAINING

Group I

The development of self-concept is a continuing process through-
out life. Every individual with whom we interact contributes
something to our self image. We tend to view ourselves as
others do and to value ourselves as others do. Self-concept
is a total appraisal of one's appearance, background and
origins, abilities, and resources, attitudes and feelings
which culminate as a dynamic force in directing behavior.

The organization of perceptions is of vital importance as a
determinant of behavior. Experiences may be denied, distorted
or modified. The learner is at the center of experience, but
he does not symbolize and organize every experience in a bene-
ficial way. If he feels they are inconsistent with his self
structure, he may deny them. If he feels there is no direct
relationship to his self-concept, he may distort the experi-
ences. In other words, it is the individual's self-concept
which determines the kind and quality of experiences perceived,
and the kind and quality of personality he develops.

The basic condition for effective learning is a self that is
so constituted and so self-understood that even changes or a
re-organization of self can be faced with equanimity--without
fear or flight. Many people have noted, with concern, the
tendency for modern man to become "outer-directed," to conform,
to lose his autonomy. The purpose of adult education is to
make of every individual a continuing, "inner—directed,"
self-operating learner.

We are concerned here with the building of a better concept
for those who belong to the "battered-ego" syndrome group.
We are analyzing the individual who needs help, how he be-
came that way and what needs to be done to improve his status.
Since we are dealing with adult learners, we shall have to
deal with un-learning, and re-learning which is much more
difficult than original learning.

We shall be examining particularly those pre-vocational skills
of reading, communications--oral and written--and arithmetic.
There is a need to extend the individual's pre-vocational
needs to include citizenship, health-habits, consumer education,
safety, and the development of his cultural environment.

We believe that one's self-esteem may be enhanced and his
degree of inadequacy reduced by his attaining some of the
fundamental or basic needs of literacy and employability.

Because disadvantaged adults have rarely been successful in life, they feel inadequate, unable to learn, and have low expectations of existence. Their life history of failure to achieve the American values of success, efficiency, practicality, dignity of work, equality and freedom are always present. Unlike persons of the middle and high class society, most disadvantaged individuals feel as if they are nothing to anyone, not even themselves. In order to understand the individual that we are to develop, the individual in need of a good self-concept, we must first understand how this individual sees himself; above, however, we must understand the conditions under which this individual developed into what he thinks he is. For the purposes of this paper, we are attacking the sociological, environmental, political and economical worlds and exploring their influence upon individuals.

"The individual becomes what he is as a result of the infinitely complex interaction of heredity and environment, with neither assuming greater developmental significance."[1] At birth, each individual is inherently endowed with a potential of physical, social, emotional and intellectual development, but the quantity and quality of potential is unknown. Within this frame work, potential develops in accordance with environmental opportunity.

Adults within a community of low educational attainment have great difficulty in meeting the social cultural needs of modern society. They have limited adaptability to changing their requirements for participation. As he interacts with members of the society, he discovers a role with which he is comfortable or uncomfortable.

Lower income adults in a society are confronted with more difficult life situations peculiar to their societal structure; these situations include more crowded living conditions, higher rate of unemployment and more dependence upon public assistance. They are, in mild terms, very insecure. Throughout life, these individuals experience a very narrow range of situations and demands. They seldom participate in any activity which take them from their daily duties. They seldom take the role of leader, nor fill any position calling for specialized functioning. As ABE teachers, we must be able to provide them with the kind of education which makes possible their necessary adjustments in society. We should stress the value and virtue of high attainment.

In working with an ABE participant, one must be cognizant of his previous economic background experiences and values. The student's culture has influenced his education, rearing, values and desires. "It has been shown that one's level of income is

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[1] George Aker, Proceedings, Institute for Teachers and Administrators of Adult Basic Education, Florida State University, Department of Adult and Continuing Education, 1965, pp 81.

35

directly correlated with his level of education--the less
educated having the less income."[2]

"In America, research shows us that economic deprivation is
associated with some family types and the internal function-
ing of the two-parent nuclear family."[3] Unfortunately, poor
people live in the same areas and behavior is translated into
values. This can be seen in courtship, marriage, marital
values, child-rearing, and female dominance and responsibility.
It is through these factors that self-concept is conceived
and grows into maturity. Not all of these "images" are nega-
tive, but for the most part, they are on a very low aspiration
level.

Our participants can be catagorized into four groups of the
economically poor in our society: (1) The "unstable" group
represents what we know as the hard-core family. They have
economic insecurity and family instability. Because of the
cycle of poverty over many generations, we find this the most
difficult group to aid. They are in a position where it is
not only impossible to develop economic skills, but also
impossible to relate to others in a manner which provides
family stability. (2) Our second group is known as "copers"
and have economic insecurity and family stability. These
people show family relationships but lack ability to gain
skills for economic security and have few skills. Equitable
employment is a major difficulty and quite frequently these
persons are occupationally functional at a borderline level.
They have an educational deficiency and find it hard to learn
skills and maintain or improve them. Economic assistance is
necessary over extended periods of time during training and
retraining. (3) The "strained" type, our third group, has
economic patterns, but unstable families. Occupational skills
and satisfaction are relatively high, but inadequate family
relationships frequently cause absenteeism, and occasional
erratic job performance. We find high rates of delinquency
and family delinquency and family disorganization. Social
service and assistance in communication and living are
necessary, but little or no economic aid is necessary to help
these people overcome familial instability. (4) Our last
group is classified by having economic security and family
stability. They are considered to be the easiest students
to work with and have little need for welfare assistance.
Values and aspirations for middle class success are present
and this stimulates their children to upward mobility. In
this situation, economic security means that there is an
occupation which permits the necessities of life with very
few luxuries.

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[2] Lola M. Ireland, Low Income Life Styles, U. S. Dept. of
Health, Education and Welfare, 1967, pp 15.

[3] Frontiers in Adult Basic Education, Office of Continuing
Education, Florida State University, 1966, pp 22-23.

The lack of stable income is a serious problem for people in poverty, but it is not the contributing factor. Financial assistance under many impoverished conditions is a necessity, but, by itself, it cannot break the inter-generational cycle of poverty. Many institutions have been set up to aid and assist the poor today. Prior to the 1930's, poverty was a private affair. Most organized help came from private non-profit social welfare agencies. Only recently, has our government intervened massively at the federal, state and local levels.

Previously, while looking into the area of aid and pre-vocational education, many people felt that the problems of low income situations could not be answered strictly by financial aid. No solutions were found. Negative views were heard constantly, but more and more the need became one of political prominence. Political candidates began to see the needs of disadvantaged people and used this as a main point in their platforms. It took quite a bit of explanation and influence to make people realize what a problem the socially and culturally deprived people were presenting to society.

Money, of course, was needed; yet, this was not the complete answer. After all, it was known and is still evident that different consequences to the level of one's real income depends largely upon the circumstances in which they are earned. The manner in which money is earned and the social situation of the earner interact to determine the potential social economic power of the earner. Increasing the income in poverty situations only increases their disbursement of money, not their buying power.

Welfare agencies have a long history of financial support to low income groups. These families welcome this assistance, but many spend this money haphazardly on alcohol, drugs, knick-knack foods and they are often victimized by exploiters in consumer buying and by housing personnel from whom they rent. Families increase rapidly because more children often mean more money from the service. These people, in the main, live for today, have little thought for tomorrow, and take many short cuts which inevitably end in tragedy.

During the early 1900's, a few courses in vocational education were offered through privately endowed trade schools. Some public schools offered this training, and more and more, the demand for vocational education was needed at the public's expense. Such organizations as the American Federations of Labor, The National Association of Manufacturers and the Douglas Committee have contributed to the elevation of un-skilled or semi-skilled labor. At the legislative level, we find action through the Pollar Bill, The Smith Hughes Act, The George Reed Act and the George-Barden Act. These federal

and state acts appropriated funds to enable people to be
trained in agriculture, mechanics and vocational jobs. These
were not directed to the poor as is evidenced in our society
today. Some illiterate persons never knew exactly what these
acts offered because of little or no mass media communication.
Thus, day to day labor, odd jobs, and hand-outs were still a
major source of income. Besides, few if any people could stop
work and go to school because of financial obligations.

The deprived have limited alternatives in employment. They
are restricted to the low unskilled and semi-skilled occupa-
tional choices. It has been proven that a direct relation-
ship exists between an adult's educational level of attainment,
his occupation, and consequently, his earnings. Unemployment
in the United States continues at a disturbing high of 3.8%;
these are men and women "blocked from employment by barriers
rooted in poverty--lack of health, lack of education, lack of
training and lack of motivation."[4]

We must help make these disadvantaged individuals first of all
to become employable through skills related to the world of
work and to develop the employable characteristics of a
successful employee. People in America are rapidly realizing
that there are millions of men and women in our country whose
knowledge is so meager that they are badly handicapped as
workers, heads of families and as citizens. In 1962, it was
dramatically outlined that our technology is outpacing our
human skills on the one hand our social attitudes on the
other. Too many people are entering the labor market without
sufficient training to land jobs. In the 1968 "Manpower
Report" of the President, it was related that 2,975,000
persons, sixteen years of age and older were unemployed.

Only after discovering "why" an individual is what he is can
we attack the issue and find the cure. The answer indeed lies
in the re-education of the adult. We must look to the root
of the word "education," which literally means to lead-forth
or to bring out something which is potentially present. In
order to be a sensitive, outgoing, contributing individual, a
person must first have a healthy image of himself. If this
image is not developed in childhood by the normal process of
exposure to loving parents, teachers who praise and peers who
encourage, it is then left up to the educators in adult educa-
tion to instill in each student the idea of self worth, self
importance and a sense of the self as an indispensible
individual.

There are many approaches to this problem in pre-vocational
education. We must attack it from a purely practical point
of view. We must organize the entire program from basic

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[4] Manpower Development and Training Program, Educationally De-
ficient Adults: Their Educational and Training Needs, U. S.
Printing Office, Washington, 1965.

reading to the higher maths, to give each individual the
opportunity to develop the all important sense of "I AM."
Social identification is an essential value in this changing
society. "It is our belief that the full development of the
individual into a purposeful, self-respecting, self-controlled
responsible person, free to grow to the limit of his capacity
is the most important value."[5] The essential values are
stated as those relating to the importance of the person:
loyalty to man because he is a man, intelligence, wisdom,
a sense of justice and freedom and appreciation for the dignity
of work.

Our changing society is increasingly becoming dominated by
technology, science, increased knowledge and their control.
Therefore, it is quite necessary that ABE participants are
taught a social philosophy. We must educate a new type of
man who will be mentally, emotionally and socially capable
of living in the new age, able to fill a cultural and ethical
way of life. We will also strive to develop a sense of whole-
someness, the ability to see life steadily and whole, to grow
in outlooks and insights, attitudes and appreciations and
means of control both personal and social.

Some social mis-understandings of individuals, which cause
dismissals from jobs and the inability to secure jobs are
insubordination, general un-reliability, absenteeism, laziness,
trouble-making, drinking, violation of rules, carelessness,
fighting, misconduct, dishonesty, loafing or sleeping, and
dissatisfaction. The objective of the ABE class and/or
teacher is to help students to develop attitudes toward ac-
quiring such qualities as good manners, reliability, regular
attendance, energy, friendliness, temperance, alertness,
interest, and all the many other qualities needed for adjust-
ment to life.

We realize that all students who enter class do not have inner
drive for nor the desire for success, social approval, or
mastery of skills. We also know that interest in finer
qualities of culture and experiences vary in intensity with
individuals. Therefore, methods of securing interest must
vary as much as the abilities of the individuals. The problem
cannot be overcome by attempting to secure the interest of
a group, but rather by attempting to secure the interest of
each individual. Individual instruction must be the objective
of the instructor. Materials should be selected with respect
to the students' past experiences and abilities so that some
degree of success will come in helping him meet new experiences.

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[5] Walter L. Stone, "Accent on Social Philosophy," Adult
Leadership, Educational Press Association of America, June 1968,
pp 89.

An important consideration of the adult occupational and technical training problem is the recruitment and encouragement of poorly motivated adults to enter and complete training as a prerequisite to productive employment. Because of poor motivation and a weak self-concept it is of primary importance that the ABE programs help the students explore their own needs, values, attitudes and prejudices and encourage them to investigate the work world and internalize occupational information relevant to his needs.

The ABE program is designed with a general educational core consisting of the language arts, number skills, occupational information and human relations. General education offered by ABE personnel who are sensitive to the needs and aspirations of the ABE student might well constitute the catalyst needed to start men and women to a life-long road of self improvement. This catalystic influence may well promote the student to see himself, to become interested in himself. Once he has been motivated, once he cares about himself and sees his own potential then employability training will be welcomed by him. He will indeed want job oriented social training such as neatness, regularity, ordinary courtesy, sanitary habits and other aspects considered a part of the job environment. This will help the student communicate and compete in modern society as a responsible citizen; programs such as our ABE classes will bridge the gap between their present lives and their potential vocational and social competency.

We cannot overlook the importance of the physical and mental health of our participants; poor health, disease and the rising accident rates are major problems in the United States. Adult Basic Education shares the responsibility in alleviating these problems and plays a most important role. A close working relationship should be developed between the public health services and the basic education programs. Every possibility should be explored for helping ABE students to improve their health habits. The ABE student should be shown repeatedly how health and safety are affected by the choices a person makes and the habits he forms.

It is highly possible that the traditional isolation of vocational and technical education is one of the major causes of the refusal of persons from culturally deprived groups to pursue training in a specialized field. Therefore, it is most important that individualized instruction is given to explore the students' evaluation of, reaction to, or solution to a problem. Students are led to form opinions and attitudes through exploration of motives.

In order to assist students in developing attitudes of harmony with the demands of vocational and technical jobs, ABE personnel must present the students with:

1. A broad general survey of occupations in order to broaden outlook on vocational life.

2. Qualities of character and mental attitudes essential for success in the work-a-day world. It is important to teach the student to strive for conscious development of those qualities of character and modes of conduct that make for adjustment in the world.

3. A sound basis for intelligent vocational choice and assistance in the formulation of their plans.

4. An accurate unbiased source of information about occupations and training in the proper methods of investigations.

5. A desire to serve and fill a helpful place in the world of work, thus developing his respect for and appreciation of all socially useful work.

6. A study of occupations of importance in his local community.

We have attempted in this paper to do three things: First, we have, hopefully, exposed the reader to the idea of "self-concept;" we have made evident the fact that there is little difference, "between learning and labor, between making a life and making a living."[6] Secondly, we have outlined the environmental, political and social factors that make a man what he is and determines his functioning role in society. Thirdly, we have superficially outlined the duties of an ABE teacher and an ABE administrator in helping each student develop a positive self-concept. We have set forth the idea that the re-education of an adult must touch upon the basic need of each of us to identify with society in a contributory sense; a feeling of self worth must grow with the accomplishment of any skill.

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[6] Arthur B. Mays, Principles and Practices of Vocational Education, McGraw-Hill Book Co., New York, 1948, pp 91.

A MODEL ADULT BASIC EDUCATION CLASSROOM USING INDIVIDUALIZED INSTRUCTION

Group II

Introduction

Basic education involves four major factors: the teacher, the pupil, the instructional materials, and the techniques or the methods of teaching.

The primary objective of every educator concerned with basic education is educating the undereducated. For the purposes of this study, we will submit the following definition of education. Education, in the final analysis, is motivating and stimulating individual students so that they will have a desire to learn. Education will change the behavioral pattern of growing persons.

It is the teacher into whose hands we entrust the awesome responsibility of inspiring, leading, guiding, directing, counseling, and helping the student to learn. Not only does the teacher share and impart empirical knowledge to the student, the teacher must activate the latent talent, experiences, and secret goals for self actualization by the student. A teacher must be sensitive to the needs of the individual, the community, the nation, and the world. What, when, why, and how a student will "become" depends upon a highly trained master teacher.

The adult student is a distinct individual often in search of identity of himself and desirous of identifying with the main stream of society. He is capable of learning and wants to learn. His personality often reflects the psychological, sociological, and philosophical needs of the individual. Often insecure, reticent, lacking in motivation, but physically aggressive, alienated, rejected, exploited, and deprived, the ABE student recognizes and realizes his inadequacies. Perhaps he knows that his last best hope for minimal success in life is Adult Basic Education. Since every person has unique needs and interests, it is logical to conclude that individualized instruction will help the ABE student to achieve the maximum self-realization consistent with the welfare of the group. Fortunately, in this modern day of technology, we can employ techniques of instruction to humanize and individualize learning to a degree never before achieved in the history of our world. Through the use of proper grouping, programmed instruction, audio-visual and other hardware material, and the enormous amount of software instructional material available today individualized instruction is no longer a dream. It can become a reality. The purpose of this study is to explore the possibilities of individualizing instruction in a model ABE class.

41

Organizing the Class

Now that we have the students that are motivated enough to
attend the first organized class meeting, we as teachers must
find the instructional levels of the students as quickly as
possible.

Organization within a model ABE class for individual instruction
must be geared or related to the student's individual needs.
The curriculum content must be meaningful in that it is related
to the deep and significant interests, needs, and goals of the
learner.

An Interest Inventory as a determinate in organizing a class
may be used to meet these individual needs and can be obtained
in two primary ways:

The Written Inventory can be obtained from a typed form listing
possible reasons or needs that the individual may point out as
reasons for entering school. The form should contain space for
the participant to indicate any specific need not mentioned
in the inventory.

An Oral Inventory obtained under the right conditions is a way
of gaining information relative to organizing the class. Indi-
vidual or group discussion can give the teacher a good idea of
the student's needs. Be sure to give the student ample time to
list his reasons for returning to school. Some reasons for
returning to school are listed below:

1. To be able to fill out an application form and get a
   better job.

2. To gain and keep the respect of one's children and
   family.

3. To be able to read the paper that one signs.

4. To gain a higher standing in the community.

5. To be able to vote intelligently.

6. To be able to read newspapers, magazines and stories.

7. To be able to help one's children in more ways.

8. To be able to write a letter.

9. To be able to read street signs and road maps.

10. To be a better self-respected citizen in the community.[1]

Grouping is very essential in organizing an ABE class for individualized instruction. While the needs of the students can all be closely related, there is usually a difference in the rate of comprehension and the ability to move at a more rapid pace. Teachers will agree that it is better to allow all the students to remain together until everyone has a sense of belonging to the group. In a short time the slower students will see the need to divide into smaller groups so that they may successfully work at their own rate of speed.

The following are five ways to group students in a class for instruction:

1. Self Placement. Many students know the last grade attended in school and will select this grade to continue their studies. Other students will select a particular class because of friendship with other individuals.

2. Teacher Placement. Teachers may group the entire class in small numbers for individualized instruction. When grouping, consideration should be given to standardized test results that test I.Q. and grade placement.

3. Pedagogical Grouping. This grouping is the result of having an accumulative permanent record folder on each student when he enters class. This information in his folder is related to his progress in the school as well as his aptitudes and attitudes.

4. Counseling. Many adults may be counseled prior to attending adult classes and may already have many goals clearly in mind. The counselor may, by tests and personal interview, have a very definite level for grouping each student.

5. Informal Reading Inventory. An informal reading inventory can be given to any adult student very quickly to determine his reading level and frustration level. This inventory can be given orally or silently. When ten percent of the running words in a numbered graded paragraph are missed, the student is reading on his frustration level. The informal reading inventory will give the teacher an insight as to where the student is reading and can be used effectively for early student placement.

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[1] Mary C. Wallace, Literacy Instructor's Handbook, Follett Publishing Co., Chicago, 1965.

The best results in grouping will be obtained by using all the available information.

Organizing the Curriculum

"The first responsibility of curriculum builders and teachers of the basic education program is to select subject matter which is important for adults to learn and which can be taught in the available time. To accomplish this, inquiries should be made of adult students to determine what they would like to learn or which needs they can be lead to recognize."[2]

The curriculum as it is planned by teacher and pupil seeks to take into account the interests, motives, and individual differences of all the adults. It seeks to promote good mental health, emphasize democratic procedures, develop individual and group abilities, meet the real need and interest of the adults and broaden the contacts of the adults with the world around them.[3]

To meet the needs of the uneducated adult the basic adult educational program must break away from the traditional subject matter curriculum established in the elementary schools, high schools and universities. Organized programs should be specifically directed at the needs and interests of the adult. Because of such varied differences of each adult, it is necessary for the program to be flexible. To provide flexibility teacher-pupil planning must be activated.

Teacher-pupil planning gives the teacher the advantage of formulating plans to meet the adult's needs and interests through the following objectives:

   I. General objectives

      A. To gain greater competence as parents, workers, members of civic groups, and citizens.

      B. To acquire a richer and more general cultural education.

      C. To improve occupational efficiency through vocational training.

      D. To get instruction in non-vocational interests for a more interesting use of leisure time.

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[2]_Frontiers in Adult Basic Education_, Southeastern Region IV Institute for Teacher-Trainers in Adult Basic Education, Tallahassee, Florida, 1966, p. 68.

[3]Edgar J. Boone and Emily H. Quinn, _Curriculum Development in Adult Basic Education_, Follett Pub. Co., Chicago, 1967, p. 226.

E. To learn English as a second language.

F. To master the skills of communication through literacy education.

G. To remedy deficiencies in education that might result from previous training.

H. To develop attitudes and habits of acceptable behavior for better living skills and occupational pursuits.

II. Skill objectives

Teacher-pupil planning indicates the skills needed to develop the learning experiences of the adult. In addition, the teacher must guide the activities of the adult far beyond the objectives which the adult may set for himself.

These five skill objectives are not the only ones, but they seek to implement the general objectives.

A. Reading
B. Mathematics
C. Language Arts
D. Social Studies
E. General Science

III. Behavioral Objectives

To learn is to have behavioral change. "These changes may involve increased knowledge and understanding, changed attitudes, and the acquisition of intellectual or action-oriented skills. The statement of the objective describes what the learner is to be like -- the pattern of behavior (performance); he should be able to demonstrate within the specific content area when he has successfully completed a learning experience."[4]

A. Cognitive

1. Awareness (I am aware that . . .)
2. Understanding (I understand . . .)
3. Application (By doing that of which I am aware...)

B. Affective

1. Value (I like or dislike. . .)

[4]Malcolm Knowles, Handbook of Adult Education in the United States, Adult Education Association of the United States of America, Washington, D. C., 1960, p. 5.

    2. Attitudes (I feel . . .)
    3. Interest (I am concerned. . .)

  C. Psychomotor

    1. Skill (I can or cannot . . .)

Implementation of Goals

What are the conditions which facilitate adult learning? Do different educational objectives require different methods? From explorations of many educators in ABE have come convincing evidence that the adult learner differs from the child learner in many respects. All of this has important implications for ABE methodology.

The program planner wants to create an effective learning experience for adults. This is the current thinking and practices in the field of adult education methodology. "To accomplish his purpose, he has available as his ingredients the learner, the teacher, time, facilities, and materials."[5]

When the Teacher realizes that there is no one answer to the problem of adult education methods and techniques, he becomes concerned with the quality of the ideas, the effectiveness of the communication and the active participation of the learning groups. There are many ever expanding methods of individualized instruction on unity and integrity to help the learner bring ideas into focus. "In the effort to translate new knowledge and better theory into improved practice the following methods are commonly used to implement the objectives."[6]

Audio-visual materials and other instructional aids are used in basic adult education to help communicate information and ideas, to stimulate desirable attitudes and applications, to convert potential skills into real ones. To do this, they must be educationally and technically sound, sufficiently vivid to interest adults and intimately related in content to the life of the community.

Teaching ABE classes demands the use of a wide variety of instructional materials, including such a traditional classroom item as the chalk board. A good textbook is next in value to the chalk board. It represents one of the best teaching aids. The bulletin board is another teaching aid that can be particularly effective in ABE programs. Flashcards prepared by the teacher provide learning excercises

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[5]NAPSAE, _When you are Teaching Adults_, Washington, D.C., 1965, p. 83.

[6]Knowles, _Handbook of Adult Education in the United States_, op. cit., p. 83.

47

to visualize individual instruction in reading, arithmetic, and handwriting. Reading flashcards may be used to provide familiarity with new words either before they appear in the text or else as they are introduced. A flashcard may carry on one side a word taken from the text and a picture to illustrate it, and on the reverse side the word without the picture. By associating the new word with the picture the adult participant can recognize the word quickly. Flashcards can be constructed from tagborad, cardboard, or similar materials.

Reading charts, based on the adult participant's experiences, make valuable beginning themes in oral and written communication, and may provide a variety of reading necessary for progress in reading comprehension. Such charts, prepared by the teacher and utilizing the vocabulary and speech pattern of the individual, can be effective means of group instruction. They should be developed in the presence of the class and with class participation. Some of the more commonly used forms of written communication that make for effective charts are the informal note, friendly letter, business letter, bank deposit slips, application blanks, addressed envelopes, telegrams, and postal money orders.

Flip charts and posters are useful to visualize social, civic, and economic lessons, such as local, state, and national government. These are more easily handled when displayed on an easel in front of the room. Always keep these charts for future use. Maps and pictures should be used to enrich specific lessons, but they should never remain on display beyond their usefulness.

The real objects, or realia, are the most effecitve in teaching adults, who are not interested in make-believe as children are. For example, in teaching arithmetic, though the undereducated adult may not be able to write numerals or money symbols, he usually has practical knowledge about counting and handling money. To teach them more effectively and rapidly the teacher should use real money if possible.

Educational Development Laboratories and the American Book Company are developing a program for basic adult education. The heart of the program is a communication skills program which provides sequential, integrated instruction in reading, writing, speaking, listening, observing and thinking skills which underlie these acts. Most of the techniques are self-instructional and provide for immediate feedback.

Some hardware items that are important teaching aids in programs of adult instruction are: overhead projectors along with transparencies, tape recorders, filmstrip projector, video-tape recorders, xerox copiers, record players, and television.

Methods

The following methods may be used in the implementation of our goals in ABE:

1.	Brainstorming	10.	Lecture or speech
2.	Buzz sessions	11.	Listening team
3.	Case study	12.	Panel
4.	Colloquy	13.	Role playing
5.	Committee	14.	Skit
6.	Demonstrations	15.	Drill
7.	Discussion group	16.	Programmed instruction
8.	Field trip or tour	17.	Recitals
9.	Forum	18.	Pageants

Evaluation

A program without evaluation has no way of determining the outcome of plans and objectives established by teacher-pupil planning.

To be effective the ABE Program must be evaluated. Actually, evaluation begins in the formative stages of a curriculum and extends throughout its development and implementation, therefore it is important to check carefully whether the plans for learning experiences actually function to guide the ABE instructor in producing the outcomes desired. For all these reasons, continual evaluation is imperative throughout the curriculum development process, with primary focus on the degree to which the objectives of the ABE curriculum are being attained.

There are essentially three aspects of evaluation with respect to ABE objectives:

1. Evaluation must appraise the behavior of the student, since the goal of the ABE curriculum is to change his behavior.

2. Evaluation must be made at initial and succeeding stages to identify changes. A program cannot be evaluated by assessing the student only at the end of the program. Without knowing where he was, at the beginning, it is impossible to determine the scope or degree of change in his behavior.

3. Appraisals made during or at the end of a program are not a sufficient basis for an educational evaluation because some of the desired objectives may be attained only temporarily. Responses can be learned, then rapidly forgotten. To have some estimate of the permanence of the learning requires another point of

evaluation sometime after the instruction has been completed.[7]

The only way you can honestly evaluate a program is to know what it is that you were trying to do and assess the extent to which you have achieved this end. Evaluation should always be on the basis of what our original intent was. Thus effective evaluation begins at the beginning of the planning process when educational ends are identified.[8]

According to Jennie-Clyde Hollis, "Testing and evaluation are important parts of a teacher's art. Basically, teaching is concerned with changing behavior -- helping people to do, think, feel and say things differently and more skillfully than before. It is important for a teacher to judge his success in teaching these things so that successful practices can be maintained and unsuccessful practices can be changed. This is all that is meant by evaluation -- judging the successfulness of teaching by determining whether or not students have learned."[9]

Teacher-made tests can effectively supplement commercial material. It is important to remember that instructions should be very clear and appropriate in regard to instructional class level.

Students should be tested periodically with standardized tests. The best selection should be made with specific course and curricular objectives in mind. "... adults should be tested individually instead of in mass. Non-verbal signs are extremely important. By carefully watching the adult student for lip movements, signs of nervousness, resignation, etc., the person administering the test may learn more about the adult than he does from the results of the test."[10]

In the final evaluation of the program, we deem it necessary and pertinent that the ABE student should participate. This can be effectively carried out by observing the following:

1. How well and effectively have you learned?
2. What have you learned?
3. Have your needs and interests been met?
4. Which method I used was most appealing to you? Which was not?
5. If your needs and interests have not been met, what can I do as a teacher to improve your needs and interests?

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[7] Boone, *Curriculum Development in Adult Basic Education*, op. cit., p. 30.

[8] *Handbook of Contemporary Educational Concepts for Reaching and Enriching Adult Migrant and Seasonal Farm Workers*, Bulletin, 1968.

[9] Jennie-Clyde Hollis, *Curriculum Guide to Adult Basic Education*, 1966, p. 167.

[10] *Adult Basic Education*, The National Association for Public School Adult Education, Washington, D.C., 1966.

FAMILY LIFE, PARENT-CHILD RELATIONSHIPS,
AND CONSUMER EDUCATION IN ABE

Group III

The primary objective of this study is to research materials
of recognized authorities in adult education, and to pool
knowledge gained, individually, through actual teaching and
observing ABE students in order to reach a group decision
concerning the effect of ABE on family life, parent-child
relationships, and consumer buying.

In contrast to the many sponsoring organizations that engage
in adult education and have another primary purpose, the ABE
program is specifically designed for and has as its sole
purpose the education of the illiterate and semi-illiterate
adult.

The Family

Nations are only as great as the communities within them.
Communities are only as fine as the families of which they
are composed. Families are only as good as their individual
members. The American culture has patterned the normal family
as a one-husband-one-wife relationship with their children,
but there are many variants. Adult Basic Education program
planning takes into account these variations. The family is
the nucleus of society for from it comes the organization and
establishment of all societal groups. Depending upon the
size of the family, one learns and acquires most of the skills
necessary for basic living. Because of lack of opportunity,
or motivation, or deprived conditions beyond one's control,
many persons lack the basic skills of societal living. Help-
ing persons to overcome these deficiencies is to help them
reveal their strengths instead of their weaknesses.

It is essential that the ABE program be concerned and direct
its focus toward meeting the challenge of those who can en-
rich their lives and thus no longer remain alienated from the
main stream of society. The disadvantaged are those who have
less education than what would make them effectively perform
as parents and citizens.

As we help the individual adult, we also help his family.
When he learns to communicate, do computations, acquire other
skills and perform on an acceptable social standard, it in-
creases his esteem in the eyes of his family. Being able to
communicate with one's family is of itself a kind of educa-
tion that every adult needs.

Horace Mann is credited with the statement, "Education,
if it is to mean anything, must teach us to live." A major

goal is to strengthen the individual, the family, and the community through experiences that tend to make the individual and each group to which he belongs, a functioning part of the American heritage that "all men are created equal." An adult who lacks the basic skills of communication and computation in a society like ours is generally found to be lacking in other skills of functional living. Therefore, the immediate task of ABE is to help the uneducated attain sufficient skill in speaking, listening, reading, writing, and arithmetic in order to be trained or retrained for a profitable occupation—one that pays enough for him and his family to live above poverty. It is designed to help persons with their immediate problems. It attempts to do what the elementary and secondary schools failed to do, that is, to provide a sound foundation on which to build vocations and careers.

ABE promotes family unity in that it aids the husband in securing employment that will provide adequately for his family's needs. Broom and Selzneck state that when a man fails to adequately provide for his family, he loses status.

In the traditional patriarchal view of the family, the husband is expected to support his wife, and she, in turn, is expected to honor him. A degree of subordination to the authority of a husband is based upon his supporting his wife. Unemployment or underemployment tends to undermine this authority.

It seems a rare coincidence to find an economically successful person who is also completely lacking in the fundamental skills of communication, computation, and basic living.

Broom and Selzneck state that not only is the husband's prestige enhanced in his family by economic success, but in society as a whole. The underlying goals behind the idea of ABE is to improve one's economic status.

Rapid change in the world around us is bringing with it some deeply disturbing changes in family living. Disruptions are: uncertain employment, greater mobility of people, changes in male and female role patterns, accelerated maturity of the young, the shift from rural to the urban way of life without adequate community services, training or planning, human misery and injustice.[1] These concerns are reflected in family situations and profoundly affect behavior. In many cases, more education is the solution to problems caused by change, and ABE is the helping agent.

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[1] *Adult Basic Education for Personal and Family Development.* Silver Springs, Maryland: National University Extension Association, 1968, pp. 71-88.

One of the continuing problems in our society is the low socio-economic family grouping of a mother and her children. Families headed by women are especially likely to have an income below the poverty line. About ten percent of the children living in the United States are living with only one parent, usually the mother. The mother in these one-parent families generally has little education and only marginal employment skills. She has great difficulty in finding jobs and, of course, is faced with critical problems of child care if she should go to work.

In some urban centers federally sponsored day-care centers have been set up to take care of pre-school age children. But in most areas there are none, and the mother's employment opportunities are limited, or the children must be left unattended. Manpower or retraining programs up to now have offered little to the woman with little or no formal education. Rehabilitation programs have seldom provided for child care while the mother is being trained.

In a rural southern community approximately thirty-five per cent of the families are one-parent families, with the mother as the head of the household.[2] Children number from two to nine, with an age range of six months to sixteen years of age. The mother may work as a domestic, earning $15 to $18 per week, receiving a small welfare check and food stamps as a supplement. Since this is a one-parent family, the smaller children are cared for by an older brother or sister while the mother is on the job. As a result, this often brings about neglect and undesirable family relationships.

The ABE program is recruiting such people with the hope of training them for better employment, and with the intent to educate the whole person. These kinds of families have never known anything but deprivation. There is little money to beautify the home, to buy books, or to expand one's horizons beyond the neighborhood. The know-how, the skill and education are also lacking which would make it possible for such parents to help their children realize their potential to become healthy productive adults. The ABE class offers the parents a new opportunity.

Dr. George Aker of Florida State University headed an evaluation study of migrant farm workers in a southern rural community recently. Among the areas researched were Family and Community Living Concepts. This evaluation could be used

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[2] L. Shoemaker, _Parent and Family Life Education_. Washington, D.C. U.S. Government Printing Office, 1965, (U.S. Department of Health, Education and Welfare, Children's Bureau), Chapter I.

to measure behavior changes in the one-parent classes.
Items evaluated were:

1. Improved social skills and personal appearance.

2. Learning how to budget income for home and family
   living.

3. Improved understanding of health problems and
   safety in the home.

4. Acquired skill in selection, alteration, care and
   repair of clothing.

5. Learned concepts and skills needed to plan wholesome
   meals.

6. Became familiar with family planning.

7. Developed understanding of need for satisfactory
   parent-child relationships in the family.[3]

Information on mother-child families as a group shows how
few of the benefits of our existing social programs are
likely to trickle down to them. Since most of the mothers in
these families are separated, divorced, or have never married
the father of their children, social security benefits to
their children of retired, deceased or disabled workers are
not available.

> If it be true that the children of the poor today
> are themselves destined to be the impoverished
> parents of tomorrow, then some social intervention
> is needed to break the cycle, to interrupt
> the circuits of hunger and hopelessness that link
> generation to generation. For the common benefit
> of all, we must assure the security and well-being
> of all our children at the same time the nation's
> most precious and most perishable resource.[4]

A current conception of a major objective in ABE is to assist
adults to understand themselves and others so that they can
function adequately as family members in today's world.
Students need help to achieve the ability to analyze the
meaning of family responsibility (a secure home, mutual re-
spect, standards of behavior for growing children, education
for children, and further education for adults).

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[3]Leonard Broom and Philip Selznick, Sociology. New York:
Harper and Row, Publishers, p. 362.

[4]Frank Lanning and Many Wesley, Basic Education for the
Disadvantaged Adult. Boston: Houghton, Mifflin Company,
1966, pp. 160-168.

A handbook published by the Florida State Department of Education lists teaching objectives for culturally deprived adults as follows:

1. To develop an understanding of the needs of individual family members.

2. To develop the ability to plan with family for cooperation.

3. To develop the ability to assist family members with practices which contribute to improved relationships.[5]

All of the methods of teaching used in any other kind of adult education are used in education for home and family living. Lectures, especially illustrated lectures, demonstrations and study trips are used, particularly as information-giving methods for groups. Group demonstrations and discussions are used for developing motivations and understanding. Slides, flannel board presentations, and other visual aids are commonly used to make the teaching vivid and interesting.

Some specific techniques for achieving objectives in improved family living are:

1. Have community leaders discuss with the class the responsibilities that individual members of families have for each other in improving family living.

2. Have class discussions concerning varied family situations and how to solve them, or, at least, work out some kind of agreement (compromise).

3. Try to get student involved in some family project — garden, home improvement, etc., and discuss the projects during class.

4. Show films on family responsibility, education and care of children.[6]

In summary, the following topics are considered when developing a curriculum: impact of changes, the changing role of the family, and the future of the family as a social institution. The ABE students represent many different family

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[5] Malcolm Knowles (ed.) Handbook of Adult Education in the United States. Chicago, Illinois: National Association of Adult Education, 1960, pp. 480-486.

[6] Education and the Disadvantaged American. Educational Policies Commission, National Education Association, Washington D.C., 1962, pp. 1-31.

patterns: two-person families, one-parent families, families with large numbers of children, families of more than one generation, and newly married families. These groups should be able to share experiences and gain much insight into family relations.[7]

The educative process with its goal of imparting knowledge through a variety of methods and from a wide number of disciplines that may have a positive impact on the physical, emotional, social, and economic life of the family has been attuned to the special needs of the socio-economic group involved in ABE.

Parent-Child Relationships

Ideally, the family provides for the physical and emotional well-being of children and raises them to levels of under-standing, expectation and aspiration which supports the school's efforts to promote intellectual growth. Rarely does the culturally deprived parent fulfill this ideal. The importance of parent education cannot be overstressed. Recent national figures suggest that the breadwinners' education is an even stronger factor than family income in predicting which children will drop out of school. Better educated and more self-confident parents can better stimulate the intellectual development of their children.

The ABE program is challenged in the reality of parent-child education. In tests made on children in low income groups, both achievement and intellectual variables correlated positively with socio-economic level. If it were possible to enroll the poorly educated, low-income parents in ABE so that, if the parent were a man he could obtain a better job, or if it were a woman she could become a knowledgeable mother, the ignorance-poverty cycle might be broken. Skills in food preparation and the knowledge that the unborn child is affected by food deficiencies and is increasingly affected by them after birth, would surely lead to healthier progeny.

Poorly-educated, low-income people do not know that their culturally deprived children are going to have a large deficit in their perceptual ability. Crayons, chalk, pencils, and little games at an early age could, in many cases, prevent this. If the mothers could be enrolled in ABE they could be taught the necessity of enrolling their pre-school children in Head Start. This program is being broadened to a twelve month term. Evaluation has shown that positive behavioral changes take place among children in this program who now have a much better chance to succeed.

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[7] *Adult Basic Education for Personal and Family Development*, op. cit., p. 87.

Dr. Wallace Kennedy recommends (as a long-range solution to
the problem of intellectual deficiency) the following: A
Federally financed, large-scale, all day nursery school
program which takes care of the children during the time that
the parents are working from 8:00 to 5:00, which affords them
a reasonably balanced diet for at least two meals a day,
and which gives them the kind of intellectual stimulation
which is the birthright of middle-class children. Day care
centers modeled on this plan are now in operation in numer-
ous places.

A new sense of identification with the general American cul-
ture would foster in many disadvantaged parents a more
mature sense of responsibility for the well being of their
children and the society.

Consumer Buying

Many of the problems confronted by low-income families are
related to earning and spending. Since their problem hinges
around information and understanding, "they are often
the target of deceptive schemes and exploitive practices."[8]
Too little has been done among low-income consumers who must
have education on the prudent use of their smaller resources.
Until recently, very few consumer education materials and
techniques have been adapted to meet the needs of the econom-
ically disadvantaged. Often they are victims of their own
lack of foresight and judgement. This is primarily caused
by their lack of knowledge in financial management.

Not only do "the poor pay more" but available evidence indi-
cates that low income shoppers do not try to get the better
quality for the lowest prices. They do not shop around for
the best price or deliberate over the purchases as much as
people with higher incomes. They are less apt to buy used
articles, "separate items," or pay cash for their purchases.
The low level of education goes a long way in explaining why
the poor are not more deliberate, searching, price-conscious,
and informed about buying. ABE has both a challenging oppor-
tunity and critical responsibility to use all resources in
enabling students to help themselves and their families pro-
tect their income, become wiser consumers, and participate
in the economic life of the community in a responsible way.

Listed below are some suggested techniques the ABE student
might employ as he becomes better informed in consumer
knowledge and buying:

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[8] Ibid., p. 35.

1. A shopping list should always be prepared in advance
    and followed when buying. (This helps to avoid im-
    pulsive shopping, which often ruins a grocery bill
    and causes the price of groceries to exceed expecta-
    tions.)

2. The ABE student should always compare prices, not
    only on the same type of item, but also in the same
    store. (This does not, however, assure the customer
    that he will always get the best quality for his money
    but will help him to make decisions. For instance,
    one can of tomatoes costing much less may have
    twice as much water as another brand, weighing the
    same amount. The purpose for which the tomatoes are
    to be used would determine the better buy.)

    An exception to this might be on a child's swim suit
    in which the medium-priced suit would be more valuable
    since the child would normally get only one season's
    wear from a suit.

3. The ABE student-consumer should take full advantage
    of sales and seasonal purchases. (Such items as
    vegetables, clothing, fruit and toys may be purchased
    at a considerable savings at the appropriate time of
    the year.)

4. It is important to learn to use the credit dollar
    wisely. (A large percentage of people in low income
    groups use credit extensively.) Use of credit and
    credit buying should be well planned. The items to
    be bought should be carefully selected. The exact
    cost of the credit (credit charges) should be known
    before using it. And, third, use only the amount
    of credit that can easily be repayed. The ABE
    consumer-purchaser should shop as carefully for credit
    as he does for the items he will purchase. One impor-
    tant note: credit should be protected by paying bills
    promptly.

Businesses rely greatly on the media of advertisement to
create a "want" for their products. All people need to be
encouraged to carefully evaluate radio, television, newspaper,
and other types of advertising. They need to watch for
exaggerated claims, clauses in small print, and deceiving
price quotes, if given in the rate per month. In many ABE
classes, the circulars and pamphlets compiled by the Office
of Consumer Services in the State Departments of Agriculture
and Commerce are very effective instructional material. They
point up, in specific areas, where the consumer should be
especially cautious.

ABE can make a significant contribution in helping adults ob-
tain information and experience that will enable them to im-
prove the quality of living for themselves and their children.

CONCLUSION

The study group in evaluating the work of ABE has concluded by its research of authorities and through personal experiences that teaching under-educated adults is a challenging and rewarding assignment for both teacher and student. It concurs with the statement, ". . . ABE helps students as family members to recognize their strengths, see their competencies, and encourages them to use what they learn through their educational experience in strengthening their families and improving the quality of their lives."[9]

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[9]Ibid., p. 87.

ADULT BASIC EDUCATION FOR THE COMMUNITY
WITH EMPHASIS ON PUBLIC RELATIONS

Group IV

The illiterate man could survive in the 1870's by the use of muscle power, but he will be unable to support himself in the 1970's where the prime requirement for survival will be brain power. As the demand for well educated, skilled manpower rapidly increases, job opportunities for the undereducated adult decline. There are too many educationally handicapped individuals who are prevented from functioning to their highest potential in a world to which they want to belong. Therefore, this is a tremendous challenge and responsibility that should concern everyone to the extent of making Adult Basic Education classes available to all undereducated adults.

The primary aim of ABE should be to bring about desirable changes in the behavioral patterns of undereducated adults. These changes include increased knowledge and understanding, new attitudes and values, and the acquisition of skills. All are essential if the undereducated adult is to relate himself effectively to the contemporary world.

The most successful ABE program is developed through a "Community Action Program" which takes into consideration all the forces in the community, and all the aspects of community endeavor. These forces include community power structures. Being what they are, community power structure members tend to disdain education; and thus, it becomes a matter of .local level education. Working carefully with people, working deliberately with your acquaintances and your friends among these power structure people, you get the job done. We must work together. We must mesh all our efforts together and not attempt to build empires, nor secure funds for fund's sake, but establish a continuing cooperative relationship between all levels of government and non-government forces. To obtain continuing relationships, we must develop a public relations program that will reach the members in the community family.

The place to begin an ABE program is at the attainment level of the individual adult by ascertaining his basic skills, interests, and needs. As rapport and success are established. he should be led to broader vistas of subject matter content and understanding. The beginning attainment level content is the highest motivation area for the adult student; beginning level content should not be that which belongs to the teacher. This philosophy tends to lead away from stereotyped and fixed systems of learning which many are now trying to develop.

59

Definition of Terms

A. Community

Edward C. Lindeman states that the definition of a community
may be classified as: geographic, political, social, eco-
nomic, and psychological.[1] The community, according to
A. W. Dunn, consists of a group of people living together in
a single locality and bound together by common interests.
They are also subject to common laws.[2] An ideal community
should furnish to its human constituents: order through
government, economic well-being, constructive use of leisure
time, ethical standards, intellectual diffusion, free
avenues of expression, democratic forms of organization, and
spiritual motivation.

B. Adult Education

Definitions of adult education in the United States are as
multitudinous as the autumn leaves, yet no one definition
satisfies all persons engaged in it.[3] The difficulties are
in both the phrase and the reality. Education, by its root,
implies a "leading out." The meaning is clear when the
relationships are between mature persons and immature per-
sons. The meaning is not clear when the relationships are
between mature persons in a world where the present changes
before we can grasp it and the only safe prediction is that
the future will be different.

Some activities are called adult education which should not
be, and some of the best examples of adult education are not
so regarded by those engaged in them. Adult education
cannot be satisfactorily defined because of the following
limits:

> 1. Adult education implies purposeful systematic
> learning, in contrast to random unexamined experience;
> that is, it contains elements of science and art.

> 2. Adult education implies a respect for the purpose
> and integrity of the learner, in contrast to attempts
> to fool, cheat, or exploit; that is, it has an ethic.

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[1]Edward C. Lindeman, The Community. An unpublished
outline, p. 1.

[2]Ibid.

[3]Malcolm S. Knowles (ed.), Handbook of Adult Educa-
tion in the United States (Washington, D.C.: Adult Education
Association of the U.S.A., 1960), p. 3.

Coolie Verner contends that adult education is the action of
an external educational agent in purposefully ordering be-
havior into planned systematic experiences that can result in
learning for those for whom such activity is supplemental to
their primary role in society, and which involves some con-
tinuity in an exchange relationship between the agent and
the learner so that the educational process is under constant
supervision and direction.[4] Adult education is a continuous
education — continuous throughout life, and must be a well
balanced program — a comprehensive program to serve all of
the adults of a community.[5]

The definition of the curriculum of adult education is that
the field of study is as broad as life itself as long as or-
ganized learning is involved. A well balanced program of
adult education would include instruction that prepares adults
for better family living, for more jobs and job opportunities,
for promotion in present employment, for civic and community
leadership, and for self-realization. The areas of adult
education and community services are programs involving
classes in various broad fields of consumer education, home-
making, parent education, family living, industrial arts,
discussion groups, citizenship, health, safety, creative
arts, liberal arts, and academic grades one through twelve.

C. Power Structure

Metcalf asserts that power structure or social power is the
capacity to control the actions of others.[6] He further states
that power structure exists in all social systems and is
characterized by the following three major components:

>   1. Authority - the right to control others. The
>   power given to an individual by the system, as in
>   the case of an office.
>
>   2. Influence - the amount of power an individual has
>   by virtue of his control or access to resources rele-
>   vant to the proposed social action.
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>   3. Unlegitimized Coercion - The control of others
>   through means outside the accepted range of deviance,
>   for example obtaining money at gunpoint.

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[4]Coolie Verner, A Conceptual Scheme for the Identifica-
tion and Classification of Processes for Adult Education
(Washington, D.C.: Adult Education Association of the U.S.A.,
1962), p. 2.

[5]Monroe C. Neff, "Adult Education and Community Service,
The Open Door (June-August, 1965), p. 3.

[6]Richard J. Metcalf, Graduate Research Paper, Florida
State University, Tallahassee, Florida.

Community Support Through Helping Agencies

Developing Community support for ABE is an enormous under-
taking; but the potential gain for adults is so great that
it is well worth the effort. If we are to achieve maximum
gain, no resource can be overlooked. We must bring into
active program participation the types of expertise and re-
source that are available in such public agencies as Voca-
tional Rehabilitation, Vocational Education, Public Welfare,
Public Health, Higher Education, Public Housing, the Employ-
ment Service, and Family and Children's Services. We must
secure the active assistance and intervention of such private,
non-profit organizations and institutions as Legal Aid
Societies, Community Action Agencies, Labor Unions, Red Cross,
Civic Groups, Public Service Organizations, and the like.
We must seek out individual volunteers who have special skills
and capacities that will make it possible for us to reach
those persons who are not currently involved in our programs,
or to reach in more significant ways those persons who are
already actively involved with us.

It is not suggested that only school personnel have the re-
sponsibility for developing relationships that will result in
community support and comprehensive community services. The
entire community has a stake in the problems faced by illiter-
ate adults; and, as a result, has a responsibility for assist-
ing in developing resources that will make possible solutions
to these problems. But someone must take the initial step
to inform the community of the need and to serve as the focal
point around which programs may be developed that offer some
promise of help. As the key figure in the process of student
motivation, ABE teachers are the logical persons to know
student needs and to take the initiative to bring together
those forces and services that may be able to assist students.
We will, for example, seek out Vocational Education and the
Employment Service because these are the agencies that oper-
ate The Manpower Development and Training Program, which may
be vital to some of our students. These are the agencies
that can assist our students with securing jobs; that can
enrich our classroom efforts by providing insights into
available jobs and job requirements; that can help us by
providing the job-related counseling and vocational evalua-
tion services that are particularly important for the stu-
dents who know so little of their latent capacities and
potentials.

We will want to contact the Public Health Department because
it is the agency that can provide health guidance to our
students and their families, that can provide immunizations
and certain other special laboratory work-ups, that can mo-
bilize resources to provide definitive, curative health
services for our students and their families, and that can
with our guidance assist us with the classroom work related
to good family health practices and planned parenthood.

We will want to work with Public Welfare because it is the agency that can bridge the subsistence gap for us and provide financial support for some of our students and their families. Public Welfare is an agency that can provide supportive case work services to help solve some of the intra-family problems that often result in an adult's inability to fully pursue his educational program. This agency can help to bring surplus commodities into the home to help improve diet and sustain life. It can help us and our students to gain access to other needed community services among which Title V, "Work Experience and Training," opportunities must figure promi-nently and importantly.

We will want to involve local Home Demonstration agents be-cause they can enrich our classroom programs by helping with instruction in homemaking, cooking, clothes making, good buying techniques, budgeting, and financial management.

We will want to involve the Children's Services because they are the agencies that can provide casework and physical rest-oration to the children of the family; that can help in the development of day-care services to make possible the full participation of adults who manage one-parent families with young children. These agencies can enrich classroom pro-grams by providing instruction and perhaps group work exper-iences in the important area of child-parent relationships. This latter service might be an important deterrent to de-linquency among the children of the poor.

We will want to involve Vocational Rehabilitation because it is the agency that can provide vocationally-related and problem-solving guidance and counseling; that can provide vocational evaluation services; that can provide (for the eligible disabled adults) subsistence, vocational training, physical restoration, job placement, and follow-up services.

These are only a few of the public agencies. Each has some-thing of value to offer. In addition, each can assist in adult recruitment and in helping us to keep our students actively involved in the classroom programs we offer. They can be our contact agents in the community for student follow-up.

But, community support involves more than the public agencies. As we have said, it involves private, non-profit agencies as well, such as legal aid societies, the organizations that can provide legal services (a constant need among the poor) and can, under our guidance, enrich classroom work by providing instruction in the area of legal rights and citizen respon-sibility. Churches, civic groups, and public service organ-izations (Red Cross, Salvation Army, etc.) are the important organizations that can provide emergency, financial support;

that can provide vitally needed student transportation to
and from class; that can provide recreational programs and
experiences; that can provide specialized and enriching
classroom instructional programs; that can help us find
volunteers who can become teacher's aides, special tutors,
home contact persons, and who can serve in innumerable ser-
vice functions that are vital to good total programming for
adults.

Community Action Agencies are the organizations that have the
unique potential and capacity to fill the gaps in our pro-
grams that are not covered by the other services and programs
that are available to us. These agencies are also our re-
sources for getting services that might be available from
other agencies, but which the other agency cannot, or will
not provide. Of particular value as an example of the re-
sources of these organizations is the Community Action spon-
sored Multi-service Center. The Center provides an especially
useful setting for our adult classes. At this site, in this
one setting, we may be able to gather together all of the
professional and volunteer services our students need. In
addition, such a center could provide Child Care and Child
Development Services to the children of our students. A
Multi-service Center can also provide a quiet area for study
and reading. This is only one example of the resource of the
Community Action Agency. There are many, many others.

Through these relationships, through this kind of total
community support, and through this level of community
involvement, you can make the classroom experiences of your
ABE students extremely broad and dynamic.

Techniques for Building Good Public Relations

Some specific recruitment techniques that are used in schools
include the use of mass media advertising, the use of direct
mail, and the use of individuals or groups whose interests
are related peripherally to the program. The addition of
personnel and organizational procedures which will aid in
building public school relations and which will also help to
accomplish other ends include: the use of interest-finding
interviews and questionnaires; the development of co-opera-
tive programs with agencies and groups; the involvement of
key public relations individuals in planning, evaluation, and
other organization procedures; the use of instructional or
organizational personnel who are effective in public rela-
tions or who have access to the mass media; the securing of
students who will draw others; the use of counseling systems;
the development of new activities which will lead on to fur-
ther study; the decentralization of the program; the securing
of outside advice; and the development of distinctive symbols,

slogans, and other means of aiding the public to identify and understand the whole program of the school.

To achieve growth and development in the population that ABE was designed to serve and to make available to them comprehensive service, the ABE program will need to develop a level of support and commitment in which individuals, agencies, and groups in the community will feel compelled to invest talent and funds, not only in the furtherance of the educational process, but also in extension and enrichment of the limited services that the school program can offer from its own resources.

Through these school relationships, through this kind of total community involvement, you can make the classroom experiences of your ABE students extremely broad and dynamic.[7]

Civic and Religious Media

We are dealing with all the ways in which people learn about and become competent in the management of their common or civic affairs.[8] Included in the education of all adults is the education of the new voter so that he may become efficient in his influence on legislative action that deals with the civic affairs of the community. Since this is education for public responsibility, the civic and church groups within a community are concerned and will become involved in an organized program to bring about organized classes to further the education of undereducated adults.[9] These organizations, educational, civic, church, and otherwise, for whom the education of adults is not a central concern, are much more numerous, very much larger, and very much more powerful than the specific organization of adult education.

In the organized program, ways and means must be found to bring about, on the part of the leaders in the different organizations that have a general interest in continuing education, an understanding of its full possibilities and the acceptance of some obligation for assisting its professional development within the community.[10] Ways must also be found to bring into the planned program resources of the organizations with a special interest in continuing education, or at least to the major tasks of research, improvement of methods and

[7]William H. Puder and Sam E. Hand, Frontiers in Adult Basic Education (Tallahassee, Florida: Florida State University, 1966).

[8]J. R. Kidd, Financing Continuing Education (New York: The Scarecrow Press, Inc., 1962), p. 60.

[9]Ibid., p. 61.

[10]Ibid., pp. 75-76.

the preparation of practitioners within the field of adult
learning.[11]

Creative leadership of adult education challenges the imagi-
nation of adults to invent new programs and to revitalize
existing institutional procedures that will engender and
maintain good will, understanding, and decency in human
relationships. Responsibilities are both personal and social
— both civic and religious.[12]

The nature of adult education brings about a continuing and
extensive contact with business and industry, governmental
units, and many other types of private and public organiza-
tions and groups from the neighbrohood to the national level.
Many of these organizations and groups are becoming increas-
ingly aware of their needs for programs of adult education.
Before good relations may exist with the public, coordina-
tion and communication between school agencies and civic and
church groups must exist and both must learn to have a
continuing dialogue.[13]

In "tying in" your efforts to have an effective public rela-
tions program, certainly one of the "musts" is to enlist the
help of the civic clubs in the community. But do not let it
stop there — keep them informed as much as possible as
to the purpose of your program.[14] Some civic clubs are so
intent upon impressing the community that they will conduct
ardent campaigns featuring some dramatic project, not only
for the sake of the cause, but also because the sentiment
attached to the cause will give the name of the sponsoring
organizations widespread publicity.[15]

Clubs such as Rotary, Kiwanis, Lions, Sertoma, Exchange, and
many others fall in this category. In most cities and towns
the leading citizens belong to these organizations and pro-
grams; "selling" these groups on adult education should be
oriented around facts and figures about current and past
operations and future plans. These programs can be made

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[11]Ibid., p. 76.

[12]Paul L. Essert, Creative Leadership of Adult
Education, (New York: Prentice-Hall, Inc., 1951), p. 13.

[13]Robert D. Boyd, Adult Education—A Journal of
Research and Theory, Vol. XVIII, No. 3 (Washington, D.C.:
Adult Education Association of the U.S.A., 1968), p. 209.

[14]Paul H. Sheats, Adult Education (New York: The
Dryden Press, 1953).

[15]John H. Thatcher, A Guide for Administrators
(Albany, New York: State Education Department), p. 297.

interesting with reports of students who have advanced on
the job or who have increased their earnings. Both pro-
fessional and lay leaders in adult education make logical
speakers for luncheon clubs. Students from the public speak-
ing classes also can do a good "selling" job. These talks
can be greatly improved with the use of signs, posters, or
articles that were made in adult education classes.[16] Good
sound public relations in dealing with civic clubs must be
honest in intent and execution, intrinsic in the school pro-
gram, continuous in application, positive in approach, com-
prehensive in character, sensitive to the public, concerned
and simple in meaning and conception.[17]

Labor Unions

If the public school is to be successful in its drive to elim-
inate "lack of education" as a national cause of poverty, it
must enlist the total community in the process of identifying
and recruiting undereducated adults who need basic education.
This community-wide effort, if it is to be effective, must
involve community agencies such as labor unions. As we know,
there are many adults involved in labor unions. Some of
these adults are highly educated while many others are very
much undereducated. Those of us who are responsible for the
ABE programs in our communities should establish a working
relationship with the leadership of labor unions, and request
their help in recruiting members of their union who are
undereducated to become members of ABE classes and attend
these classes regularly.

Industrial management and labor leaders are beginning to find
that below the surface of their vast, highly organized
structures, personal relationships are at work that are high-
ly important but cannot be departmentalized or organized in
the traditional sense. Mayo, Rothlesburges, Lewin, and others
suggest, however, that labor groups are potentially the
strongest forces available for constructive and positive
enterprise in bringing about effective cooperation and human
programs in relationships between the general community and
the business or manufacturing community.[18]

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[16]Edmond DeS. Brunner, _An Overview of Adult Education
Research_ (Chicago, Ill.: Adult Education Association of the
U.S.A., 1959), p. 228.

[17]Thatcher, _op. cit._, p. 383.

[18]Essert, _op. cit._, pp. 104-105.

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The very nature of shared planning in community development, applying as it does to life in small informal groups, to institutions (the home, the church, the school, government agencies) and to the whole community is the ingredient that is universally applicable in the varying forms of adult education.[19]

News Media

Newspapers are essential to the promotion of adult education activities and efforts. Since newspapers are primarily concerned with news, they will report ABE activities if there is news value. The simple definition of news is: "news is anything and everything of interest to the public."[20] Radio and television will reach more people, more quickly, than any other type of media. Radio can be used to build up interest, to get news out, to make announcements, and to present useful and needed information. It can be very effective in reminding people about the last day for night school registration, or inviting the people to an open house program.[21]

There are other media which help to promote the cause of ABE. Some of these are: pamphlets and handbills, newsletters, posters, window displays, speeches, open house programs, telephone appeal, and special features. Perhaps not all of these media would be used in every situation, but the secret is to use the one or ones that work most effectively.

Summary and Conclusion

Federal and helping agencies, civic and religious groups, labor unions, and the news media all have an important role in a successful ABE program. The community must be made aware of its responsibility to the ABE students and the ABE students must be made aware of their responsibility to become more productive citizens of the community. If we have this type of involvement with the community and this kind of support from the community, then we can make the classroom experience of the ABE students broad and dynamic — not a program limited to basic instruction of reading, writing, and arithmetic.

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[19]Ibid., p. 118.

[20]Ibid., p. 144.

[21]Ibid., p. 149.

MOTIVATION OF THE ABE STUDENT

Group V

Adult Basic Education, the Wakening Giant in America's public school system, has already reached thousands of Americans. Many have learned to read and write for the first time.

There is a definite problem in motivating adults to make even the first step toward completing their basic education. The reasons are many; among them are status, pride, and a lack of optimism about being able to secure a better job and hold it. How can we overcome some of these problems? The key to the door will be motivation. It is the basic element of learning. It is that element which forces a person to move toward a goal. It is motivation that makes an adult want to know, to understand, to believe, to act, to gain a skill. It is up to the adult educator to recognize the importance of motivation and to find ways to bring motivating factors into the learning process. Some motivating factors are: the need for security, the need for recognition, the need for self esteem, the need for conformity, and the need to help others.

A study of methods is intended to develop more effective procedures and techniques for accomplishing purposes. In a broad sense, method is involved in all adult education activities. Workers in the field need to be concerned with good procedures in conducting surveys, in publicizing course offerings, in organizing conferences and workshops, and in a host of other activities.[1]

Adulthood is a problem. It is also a largely unfulfilled opportunity. It is a problem because our culture makes an assumption that by the time people reach twenty-one they have learned all they need to know for effective adult learning.[2]

It is the job of the adult educator to broaden the program to include the community. First, he must study the life of the community and seek to discover the educational or other interests, and attempt to broaden the range of interests and to develop the characteristics needed. After the students have entered, the problem is not usually so great. There are many phases of academics which may not be desired by some students; therefore, good teachers must show them a felt need for a complete range of activities in order to improve their basic skills and life.

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[1]Malcolm Knowles, _Informal Adult Education_ (New York: Associated Press, 1950), pp. 11-12.

[2]J. R. Kidd, _How Adults Learn_ (New York: Associated Press, 1959), pp. 112-113.

Motivation in Recruitment

Because attending adult education classes is voluntary, adequate publicity and promotion are vitally important to building a successful program. The failure of participation from the ones for whom the program was intended is a source of frustration for advocates of adult education. To motivate these people to participate, programs must appeal to their needs and interests. A negative feeling toward education is likely to be found among the educationally underprivileged. They are usually timid and hesitant about enrolling in educational activities because of their deficiencies.

Some things that attract adults to participate in classes are economic status, proximity to adult centers, and social participation. In order to motivate adults to attend classes, the agency should be willing to take the program to the people, use a variety of appropriate materials, adequately counsel the registrants, and be flexible in the schedule as to the time of day and length of the class period.[3]

The most successful policy concerning promotion of adult classes is to assume that all adults have educational needs and that everyone should be informed about available learning opportunities. All media and methods helpful for the purpose are likely to be used in an effort to enlist the participation of everyone who has a trace of interest in the program. Underlying this activity, of course, is an attempt to identify the educational needs and interests of as many adults as possible and to design appropriate activities.[4]

The public must be informed, convinced, and persuaded to participate in adult education classes. Adults should be involved in all stages of the program, from identifying their own educational needs, planning the activities, developing them, to evaluating them. This helps the participants develop an emotional commitment to the program. Experience has taught that a continuous, year-round promotion and special campaigns are best in recruiting adults to attend classes. The year-round campaign builds public confidence in adult education as a permanent part of community life. It produces a dignified image of adult education as contrasted to an emotional selling campaign. With year-round promotion the agency can use television or radio time or news articles to actually show activities in which the adults are participating, rather than just giving an announcement concerning enrollment in classes.

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[3]Homer Kempfer, Adult Education (New York: McGraw-Hill, Inc., 1955), p. 129.

[4]Ibid., p. 340.

Special campaigns, however, are necessary. Usually they are
used (1) to call special attention to the opening of a new
term, or (2) to prepare the public for a new type of activi-
ty.[5] Articles in newspapers are a good means of promoting
enrollment in classes. However, in addition to naming the
course, it is good to include a description of the class and
some of the activities that will be included in the class.
Exhibits showing some articles made by participants in adult
classes and placed in appropriate places can motivate other
adults to enroll in the classes. These exhibits should be
pleasing to the eye, have a short explanation about where
the classes are held, and be placed in an area where people
pass often, such as show windows of department stores, or the
lobby of the Post Office or a health clinic. Having open
house to some classes already in progress is a good method of
motivating other students to enroll. All aspects of the pro-
gram can be shown by displays, demonstrations, style shows,
or a festival.

Direct mailing is costly in time, money, and energy, but it
is often a favorite way of publicizing adult education. Com-
mon mailing lists available for occasional use are:

1. Newly arrived immigrants -- for invitation to
    orientation activities and English and citizenship
    classes.

2. High School dropouts -- for acquainting them with
    general or specific opportunities available.

3. Parents of kindergarteners or first graders -- for
    invitation to activities in family life education
    related to their child's development.

4. An occupational or other group for whom certain
    activities may have special appeal.[6]

Telephone campaigns have been successful in reaching people
who could not read. An explanation can be given as to time
and location of the class; and an invitation can be extended
for this person to attend the class. Other means of motivat-
ing adults to enroll in classes include using select people
from their peer group to approach them; a door to door canvas;
Parent Teacher Associations; flyers and brochures; churches
and ministers; welfare agencies; employment agencies; and the
Salvation Army.

Again, to motivate adults to enroll in classes, we must help
them to realize their need for educational activities and then
be sure our program meets their needs and interests.

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[5] Ibid., p. 341.

[6] Ibid., p. 353.

Motivation for Learning

We here are interested in classroom methods to be used which
will motivate the student for learning. In order to motivate
the student, we must understand some of the factors which
influence him to attend classes in the first place. We must
realize that these students, like ourselves, are adults, and
that they are attending classes in adult education because
they want to. What are their reasons for attending? In a
study of the reasons why, one group of students attended
night classes, Sheats, and others, found that:

> . . . over two-thirds of these students attended night
> school for reasons other than course content. They ex-
> pected, for example, to make friends, to get away from
> the house, to learn something about their latent talents,
> or to have some kind of escape experience.[7]

Since adults are motivated to attend classes to fulfill a so-
cial need in addition to the gaining of information, it ap-
pears that there is a need to engage the students in activities
in which there is an interaction not only between student and
teacher, but also between student and student. This would
imply the need to engage students in discussions. Sheats
says, "Perhaps the most significant trend in method as applied
to the field of adult education is the increasing use of dis-
cussion procedures."[8]

Research has found that "good learning comes best where a
variety of methods and techniques are employed."[9] It has
been found that "Informal methods were usually favored by men
in the forces over conventional class methods."[10] Also, Kidd
states that

> an adult who is made to feel responsible for his own
> education tends to achieve the best record. Instruc-
> tional materials were most successful when they were
> based on the actual experiences and needs of the men
> and women for whom they were prepared. Army men
> learned fundamental skills of reading, writing, and
> arithmetic with far greater efficiency when the sub-
> jects covered in the exercise books were about army
> life and adult experiences; much less well when the
> instructional materials were about childish things.[11]

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[7]Paul H. Sheats, Clarence D. Jayne, and Ralph B.
Spence, Adult Education (New York: The Dryden Press, 1953)
p. 325.

[8]Ibid., p. 328.

[9]Kidd, op. cit., p. 196.

[10]Ibid., p. 196.

[11]Ibid.

We would conclude that methods of teaching should be varied; that all students should be encouraged to participate in class discussions; that materials presented should be on the interest level of the adult.

As has been previously stated, a variety of techniques must be employed if students are to be motivated to learn. Only a few of the more important ones will be listed. Students should be involved in the planning of adult education activities. This does not mean that the teacher abdicates his position as the educational leader. It simply means that if an individual has part in planning the activities in which he will be engaged, he will feel that he is more a part of what is going on.[12] Another effective technique to stimulate motivation is that of role-playing. This technique places the student in another person's place and he acquires an empathy for that other person.[13] Still another technique is that of the symposium. Here you get the viewpoint of three or more persons on a subject. After views are expressed, questions are asked, which is another way of involving, or at least giving opportunity for involvement, of the entire group.[14]

Attributes of the Teacher

"Teachers are important in any society; in a democracy they are its first line of defense . . ." (Theodore Roosevelt). Although these words were spoken many years ago, the role of the teacher has become increasingly important in our society with its many social changes.

The job of the ABE teacher in a program of general studies calls for a person having a sound general education himself, together with broad training. A teacher must be committed to the philosophy of adult education and skilled in the art of teaching.

> "Without doubt, the key to any program of instruction is the person who does the teaching. We may have a philosophy ever so clearly stated; a course of study ever so completely planned and executed; an administration ever so sympathetic and efficient; physical equipment in every way adequate, and still fall short of having a satisfactory program of general education unless there is a well-qualified professional individual who is apt to teach."[15]

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[12]The National Association for Public School Adult Education, A Treasury of Techniques for Teaching Adults (Washington, D.C. 1964), 3:11. (Pamphlet.)

[13]Ibid., 3:22.

[14]Ibid., 3:22-23.

[15]Sidney J. French, Accent on Teaching (New York: Harper Brothers, 1954), p. 158.

The adult instructor stands in a crucial role for he realizes that even the most skillfully devised courses or learning aids cannot compensate for serious deficiencies in the instructor. He must be able to consider the needs of the class members both individually and collectively, much more freely, with fewer personal conflicts and greater satisfaction. He must exhibit warmth, kindness, and interest; he must gear the content to the needs and interests of his students, thus aiding the students to secure competence in their work and keeping them moving along toward the solution of problems under consideration. The adult educator must be aware of individuality to respect its expression by persons. He must maintain a social atmosphere that in living practice will genuinely respect the worth of the individual and try in every way to enhance his dignity.

The instructor's ability to listen not only to what a person is saying, but also to what he is trying to say is important. To be able to put himself in another's shoes exemplifies a mark of concern which is highly appreciated by his pupils. He must work in close cooperation with all other organizations engaged in desirable adult education activities. He must recognize the importance of being creative in his use of resources, materials, and situations. He must understand the nature of learning and exhibit reasonable skills in arousing students to lively participation.

Subject Matter

The success and happiness of the individual will continue to be the most important objective of adult education. Adults are concerned with the improvement of skills. The impact of technological change upon the modern family has intensified the awareness of all regarding the need for current knowledge regarding these changes. When a student enrolls in the adult education program, his interest has already been aroused. However, new topics must be introduced and the best introductions employ motivation techniques. The basis of these techniques is to show the student how the material to be presented will be of interest and value to him. The teacher can promise rewards if instruction is geared toward the rewards.

> Those concerned about learning have long recognized that there may not be much learning of consequence unless a marked interest is present.[16]

A motivational section in the lesson plan will help the teacher remember some motivating materials while he is actually in the process of introducing a lesson.

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[16]Kidd, op. cit., p. 158.

Other forms of motivating a lesson may include exhibits of
well made articles or a talk by a successful former ABE
student. A demonstration of skill by a fine typist or by a
musician will frequently be a good motivation, as will be
the showing of an appropriate movie, or the taking of a well
planned field trip. A good program that is well balanced
and sufficiently diversified will include many opportunities
to motivate students.

Use of Resources

It is highly recognizable that an adult education class con-
sists of adults with wide experiences and a variety of accom-
plishments. These adults represent rich resources for the
teacher. When the teacher has learned what these resources
are, his curriculum should provide for their effective use.
The use of other resources and agencies brings a more imagin-
ative and creative approach to adult education than any formal
class organization. Therefore, more attention should be given
to supplementary services, discussion groups, trips with
guides, tours, clinics, demonstrations, consultations, work-
shops, single meetings, lectures, etc. in order to enhance
the learning of the adult pupil.

Retention of Students

One of the major problems in Adult Basic Education is how
to keep the student in the classroom and prevent drop-outs.
This problem will best be solved by the individual teacher,
depending on the location and the situation. It is thought,
however, that the problem will be solved by getting the
student involved. Below are a few suggestions that may help
to involve students:

1. First, get to know the individual student.
2. Develop creative experiences within the classroom.
3. Survey and find out what their desires are, and what
   their experiences have been.
4. Provide within your on-going groups social activities.
5. Capitalize on employer interest and upgrading.
6. Provide for positive daily evidence of progress.
7. Make sure that the topics in the curriculum are based
   upon what the students want to know — their goals.
8. Have the environment in which they will meet as com-
   fortable and conveniently located as possible; pro-
   vide some means for overseeing the children who will
   come with them.
9. Provide for and insure a personal interest in the pro-
   gram of each person.
10. Provide useful information about the community.
11. Provide a democratic example by getting them involved
    in civic experiences.

In order to motivate for retention there needs to be not only a good student-teacher relationship, but a good student-counselor relationship as well. Here are a few ways this can be accomplished:

1. The counselor coordinates an accumulation of meaning-ful information concerning students through such means as conferences with the student, standardized test scores, academic records, anecdotal records, personal data forms, records of past experiences, inventories, and rating scales.
2. He identifies students with special abilities or needs.
3. He assists the student in relating interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, and to long range plans and choices.
4. He collects and disseminates to students information concerning careers, opportunities for further education, and school curricular offerings.
5. He assists in the educational and occupational planning of students who have withdrawn or graduated from the school.
6. He plans with administrators and teachers
    (A) to provide an appropriate classroom place-ment for pupils with special abilities or disabilities
    (B) to establish procedures for course selection by pupils and for grouping of pupils.[17]

Physical Plant

A "cold"room can have the same effect on the mental faculties as the lack of heat can have on the physical being of the individual. A room with appropriate temperature makes for a good learning atmosphere. The National Association for Public School Adult Education has listed five items necessary to make the adult student feel at home in the classroom.[18]

1. Have a well lighted classroom.
2. Have a well organized, neat classroom.
3. Change the seating arrangement to accommodate the teaching method being used.
4. Be sure the students are able to hear by eliminating outside noises.
5. Have suitable displays in the room.

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[17]William H. Puder and Sam E. Hand, _Frontiers in Adult Basic Education_ (Tallahassee, Florida: Florida State University, 1966), pp. 104-106.

[18]NAPSAE, _op. cit._, 3:23-24.

It would appear that there is a very fine line between methods
and techniques; it would seem that techniques are the imple-
mentations of methods. Further still, the physical plant,
or its utilization, is a technique to carry out a method or
methods.

Continuing Education

It has been proven statistically that only a small percentage
of students who enroll in ABE classes continue their educa-
tion beyond the three levels of study prescribed by the ABE
program. After these levels have been completed, students
have a tendency to think that they have advanced far enough
to satisfy their basic needs. Thus, they become drop-outs
or potential drop-outs. It then becomes the teacher's task
to utilize every available resource, method, and technique
to inspire those students to seek new aspirations and goals.
The students who have this tendency need to re-evaluate
themselves through introspection or by self-evaluation check
list.

Many students set their goals at levels too low to be func-
tional in a progressive society. Scott states that:

> Education fails unless the Three R's at one end of the
> school's spectrum lead ultimately to the four P's:
> (1) Preparation for earning
> (2) Preparation for living
> (3) Preparation for understanding
> (4) Preparation for participation in the problems
>   involved in the making of a better world.[19]

Self motivation for continuing education begins with a desire
for personal attainment. Lanning and Many believe that:

> the desire for additional education is a very important
> motive and may be considered as a result of the general
> advance in educational attainment . . . Personal or
> vocational motives appear to be more powerful than
> either the motives of a social or a scientific nature.[20]

Another incentive for continuing education in the ABE program
is further stressed by Scott in a reproduced letter of James
Mitchell, Secretary of Labor, to all college graduates in
1956. The implications can very well be applied to all ABE
students. He wrote:

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[19]Michael Scott, Careers: The Annual Guide to
Business Opportunities (New York: Career Publications, Inc.,
1956), p. 3.

[20]Frank W. Lanning, and Wesley A. Many , Basic Educa-
tion for the Disadvantaged Adult: Theory and Practice
(Boston: Houghton Mifflin Co., 1966), p. 108.

> You are in a unique position. You are with the rising
> tide . . .The American labor market is achieving record
> peaks in every phase of employment, production, and
> economic activity. The picture is good everywhere.
> America is on the march and employment opportunities
> move along with it.[21]

If continuing education is an increased awareness of self-
improvement, the teacher's task then is to make students
cognizant that the greater the demand for consumer goods,
the greater the demand for production, resulting in a greater
need for skilled personnel. If the teachers can achieve
these motivational objectives, the ABE program will achieve
the goals for which it was designed.

Summary

One of the most important facets of a functional ABE program
is the motivation given to the participant. While some of
the students may be self-motivated, it is the responsibility
of those involved in administering and teaching these adults
to bring to bear those psychological and sociological princi-
ples that will motivate all the students to want to learn
and to continue their education. Motivation must start at
the beginning of recruitment and hopefully continue after the
adult has completed the basic courses. Through the techniques
of counseling and guidance the students' aspirations and
goals must be given direction when they can be attained. The
thread that runs through this paper is that of involving the
student in all that goes on in the program. There is no
better motivating force.

The efficiency of any adult program will be determined by
its holding power or its ability to retain students until
they have gained their personal goals or finished the pre-
scribed course of study. It has been brought out in this
paper that the understanding of a dedicated, well prepared,
and compassionate teacher will do more to motivate partici-
pants than will any other means. It is hoped that the
techniques described herein will help such teachers.

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[21]Scott, op. cit., p. 3.

RECRUITMENT

Group VI

Under-education is a prime cause of unemployment and under-employment in our rapidly advancing and shifting technical world. No community is immune from the problems which arise from under-education, but the public school adult education system can contribute to a more productive, informed community by providing a complete adult education program.

The better your adult education program is the more success-ful your recruitment drive. How does one secure enrollments? How do you persuade men and women who have little or no formal education to return to school? How do you convince them that they should leave their home, their family, friends, T.V., and many other activities to learn the three R's. The better teacher you are, the more favorable your chances for recruiting students and holding them. The individual teacher is the vital factor in campaigns. By creating a stimulating and challenging environment in which adults can learn with dignity and enjoyment, he is laying the groundwork for future student recruitment because the adult student who senses an attitude of understanding, empathy, and respect on the part of the instructor is the best and most convincing public re-lations person for the program.

The administrators together with the teacher are faced with the major tasks in recruiting students and organizing classes. They must be aware of their potential influence, not only on present students, but also on all prospective students in the community.

Developing A Program

A great source of help and guidance for developing a program of adult education is the State Department of Education. A number of state departments have full time consultants in adult education, whose purpose it is to help local citizen groups and school officials develop adult education programs under the auspices of the public school. As school officials begin to give thought to building a sound program of adult education at the community level, it is well to heed certain organization principles which have evolved from the experience of communities which have successfully operating programs. These may be summarized as follows:

1. There should be local control of the program by the board of education with the assistance of citizen advisory groups in planning the program. It goes without saying that people are naturally more interested in anything which they have a hand in planning, and for which they

assume some responsibilities. Any superimposed program is
likely to fall rather quickly of its own weight. The citi-
zens advisory group provides a unified backing for the
organized adult education program. When there are other
adult education programs operating in the community, it is
desirable to bring these groups into the picture coopera-
tively at the outset in order to avoid needless competition,
duplication, and overlapping.

2. There should be public financing of the program. The
details of financial participation will vary greatly, de-
pending upon such items as: (a) the amount of state aid;
(b) local public schoolfunds available for adult education;
and (c) sentiment regarding the size of the fees to be paid
by students in the adult education classes. It has been
found that local communities which make financial investments
in their programs, also have stimulated a much greater inter-
est in the success of the undertaking.

3. There should be a well-balanced program of offerings to
meet the various needs and interests of adults. The real
test of the program's success is whether it not only meets
the needs and interests of adults, but also whether it stim-
ulates them to explore other fields and new interests. It
is important that early attempt provide for classes and
other learning activities which appeal to a variety of people.
It is desirable to build the program upon the needs and
interests of adults. It will have appeal in proportion to
the extent to which it meets those needs and interests.

After the program has been authorized by the local board of
education, the superintendent appoints someone on the school
staff to provide continuous administrative leadership.
School administrators should provide professionally trained
and competent leadership so that the community program for
adults may be professionally organized, skillfully led, and
economically administered. Initially, the director of the
program may, as a matter of administrative necessity, serve
part-time (dividing his adult education duties with other
school tasks). However, as the program grows, thought should
be given to the provision of full-time leadership of the
program.

<div align="center">Coordination And Utilization Of The
Total Community Resources</div>

In the process of total involvement of community resources,
the school district and/or the local vocational and adult
school should think in terms of two types of organizations:
(1) area advisory committee, and (2) neighborhood or "grass
root" committees.

The area advisory committee, much larger in scope, will be considered first. Out of the committee will evolve several "grass roots" committees to work in a specifically delegated pocket of poverty.

In the process of organizing all feasible resources, the administrator must be sensitive to the influence that certain social forces exert within the community. The educational agencies can provide capable leadership instruction and training only if they fully understand the plan, purpose, and objectives of the program. The political forces will endorse and support the program in direct relationship to the kind of "selling" job that we do with them. The religious leadership will help to provide a moral environment in which all individuals, agencies, and organizations can work together cooperatively for the welfare of the whole community, if we can convince them of the two aims and purposes of ABE.

An area advisory committee should be composed of individuals representing agencies and organizations whose normal functions bring them into contact with the illiterate or under-educated who are either victims of poverty or of living in threat of poverty. Composition of the area advisory committee will be selected from the following sources:

Public Agencies: Social Welfare, Employment Service, Public Housing Authorities, Police Department, Public Health Department, Vocational Rehabilitation.

Voluntary Agencies: Salvation Army, YMCA, YWCA, NAACP, PTA, Community Centers, Home Demonstration Clubs, Urban League, Federated Women's Clubs.

Mass Media: Press, Radio, and Television.

Other Sources of Representation: Work Experience Programs, Business and Industry, Labor Unions, Religious Organizations, Local Community Action Programs.

The major functions of the area-advisory committee are:

1. The committee should create an ABE program that is a total community responsibility, rather than an isolated, uncoordinated public school activity.

2. The committee should support the public school program of ABE to the extent that all community resources will recognize their responsibility of referring to this program all under-educated that can benefit from such instruction.

3. Each individual and organization represented should set up their goals to be constantly on the alert for under-educated adults from any part of the community who can be referred to the school for enrollment in ABE classes.

4. The committee should organize a program of continuous publicity utilizing the press, radio, television, and any other available means of communication in a method-ical plan aimed at convincing the under-educated adults and the entire community.

5. To establish methods whereby selected areas of the com-munity will be surveyed for the purpose of identifying those in need of basic education and encouraging them to enroll and to maintain regular attendance in classes.

6. The committee should act as a liason with any local community action program.

Purpose of Neighborhood Committees

To supplement the work of the city advisory committee and to perform the identification and recruitment of under-educated adults in depth, it will be necessary to organize a "neighborhood committee" in each pocket of poverty. These groups will be organized to work in the following areas and to assume the direct responsibility for identifying and recruiting students in that particular area.

Composition of the Committee

In recruiting members of the "neighborhood committee" the program coordinator should seek suggestions from the city advisory committee regarding individuals from their organi-zations who might be close enough to the under-educated in certain sections of the school district to have their confi-dence and the "rapport" which will be needed if contact is to be established. For example, the social welfare repre-sentatives might be well able to nominate certain caseworkers to serve on the committee. Members of the clergy, particu-larly those whose congregations are made up largely of under-privileged, would be in a position to suggest individuals for the committee. Representatives from many of the volun-tary agencies will know of individuals who are in daily contact with the illiterate.

Industrial employers may be willing to cooperate in the or-ganization of classes which could meet on company property and partially on the employer's time. Many labor union officers will be in a position to help identify and recruit under-educated members of their organizations and in some instances provide union hall facilities for the classes.

It is expected that there will be as many "grass roots" committees as there are pockets of poverty to be served. The program administrator will have to conduct a very careful training program in order that their individuals may be thoroughly familiar with the program, their part in it, and have an overview of many of the situations which they may meet as they perform their functions.

Functions of the Committees:

1. The "grass root" committees will survey the neighborhood on a door-to-door and block-by-block basis, to identify by name and address all illiterates and under-educated adults who are not presently enrolled in any type of fine education class and to indicate the results of these individual visits.

2. To encourage the enrollment and regular attendance in their classes of the individuals who the census identifies.

3. To be available to make any follow-up-visits as may be needed to encourage regular attendance, to become aware of any problems directly or indirectly affecting attendance, or to perform any functions which may prevent an adult from becoming a "drop-out."

4. If the area advisory committee has done an effective job of selling this program to the community and to the under-educated, when the neighborhood committee member calls to take the educational census, no one will be surprised in the household. They will be expecting the call and the invitation to education.

Methods of Recruitment

Just how then does the teacher promote enrollment? First, he can be a good teacher. In addition, there are many direct public relations and promotion approaches that have proven to be effective:

1. Flyers may be distributed in neighboring day schools, church congregations, labor union halls, etc.

2. Past school records will give you names of "drop-outs," and guidance departments may help locate them.

3. The United States Post Office Department registers aliens, many of whom desire further education and must have it to obtain citizenship.

4. Members of the adult school faculty can mingle with parents on PTA nights. By wearing identity badges with provocative messages, such as, "Ask me about adult education classes," teachers arouse interest in the adult program.

5. Teachers can appear on T.V. programs to answer questions relating to the Adult School offerings.

6. Informal canvassing by actual doorbell ringing to discover potential students who may otherwise never approach the school can be successful.

7. Personal notes or questionnaires to former students can serve as reminders and also supply up-to-date information on new courses and job opportunities.

8. An open-house party can combine friendly social gatherings with recruitment.

9. Visits to community centers, public libraries, housing projects, churches, YWCA and YMCA buildings, etc. provide good audiences of potential students. They usually have bulletin boards on which program catalogues or posters can be displayed.

An actual survey made in the Knoxville, Tennessee, Evening High School revealed the following facts:

1. Fifty-nine had heard of the adult classes from former students.

2. Eleven had seen a poster.

3. Ten had read newspaper announcements.

4. Four were informed by telephone calls.

5. Three read about the classes in direct mail material.

6. One learned about the classes from a television program.

So it is evident that as plans for an adult course are carried out in the manner suggested above, there is much immediate potential influence, not only on present students, but also on all prospective students in the community. The teacher is a good "conversation-piece" when adult students get together or when they talk to friends and neighbors in laundromats, out-patient clinics, public conveyances, doctors' and dentists' offices, and at bus stops and parties. These people can spread the good word about friendly help received, or they can "bad-mouth" it and turn people away from the program.

THE EXPANDING CHALLENGE OF STUDYING
AND UTILIZING COMMUNITY RESOURCES IN ABE

Group VII

Let no one minimize the difficulty of planning and maintain-
ing a community program of Adult Basic Education. The study
of a community should be guided by a thorough step-by-step
coordinated plan. This plan must involve the total community.
The first stage of the plan should be to ascertain the re-
sources which are available in the community. Secondly, there
should be an identification of the target population for
recruitment and plans started for job placement of the indi-
vidual upon completion of the program.

The primary objectives of the local program should be to
develop the teaching of reading and computational skills, pro-
vide more pre-vocational experience and job opportunities,
encourage better family organization, promote better consumer
practices, emphasize the value of health and healthful living,
and advocate more understanding and active participation in
citizenship responsibilities. A successful program will require
a solid plan of coordinated relationships between the program
staff, the participants, and the community. Location of sen-
sitive areas of concern that will take selected techniques to
gain support for the program should not be overlooked. The
program planned should be individual enough to gain the support
of the human resources as well as the financial resources of
the community.

Dr. Roy B. Minnis states that we must work together, blend
our talents, and labor together to establish a continuing
community cooperative relationship between all levels of
government and non-government resources. To obtain this
continuing community cooperative relationship we must develop
a continuing dialogue among members of the community life.[1]
In this relationship between a responsible community and the
ABE program there should develop a general understanding of
the desired constructive changes that can and will be made in
the community. The advantages of desirable behavioral changes
in the people directly concerned with the program should be
discussed fully with all resource groups in the community.

There must be the realization in every community of the problem
of twenty-five million functional illiterates in our country
today. Although our American economy is built around educa-
tion, we must place a greater emphasis on the teaching and

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[1]Roy B. Minnis, "What is Adult Basic Education?"
Address given to Institute for ABE Teachers and Administrators,
Florida State University, Tallahassee, Florida, 1965.

training of our under-educated adults. In this new planning
our communities should cooperate to see that the educational
program attracts and trains competent teachers for adults and
also develops a solid curriculum. The number of functional
illiterate adults is growing in each community and the prob-
lems they now face are becoming acute. Communities must
recognize this area of concern and all program participants
must begin planning that will motivate the community with
all its resources through various techniques available that
will accomplish the building of a successful program.

The program is confronted by two more problems--that of
developing plans for successfully enrolling the under-educa-
ted adults and how to motivate community resources to assist
in building for success. "The perennial limitations faced
by this planning are time, money and physical facilities.
It is up to the program to get maximum utilization from all
resources available."[2]

There is also a great need to develop a firm level of support
and participation in which individuals, agencies, private
organizations and civic groups will join to give impetus to
the education, enrichment and social advantages to the under-
educated adults in the community. Certainly in the beginning
the involvement of community resources will be made possible
by well planned and coordinated public relations on the part
of the local program leaders. Good, enduring relationships
will make definite contributions to the beginning and contin-
uing success of adult education in any community.

Abraham Lincoln gave this charge when he said, "The leading
object of our form of government is to elevate the conditions
of men." So is the challenge in Adult Basic Education.

The Need For Resources In ABE

The adult interested in gaining understanding through ABE
programs is challenged to identify basic assumptions, com-
pare evidence and arguments, and exercise his power of crit-
ical analysis. He should benefit richly from the materials
and services offered by and through programs made available
to him by ABE and the various agencies cooperating with ABE.
Thus, the resources offered should help the ABE student to
increase his understanding in the development of the skills
essential to enlightenment in civic and economic competency.[3]

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[2]Malcolm Knowles, (ed) Handbook of Adult Education in
the United States. Chicago, Illinois: Adult Education
Association of the U.S.A., 1960.

[3]Frontiers in Adult Basic Education. A Compilation of
Selected Papers and Group Reports Presented at the South-
eastern Region IV Institute for Teacher-Trainers, 1966.
Florida State University, Tallahassee, Florida, Office of
Continuing Education.

As in all programs of education, ABE cannot be successful unless adequate outside resources are made available to the program. The following suggestions are proposed as means for facilitating and enhancing ABE:

Referral: Eligible persons may be referred by agencies to ABE programs and in turn ABE leaders may have need to refer students in their program to an agency which provides a given or specific service needed.

Recruitment: This service may be provided through agencies by encouraging individuals they serve in some specialized way to enroll in ABE, as well as provide some general infor- mation about ABE programs.

Retention: This may be brought about by encouragement and/ or priase by the agencies working with or serving individuals in ABE programs.

Publicity: Community agencies may serve ABE programs by helping publicize, defend, and justify the need for such a program within the community.

Financial: Some community agencies may be situated in such a way as to include in their budgets some financial assistance for certain enrichment activities for ABE students, which would not be included in the ABE budget.

Material Resources

Material resources may be divided into two general classifi- cations:

> Hardware: Consisting mainly of various types of audio- visual machines and accessories; and

> Software: Consisting primarily of written materials.

Human Resources

Most communities have a wealth of local human resources which may be utilized through creative planning. Such per- sons as professional laymen, business leaders, labor leaders, skilled and semi-skilled workmen, recreational leaders, etc., all of whom might serve as lecturers, panelists, or other means of resource media. These could include:

> Professional: Ministers, physicians, lawyers, educators, social workers, nurses, etc--

> Business: Bankers, store managers, garagement, grocery clerks, etc.--

Labor Leaders: Foremen, shop superintendents, union
representatives, personnel managers, etc.--

Skilled: Engineers, architects, or anyone in a tech-
nical or skilled professional position, etc.--

Semi-Skilled: Postmen, delivery men, fire and policemen,
truck drivers, etc.--

The above human resources facilitate ABE programs by pro-
viding incentives in group participation, spiritual and
intellectual activities, orderliness, economic welfare, and
physical adequacy. Because of the uniqueness of every com-
munity, the above suggestions are set forth to serve only
as a general framework. The actual effectiveness in meeting
the need for resources in ABE programs depends upon the
creativeness provided by the leadership.

Types of Resources Available in "Anytown, U.S.A."

Although there are many well known and publicized resources
within every community, there is no possible way to include
all of the various local agencies which help to serve ABE
student needs within the United States. For the convenience
of the reader the better known services are listed below:

Manpower Development and Training Programs
U. S. Office of Health, Education and Welfare
Vista
Neighborhood Youth Corps
Peace Corps

Housing and Urban Development
Federal Housing Authority
Economic Development Administration
U. S. Department of Agriculture
Farmers Home Administration

Community Action Program
Cooperative Area, Manpower Planning System
U. S. Department of Interior
U. S. Department of Labor
U. S. Selective Service

U. S. Armed Forces
Social Security Administration
Federal and State Correctional Institutions
Veterans Administration
National Co-OP League

State Associations for the Blind
Employment Offices
Small Business Administration
Office of Civil Defense
Chambers of Commerce

Legal Aid Societies
Student Non-Violent Coordinating Committee
Southern Christian Leadership Conference
National Association for the Advancement of Colored
    People
Congress of Racial Equality

League of Women Voters
Local Health Departments
National Council of Churches
Local and state medical associations
Industrial Development Boards

Local Real Estate Boards
Better Business Bureaus
AFL-CIO Labor Unions
American Friends Service Committee
International Self-Help Housing Association, Inc.

Farm Bureaus
Educational Institutions, private and public
Local and privately sponsored credit unions
Urban Leagues
American Legion and Auxiliaries

Shriners
Alcoholics Anonymous
American Red Cross
Salvation Army
Junior League

Future Farmers of America
Family and Children's services

Various service clubs, including:

Lions club
Sertoma club
Rotary
Kiwanis
Civitan
Business & Professional Women's club
Elks club
Boy and Girl Scouts of America
Y.M. and Y.W.C.A. organizations

Although many will say that a specific organization or
locally funded group was left out, it was felt that only
those service agencies or organizations which were universal
country-wide in synonomity should be included in a paper of
this length. Many equally effective groups in each locale
could have been added had time and space permitted.

Mobilization Of Community Resources

A survey conducted by the Information and Training Services
of McGraw-Hill, Incorporated, states,

> "A mixed pattern of community attitude and community
> involvement in the needs of educationally deficient
> adults emerges from the survey. While there were
> some outstanding instances of community response to
> certain aspects of the problem, few programs showed
> evidence of strong, united local effort to approach
> the problems of educationally deficient adults on a
> broad frontal basis."[4]

Community resources in many instances are overburdened be-
cause of a limited staff and heavy case loads, therefore
difficulty may be encountered in the procuring of any
additional service. However, total effectiveness of the ABE
program depends on the day-to-day cooperation and involvement
of many of the previously listed resources.

Successful involvement of community resources in serving the
needs of the disadvantages will depend on beneficial liason
between the ABE program and the various resources. In
addition, team effort on the part of the community as a
whole must be developed to make sure that the individual
may be referred to the needed service. In order to expand
the use of and fully mobilize these community resources in
a broad attack on the problems and needs of the ABE student,
the following examples of resources and services may be
considered.

Civic Clubs

Each civic club within the community promotes special pro-
jects which could be of assistance to the ABE program. The
Lions Club provides eye glasses and sight conservation in-
formation. The Optimist Club sponsors day camps for boys,
boys clubs and safety programs. The Rotary Club furnishes
vocational information and promotes projects aimed toward
understanding employer-employee relations.

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[4]_Educationally Deficient Adults Their Education and
Training Needs_, U.S. Department of Health, Education and
Welfare. (The Report of a Survey Conducted by the Infor-
mation and Training Services, A Division of McGraw-Hill
Inc. Washington, D.C.: U. S. Government Printing Office,
1965), p. 32.

Local Business and Industry

In cooperation with the local Chambers of Commerce business
and industry makes available jobs for ABE students, partici-
pants in on-the-job training funds, facilities and materials
are placed at the disposal of private and public education.

Health Services

Local health departments provide health examinations, immuni-
zations, chest x-rays, V.D. control and health education.
In addition, local medical and dental associations contribute
to individual treatment and care of the ABE students under
special conditions.

Government Agencies

Innumerable government agencies on the federal, state and
local levels support training, welfare, legal services,
veterans services, senior citizen assistance, research and
demonstrations, as well as guidance in budgeting and housing
programs.

The examples above were chosen at random and it should be
noted that many other resources with purposes as worthy as
these listed are available and willing to assist those in
need.

Conclusion

The ABE leadership should become cognizant of the various
federal, state, and local agencies and foundations which
have funds available and are interested in supporting
efforts to aid the disadvantaged. In addition, there are
many private citizens, businesses, labor organizations and
numerous service organizations that are willing to invest
both time and money in programs of benefit to the community.

APPENDIX

INSTITUTE EVALUATION
by
Dr. Irwin Jahns, Professor
Department of Adult Education
Florida State University

Subjective Measures

Two types of evaluative procedures were used to assess the
outcomes of the 1968 Adult Basic Education Institute. The
first of these procedures consisted of subjective observa-
tions made by group leaders and instructional staff. The
institute director and the several discussion group leaders
met periodically to discuss various aspects of the Institute,
to share observations regarding strengths and weaknesses,
and to identify any changes in content and process that
would more adequately meet the educational needs of partici-
pants. Most of these observations, subjective as they might
be, provided considerable insight into some of the problems
and concerns which participants, individually and collective-
ly were aware of, and which undoubtedly affected their learn-
ing performance.

Objective Measures

The second type of evaluative procedure consisted of more
objective measures. Two kinds of "happiness" indicators
were used to ascertain participant reactions to various
speakers, topical areas being discussed, housing, food
service, recreational facilities, program structure,
classroom facilities and the like. Even though these
indicators do not directly measure the amount of subject
matter knowledge assimilated by participants, they often do
exert considerable influence on the receptivity of partici-
pants to subject matter acquisition.

One of the happiness indicators consisted of weekly reaction
forms used to assess participants' feelings toward the con-
tent and procedures of the previous week. The second such
indicator was a listing of "strengths and weaknesses"
identified by each learning group mid-way through the insti-
tute. This measure, being less structured than the end-of-
the-week reaction forms, was of value in assessing some of
the instructional and non-instructional factors that were
most likely affecting desired educational ends.

A second type of objective evaluative measure was used to
ascertain the extent to which certain cognitive skills and
abilities were acquired during the course of the institute.
A pre-test and a post-test were administered to ascertain the
level of subject matter competence of participants at the
beginning and at the end of the institute. The questions

used in this pre-post instrument were based upon the general educational objectives which guided the original selection of content areas to be emphasized and the identification of resource people to appear on the program.

Results and Discussion

A comparison of pre- and post-test scores indicated that 55 of the 65 persons completing both tests made some overall gain. Approximately one-half of these made substantial gains, whereas the other half made only small or modest gains. Ten of the 65 persons showed no change or a modest negative change from the pre- to post-test measure.

Several factors likely influenced the results attained. At least two learning groups completed the post-test as a group, whereas the pre-tests were completed by individual participants. Thus, the group decision on the "correct" answer(s) may have helped some people do better than what they would have done as an individual; likewise, they may have not done as well by conforming to the group decision than if they had exercised their own judgement. A second, and more important, factor which was evident to Institute staff was that a significant number of individuals used the pre-test as a referent in the types of information they purposefully sought out during the course of the Institute. These people were observed seeking out the answers to these and other questions via independent study, by review of library and reference materials, and by approaching staff and experienced participants. It is likely that one of the major effects of the pre-test was that it helped guide the self-instructional activities of a number of participants who needed no other forms of external motivation to improve their personal competence.

Since neither the "happiness" indicators nor the pre-post measures are validated instruments, they cannot be conclusively cited as evidences of Institute success or failure. They do suggest however, that such non-instructional factors as food and housing services do materially affect the "learning set" of participants. They further suggest that more consideration be given in future institutes to the teaching of mathematics and that more opportunity be given for skill development and back-home application of the subject matter areas presented by resource persons.

Examples of questions included in the happiness indicator and in the pre-post test follow.

SAMPLE QUESTIONS FROM THE "HAPPINESS" INDICATORS

1. Listed below are the presentations that were made during the first week of the Institute. Please indicate your reaction to each one by circling the appropriate number.

   Topic 6—Testing and Evaluation (Dr. Smith)

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

   Comments and/or suggestions for improving the content of the presentation.

   _____

   _____

8. Please indicate your evaluation of the following:

   1) Visit to CAI Center

Usefulness		Emphasis	
Highly Useful	1	Should be given much more emphasis	1
Useful	2	Should be given somewhat more emphasis	2
Of Little Use	3	Emphasis was adequate	3
Of No Use	4	Too much emphasis	4

16. List any additional subjects which you believe should have been included in this year's program, or which should be included in the program for next year.
    1.

    2.

    3.

21. To what extent have you had the opportunity to share your ideas and experiences with other Institute participants? Circle appropriate number on scale below.

None		Little			Some			Much		Great Extent
0	1	2	3	4	5	6	7	8	9	10

22. To what extent could the methods and techniques used in the Institute be of use to you in your local ABE program? Circle appropriate number on scale below.

None		Little			Some			Much		Great Extent
0	1	2	3	4	5	6	7	8	9	10

24. Please comment on items listed and add additional items if desired:

c. Services (maid, telephone, messages, parking, etc.)_____

_____

_____

SAMPLE QUESTIONS FROM THE PRE-POST TEST INSTRUMENT

5. A test devised especially for appraising the reading ability of adults is the

_____ (a) Metropolitan
_____ (b) ABLE
_____ (c) Stanford
_____ (d) Gray-Votaw-Rogers

16. Undereducated adults

_____ (a) Have a realistic interpretation of their ability.
_____ (b) Are likely to overestimate their abilities
_____ (c) Are likely to underestimate their abilities

19. At the instructional level, the student knows what percentage of the running words?

_____ (a) 75
_____ (b) 80
_____ (c) 90
_____ (d) 95

23. In establishing a community ABE program, the following agencies could serve as important informational sources:

_____ (a) Public schools
_____ (b) County health department
_____ (c) Welfare agencies
_____ (d) Employment service
_____ (e) Cooperative Extension Service

26. To identify the training needs of teachers in ABE:

_____ (a) An appropriate research design must be developed and a professional research staff utilized
_____ (b) The ABE student should be the basic source of data
_____ (c) The U.S. Office of Education should be consulted
_____ (d) Data should be collected to reflect the specific needs of the teachers in your program
_____ (e) The literature and research can provide the data on needs

30. Programmed instruction is best used to teach

_____ (a) Specific skills
_____ (b) General knowledge
_____ (c) Phonics
_____ (d) Comprehension

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<u>KEY</u>

(Symbols indicate type
of materials available)
R - Reading
HW - Handwriting
M - Mathematics
Sc - Science
H - History
H&S - Health & Safety
Sp - Spelling

Addison-Wesley Publishing Co., Inc.
Reading, Mass. 01867
R

American Book Co.
Lancaster, Texas
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