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ABSTRACT

The directory of institutions providing a degree program for training adult educators was developed as an essential step in making training opportunities better known to prospective students and their advisers; the population covered includes programs omitted from prior studies. A substantial portion of the document is comprised of a listing of institutions training adult educators, with names, titles, and addresses of directors (1970-71). Information presented in tabular form includes: programs offered, geographical distribution, level of training, program designations, institutional program area emphases, internships, functions for which students were being prepared, graduates, and academic backgrounds of professors. Among 11 conclusions reached by the researchers are these: (1) individuals who responded widely misinterpreted the term "adult education;" (2) personnel are often not aware of degree programs in their institutions; (3) there are at least twice as many degree-granting institutions as indicated by the most recent survey of membership of the Commission of the Professors of Adult Education. Approximately half the document is devoted to three appendixes: a discussion of prior studies, the survey design and methodology, and the survey instructions and form. (AJ)

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COLLEGE AND UNIVERSITY DEGREE PROGRAMS
FOR THE PREPARATION OF
PROFESSIONAL ADULT EDUCATORS, 1970-71



ED 094138

HIGHLIGHTS

Professional programs to train adult educators were offered by 61 colleges and universities in 1970-71, including 5 with 2 programs. At least 21 other institutions have begun programs since the survey was made.

The first degree for a professional adult educator was awarded by Ohio State University in 1920.

By degree level, 9 institutions awarded degrees for adult educators at the bachelor's, 59 at the master's, and 38 at the doctor's.

The most common terms used to designate these programs were adult education (used by 29 institutions), adult and continuing education (6), extension education (6), continuing education (4), adult education administration (3), and community development (3).

Enrollment in programs for adult educators at all levels rose from 2,623 in 1969-70 to 2,968 in 1970-71. Since they began their programs, the same institutions had produced a cumulative total of 4,453 graduates (plus some from institutions unable to report their totals).

Major areas of curricular concentration were adult education program development, continuing education for the professions, community development, and vocational and technical education.

The faculty was almost evenly divided between full-time professors (101) and part-time (107).

Reflecting the fact that this is a new field, less than a fourth of the professors of adult education were, themselves, trained in the field.

ED 094138

COLLEGE AND UNIVERSITY
DEGREE PROGRAMS FOR THE
PREPARATION OF
PROFESSIONAL ADULT EDUCATORS, 1970-71

by

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and

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University of Montreal

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U.S. Department of Health, Education, and Welfare
Caspar W. Weinberger, Secretary
Charles B. Saunders, Jr., Acting Assistant Secretary for Education

Office of Education
John Ottina, Commissioner

FOREWORD

The importance of adult education and the need to increase programs available to train adults has been recognized by congressional actions. The effective execution of adult education programs requires a skilled cadre of teachers and administrators, professionally trained for their assignments. This directory was developed as an essential step in making training opportunities better known to prospective students and their advisers.

In compiling data for this report, an effort was made to avoid some of the limitations which handicapped previous surveys in this area. All institutions were screened for eligible programs, provided they offered bachelor's, master's, doctor's, or professional degrees. The population covered, therefore, was not restricted to (a) institutions having representation in any existing association of adult education, (b) institutions with graduate programs in education, or (c) institutions using the term "adult education" as the formal title for any degree program. By observing these precautions, the authors hoped to reduce the probability that training programs omitted from prior studies would not again be overlooked.

The survey was conducted by William S. Griffith and Gilles H. Cloutier, both then at the University of Chicago. The National Center for Educational Statistics (NCES) provided financial support to develop this report. Dr. Griffith, the senior author, served as Chairman of the Commission of the Professors of Adult Education from 1969 to 1971. He is an associate professor of adult education at the University of Chicago, where he is associated with Cyril O. Houle, who has for more than a decade conducted annual censuses of those holding doctorates in adult education. Dr. Griffith was assisted in this project by Mr. Cloutier, then a graduate student at the University of Chicago and currently directing the university extension program at the University of Montreal.

The assistance of Professor Houle, Prof. Roy J. Ingram of Florida State University, Jules Pagano (then Executive Director of the Adult Education Association), and Paul V. Delker (Director of the Division of Adult Education in the U. S. Office of Education) should be acknowledged with appreciation. As in any survey of this type, the key to success is cooperation on the part of respondents. Special thanks are due to college and university administrators who completed the lengthy questionnaire sent to them by the authors.

This publication summarizes the original report. Readers who may wish to review the original manuscript should contact the ERIC Clearinghouse on Adult Education (now located at Northern Illinois University). The report is entitled A Directory and Analysis of Degree Programs for Preparing Professional Adult Educators in the United States (ED 058 540).

The National Center for Educational Statistics is pleased to publish this initial directory. Since errors of omission in this report seem inevitable, NCES will welcome corrections so that subsequent directories will be more accurate and complete.

Robert Calvert, Jr., Chief
Adult and Vocational Education
Surveys Branch

Dorothy M. Gilford
Assistant Commissioner
for Educational Statistics

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INTRODUCTION

Adult education has been called "an emerging field of university study" by the Commission of the Professors of Adult Education. Although different terms are used by various groups to label the activity, the necessity for providing educational opportunities for adults throughout their lifetime is being recognized by increasing numbers of Americans. As the number and variety of educational programs for adults increase, the need for persons professionally prepared to conduct and direct such programs also grows.

Graduate degree programs for the preparation of professional adult educators have been in existence for more than three decades. Yet, even today their existence is relatively unknown to the majority of those offering educational programs for adults. This directory of training opportunities in adult education has been developed to provide practicing and prospective adult educators with information which has, heretofore, not been available from any single source.

The degree programs for training professional adult educators include those at the baccalaureate and higher degree levels which are designed to prepare graduates to administer, teach, or conduct research on educational programs for adults with the primary emphasis on the process of education. These programs may be conducted by any academic unit of an institution of higher education; hence, they are not restricted to programs within schools and colleges of education.

No attempt was made to evaluate the quality of the programs surveyed. Thus, quantitative rather than qualitative data were collected.

An actual listing of adult education degree training opportunities of institutions are presented individually and collectively to illustrate similarities and differences among such programs.

An interpretation of the data and an assessment of the significance of the compilation and publication of the directory are also presented.

In developing the study, an extensive review of past surveys in this area was conducted. A summary of their findings and techniques appears in appendix A. The survey design and methodology from this survey are shown in appendix B. The survey form and related instruction appear in appendix C.

ADULT EDUCATION DEGREE PROGRAMS, STUDENTS, AND FACULTY

On the basis of information obtained through the survey and the principal questionnaires, 61 institutions (with 66 programs) were identified as offering degree programs for preparing professional adult educators according to the definitions used in the survey. All the tables are based upon this number and these schools.

At the time the survey was made, a number of schools indicated that they planned to establish professional programs in adult education. Followup efforts identified six schools which had no program at the time of the survey, but began them later. These institutions are listed in the report.

An additional 15 institutions are listed because individuals from these institutions were accepted as members of the Commission of the Professors of Adult Education, thus recognizing the existence of a program in this area.

A listing of institutions training adult educators (based upon the 66 programs for which data were collected) appears in table 1. The program numbers are keyed to those shown in table 2.

For each institution, the following information is provided:

- a. name of director of the program
- b. title of director of program
- c. academic unit operating program, if not clear from title of director
- d. name of college or university
- e. address of institution.

Colleges and universities are arranged alphabetically, by States.

Table 1.--Institutions training adult educators, with names, titles,
and addresses of directors: United States, 1970-71

Program number

Alabama

1 Harry E. Frank, Assistant Professor
Adult Education
203 Petrie Hall
Auburn University
Auburn, Ala. 36830

Arizona

2 Lester S. Perrill, Coordinator
Adult Education Program
College of Education
Arizona State University
Tempe, Ariz. 85291

3 Bill J. Brisco, Associate Professor
Adult Education
University of Arizona
Tucson, Ariz. 85721

California

4,5 Stanley M. Frame, Dean of Graduate Studies
Azusa Pacific College
Highway 66 at Citrus
Azusa, Calif. 91702

6 Jane Zahn, Professor
Department of Interdisciplinary Studies
San Francisco State College
San Francisco, Calif. 94132

7 William R. Hathway, Administrative Assistant
Department of Education
United States International University
3902 Lomaland Drive
San Diego, Calif. 92106

8 Jack London, Professor
School of Education
3649 Tolman Hall
University of California
Berkeley, Calif. 94720

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

California--continued

9 Paul H. Sheats, Professor
Department of Education
324 Moore Hall
University of California
Los Angeles, Calif. 90024

Colorado

10 James M. Kincard, Jr., Director of Project ACT
(Adult Competency Training)
Department of Education
Colorado State University
Fort Collins, Colo. 80521

Connecticut

11 Richard W. Whinfield, Assistant Professor
Department of Higher Technical and
Adult Education, School of Education
The University of Connecticut, Box U-93
Storrs, Conn. 06268

District of Columbia

12 Beverly D. Cassara, Associate Professor
Adult Education
The Federal City College
1424 K Street, N. W.
Washington, D. C. 20005

13,14 Leonard Nadler, Professor
Department of Education
George Washington University
Washington, D. C. 20006

15 Edmonia W. Davidson, Chairman
Graduate Programs in Adult and Continuing Education
Howard University
2400 Sixth Street, N. W.
Washington, D. C. 20001

Florida

16,17 Arthur W. Burcher, Director Adult Education
Florida Atlantic University
Boca Raton, Fla. 33432

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

Florida--continued

- 18 Wayne Schroeder, Head
Department of Adult Education
Florida State University
920 W. College Avenue
Tallahassee, Fla. 32306
- 19 Donald P. Jaeschke, Associate Professor
Adult and Vocational Program
College of Education
University of South Florida
4202 Fowler Avenue
Tampa, Fla. 33620

Georgia

- 20 M. Brent Halverson, Assistant Professor
Adult Education
Georgia Southern College
Statesboro, Ga. 30458
- 21 Curtis Ulmer, Professor
Department of Adult Education
109 Baldwin Hall
University of Georgia
Athens, Ga. 30601

Illinois

- 22 William S. Griffith, Associate Professor
Department of Education
The University of Chicago
5835 S. Kimbark Avenue
Chicago, Ill. 60637

Indiana

- 23 John R. Craddock, Director and Professor
of Adult and Community Education
Department of Secondary, Adult and Higher Education
805 T.C. Building
Ball State University
Muncie, Ind. 47306

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

Indiana--continued

24 Paul Bergevin, Professor of Adult Education
Bureau of Studies in Adult Education
Indiana University
309 South Highland Avenue
Bloomington, Ind. 47401

Iowa

25 Roger L. Lawrence, Professor of Adult Education
Department of Professional Studies
108 Curtiss Hall
College of Education
Iowa State University
Ames, Iowa 50010

26 Arthur L. Burman, Professor
College of Education
C112 East Hall
University of Iowa
Iowa City, Iowa 52240

Kansas

27 Robert Meisner, Head
Adult and Occupational Education
Kansas State University
Manhattan, Kan. 66502

Kentucky

28 Harold Rose, Chairman
Department of Adult and Continuing Education
Morehead State University
Box 1343
Morehead, Ky. 40351

Louisiana

29 Lynn Pesson, Head
Extension and International Education
Room 204 Knapp Hall
Louisiana State University
Baton Rouge, La. 70803

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

Louisiana--continued

30 Donald W. Minton, Professor
New Orleans Baptist Theological Seminary
3939 Gentilly Boulevard
New Orleans, La. 70126

Maryland

31 Beryl W. Williams, Dean of Continuing Education
Morgan State College
Baltimore, Md. 21212

32 Einar R. Ryden, Professor
Agriculture and Extension Education
University of Maryland
College Park, Md. 20742

Massachusetts

33 Malcolm S. Knowles, Professor
Department of Adult and Higher Education
School of Education
Boston University
704 Commonwealth Avenue
Boston, Mass. 02215

Michigan

34 Russell J. Kleis, Professor
Department of Administration and Higher Education
421 Erickson Hall
Michigan State University
East Lansing, Mich. 48823

35 Gale E. Jensen, Professor
School of Education
The University of Michigan
Ann Arbor, Mich. 48104

36 Maurice Seay, Professor
College of Education
Western Michigan University
Kalamazoo, Mich. 49001

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

Mississippi

37 Charles R. Aiken, Professor
Extension Education
Mississippi State University
P.O. Box 5406
State College, Miss. 39762

Missouri

38 Ralph C. Dobbs, Professor
Department of Higher and Adult Education
301 Hill Hall
University of Missouri
Columbia, Mo. 65201

Nebraska

39 Wesley C. Meierhenry, Chairman
Adult and Continuing Education
Teachers College
105 University High School
University of Nebraska
Lincoln, Nebr. 68508

New York

40 Angelica Cass, Assistant Professor
Adult and Community Education Program
School Services Department
City University of New York
138th Street and Convent Avenue
New York, N.Y. 10031

41 Jack Mezirow, Director
Department of Higher and Adult Education
Teachers College - Columbia University
525 W. 120th Street
New York, N.Y. 10027

42 J. Paul Leagans, Professor
Department of Education
109 Stone Hall
Cornell University
Ithaca, N.Y. 14850

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

New York--continued

- 43 Kathleen Rhodes, Professor
College of Human Ecology
Cornell University
Ithaca, N.Y. 14850
- 44 Dan Ganeles, Associate Professor
Adult Education
State University of New York at Albany
1400 Washington Avenue
Albany, N.Y. 12203
- 45 Harlan G. Copeland, Associate Professor
School of Education
Syracuse University
105 Roney Lane
Syracuse, N.Y. 13210
- 46 Jerome P. Lysaught, Professor
University of Rochester
Rochester, N.Y. 14627

North Carolina

- 47 Edgar J. Boone, Professor
Department of Adult Education
117 Ricks Hall
North Carolina State University
Raleigh, N. C. 27607
- 48 Eugene R. Watson, Associate Professor
Department of Education
University of North Carolina
Chapel Hill, N. C. 27514

Ohio

- 49 William D. Dowling, Professor
Faculty of Special Services
College of Education
The Ohio State University
1945 N. High Street
Columbus, Ohio 43210

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

Ohio--continued

50,51 Ralph E. Bender, Chairman of Agricultural Education
208 Agricultural Administration
The Ohio State University
Columbus, Ohio 43210

Oregon

52 Isabella McQuesten, Coordinator, Adult Education
Oregon State University
Corvallis, Oreg. 97331

South Carolina

53 Frank Commander, Director of Adult Education
School of Education
University of South Carolina
Columbia, S. C. 29208

South Dakota

54 Gerald L. Barchert, Academic Vice President
North American Baptist Seminary
1605 South Euclid Avenue
Sioux Falls, S. Dak. 57105

Tennessee

55 Donnie Dutton, Associate Professor
Memphis State University
Memphis, Tenn. 38111

Texas

56 Joe Davis Heacock, Dean
School of Religious Education
Southwestern Baptist Theological Seminary
Seminary Hill Station
Fort Worth, Tex. 76122

Utah

57 Alton P. Hadlock, Assistant Professor
Educational Administration
University of Utah
P.O. Box 200
Salt Lake City, Utah 84110

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

Virginia

58 Paul J. Moore, Professor
Department of Extension Education
130 Smyth Hall
Virginia Polytechnic Institute and
State University
Blacksburg, Va. 24061

Washington

59 Charles Yackulic, Associate Professor
Seattle University
Seattle, Wash. 98122

60 Lloyd B. Urdal, Chairman, Education Department
Adult Education
Washington State University
Pullman, Wash. 99163

61 Richard Ferlinger, Director, Continuing Studies
Western Washington State College
Bellingham, Wash. 98225

Wisconsin

62 Burton W. Kreitlow, Professor
Office of Adult Education
University of Wisconsin
1815 University Avenue
Madison, Wis. 53706

63 Russell D. Robinson, Professor
Department of Educational Administration
and Supervision
Room 104 Garland Hall
University of Wisconsin
Milwaukee, Wis. 53201

64,65 Walter T. Bjoraker, Professor
Department of Agriculture and
Extension Education
University of Wisconsin
208 Agriculture Hall
Madison, Wis. 53706

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

Program number

Wyoming

66

Glenn Jensen, Professor
Department of Adult Education
University of Wyoming
Laramie, Wyo. 82070

After all of the questionnaires had been received and the data processed, but before this report was published, the following persons were admitted to membership in the Commission of the Professors of Adult Education. Their admission reflects the official judgment of the Commission that graduate degree training programs for adult educators were then being conducted at the institutions which these professors represented. The institutions are listed in alphabetical order, by State.

- 67 Theodore J. Pinnock, Director
Human Resources Development Center
Tuskegee Institute
Tuskegee, Ala. 36088
- 68 Leon Levitt, Assistant Professor
School of Education
University of Southern California
University Park
Los Angeles, Calif. 90007
- 69 James Laforest, Assistant Professor
Division of Education
West Georgia College
Carrollton, Ga. 30117
- 70 Alan B. Knox, Director
Office of Continuing Education
and Public Service
College of Education
University of Illinois
Urbana, Ill. 61801
- 71 Kathleen Penfield, Assistant Professor
Graduate School of Education
Rutgers University
New Brunswick, N. J. 08903
- 72 Robert F. Berner, Dean
Division of Continuing Education
State University of New York
Buffalo, N. Y. 14214
- 73 Richard Mitchell
School of Education
Central State University
Edmond, Okla. 73034
- 74 Roger A. Axford, Director
Community-University Studies
Indiana University of Pennsylvania
Indiana, Pa. 15701
- 75 Robert E. Snyder, Director
Adult Education
College of Education
Temple University
Philadelphia, Pa. 19122
- 76 James Bromley, Associate Prof.
Department of Education
Woodward Hall
University of Rhode Island
Kingston, R. I. 02881
- 77 John M. Peters, Associate Prof.
Department of Continuing and
Higher Education
15 Henson Hall
University of Tennessee
Knoxville, Tenn. 37916
- 78 Donald F. Seaman, Associate Prof.
School of Education
Texas A and M University
College Station, Tex. 77843
- 79 Ray Varnado Clarke
Interprofessional Studies
College of Education
North Texas State University
Denton, Tex. 76201
- 80 Earl Jones, President
Incarnate Word College
San Antonio, Tex. 78209
- 81 Carroll A. Londoner, Asst. Prof.
School of Education
Virginia Commonwealth University
Richmond, Va. 23220

The following six institutions, which had stated in the October 1970 screening questionnaire that they did not have but were planning to establish a degree program for training adult educators, reported in response to the March 1972 followup questionnaire that they then had such a program for professional adult educators.

- 82 Sister Doreen O'Grady
President
Mount Saint Joseph College
Wakefield, R. I. 02879
- 83 Toni Powell
Director, Adult Education
Tennessee State University
Nashville, Tenn. 37203
- 84 Paul Quinn College
1020 Elm Street
Waco, Tex. 76703
- 85 Oscar L. Dorsey
Dean of Professional Schools
Southwest Texas State College
San Marcos, Tex. 78666
- 86 N. H. Shope
Dept. of Administration in Education
Appalachian State University
Boone, N. C. 28607
- 87 Dayton Rothrock, Professor
McPherson College
McPherson, Kans. 67460

Fourteen additional institutions responded to the March 1972 followup questionnaire by affirming their intention to establish a degree program for the preparation of adult educators by September 1973. The names of these institutions and the individuals who reported the plans are as follows:

- 1. Paul P. Cooke
District of Columbia Teachers College
11th and Harvard Streets, N. W.
Washington, D. C. 20009
- 2. Roman J. Verhaalen
Johns Hopkins University
Baltimore, Md. 21218
- 3. Thomas L. Monison
Bentley College of Accounting and Finance
Waltham, Mass. 02154

4. Philip W. Lown
Hebrew College
43 Hawes Street
Brookline, Mass. 02146
5. Anthony M. Brown
Carroll College
Helena, Mont. 59601
6. M. Patricia Nathen
College of Saint Mary
72nd and Mercy Road
Omaha, Nebr. 68124
7. Kirk E. Naylor
University of Nebraska at Omaha
Omaha, Nebr. 68132
8. Larry G. Lemmel
Franconia College
Franconia, N. H. 03580
9. J. Osborne Fuller
Fairleigh Dickenson University
Rutherford, N. J. 07070
10. Boyd C. Patterson
Washington and Jefferson College
Washington, Pa. 15301
11. M. Maceo Nance, Jr.
South Carolina State College
Orangeburg, S. C. 29115
12. John F. Potts
Voorhees College
Denmark, S. C. 29042
13. Dumont F. Kenny
Cuny York College
158-11 Jewel Avenue
Flushing, N. Y. 11365
14. Leonard W. Rice
Oregon College of Education
Monmouth, Oreg. 97361

Programs Offered

Descriptive information on each of the 66 programs offered by the institutions that completed questionnaires appears in table 2. Data presented indicate the formal name of the program; the number of full-time

and part-time faculty in 1970-71; the total number of students enrolled in 1969-70 and 1970-71; primary emphasis, level of training, and when programs were first initiated; and the total number of degrees awarded, by level, since the program was instituted. This tabulation follows the same order of institutions utilized in table 1.

Details in table 2 show that of the 208 faculty members involved in training adult educators, 101 were employed full time and 107 part time. While the totals are obviously affected by the lack of data from some institutions, the number of students in these programs increased from at least 2,623 in 1969-70 to at least 2,968 in 1970-71. For all schools reporting these data, the total number of graduates ever trained in adult education was 4,453, not all schools reported their total graduates.

Geographical Distribution

Degree programs for preparing professional adult educators were identified in 32 States and the District of Columbia. No programs were reported in the following 18 States and 3 other areas: Alaska, Arkansas, Delaware, Hawaii, Idaho, Maine, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Vermont, West Virginia, Guam, Puerto Rico, and the Virgin Islands. However, it should be noted that in the March 1972 followup survey, programs were reported as currently in existence or in the process of development in several of these areas. Rhode Island later began programs. Figure 1 shows the geographical distribution of those programs which have been adequately documented. Institutional reference numbers are taken from table 1, and from numbers used to identify schools which have added programs.

Table 2.--Institutions training adult educators, by name of program, full-time and part-time faculty in 1970-71, level of programs offered with 1969-70 and 1970-71 enrollments, and total degrees ever awarded: United States

Name of institution	Name of program	Number of faculty, 1970-71		Level of program offered (starting date) ¹ and emphasis	Student enrollment		Number of graduates since program began
		Full-time	Part-time		1969-70	1970-71	
Auburn University	Adult education	1	2	BS (1968) Vocational Technical education	--	9	1
				MS (1968) Vocational Technical Education	15	11	5
				EdD (1971) Program Planning	--	--	-
				Special Degree (1971)	--	16	-
Arizona State University	Adult education	2	2	MA (1965) Program Planning	60	NA	50
				EdD & PhD (1965) Program Planning	70	NA	18
University of Arizona	Adult & continuing education	-	1	MA (197C) Continuing Education and MEd for the Professions	3	3	NA
Azusa Pacific College	Family counseling	1	3	MA (1971) Adult Basic Education	--	341	NA
Azusa Pacific College	Community development, extension education	-	5	MA (1969) Curriculum	65	NA	20
San Francisco State College	Adult education	1	-	MA	NA	NA	NA
United States International University ²	NA	NA	NA	NA	NA	NA	NA
University of California at Berkeley	Adult education	2	-	MA (1947) Adult Basic Education	-	5	NA
				EdD & PhD (1947) Adult Basic Education	-	27	NA
University of California at Los Angeles	Adult education	2	-	MA (1946) Community Development	3		
				EdD (1946) Community Development	3	2	23
				PhD (1968) Community Development	28	16	39
				Special Degree (1970)	-	3	
Colorado State University	Continuing education	2	-	MEd (1960) Program Planning	20	15	75
University of Connecticut	Adult education	-	4	MA	24	30	12
				PhD	8	11	3
Federal City College	Community development	7	10	BA	-	3	
				MA	-	-	
George Washington University	Adult education human resource development	1	1	MA (1955) Curriculum	NA	57	
				EdD (1955) Curriculum	NA	11	
Howard University	Adult & continuing education	1	1	MA (1965) Adult Basic Education	15	14	3
				MEd (1968) Adult Basic Education			
Florida Atlantic University	Adult education community education	1	-	CAS (1968) Adult Basic Education	2	1	
				MA (1964)	NA	60	NA
Florida State University	Adult education	4	2	Edd (1970)	NA	NA	NA
				MA (1958) Adult Basic Education and MS	30	30	15
				EdD & PhD (1958) Adult Basic Education	70	70	35
University of South Florida	Adult & vocational education	3	1	Special Degree (1970)	-	1	-
				MA (1968)	72	80	27
Georgia Southern College	Adult education	1	1	MEd (1971) Program Planning	-	23	-

See footnotes at end of table.

Table 2.--Institutions training adult educators, by name of program, full-time and part-time faculty in 1970-71, level of programs offered with 1969-70 and 1970-71 enrollments, and total degrees ever awarded: United States--Continued

Name of institution	Name of program	Number of faculty, 1970-71		Level of program offered (starting date) ¹ and emphasis	Student enrollment		Number of graduates since program began
		Full-time	Part-time		1969-70	1970-71	
University of Georgia	Adult education	4	2	MA (1967) Adult Basic Educ. & MS Edd (1967) Continuing Educ. for the Professions	20	12	17
University of Chicago	Adult education	1	1	MA (1935) Program Planning PhD (1935) Curriculum CAS (1965)	11 45 2	9 22 1	NA 77
Ball State University ²	NA	NA	NA	NA	NA	NA	NA
Indiana University	Adult education	4	--	MA & MS (1948) Adult Basic Education Edd & PhD (1948) Curriculum Special Degree (1970)	20 69 --	21 51 14	67 70 --
Iowa State University	Adult & extension education	--	3	MS Continuing Educ. for the Professions PhD (1958) Continuing Educ. for the Professions	10 6	11 8	-- 2
University of Iowa	Adult education	1	1	MA (1948) PhD (1948)	30	13	NA
Kansas State University	Adult education	2	3	MS (1970) Adult Basic Educ. PhD (1969) " " "	NA NA	15 12	-- --
Morehead State University	Adult & continuing educ.	--	4	MA (1970) 1 Adult Basic Educ.	--	25	1
Louisiana State University	Extension educ.	--	4	MS (1950) Program Planning Edd (1969) Curriculum	87 13	72 24	226 1
New Orleans Baptist Theological Seminary	Adult education	1	--	MRE Education for Family Life Edd EdS	160 20 NA	NA NA NA	NA 5 5
Morgan State College	Adult education	--	2	BS MS	NA --	NA NA	
University of Maryland	Extension education	3	--	BS Continuing Educ. for the Professions MS Program Planning PhD (1969) Program Planning AGS	-- -- 8 NA	26 9 8 NA	NA NA NA
Boston University	Adult education	3	--	MEd (1960) Program Planning Edd (1960) Evaluation CAGS (1960)	76 79 11	87 147 40	157 37 --
Michigan State University	Continuing education	1	5	MA (1961) Adult Basic Educ. Edd & PhD (1956) Curriculum EdS (1966) Curriculum	31 63 11	36 52 14	NA 65
University of Michigan	Community development	1	4	MA (1946) Community Development & MS Edd & PhD (1946) Community Development	20 40	28 41	NA 60
Western Michigan University	Community education	--	6	MA (1953) Education for Self-Fulfillment Edd (1966) Education for Self-Fulfillment EdS (1966)	150 60 --	150 60 72	9 25
Mississippi State University	Adult education	1	--	MEd (1968) Adult Basic Educ. Edd (1968) Program Planning CSP (1968)	13 1 1	16 2 2	4 NA
University of Missouri	Adult & higher education	3	1	MS (1966) Program Planning Edd (1970) & PhD EdS	18 NA NA	15 17 6	7 0
University of Nebraska	Adult education	3	1	MA (1960) Community Development PhD (1960) Program Planning	15 30	26 64	10 22
City University of New York	Adult & community educ.	1	3	MS (1967) Adult Basic Educ.	49	NA	45
Columbia University (Teachers College)	Adult & continuing educ.	5	--	MA (1930) Program Planning Edd & PhD (1930) Diploma	22 26 NA	20 30 2	NA 74 NA
Cornell University (Education)	Extension education	3	--	MS (1949) Cont. Educ. for Prof. Edd (1954) " " " " PhD (1947) " " " "	12 15	12 12	214 91

See footnotes at end of table.

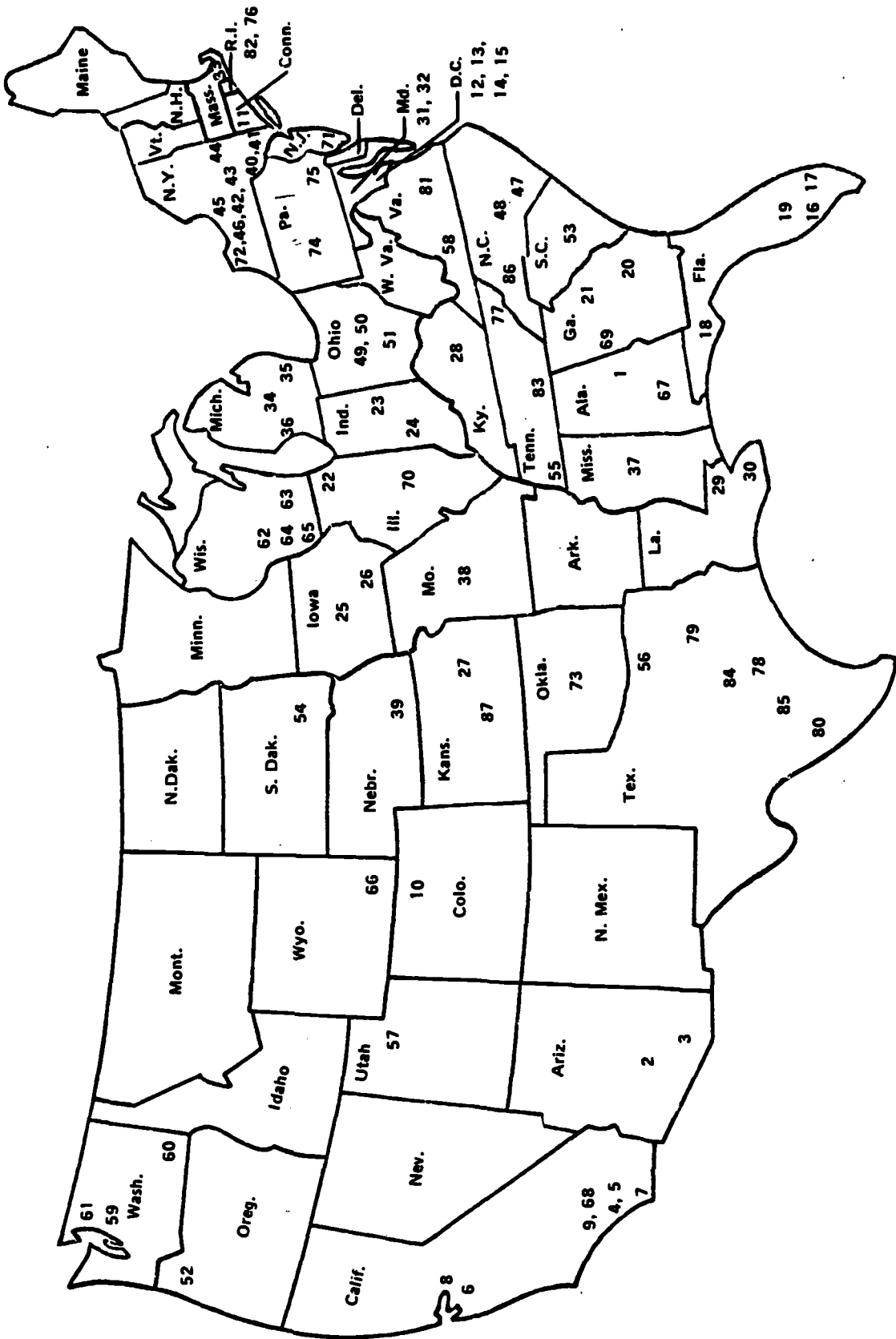
Table 2.--Institutions training adult educators, by name of program, full-time and part-time faculty in 1970-71, level of programs offered with 1969-70 and 1970-71 enrollments, and total degrees ever awarded: United States--Continued

Name of institution	Name of program	Number of faculty, 1970-71		Level of program offered (starting date) ¹ and emphasis	Student enrollment		Number of graduates since program began
		Full-time	Part-time		1969-70	1970-71	
Cornell University (College of Human Ecology)	Education services	--	5	BS (1971) Community Development	--	10	--
State University of New York at Albany	Adult basic and continuing education	2	0	MS (1969)	15	NA	1
Syracuse University	Adult education	6	--	MA (1952) & MS EdD & PhD (1952) CAS (1952)	6 8 --	11 17 NA	17 6
University of Rochester	Continuing education	--	1	MS (1968)	40	52	3
North Carolina State University	Adult and community college education	6	--	MS & MEd (1964) Curriculum EdD (1964) Program Planning	150 52	65 45	181 67
University of North Carolina	Adult education	1	4	MA & MEd (1965) Continuing Educ. for the Professions PhD (1965)	9 5	10 5	6 1
Ohio State University (College of Education)	Adult education	2	--	MA (1943) Program Planning PhD (1950) Continuing Educ. for the Professions	28 34	NA NA	NA NA
Ohio State University	Adult & voc. educ.; extension administration	6	--	BS Vocational Technical Educ. MS PhD	NA 126 45	181 54 45	1924 283 102
Ohio State University	Adult & voc. educ.; extension administration		4	BS Program Planning MS PhD	NA 19 18	NA NA NA	NA 59 24
Oregon State University	Adult education	NA	NA	MEd (1968) Program Planning EdD (1968)	53 NA	NA NA	1 NA
University of South Carolina	Adult & continuing educ.	1	--	MEd (1970) Program Planning	--	14	--
North American Baptist Seminary	Continuing education	--	5	MA (1971) Continuing Educ. for the Professions	NA	38	NA
Memphis State University	Adult education	1	--	MEd (1971) Curriculum	15	20	--
Southwestern Baptist Theological Seminary	Adult religious educ.	2	--	MRE EdD (1971)	2 NA	10 NA	NA --
University of Utah	Adult educ. administration	--	1	MEd Continuing Educ. for Women EdD English as a Second Language 3 CAAEP	10 3 NA	NA 12 --	5 3
Virginia Polytechnic Institute	Adult & continuing educ.	--	4	MS (1971) Curriculum EdD (1971) Evaluation	12 NA	8 1	29 --
Seattle University	Adult educ. administration	1	1	MA & MS MEd	24 NA	34 NA	25 --
Washington State University	Extension education	1	--	MEX (1961) Program Planning	8	10	56
Western Washington State College	Adult educ. administration	--	1	MEd Community Development	--	10	
University of Wisconsin-Madison (Adult Education)	Adult education	3	--	MA & MS (1951) Program Planning PhD (1953)	14 36	NA NA	27 83
University of Wisconsin-Milwaukee (Dept. of Educational Adm. and Supervision)	Adult education	1	--	MS (1965) Adult Education Administration SPC (1968)	54 7	54 7	
University of Wisconsin-Madison (Dept. of Agriculture and Extension)	Extension administration; extension Educ.	--	6	BS, BA MS (1954) Continuing Educ. for the Professions PhD (1954)	NA 43 32	NA 52 30	NA 129 30
University of Wyoming	Adult education	2	2	MA (1956) Community Development EdD & PhD (1956)	5 11	7 13	

¹Abbreviations for degrees are as follows: AGS (Advanced Graduate Specialist), BA (Bachelor of Arts), BS (Bachelor of Science), CAGS (Certificate of Advanced Graduate Study), CAS (Certificate of Advanced Study), CAAEP (Certificate in Administration of Adult Education Programs), CSP (Certificate of Specialization), EdD (Doctor of Education), EdS (Education Specialist), MA (Master of Arts), MEd (Master of Education), MEX (Master of Extension), MRE (Master of Religious Education), MS (Master of Science), PhD (Doctor of Philosophy), SPC (Certificate Specialist).

²These institutions did not respond to the survey, but are known from other sources to be operating programs.

Figure 1.—Geographical distribution of programs for training adult educators



NOTE.—See table 1 for identification of reference numbers in States.

Level of Training

The respondents reported nine programs at the undergraduate level, with a primary emphasis on bachelor of science programs in agricultural and vocational education. Twenty-six institutions offered master of arts degree programs; 24 institutions offered master of science degree programs; and 17 institutions offered the equivalent of a master's degree designated by some other name. Doctor of education programs were offered by 26 institutions and doctor of philosophy programs by 25. Seventeen institutions offered special degrees, awarding certificates rather than master's or doctor's degrees.

Table 3 shows the numbers of institutions offering various curricula and indicates the time periods in which they were established.

Table 3.--Number of institutions training adult educators, by level, type of degree, and year of inception: United States, 1930-1971

Period or year	Undergraduate level		Master's level			Doctor's level		
	B.A.	B.S.	M.A.	M.S.	Other ¹	Ed.D.	Ph.D.	Special
1930-49 ²			8	2		5	7	
1950-59			6	3	1	6	8	2
1960-69		1	4	7	8	8	6	7
1970			2	1	1	2	-	3
1971		1	2	1	2	3		1
Year not specified	2	5	4	10	5	2	4	4

¹Other master's degrees: include master of education (14), master of extension (1), and master of religious education (2).

²Ohio State University (institutional program code No. 54), reported that its first undergraduate obtained his degree in 1920, its first master in 1926, its first doctor in 1938 (see table 48). It did not, however, provide answers to the question of year of initiation of program (see table 35).

Program Designations

Degree programs for the preparation of professional adult educators are identified by a variety of names. The fact that the name used to designate each program differs from the name of the academic unit offering it further complicates the situation. However, the number of institutions offering instructional programs which were reported to be using 1 or more of the 17 names listed below are as follows:

<u>Program designation</u>	<u>Number of institutions</u>
1. Adult Education	29
2. Adult and Continuing Education	6
3. Extension Education	6
4. Continuing Education	4
5. Adult Education Administration	3
6. Community Development	3
7. Adult and Vocational Education	2
8. Community Education	2
9. Extension Administration	2
10. Adult and Community College Education	1
11. Adult and Community Education	1
12. Adult and Extension Education	1
13. Adult and Higher Education	1
14. Adult Basic and Continuing Education	1
15. Adult Religious Education	1
16. Educational Services	1
17. Human Resource Development	1
18. No Response	2

Institutional Program Area Emphases

The questionnaire requested each respondent to choose from a listing of 23 program areas in ranking up to 5 areas in order of importance in the institutional program. Areas of emphasis were derived from the 1960 Handbook of Adult Education in the United States. In table 4, the number of institutional programs ranking each of 23 areas of emphasis is shown by degree level.

Because only four institutional programs provided rankings on areas of emphasis at the undergraduate level the data were considered to be inconclusive in reflecting general characteristics of this level of study in adult education degree programs.

At the master's level, program planning was ranked first in order of importance in 17 institutional programs and second in order of importance by 8 institutions. These rankings show the primary importance given to the area of program planning in master's degree level study. Adult basic education was given a first or a second ranking in 14 institutional programs and 12 additional programs ranked it third to fifth in importance. Five other institutional programs indicated

Table 4.--Ranking of adult education program emphases, by level and by institutions:
United States, 1970-71¹

Area of emphasis	Undergraduate level					Master's level					Doctor's level				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adult basic education		1				8	6	3	6	3	3	1	3	1	5
English as a 2nd language							1	1							
Reading								2				2			
ABE Other 1						3	1			2	2	1			1
ABE Other 2							1								1
Community development	1		1		1	5	4	4	7	9	3	4	1	6	5
Continuing education for professions	1					6	1	3	2	3	9	3	2	3	2
Continuing education for women		1				1	1	1	1			1	2		
Curriculum and content		2	1			3	7	8	5	1	1	6	5	1	3
Program planning				1		17	8	2	3	4	12	4	3	4	2
Evaluation							6	8	4	2	2	4	5	3	1
Curriculum and content other 1						2	5	3	1	1		4	4	2	1
Curriculum and content other 2								1	1	1	2	1	1		
Education for aging			1				2	1	3	1				3	
Education for family life					1		2			1		2			
Education for public responsibility				1			1	1	4	5			2	5	3
Education for self fulfillment					1	1	1	2	1	1			1	1	1
Education for social responsibility						1	1	1	1	3		1		2	2
Health education				1				1	1						
Recreational education								1	1					1	
Vocational technical education	2					3	1	3	2	1	1	1	3	1	
Other 22							1					1			
Other 23								1					1		
No response	7	7	8	8	8	14	14	17	21	26	9	9	11	13	18
Not applicable	55	55	55	55	55	2	2	2	2	2	21	21	21	21	21

¹Two "other" categories are presented to indicate that more than one write-in answer was provided by a school.

some specialized area of adult basic education as having a first or a second ranking. Although the data were inadequate to reflect changes in emphasis, the Federal financial assistance which has been provided to stimulate and to support work in this area has probably served to raise the ranking of adult basic education as an area of emphasis in older programs and to encourage the establishment of new programs with basic education as their primary thrust. If the source of funds and the priorities of funding organizations do account for the establishment of new programs and the modification of existing ones, the importance of preparing persons to work in adult basic education may even come to depose program planning from its pre-eminence in master's degree programs.

At the doctoral level, program planning was ranked first in importance, followed by continuing education for the professions, community development, curriculum, and evaluation. Adult basic education was listed at fifth rank or above by 13 institutional programs.

Internships

Internships have been required in the medical field because students come to their professional training devoid of experience in that profession. Such is not the case in the adult education field in which the typical graduate student has had several years of practical work experience, often as a practicing adult educator, before beginning a graduate study program. For this reason, most of the internship programs in adult education are offered on an optional basis. A summary of the data collected on the number and status of internships in programs at different levels is listed below:

Internship status	Number of institutional programs		
	Undergraduate level	Master's level	Doctor's level
Yes, optional	5	35	33
Yes, mandatory	0	1	0
No	2	19	5
No response & other	59	11	28

Functions for Which Students Were Being Prepared

Respondents to the main questionnaire were asked to estimate the percentages of students being prepared to perform each of five major AE functions: administration, counseling, research, teaching, and further studies. Space was provided for listing any additional functions.

Two of the undergraduate programs emphasized preparation for teaching. Yet, counseling emerged as the main function for which undergraduate students in adult education were being trained.

At the master's level, teaching and administration were, in that order, the functions which most students were being prepared to perform.

At the doctoral level the emphasis was reversed, with administration named as the most common function, followed by teaching and research. Despite the tradition that a Ph.D. program is research oriented, only five institutions reported that they were preparing 30 percent or more of their students primarily to perform this function.

Overall, the data indicate that adult education programs at the undergraduate or graduate degree levels were serving to prepare their students for careers in administration or teaching. No other function was nearly as important as these two, although 26 programs professed that they were preparing between 5 and 33 percent of their students for research careers.

Graduates

The contribution each of the 66 institutions had made to the preparation of the total number of degree holders in adult education is given in table 2.

Eight institutions offered training for adult educators at the bachelor's level. One institution, Ohio State University, had produced nearly 99 percent of all the undergraduate degree holders reported in the survey. Federal City College, which reported an unusually large undergraduate enrollment in adult education, is a new institution and had yet to graduate many students.

At the graduate level, 60 of the institutions offered training at the master's level and 38 at the doctor's. Ohio State University is noted again for its production of adult educator specialists, having 102 doctoral alumni. The next ranking institutions were Cornell University (91), The University of Wisconsin (83), and The University of Chicago (77). Seventeen institutions had each conferred 18 or more doctoral degrees.

The number of institutions entering the field is increasing and some of the newer programs are conferring larger numbers of doctoral degrees annually than the older programs. Accordingly, the relative influence of the various institutional programs is likely to change considerably during the next decade.

Academic Backgrounds of Professors

As universities begin to regard a new occupational specialty as one which should require university preparation, the faculty members who are hired to conduct such professional preparation courses and programs must be

drawn from the established disciplines already accepted as appropriate areas of university study. The first professors in an institution which is the first to accept a new field must be drawn from other disciplines. Then, as other universities establish courses and programs in the new area, they must choose between hiring the graduates of the first such program to be developed or hiring faculty members whose academic preparation is in some other field. To assess the general situation within the field of adult education, data were collected to show both the degree levels and areas of academic preparation of university adult education faculty members both at the time of the inception of the program and currently. These data appear in table 5.

Forty-one (48 percent) of the 86 individuals having doctorates at the time the various programs were initiated had earned them in adult education. At the time of the survey there were 179 doctoral degrees reported for the faculty in the 66 institutional programs. Of that number 94 (53 percent) had been earned in adult education. Faculty members in adult education consisted of individuals whose academic preparation included psychology, counseling, administration, higher education, or any of a number of other subfields of education rather than having been restricted to candidates who had earned a doctorate in adult education.

Approximately 10 percent of the master's degrees held by adult education professors were earned in agriculture or agricultural education, a possible reflection of a movement from within the ranks of the cooperative extension service into professional posts in adult education.

Respondents were asked to indicate, as shown in table 6, the name of the college or university which granted the master's and doctor's degrees held by the directors and professors of adult education training programs, both when the program began (inception) and during 1970-71.

Ninety-one out of the 162 degrees reported for the initial faculty members in each program had been conferred by a total of 20 institutions. Within this group, four institutions had granted almost half (43) of the master's and doctor's degrees. These institutions and the number of degrees they had conferred on those who became the first faculty members in other adult education degree training programs are as follows: Ohio State University, 13; University of Chicago, 12; University of Wisconsin, 12; and University of Minnesota, 8.

Table 5.--Graduate academic preparation of trainers of adult educators:
United States, at inception of the degree programs and 1970-71

Field of study ¹	Master's degree		Doctor's degree	
	At inception of program	1970-1971	At inception of program	1970-1971
	(Number of faculty members)			
Agriculture	3	4	3	2
Education, general	7	23	11	23
Education, higher	0	0	3	6
Education, adult & continuing	30	53	41	91
Educational psychology	6	11	7	11
Educational testing	2	3	2	1
Educational administration	4	17	4	14
Education, reading	1	1	0	0
Medicine	0	0	0	1
English	0	4	0	2
Philosophy	0	1	1	1
Physical science	11	16	0	0
Psychology	1	2	2	3
Social science, general	2	9	1	2
Anthropology	0	0	0	1
History	3	3	2	2
Geography	0	1	0	0
Political science	1	3	0	2
Sociology	2	3	8	14
Total	73	154	86	179
No response	121	147	98	113
Not applicable	70	93	80	104
Total	264	394	264	396

¹Field of study is taken from A Taxonomy of Instructional Programs in Higher Education (U.S. Office of Education, OE-50064, 1970).

Table 6.--Number of master's and doctor's degrees held by trainers of adult educators, by institution awarding degree: United States, at inception and 1970-71

Institution	Master's degree		Doctor's degree	
	At inception	1970-71	At inception	1970-71
Alabama State University	0	0	0	1
Arizona State University	2	2	0	2
University of Arizona	0	2	0	0
Auburn University	2	2	0	0
Barnard College of Columbia University	1	1	1	3
Baylor University	0	1	0	0
Boston University	0	1	0	1
Brigham Young University	0	0	0	1
University of California at Berkeley	0	0	0	2
University of California at Los Angeles	1	1	3	4
California State College	1	1	0	0
California State Polytechnic College	0	2	0	0
University of Chicago	3	5	9	17
Chico State College	1	1	0	0
City College of City University of New York	0	1	0	1
University of Colorado	0	1	0	2
Columbia University	2	2	1	3
Cornell University	2	1	1	0
University of Denver	0	1	0	0
Eastern Michigan University	1	1	0	0
Fisk University	1	1	0	0
University of Florida	0	3	1	2
Florida State University	3	3	2	14
George Washington University	0	0	0	1
University of Georgia	0	0	1	1
Hartford Seminary Foundation	0	0	0	1
Hebrew Union College	0	0	1	0
Howard University	0	1	0	0
University of Illinois	0	2	1	3
Indiana State University	1	1	0	0
Indiana University	2	5	3	7
University of Iowa	0	2	2	1
Iowa State University	0	2	0	2
University of Kansas	2	2	0	0
Kansas State University	2	1	0	0
University of Kentucky	0	0	0	1
Louisiana State University	1	6	0	3
University of Maryland	1	4	1	0
University of Michigan	1	2	1	4
Michigan State University	0	3	2	6
University of Minnesota	5	6	3	7
University of Missouri	0	1	1	3
Murray State University	0	1	0	0

Table 6.--Number of master's and doctor's degrees held by trainers of adult educators, by institution awarding degree: United States, at inception and 1970-71--Continued

Institution	Master's degree		Doctor's degree	
	At inception	1970-71	At inception	1970-71
University of Nebraska	0	5	0	3
New Mexico State University	0	0	1	1
New Orleans Baptist Theological Seminary	1	1	1	1
New York State College of Agricultural and Life Science	3	5	4	6
University of North Carolina	0	2	1	1
North Carolina State University	3	6	0	2
Northern Illinois University	1	1	0	0
Northwestern University	1	2	1	2
Ohio State University	9	13	4	10
Oklahoma State University	1	2	0	0
University of Oregon	0	1	0	1
Oregon State University	1	1	0	0
Princeton Theological Seminary	2	2	1	1
Purdue University	1	1	0	0
Radcliffe College	1	1	0	0
University of Rochester	0	1	1	2
Rutgers University	0	1	0	0
University of South Carolina	1	1	0	0
University of South Dakota	1	0	0	0
University of South Florida	0	1	0	0
University of Southern California	0	0	5	6
Southwestern Baptist Theological Seminary	2	3	2	3
Stanford University	0	1	0	1
State University of New York at Albany	1	1	0	0
Syracuse University	0	2	1	2
Teachers College, Columbia University	1	2	1	4
University of Tennessee	1	1	1	0
University of Texas	0	1	0	1
Transylvania University	0	1	0	0
Union Theological Seminary in Virginia	1	0	0	0
University of Utah	1	1	0	0
University of Vermont & State Agricultural College	1	1	0	0
University of Washington	0	1	0	0
Washington State University	0	0	1	1
Wayne State University	0	1	0	2
Western State College	0	1	0	0
University of Wisconsin	4	16	8	26
University of Wyoming	1	1	3	4
Yale University	0	0	3	2

CONCLUSIONS AND IMPLICATIONS

Conclusions

A review of the data provided by the respondents and the process of gathering this information led to the following conclusions:

1. Individuals who responded to questionnaires mailed to the offices of presidents of 4-year and some 2-year colleges and universities were not acquainted with the concept of adult education as a field of study. The term was widely misinterpreted, despite an accompanying definition, to mean educational programs for adult students.
2. At least one-third of the institutions represented in the membership of the Commission of the Professors of Adult Education returned the screening questionnaires to the investigators, indicating that no such degree program was conducted at their institution. Evidently, the personnel in the office of the president of these institutions are not aware of the existence of some longstanding degree programs.
3. Questionnaires were returned by 61 institutions offering one or more degree programs for training adult educators. This number is more than twice the number of institutions from which data were collected in the most recent survey of the membership of the Commission of the Professors of Adult Education.
4. Ninety-eight institutions responded to the initial questionnaire by indicating that although they did not then have a degree program for training adult educators, each planned to establish one by September 1973. These responses must be viewed with appreciable uncertainty because nearly seven-eighths of the institutions which reported that they already had such a program were subsequently found to have misinterpreted the intended meaning of the term "degree program for training adult educators."
5. No degree training opportunities in adult education were reported by institutions when the survey was made in 1971 in the following States and outlying areas:

Alaska	Montana	Pennsylvania
Arkansas	Nevada	Rhode Island
Delaware	New Hampshire	Vermont
Hawaii	New Jersey	West Virginia
Idaho	New Mexico	Guam
Maine	North Dakota	Puerto Rico
Minnesota	Oklahoma	Virgin Islands

6. Professors in degree programs in adult education have heterogeneous backgrounds academically, a condition which may hinder communication among them. This creates a wider base for enriched training, but the diversity requires special effort to develop a common bond of professional interests.

7. The following institutions had conferred doctorates to 10 or more persons who had become professors of adult education:

University of Wisconsin	25
University of Chicago	17
Florida State University	14
Ohio State University	10

8. Directors of degree programs for training adult educators had recruited their students primarily from public schools, cooperative extension, university extension, and community colleges.

9. Graduates of adult education programs were being prepared primarily to serve as administrators, with less emphasis placed on teaching and counseling functions and least on the preparation of researchers.

10. Although data could not be obtained from every institution at every time period, there seems to be an increasing number of students enrolled in programs leading to the master's degree.

11. Although the number of institutions which offer doctoral level training has increased, no more students have been attracted to doctoral level study. Instead they have been redistributed among a larger number of institutions. This is in contrast to the situation at the master's degree level. The increase from 79 doctoral students in 1969 to 147 in 1970-71 at Boston University was sufficient to offset the small decreases at other institutions and thus maintained the average enrollment. However, the total number of full-time doctoral students declined by 39.

Implications

A considerable amount of survey data on degree programs for preparing adult educators has been collected and a part of these data has been presented and described in this report. Undoubtedly, a number of interpretations will be offered, and the readers as well as the authors will remain discontented because of the number of institutions which responded positively to the screening questionnaire yet failed to return the detailed questionnaire despite repeated mailing of reminders. Whether these non-reporting institutions which initially responded did in fact have programs which they did not report because of the amount of effort required to complete the questionnaire or whether they discovered earlier misinterpretation of the screening questionnaire and chose simply to ignore the detailed questionnaire cannot be established from the data at hand.

Nevertheless, certain implications may be drawn from the survey. The following appear to the authors to be the most important.

First, it has become evident that the existence of opportunities to secure degree training in adult education has been a well-kept secret in an appreciable number of cases. When the existence of a program of several years standing is unknown in the office of the president of the institution which sanctions the program, it is not surprising to find that individuals not associated with the institution may be equally uninformed. Therefore, it seems appropriate to suggest that the director of each degree program in adult education consider how he may bring his program to the attention of the president of his own institution if he has any doubt about his program's reputation within the office of his president. Without an effort to make the existence of his program known on his own campus, a director of an adult education degree program cannot safely assume that he will receive the inquiries about opportunities for study in adult education which may be directed to his institution.

Second, the Commission of the Professors of Adult Education does not now include in its membership approximately one-fourth of the institutions which are conducting degree programs for training adult educators. If the Commission is to exert leadership in this emerging field of university study, then it may find that a recruitment campaign is in order. Further, the Commission may find it useful to develop some arrangement for the affiliation of adult education professors in undergraduate programs and in institutions where courses may be given but degree programs are not offered in adult education.

Third, a base line study has been carried out to determine the extent of degree programs for training adult educators.

While no claim is made that the present survey form is the most appropriate instrument for such data collection, its modification to eliminate items of limited practical value and to clarify items which yield ambiguous responses constitutes a starting point.

Fourth, degree study in adult education does not conform to one or even a small number of discrete patterns. Instead, the degree programs mirror the heterogeneity of the field itself. A part of the price which must be paid for the privilege of remaining somewhat amorphous is the limitation of public acknowledgment of the existence of a discrete profession of adult educator. It is for the professors of the various programs, each one of whom is engaged in training educators of adults, to determine individually and concertedly with his fellow professors whether maintaining and enlarging the number of terms used to describe these programs are in the best long-range interests of their field or whether greater uniformity in the use of names for these curricula would constitute undesirable restraints on the development of individual programs and their attractiveness to potential students and to prospective employees of the graduates.

Finally, it is apparent that the need for suitably prepared professionals to assist adults in satisfying their learning needs will continue to increase as the society becomes increasingly complex. Institutions of higher education are responsive to public needs, and it seems reasonable to assume that they will establish new programs to facilitate adult learning in the decades ahead. Whether those who are now counted among the professors in adult education degree programs will provide the leadership for these new programs represents one of their greatest challenges.

PRIOR STUDIES ON TRAINING OPPORTUNITIES FOR ADULT EDUCATORS

The kinds and extent of training opportunities for adult educators have been studied by a number of investigators, each with his own approach to defining the field.

Verner, et al.¹ traced the origin of the concern about better information on training opportunities to 1941: "As the number of graduate programs increased, the need to disseminate information about where training in adult education was available was recognized. Houle² was the first to do so in articles published in 1941 and subsequent years." The literature of professional preparation programs for leaders in adult education has been examined over the last 15 years by three authors: Houle in 1960,³ Neff in 1970,⁴ and Verner et al. in 1970.

In the 1960 Handbook of Adult Education³ Houle identified several of the previous surveys and commentaries on the extent of training opportunities for adult educators: Fansler's report in 1936,⁵ Houle's own articles in the Adult Education Bulletin⁶ from 1941 to 1949, and Svenson's review of professional preparation programs.⁷ Neff identified three major sources of information on training programs for adult educators: (1) Svenson's dissertation,⁸ (2) Cortright's report on literacy training programs in colleges and universities,⁹ and (3) Houle's chapter in the textbook prepared by the Commission of the Professors of Adult Education.¹⁰ Verner et al. have included the following additional surveys in their review of the literature: Hendrickson and Spence's survey;¹¹ Scates' 1963 report,¹² and Ingham's surveys¹³ for the Commission of the Professors of Adult Education.

In 1936 Fansler listed and briefly described adult education training opportunities offered during 1935-36 by 49 normal schools, colleges, and universities.¹⁴ He observed that, although isolated courses were being developed, the field of adult education was not perceived by schools of education as being sufficiently important to constitute justification for establishing a full degree program.

Houle conducted a census of summer training programs for adult educators, and his findings were published in the April issue of the Adult Education Bulletin each year from 1941 through 1950. He proposed a typology of the training programs based upon differences in the approaches taken toward the field. The five types are those:

- (1) Dealing generally with the entire field of adult education,
- (2) Dealing primarily with the work of one kind of adult education institution such as vocational training,
- (3) Dealing primarily with some technique of teaching or administration such as the discussion method,

(4) Dealing with adult education as an aspect of a broader or a related subject, and

(5) Dealing with special provisions for individually directed study.

He used this framework in organizing his annual article.

Beginning in 1950 a listing of training opportunities was published. The April issues of Adult Education Bulletin¹⁵ and Adult Education Journal¹⁶ carried the same list in 1950. The spring issue of Adult Education¹⁷ from 1951 to 1958 provided similar lists.

The Adult Education Bulletin roster included 43 American and 11 Canadian institutions. Institutions not related to colleges or universities, such as the National Training Laboratory in Group Development and the Division of Adult Education of the Provincial Government of Nova Scotia, were also included. The Adult Education rosters did not state the boundaries of the universe of institutions which had been canvassed. College and university educational activities were listed together with similar activities conducted by institutions not related to higher learning institutions.

The number of summer training courses for the period 1941 through 1958 ranged from a low of 31 in 1941 to a high of 145 in 1950, with the number declining over the next eight years to 33. No explanation has been given for the changes from year to year.

All total 123 institutions in 45 States, Puerto Rico, and the District of Columbia had provided one or more courses or summer schools over the 18-year period.

In 1953, Hendrickson and Spence¹⁸ conducted a survey on full-time programs among those institutions which were known to offer summer courses, workshops, or institutes, to supplement the available information on summer training opportunities. The population included major land-grant colleges and State universities, even those which were not known to have offered these professional opportunities in the preceding 5 years. Seventy-two institutions, constituting 75 percent of that population, provided information on adult education offerings in the 1952-53 academic year. Fourteen were listed as providing both master's and doctor's degree programs, while 27 were identified as providing some other form of adult education training. The report does not indicate how the institutions were identified initially, leaving the interpretation of "major" to the reader.

Svenson, in a 1952-53 study of professional preparation for leaders in adult education found that 12 universities were offering advanced degree programs and 53 institutions were offering some type of professional study in the field.¹⁹ The preceding figures were based on an 87 percent return in the survey. The purposes of his study were to identify departments or schools of education in colleges or universities which provide opportunities for professional study in adult education and to analyze the study programs which lead to advanced degrees in the adult education field.

In conducting his survey, Svenson restricted the population to institutions which had been accredited by their regional accrediting associations, offered graduate work, and had more than two graduate faculty members in education. He found it useful to divide the 56 institutions which were providing course work in adult education into 4 categories based on the extent of their offerings. Institutions in the first category offered one or two courses in adult education. Institutions in the second category had a limited but expanding adult education training program. Institutions in the third category did not offer a full program in adult education, but allowed doctoral dissertations to be written in this field. Institutions in the fourth category provided a full curriculum leading to the doctorate in adult education.

Svenson concluded that 96 institutions had offered course work in adult education at one or more of their summer sessions. An interesting side-light to his report is his observation that most of the professors of adult education were poorly informed concerning adult education training opportunities in institutions other than their own.

Houle observed in 1968 that at least 20 American universities had functioning doctoral programs in adult education and at least three others had had such a program at one time but appeared to have dropped it.²⁰

Since Svenson's report in 1956 no comprehensive attempt has been made to survey the professional preparation programs for leaders, the graduate programs, or the degree programs. However, some efforts may be noted: first, the continuing interest of the Commission of Professors of Adult Education (CPAE) of the Adult Education Association of the United States (AEA) in making a census of the offerings of its member institutions; second, since 1961, Houle's annual articles on doctorates conferred; third, Cortright's survey of training opportunities for professionals in literacy education; and finally, recent compilations by Neff and by the National Association for Public and Continuing Adult Education (NAPCAE).

The Commission of the Professors of Adult Education surveyed the programs of institutions represented in its membership in 1967,²¹ 1968,²² and 1970.²³ These three surveys, all of which were conducted by Ingham, have provided the most complete descriptions of the nature and dimensions of graduate study in adult education as carried out by institutions represented in the Commission.

Since 1961 Houle has prepared an annual inventory of persons who had received a doctorate in adult education in the preceding year.²⁴ He was able to identify 37 institutions in the United States which by 1969-70 had conferred 877 or more doctorates in adult education, as shown in table 7.

These annual listings included an invitation to any reader who believed that he had earned a doctorate in education to contact the compiler. Only those persons who had returned a form certifying that they considered their doctorate to have been earned in the field of adult education were included in the listings. Using this procedure, Houle identified 1,243 persons who had earned doctorates in adult education at 37 institutions

Table 7.--Number of doctorates conferred in adult education, by institution: United States through 1969-70¹

Year first doctorate conferred	Institution	Number of degrees conferred	Percent ²
1954	*University of Wisconsin	182	20.6
1935	*Columbia University	74	8.4
1956	*Michigan State University	74	8.4
1940	*University of Chicago	73	8.3
1949	*Cornell University	69	7.8
1954	*Indiana University	65	7.4
1968	*North Carolina State University	50	5.7
1956	*Florida State University	45	5.1
1947	*University of California, Los Angeles	35	4.0
1950	*Ohio State University	35	4.0
1948	*University of California, Berkeley	32	3.6
1948	*University of Michigan	27	3.0
1957	New York University	9	1.0
1963	*Boston University	22	2.5
1956	*University of Nebraska	18	2.0
1966	*University of Wyoming	12	1.4
1968	*Arizona State University	11	1.2
1959	*George Washington University	8	.9
1958	*Syracuse University	6	.7
1969	*University of Georgia	5	.6
1952	State University of New York, Buffalo	3	.3
1956	University of Denver	2	.2
1954	University of Iowa	2	.2
1949	Stanford University	2	.2
1956	Texas Technological College	2	.2
1959	Harvard University	1	.1
1948	University of Illinois	1	.1
1958	*Iowa State University	1	.1
1956	University of Kansas	1	.1
1948	*University of Missouri	1	.1
1953	Northwestern University	1	.1
1942	University of Pittsburgh	1	.1
1955	University of Tennessee	1	.1
1959	University of Texas	1	.1
1967	Yeshiva University	1	.1
1969	*University of North Carolina	1	.1
1970	*University of Utah	1	.1
		877	98.9

*Now maintaining doctoral program in adult education.

¹Sources: Cyril O. Houle, *Convergence* (1968); *Adult Leadership* (1969, 1970, 1971).

²Addition to the percent. Excluded are Canadian universities which account for 1.01 percent of the total.

through 1972. An additional 76 questionnaires were sent to persons who were believed to have earned doctorates in adult education, but their completed questionnaires have not been returned.

Not all of those who have surveyed training opportunities in adult education have confined their search to broadly based graduate programs. Cortright made a report in 1965 dealing with the training of educational specialists for adult literacy education programs in which he stated that at least 17 educational institutions had been engaged in such work.²⁵

Asking the State officials in charge of adult education to list the names of institutions within their States where present or prospective staff members could pursue academic training in adult education is another method of identifying training opportunities in adult education. Neff reported on such a study conducted in 1969 in which State adult education officials named 80 institutions offering "credit courses" in adult basic education.²⁶ The most striking fact revealed by comparing Neff's listing with other lists of adult education training opportunities is that Neff's respondents named approximately twice as many institutions as those already identified as offering full-degree programs by other surveyors. Further, about half of the institutions identified by Cortright as offering programs to train educational specialists in adult literacy work were not named by the State officials. If existing training opportunities for adult educators are to be fully utilized, then (1) it is essential that persons in charge of such programs take the initiative in assuring that their programs are made known to State adult education officials, and (2) that such officials make a special effort to be certain that their information is comprehensive and current.

In conclusion, a number of surveys of adult education training opportunities have been reported in the literature. Each study used its own definition of the term, its own definition of the training activity of interest, and its own definition of the population of institutions to be surveyed. Because of these differences in definitions, the resulting surveys have produced findings which are not fully comparable or additive.

Graduate programs with the words "adult education" in their formal titles have probably been adequately surveyed, at least at the doctoral level. Less is known about programs leading to the master's and special degree programs, and almost nothing can be found in the literature which deals with undergraduate degree programs in this field.

NOTES

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- ²Cyril O. Houle, "Opportunities for the Professional Study of Adult Education - 1941", Adult Education Bulletin, V, No. 3 (April 1941), 81-85. And subsequent volumes for 10 years.
- ³Cyril O. Houle, "The Education of Adult Educational Leaders", Handbook of Adult Education in the United States, edited by Malcolm S. Knowles (Chicago: Adult Education Association of the U.S.A., 1960), 117-128.
- ⁴Monroe Neff, "The State of the Art in Adult Basic Education Teacher Training", Adult Basic Education: The State of the Art, edited by William S. Griffith and Ann P. Hayes (Washington, D.C.: U.S. Government Printing Office, 1970), 10-23.
- ⁵Thomas Fansler, "Training of Leaders and Teachers of Adults", Handbook of Adult Education in the U.S.A., edited by Dorothy Rowden (New York: American Association for Adult Education, 1936) 269-278.
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- ⁷Elwin V. Svenson, "A Review of Professional Preparation Programs", Adult Education, VI, No. 3 (Spring 1956), 162-166.
- ⁸Elwin V. Svenson, "A Study of Professional Preparation Programs for Leaders in Adult Education Offered by Schools in Education". Unpublished Ed.D. dissertation, University of California at Los Angeles, 1954.
- ⁹Richard W. Cortright, "Professional Preparation in Literacy Education", Journal of Teacher Education, XVI, No. 3 (September 1965), 290-293.
- ¹⁰Cyril O. Houle, "The Emergence of Graduate Study in Adult Education". Adult Education: Outlines of an Emerging Field of University Study, edited by Gale Jensen, A.A. Liveright, and Wilbur Hallenbeck. (Washington, D.C.: Adult Education Association of the U.S.A., 1964); 69-83.
- ¹¹Andrew Hendrickson and John A. Spence, "Professional Training Programs in Adult Education". Adult Education, III, No. 6 (Summer 1953), 191-192.

- ¹²Alice Y. Scates, "Professional Preparation for Educators of Adults: A Survey of the States and Content of Graduate Programs in Adult Education." Unpublished Ed.D. dissertation, George Washington University, 1963.
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- ¹⁴Thomas Fansler, "Training of Leaders and Teachers of Adults", Handbook of Adult Education in the U.S.A, edited by Dorothy Rowden (New York: American Association for Adult Education, 1936), p. 269.
- ¹⁵Cyril O. Houle, "Opportunities for the Professional Study of Adult Education", Adult Education Bulletin, XIV, No. 4 (April 1950), 113.
- ¹⁶"Opportunities for the Professional Study of Adult Education", Adult Education Journal, IX, No. 2 (April 1950), 79-81.
- ¹⁷"Opportunities for the Professional Study of Adult Education", Adult Education, I to VII (Spring 1951 to 1958).
- ¹⁸Andrew Hendrickson and John A. Spence, "Professional Training Programs in Adult Education", Adult Education, III, No. 6 (Summer 1953), 191-192.
- ¹⁹See footnote 8 on page 39.
- ²⁰Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March 1968), 14-15.
- ²¹Roy J. Ingham, Op. cit.
- ²²Roy J. Ingham and Husain Qazilbash, Op. cit.
- ²³Roy J. Ingham, B.G. Munro and Romeo M. Massey, Op. cit.
- ²⁴Cyril O. Houle, "The Doctorate in Adult Education", Adult Education, XI, No. 3 (Spring 1961); XII, No. 3 (Spring 1962); XII, No. 3 (Spring 1963); XV, No. 3 (Spring 1965).

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²⁶See note 3 on page 39.

Appendix B

SURVEY DESIGN AND METHODOLOGY

The surveying of the number and kinds of training programs for the preparation of adult educators required the formulation of an operational definition of adult education, the determination of degree levels to be included, and the development of a procedure for identifying both the institutions which would be eligible to provide such training and those which do in fact conduct such programs. In this appendix these processes are described, the survey population is identified, the development of the questionnaires is explained, and the results of the screening questionnaire are given.

Definitions

A definition of adult education was essential so that respondents to the questionnaires would not exclude programs designed for the professional preparation of individuals to become educators of adults simply because the words "adult education" were not being used at a given institution as the formal title of a degree program. After considerable review and discussion, the following definitions were selected:

The term "Adult Educators" designates the professionals, specialists and lay leaders who attempt to train adults and to assist them in keeping up with their personal, job, and community needs. They work in an ever-growing multitude of institutional forms, i.e.: in government and business, public schools, university extension divisions, community colleges, voluntary organizations, labor unions and churches, health and welfare agencies. They usually hold the title of administrators, counselors, researchers or teachers and they have the responsibility of developing and conducting programs of education in these institutions.

The term "Degree Programs for Training Adult Educators" means any college or university sequence of systematic learning experiences (a) sanctioned by a college or a university by an academic title and (b) designated by the term "Adult Education" or an equivalent term or any sequence such as those terminated by a Certificate of Advanced Studies or a Diploma.

These programs can be offered by many different academic bodies of an institution: by the College of Education, the College of Agriculture or any Department. Phrases frequently used in titles to designate these programs are "Adult Education," "Community Development," "Extension Education," and "Extension Administration."

In this survey, the term "Program" is employed to convey the meaning of one sequence of learning experiences; on the other hand, the term "Curriculum" is used to designate a sequence leading to a specific degree. Different sequences leading to the same degree are to be considered as the same curriculum.

Thus, for example, an institution offering training opportunities for adult educators in Community Development and in Cooperative Extension will be said to have two programs in Adult Education. If this institution, in each of these programs offers learning experiences at each of the three traditional academic levels, it will be said to have a B.A., and a M.A., and a Ph.D. curriculum in Community Development as well as in Cooperative Extension.

Identification of the Population

All institutions of higher education had to be surveyed because one of the purposes of the study was to include institutions which offered degree programs in adult education but which did not have representatives in the major organizations of adult educators in the United States. All academic units within the institutions were eligible for inclusion if they professed that they were conducting "Degree Programs for Training Adult Educators." Although previous surveys had attempted to identify all graduate or all short-term training programs for adult educators, no report was found in the literature of any systematic effort to identify the population of institutions conducting undergraduate degree programs.

The survey forms were mailed to all institutions classed as 4-year colleges and universities in the Education Directory: Higher Education, 1969-70, published by the U.S. Office of Education. Of the 2,551 colleges and universities for which data were presented in this Directory, 903 were reported to be 2-year colleges, leaving a total of 1,648 4-year colleges. Also excluded were 186 entries for central offices of university State systems or multicampuses of public and private institutions. None of these units offered degrees.

The actual universe included in the screening survey was 1,937 institutions. The discrepancy between the 1,937 and the 1,648 was the result of the investigators' inability to exclude all 2-year institutions.

Development of the Questionnaires

As has been mentioned, a screening questionnaire consisting of two items was used to identify the institutions which were conducting a program in October 1970 or were planning to establish such a program by September 1973. The main questionnaire (see appendix C) was sent to institutions which reported having a degree program for preparing professional adult educators.

The first mailing consisted of a letter of explanation, a sheet of definitions, and a self-addressed, coded, return postcard containing two questions. This screening questionnaire was mailed in October 1970 to the 1,937 institutions of higher education. Ninety days later, 440 institutions which had not responded were sent a reminder packet containing a duplicate set of the materials which had been furnished previously. Of the total population of 1,937 institutions, 1,804 replied (93.1 percent) and 133 did not.

Responses to the screening questionnaire were placed in six categories as follows, with the numbers and percentage in each group shown:

<u>Category</u>	<u>Type</u>	<u>Number of institutions</u>	<u>Percent</u>
a.	Conducting one or more degree programs for training adult educators	389	21.6
b.	Did not have such a program and not planning to initiate one by September 1973	1,296	71.8
c.	Planning to launch a program by September 1973	96	5.4
d.	Response not clear; raised question regarding the definition of training adult educators	9	.5
e.	Had discontinued programs for training adult educators	<u>10</u>	.5
f.	Unclassifiable	<u>4</u>	<u>.2</u>
		<u>1,804</u>	<u>100.0</u>

Two adjustments were made to the total of 389 institutions reporting programs. As 15 institutions which were represented in the membership of the Commission of the Professors of Adult Education responded by indicating that they had no degree program for the preparation of professional adult educators, returns from these institutions were rechecked. Thirteen were corrected by calling the reports to the attention of the adult education professors at those institutions who then contacted their president's office to remedy the lack of information. Two additional institutions, originally classified as planning to start a program by September 1973, were discovered to have a functioning program. Hence, 404 represents the number of institutions potentially offering an adult education program and the universe utilized for the followup mailing.

The 18-page principal questionnaire was sent to the offices of the presidents of these 404 institutions except in those cases in which the responses to the screening questionnaire indicated that the questionnaire should be directed to some other individual. Attention was also called to the revised and amplified definitions of terms used in the questionnaire. Questions dealing with the history of each program, the faculty, the students, and program emphases were included in the questionnaire. This mailing included a self-addressed, stamped return envelope and was sent May 1971. By June 16, 183 responses had been received, at which time a repeat mailing was made to all of the nonrespondents.

A total of 256 institutions (62.4 percent) of the 404 which had claimed to have programs responded to the principal questionnaire. Of the respondents, 61 reported a program and submitted completed questionnaires; 195 indicated that they did not have a degree program for training adult educators, contradicting their response to the screening questionnaire.¹

A relatively large number of nonrespondents may have been influenced by the length of the questionnaire and the time they knew would be required to complete it. Others may have read the cover letter and the definitions carefully and learned that they had responded to the screening questionnaire incorrectly because they had failed to read or at least to comprehend the definitions which accompanied that questionnaire. However, as they did not respond to the principal questionnaire despite repeated requests, it was not possible to determine whether embarrassment at admitting an earlier hasty response, reluctance to spend the time completing the questionnaire, or some other factor or combination of factors accounted for the 37.6 percent nonresponse rate. None of these institutions were known, from other sources, to have an adult education program.

¹A check was conducted subsequently on the responses from schools which said they planned to initiate programs. Two were reclassified to category b. In March 1972, a two-item self-addressed, stamped return postcard was mailed to each of the 96 institutions which had reported an intention to establish an adult education degree program by September 1973. The questions were equivalent to those used in the screening questionnaire but were expressed in different words. The results are as follows:

- 7 institutions reported that they had a program.
- 14 institutions reported plans to establish a program by September 1973.
- 8 institutions reported that they did not have a program.
- 60 institutions reported that they neither had such a program nor planned to institute one by September 1973.
- 8 institutions did not respond.

Despite the fact that far fewer institutions were found to be conducting degree programs for the training of adult educators than had been indicated by the responses to the screening questionnaire, these 61 institutions constitute the core of the developing adult education profession, and they constitute the key resource of the United States for the development of the field and for upgrading the quality of adult education practice.

Appendix C

SURVEY INSTRUCTIONS AND FORM

SURVEY OF DEGREE PROGRAMS FOR TRAINING ADULT EDUCATORS

The purpose of this form is to obtain information regarding the particulars of your program(s) for training adult educators.

To the Respondent

On September 7, 1970, we requested the cooperation of your institution in a survey that The University of Chicago is conducting in cooperation with the Adult Education Association (AEA) and the Commission of the Professors of Adult Education (CPAE). In response to our letter, your institution has indicated that it is offering an "adult-education" degree program. Consequently, we are following up with this questionnaire.

Information is lacking on institutions offering such programs for training adult educators. The availability of pertinent data is a concern for the A.E.A., its C.P.A.E. and to all prospective students in adult education. Other associations such as the National Association for Public and Continuing Adult Education (NAPCAE) and the National Council of State Directors of Adult Education (NCSDAE) have shown an equal concern about the fact that the practitioners are unaware of the existing opportunities for professional development; to that effect, they have conducted a cursory national survey of programs of adult education in 1969. Nevertheless most practitioners and potential students do not have the information readily available to facilitate either the advisory function or the decision-making for the undertaking of or the return to pertinent studies.

Yet the literature is not silent on the education of adult educators. In the Handbook of Adult Education in the United States in 1964 as in 1970, Dr. Cyril O. Houle has described the adult-education leadership and the opportunities for graduate studies. Dr. Roy Ingham for a few years has conducted for the CPAE surveys of graduate programs and lately Dr. Coolie Verner in the Preparation of Adult Educators has reviewed the pertinent literature.

These studies, dealing with graduate studies only or describing the general ways to professional development, are not meeting the present practical needs. The latest inquiries reported that on the one hand thirty colleges and universities were offering Master's, Specialist's, and Doctor's degrees (NAPCAE) or on the other hand eighty higher education institutions were offering "credit courses" in adult education in 1969 (NCSDAE). Our first screening questionnaire however indicates that there are three hundred and ninety-five such institutions.

Therefore this study intends to fill that informational gap, meet the needs of the leadership and bring to the fore your actual resources. This objective cannot be achieved without your assistance. While the enclosed questionnaire is rather lengthy, every effort was made to reduce it to the minimum. The resulting data will be published to make training opportunities more widely known.

Your cooperation is appreciated.

Materials to Include

In order to save your time in completing this report, you may include with your return any written description of your different programs, such as catalogues and announcements you already have or any other documents such as statements of objectives and reports.

Name of institution: _____

Address: _____

Name of the parent institution (if any): _____

Name and title of person completing the report: _____

Definitions

The term Adult Educators designates the professionals, specialists and lay leaders who attempt to train adults and to assist them in keeping up with their personal, job, and community needs. They work in an ever-growing multitude of institutional forms, i.e.: in government and business, public schools, university extension divisions, community colleges, voluntary organizations, labor unions and churches, health and welfare agencies. They usually hold the title of administrators, counselors, researchers or teachers and they have the responsibility of developing and conducting programs of education in these institutions.

The term Degree Programs for Training Adult Educators means any college or university sequence of systematic learning experiences (a) sanctioned by a college or a university by an academic title and (b) designated by the term "Adult Education" or an equivalent term or any sequence such as those terminated by a Certificate of Advanced Studies or a Diploma.

These programs can be offered by many different academic bodies of an institution: by the College of Education, the College of Agriculture or any Department. Phrases frequently used in titles to designate these programs are "Adult Education", "Community Development", "Extension Education", and "Extension Administration".

In this survey, the term Program is employed to convey the meaning of one sequence of learning experiences; on the other hand, the term Curriculum is used to designate a sequence leading to a specific degree. Different sequences leading to the same degree are to be considered as the same curriculum.

Thus, for example, an institution offering training opportunities for adult educators in Community Development and in Cooperative Extension will be said to have two programs in Adult Education. If this institution, in each of these programs, offers learning experiences at each of the three traditional academic levels, it will be said to have a B.A., and a M.A., and a Ph.D. curriculum in Community Development as well as in Cooperative Extension.

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- A. According to the definitions, do you think your institution is offering degree programs for training adult educators? Please circle the appropriate answer.

Yes

No

If your answer is No, please stop here and return the whole questionnaire.

General Information

B. Which of the following phrases identifies your program(s)? Circle all numbers that apply. For example, Ball State University which has a program entitled "Program Area of Adult and Community Education" should choose to identify its program(s) either by Adult Education alone (and circle No. 1), by Community Education alone (and circle No. 5) or by both (and circle No. 1 and No. 5).

1. Adult Education. Exact title: _____

2. Community Development. Exact title: _____

3. Extension Administration. Exact title: _____

4. Extension Education. Exact title: _____

5. Other phrase. Exact title: _____

C. What is (are) the name(s) of the academic unit(s) offering the program(s) mentioned in B? Please give the name of the academic unit for each program.

1. Adult Education: _____

2. Community Development: _____

3. Extension Administration: _____

4. Extension Education: _____

5. Other: _____

D. What are the degrees granted and what was the year of inception of each curriculum of each program? Please indicate the degrees granted in each program by entering the year of inception in the program column (No. 1, 2, 3, 4, or 5) corresponding to your statement in B. If the year of inception is unknown to you, please enter a question mark. Explain the term "Other" in the curriculum column by giving the name of the degree.

Curriculum	Program Classification (See Page 4, Item B)				
	1	2	3	4	5
Undergraduate level					
1. B.A.					
2. B.S.					
3. Other:					
4. Other:					
5. Other:					
Master's level					
6. M.A.					
7. M.S.					
8. Other:					
9. Other:					
10. Other:					
Doctor's level					
11. Advanced M.A.					
12. Ed.D.					
13. Ph.D.					
14. Other:					
15. Other:					
16. Other:					
Curricula not categorized by levels (Please enter the title)					
17.					
18.					

Information on an Individual Program

The form provides space to report on two programs. Should your institution have more than two programs, please request additional sheets.

Designation of the program (Circle one of the numbers you circled in B on p. 4): 1 2 3 4 5

Information on the Faculty

Please provide for questions 1, 2, 3, and 4

in column A: the names of the faculty members,

in column B: the undergraduate and graduate degrees they hold,

in column C: the field of concentration of each degree they hold,

in column D: the name of the university where the degree was secured,

in column E: their contribution to the program (full-time--F; part-time--P)

1. Who was the director (or chairman) at the time of inception?

A B C D E

2. Who was (were) the professor(s) at the time of inception?

a. _____

b. _____

Information on the Faculty (continued)

A B C D E

c. _____

3. Who is the present director (or chairman)? Same as in No. 1 [] or as follows:

A B C D E

4. Who is (are) the present professor(s)? If the name and particulars were given in 2, provide only the name in 4.

A B C D E

a. _____

b. _____

c. _____

Information on the Faculty (continued)

A B C D E

- d. _____

- e. _____

Information on Students

If this information is unknown to you, please provide an estimate and precede each of your answers by the letter E. Should it be impossible to estimate, enter a question mark.

5F

Undergraduate Master's Doctor's Other curricula
not categorized
by level

Full- Part- Full- Part- Full- Part-
time time time time time time

1. What was the number of students in the first year of the program?

2. What was the number of students in 1969-70 (twelve-month period)?

Undergraduate Master's Doctor's

3. In what year the first student graduated?

4. How many students have been graduated to date?

Information on the Program Content

1. Objectives. Please provide the statement of purpose or the list of objectives of the program.

2. Does your institution require a Master's degree to begin work on a Doctorate? Circle Yes or No

3. How many semester hours of courses and seminars are required in each of the following curricula?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

4. How many of the foregoing semester hours of courses and seminars are in the field of "adult education"?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

5. Does this program include an internship? (circle "Yes" or "No")

Undergraduate level: Yes No ; Optional: Yes No ;

Master's level: Yes No ; Optional: Yes No ;

Doctor's level: Yes No ; Optional: Yes No ;

6. At the present time, what institutional segments of the field of "adult education" does the composition of the student body in the program reflect? Please rank up to five of the following for each curriculum and indicate number 1 or to 5 in each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
a. University Extension	_____	_____	_____
b. Cooperative Extension Service	_____	_____	_____
c. Evening Colleges	_____	_____	_____
d. Residential Education	_____	_____	_____
e. Community Colleges	_____	_____	_____
f. Public Schools	_____	_____	_____
g. Libraries and Museums	_____	_____	_____
h. The Armed Forces	_____	_____	_____
i. Labor Unions	_____	_____	_____
j. Business and Industry	_____	_____	_____
k. Health & Welfare Agencies	_____	_____	_____
l. Religious Institutions	_____	_____	_____
m. Mass Media	_____	_____	_____
n. Voluntary Organizations	_____	_____	_____
o. Proprietary Schools	_____	_____	_____
p. _____	_____	_____	_____
q. _____	_____	_____	_____
r. _____	_____	_____	_____

7. What program areas does this program emphasize? Please indicate the relative emphasis given to various program areas by ranking up to five of the following for each curriculum by indicating number 1 up to 5 in each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
a. Adult Basic Education	_____	_____	_____
b. English as a 2nd language	_____	_____	_____
c. Reading	_____	_____	_____
d. _____	_____	_____	_____
e. _____	_____	_____	_____
f. Community Development	_____	_____	_____
g. Continuing Education for Professions	_____	_____	_____
h. Continuing Education for Women	_____	_____	_____
i. Curriculum and Content	_____	_____	_____
j. Program Planning	_____	_____	_____
k. Evaluation	_____	_____	_____
l. _____	_____	_____	_____
m. _____	_____	_____	_____
n. Education for Aging	_____	_____	_____
o. Education for Family Life	_____	_____	_____
p. Education for Public Responsibility	_____	_____	_____
q. Education for Self Fulfilment	_____	_____	_____
r. Education for Social Responsibility	_____	_____	_____
s. Health Education	_____	_____	_____
t. Recreational Education	_____	_____	_____
u. Vocational Technical Education	_____	_____	_____

8. For what function is the present student body in this program preparing? Please indicate in percentage in each row of each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
a. Administration	_____	_____	_____
b. Counseling	_____	_____	_____
c. Research	_____	_____	_____
d. Teaching	_____	_____	_____
e. Further Studies	_____	_____	_____
f. _____	_____	_____	_____
g. _____	_____	_____	_____
Total:	100%	100%	100%

Financial Assistance to Students

Fellowship. A fellowship award covers tuition fees and in addition provides a cash stipend. A fellow is expected to devote full time to graduate study toward an advanced degree. No service to the university is required.

Scholarship. A scholarship is an award no greater than tuition fees. No service to the university is required.

Assistantship. An assistantship may carry with it tuition scholarship. It calls for service to the university.

Internship. An internship may carry with it tuition scholarship. An intern is expected to devote some portion of his time to supervised program execution in an educational setting.

Please provide by degree and by category of assistance an estimated percentage of students who have been receiving financial assistance over the last five years.

	Title of the Degree (B.A., B.S., etc.)						Total
		F	S	A	I	None	
Undergraduate level	_____	_____	_____	_____	_____	_____	_____
Master's level	_____	_____	_____	_____	_____	_____	_____
Doctor's level	_____	_____	_____	_____	_____	_____	_____
Total		_____	_____	_____	_____	_____	100%

Information on an Individual Program

The form provides space to report on two programs. Should your institution have more than two programs, please request additional sheets.

Designation of the program (Circle one of the numbers you circled in B on p. 4): 1 2 3 4 5

Information on the Faculty

Please provide for questions 1, 2, 3, and 4

in column A: the names of the faculty members,

in column B: the undergraduate and graduate degrees they hold,

in column C: the field of concentration of each degree they hold,

in column D: the name of the university where the degree was secured,

in column E: their contribution to the program (full-time--F; part-time--P)

1. Who was the director (or chairman) at the time of inception?

A

B

C

D

E

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Who was (were) the professor(s) at the time of inception?

a.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

b.

Information on the Faculty (continued)

A B C D E
c. _____

3. Who is the present director (or chairman)? Same as in No. 1 [] or as follows:

A B C D E

4. Who is (are) the present professor(s)? If the name and particulars were given in 2, provide only the name in 4.

A B C D E
a. _____

b. _____

c. _____

Information on the Faculty (continued)

	A	B	C	D	E
d.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
e.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

Information on Students

If this information is unknown to you, please provide an estimate and precede each of your answers by the letter E. Should it be impossible to estimate, enter a question mark.

	Undergraduate		Master's		Doctor's		Other curricula not categorized by level
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
1. What was the number of students in the first year of the program?	_____	_____	_____	_____	_____	_____	_____
2. What was the number of students in 1969-70 (twelve-month period)?	_____	_____	_____	_____	_____	_____	_____
3. In what year the first student graduated?	_____	_____	_____	_____	_____	_____	_____
4. How many students have been graduated to date?	_____	_____	_____	_____	_____	_____	_____

Information on the Program Content

1. Objectives. Please provide the statement of purpose or the list of objectives of the program.

2. Does your institution require a Master's degree to begin work on a Doctorate? Circle Yes or No

3. How many semester hours of courses and seminars are required in each of the following curricula?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

4. How many of the foregoing semester hours of courses and seminars are in the field of "adult education"?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

5. Does this program include an internship? (circle "Yes" or "No")

Undergraduate level: Yes No ; Optional: Yes No ;

Master's level: Yes No ; Optional: Yes No ;

Doctor's level: Yes No ; Optional: Yes No ;

6. At the present time, what institutional segments of the field of "adult education" does the composition of the student body in the program reflect? Please rank up to five of the following for each curriculum and indicate number 1 up to 5 in each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
a. University Extension	_____	_____	_____
b. Cooperative Extension Service	_____	_____	_____
c. Evening Colleges	_____	_____	_____
d. Residential Education	_____	_____	_____
e. Community Colleges	_____	_____	_____
f. Public Schools	_____	_____	_____
g. Libraries and Museums	_____	_____	_____
h. The Armed Forces	_____	_____	_____
i. Labor Unions	_____	_____	_____
j. Business and Industry	_____	_____	_____
k. Health & Welfare Agencies	_____	_____	_____
l. Religious Institutions	_____	_____	_____
m. Mass Media	_____	_____	_____
n. Voluntary Organizations	_____	_____	_____
o. Proprietary Schools	_____	_____	_____
p. _____	_____	_____	_____
q. _____	_____	_____	_____
r. _____	_____	_____	_____

7. What program areas does this program emphasize? Please indicate the relative emphasis given to various program areas by ranking up to five of the following for each curriculum by indicating number 1 up to 5 in each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
a. Adult Basic Education	_____	_____	_____
b. English as a 2nd language	_____	_____	_____
c. Reading	_____	_____	_____
d. _____	_____	_____	_____
e. _____	_____	_____	_____
f. Community Development	_____	_____	_____
g. Continuing Education for Professions	_____	_____	_____
h. Continuing Education for Women	_____	_____	_____
i. Curriculum and Content	_____	_____	_____
j. Program Planning	_____	_____	_____
k. Evaluation	_____	_____	_____
l. _____	_____	_____	_____
m. _____	_____	_____	_____
n. Education for Aging	_____	_____	_____
o. Education for Family Life	_____	_____	_____
p. Education for Public Responsibility	_____	_____	_____
q. Education for Self Fulfilment	_____	_____	_____
r. Education for Social Responsibility	_____	_____	_____
s. Health Education	_____	_____	_____
t. Recreational Education	_____	_____	_____
u. Vocational Technical Education	_____	_____	_____

8. For what function is the present student body in this program preparing? Please indicate in percentage in each row of each curriculum column.

	Undergraduate level	Master's level	Doctor's level
Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
a. Administration	_____	_____	_____
b. Counseling	_____	_____	_____
c. Research	_____	_____	_____
d. Teaching	_____	_____	_____
e. Further Studies	_____	_____	_____
f. _____	_____	_____	_____
g. _____	_____	_____	_____
Total:	100%	100%	100%

Financial Assistance to Students

Fellowship. A fellowship award covers tuition fees and in addition provides a cash stipend. A fellow is expected to devote full time to graduate study toward an advanced degree. No service to the university is required.

Scholarship. A scholarship is an award no greater than tuition fees. No service to the university is required.

Assistantship. An assistantship may carry with it tuition scholarship. It calls for service to the university.

Internship. An internship may carry with it tuition scholarship. An intern is expected to devote some portion of his time to supervised program execution in an educational setting.

Please provide by degree and by category of assistance an estimated percentage of students who have been receiving financial assistance over the last five years.

Title of the Degree (B.A., B.S., etc.)						Total
	F	S	A	I	None	
Undergraduate level _____	_____	_____	_____	_____	_____	_____
Master's level _____	_____	_____	_____	_____	_____	_____
Doctor's level _____	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	100%

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Participation in Adult Education, 1969, Final Report (in draft)

Participation in Adult Education, 1972 (in draft)

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Noncredit Activities in Institutions of Higher Education, 1967-68: Registrations (OE 72-13)

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