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ABSTRACT

A Federally-sponsored summer institute, the 1971 adult basic education (ABE) teacher training institute at Alabama State University was an in-depth study directed to the identification and solution of crucial problems of rural poor adults. The 100 institute participants, representing 16 states, were ABE administrators and teachers and personnel from other Federally-funded adult programs, who contributed varying experiences and cultural backgrounds. Results of an inventory survey determining vital problems of rural adults revealed five problem areas, which were used to form task force groups for the institute: (1) improving management skills for ABE teachers, (2) problems of consumer education, (3) crucial problems in health and nutrition, (4) identifying and using community resources and agencies in ABE, (5) interpersonal relations among rural adults. The nine workshop addresses, focusing on various aspects of the five problem areas, are included. Each participant was administered a pre-test and a post-test to determine changes in concepts, attitudes, beliefs, or behaviors. Outcomes of the institute were increased knowledge, skills, and leadership for ABE personnel as well as greater sensitivity for the rural adult learner. A 25-page appendix contains supplementary institute information. A separate follow-up institute study pamphlet is also included. (EA)

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TEACHER TRAINING INSTITUTE ADULT BASIC EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION



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Presented by
United States Office of Education
Adult Basic Education
and
Alabama State University
July 19 to August 6, 1971

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TEACHER TRAINING INSTITUTE ADULT BASIC EDUCATION



**Presented by
United States Office of Education
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ACKNOWLEDGEMENTS

Any attempts to make adequate statements of appreciation to the many individuals who made significant contributions to the apparent success of the Regional-Rural Institute for ABE personnel conducted on the Alabama State University Campus during the summer of 1971 would be rather presumptuous and/or impossible. Many persons made impressive "inputs" into the Institute that, hopefully, will result in *feedbacks* that will do much to *fructify* and enhance the capability of ABE personnel not only in Region IV, but in other regions of the nation as well. And, since the contributors to the success of the Institute were so numerous, perhaps the best solution to the problem of felicitations would be simply to say "Thanks to you all; thanks for a job well done." However, we do feel impelled, even at the risk of being misunderstood, to mention a few, who at great sacrifice to themselves (and possibly others) heeded our call to "Come over to Macedonia and help us."

Foremost among these, I would mention Dr. George W. Gore Jr., the President Emeritus of Florida A. & M. University, my former instructor and my perennial friend; Mr. Norman Parker, State Coordinator of Adult Basic Education of Alabama, who through his encouragement, kept the "hopes of the homefires burning" that the Institute would indeed come to Alabama State University; Mr. William Phillips, who after having read the initial proposal submitted, and having suggested significant amendments thereof, recommended approval of the proposal; Dr. Wayne Myers, of TVA for his reading, appraisal, and encouragement of the possibilities of the Proposal; Drs. Don Seamon, Mississippi State University, and Donnie Dutton of Memphis State University, who after having reviewed the Proposal encouraged me with the words: "Marshall, I think you have a 'darn' excellent Proposal"; Mr. Charlie Kerr, and his able staff of ABE supervisors (Glover, Bates, Easter, and Holt) my former buddies and associates who encouraged me, even though the cause seemed lost; men like Jere Farley (my former "Boss"), John Peters, Harry Franks, Jim Dorland, Charles Kozoll, Luther Black, Zelia Evans, Charles Horner, and others, who came down to see that the "deal would not go down." Also, acknowledgements are extended to the State Directors of ABE for the excellent job that they rendered in the selection of the participants that came to us from approximately seventeen states of America. And, we would like to express appreciation to the participants for the total commitment that they exercised in fulfilling their obligations to the Institute. To our Specialists, too, needless to say, you did a most commendable job. Too, we would like to mention our supporting staff: Mrs. Young, Mrs. Thompson, Miss Malone, Miss Scales, Mrs. Wright, Mr. Lee, Mr. Stanley, and representatives of local agencies of Montgomery County. And, the acknowledgements would not be complete without the mention of the Associate Director, Mrs. Doris Sanders, whose untiring efforts made the Institute possible, profitable, and also pleasant. Finally, final felicitations go to the President of ASU and his administrative staff who made possible, through leadership, guidance, counsel, and benevolence, such a possible teaching, learning, and pleasant experience that will, and has made history for ASU in Alabama.

INTRODUCTION

During the early period of 1971, the Bureau of Adult, Vocational and Technical Education, U.S. Office of Education, Washington, D.C., suggested that various institutions of higher learning submit proposals for the development and operation of a summer institute in ABE specifically designed to focus attention on the problems of ethnic groups prevalent in the ranks of the poor, both in urban and rural areas. Alabama State University, being located in the heart of the "Black Belt" where there is a predominate number of rural blacks and whites, decided to write and submit a proposal centered around the problems of the rural poor. In the outset, it was decided to submit a proposal dealing with the rural blacks alone; however, after attention was called to the fact that the rural blacks and rural whites were often encompassed by the same problems, it was decided that the proposal would be centered around the rural poor adult, black and white. Thus, instead of using the original title that we first selected, "The Black Dilemma", the title was changed to "The Adult Dilemma: Problems of the Rural Adult."

On March 29, 1971, the proposal was completed, signed by University officials, and submitted to the officials of the U.S. Office of Education. On June 20, 1971, official word was received that the Alabama State University proposal had been received, accepted, and funded under Grant No. OEG-0-71-3424 (323). Immediately after receiving confirmation of the Grant, machinery was set into operation to secure consultants, institute staff and instructors, and other personnel. The assistance of various officials of State Departments of Education were asked to aid in the selection of the Institute participants.

PART I

THE USOE/ABE INSTITUTE FOR RURAL ADULTS: PURPOSES; INSTITUTE DESIGN; ORGANIZATION AND OPERATION OF THE INSTITUTE

I. Proposal Abstract

- A. The Problem:** Many problems beset the rural poor in America. Particularly is this true of rural blacks. However, those who are unfortunate enough to be in poverty, are beset by similar problems, be they black or white. The problems though numerous and complex tend to be interrelated, and this contributes to further complications in problem identification and the development of effective problem solutions.
- B. Purposes:** The purposes of the Institute were to investigate the problems of the rural adults; to gain some insights into the interrelationships of the problems; and, through cross-disciplinary approach, attempt to develop some consensus as to problem identification, and to set forth some suggested solutions.
- C. Institute Design:** During the early stages of proposal development, an inventory survey was made to determine problems considered most vital to rural adults. Data secured from the survey indicated that there were at least five problem areas considered crucial to rural adults. These five problem areas constituted the content areas for the Institute. The 100 participants of the Institute were divided into five Task Forces and each Task Force was assigned one of the content areas. Each Task Force was assisted, guided, and directed by an instructor, an associate instructor, and a graduate assistant. At the end of the Institute, each Task Force submitted a formal written report to the editing staff who compiled the reports of the Task Forces into one general report to be submitted to the U.S. Office of Education, State Department of Education, Southern Regional Education Board, and participants and staff of the Institute.
- D. Content Areas:** The following content areas (based upon data from the survey) were selected for the Institute: 1) Improving Management Skills for ABE Teachers in Rural Areas; 2) Problems in Consumer Education in Rural Areas; 3) Crucial Problems in Health and Nutrition Among Rural Adults; 4) Identifying and Using Community Resources and Agencies; and 5) Interpersonal Relations Among Rural Adults.
- E. Evaluation:** Since USOE provided no outside or independent evaluation of the Institute, a member of the ABE staff, under the direction of the University of Alabama, conducted the evaluation. However, the evaluation was not merely summative. Participants were encouraged to assess their progress of the Institute on a day-by-day basis to determine to what extent, if any, the purposes of the Institute were being met.

II. Purposes of the Institute

A. General Purposes: The general purposes of the Institute were 1) to investigate some of the crucial problems of rural adults; 2) to gain some insights into the interrelationships of the problems; 3) through a cross-disciplinary approach, to attempt to develop some consensus as to problem identification; and, 4) to set forth some suggested, sensible problem solutions.

B. Specific Objectives: Several specific purposes were set forth to guide the teaching and learning experiences of the Institute participants:

1. To increase the knowledge and skill of ABE teachers in identifying and solving problems that are unique to rural blacks and whites.
2. To institute procedures through which participants may become more cognizant and sensitive to the problems of the rural adults.
3. To develop methods and techniques designed to involve the undereducated rural adult in community activities and the ABE program.
4. To analyze and synthesize the unique problems of communication inherent in most rural adults and to establish means of maintaining effective communications with them.
5. To provide on-site follow-up consultants as requested by Adult Basic Educators in states from which the participants were selected.
6. To help the participant to gain greater insights into the problems of assisting rural adults to spend more wisely the funds that are available to them.
7. To investigate some of the intricate problems in interpersonal and human relations and to seek solutions for alleviating these problems.
8. To help the participant to visualize the interrelationships of the many problems of the rural adults and through these augmented insights gain greater knowledge and skills in the identification and solution of problems.
9. To help the participants to become more aware of the need for cooperative effort in attempting solutions to problems of rural adults. This purpose indicated the need for the use of services of the federal, state and local community, viz., Welfare, Health, Employment Security, VISTA, OEO, and other agencies.
10. To help the participants to develop more know-how in tackling problems of health and nutrition so vividly evident in rural areas.
11. To acquaint ABE teachers with some of the techniques and skills of counseling and guidance that are so greatly needed, and yet so grossly lacking in rural areas.
12. To give the participants some experience in initiating, developing, and becoming involved in a program design that utilizes many resources and agencies in the solution of a central problem. Thus, the participant may envision a model for operating in his own local environment.
13. To provide an atmosphere wherein the participant may experience democratic, effective, and promising procedures in problem-solving that may be used as a model in organizing and developing similar programs at the local level.

14. To acquaint the participants of the several states with the similarities and yet the distinct differences in problems that exist in states having significant rural adult populations.
15. To develop an Institute design that makes provisions for flexibility in scheduling total involvement of participants; utilization of modern equipment in mass media; and, the use of cross-discipline.

III. Significance of the Institute

An Institute of this nature is significant in that the dilemma of the rural poor adult is most crucial. Technology and automation have resulted in his displacement from the farm; displacement from the farm has resulted in his emigration to large urban areas where even greater automation is evident; lacking the essential skills to work in an automated industry, he becomes not only unemployed but also unemployable; unemployment and unemployability result in his living in slum areas and being a victim of poor housing; sub-standard housing is accompanied by poor health conditions and moral and spiritual breakdown. And being an inhabitant of the ghetto results in his being a perpetrator of crime, violence, and other undesirable activities that usually accompany life in the slums and ghettos. The problem is further complicated by the fact that ABE teachers, often subscribing to the middle-class values, have little sensitivity to the problem, and even less know-how that is essential to the identification and solution of problems of the rural poor adult.

The problem is of such an extensive and complex nature that it has caused national concern. It concerns not only the states of the rural south with its decreasing rural populations, but also the states of the industrial north with its increasing millions of unemployed who become the wards of the national government and charitable organizations.

With these pertinent problems in mind, the Institute attempted to develop a rationale wherein problems of the rural poor could be brought into clearer perspective thus increasing the possibility and probability of solving the existing and potential problems.

IV. Institute Design

The Institute was so designed that its stated purposes were reasonably accomplished. However, flexibility was built into the design to the extent that some problems and procedures, though not considered by the ABE staff prior to the Institute, were considered as they emerged and/or developed. It was the intent of the proposal that the Institute - though well structured for systematic and sequential learning experiences for the participants - would operate in a permissive atmosphere wherein there might be maximal interaction between staff, participants, groups, and resource personnel.

- A. **Organization:** The 100 participants were divided into five Task Forces comprised of 20 participants per Task Force. Each of the five Task Forces was assigned a specific content area and was held responsible for identifying and suggesting solutions to problems in that specific area. Each Task Force was assisted by a resource person (an instructor), an associate instructor, consultants, and the ABE staff of Alabama State University.
- B. **The Institute Process:** The Institute process was of such a nature as to allow maximal interaction between staff and staff; staff and participants; participant and participant; and between the various Task Forces comprising the Institute. Flexibility of design allowed for inter-group meetings of the various groups of Task Forces in the five content areas.

The Task Forces should not be considered as five separate entities, each working on problems in its assigned area in isolation from the concerns of the other groups. Rather, the Task Forces formed five cluster groups each working on a major phase of the central problem. By way of example, the Task Force assigned to the area of communications and management skills was not concerned with this area alone. They provided information, techniques and skills that served as inputs to groups working in consumer education and other areas.

V. Content Areas Explored

During the early period of proposal development, questionnaires were sent to various individuals and agencies soliciting their assistance in identifying problems that they considered vital to the rural poor adult. The individuals and/or agencies were asked to list five problems (in rank order of importance) that they considered to be most vital to rural adults. Data from the questionnaires were tabulated, ranked, and the five highest rankings were selected for study and investigation by the Institute. The following problems were selected as content areas for the Institute:

Task Force I: Improving Management Skills for ABE Teachers in Rural Areas

Task Force II: Problems of Consumer Education in Rural Areas

Task Force III: Crucial Problems in Health and Nutrition Among Rural Adults

Task Force IV: Identifying and Using Community Resources and Agencies in Adult Basic Education

Task Force V: Interpersonal Relations Among Rural Adults

It may be readily seen that each of the content areas cross disciplinary lines. This is to say that it was all but impossible to pursue any one content area in depth without giving consideration to the other four areas. This seemed to indicate that a synoptic view of all five content areas had to be taken in order to make an effective approach to problem solution.

- A. Improving Management Skills:** In the Institute, Management Skills in ABE was interpreted as meaning Recruitment, Retention, and Accountability in ABE. In short, how could improved communication result in retention of the student, once he was recruited; and, what accountability should be evidenced by the ABE teacher in securing further services for the ABE student once he had been recruited, retained, and completed the prescribed course? The concerns of this Task Force permeated many content area lines.
- B. Problems of Consumer Education in Rural Areas:** One of the hard-core problems that strikes at the rural poor adult is that of spending more wisely the meager finance that is provided him. To use an old cliché, "How does he teach his dollars to have more cents (sense)"? With the rising cost of living, as a result of inflation, consumer education becomes a problem that is most crucial to the rural adult. Again, it may be seen that the other four content areas tend to transverse this area. In other words, what is the relationship between consumer education and health and nutrition? Cannot, or will not, improved consumer spending result in better health and nutrition? Would not interpersonal relationships be an asset in consumer buying? What are the advantages and the disadvantages of credit buying, loans, and "easy payments"? These and other similar problems were tackled by Task Force II.
- C. Crucial Problems in Health and Nutrition:** Task Force III concerned itself with many problems in health and nutrition. Why are the rural poor sick so much? Why do they visit the doctor less than others? Why are they apparently so satisfied to live in dirt and filth? Why do they have so many illegitimate children? Why don't they clean up themselves and their surroundings? Each of these problems appears to be rather simple when viewed from the surface. But, when one takes the time to delve below the surface, he may find that each problem becomes rather unique. Such were the learning experiences of Task Force III.
- D. Identifying and Using Community Resources and Agencies:** What is, or rather what should be, the role of the ABE teacher in the area of using community resources and agencies? Has the ABE teacher fulfilled her responsibility to her pupils when she merely acquaints the pupils with the

services provided by these agencies? Or, is it the responsibility of the teacher to help to secure the services of these agencies for her ABE students? Task Force IV sought answers to these questions.

- E. **Interpersonal Relations:** One of the most crucial problems in the field of education, in the area of political activity and social existence, lies within the realm of human relations. Oftentimes the problems of the rural adult stem from the fact that he is unable to establish positive relationships with his family, with himself, with other members of society, and with other public agencies whose purpose it is to help him. What is the responsibility of the ABE teacher in developing skills of this type in the rural adult? How may the rural adult be helped to develop a more positive image of himself to the extent that he accepts himself? How may society be helped to develop a more empathetic attitude toward the rural, poor adult? Task Force V came to grips with such problems as these.

VI. The Personnel

Many different types of individuals were selected to comprise the personnel of the Institute. Individuals were selected from many geographical areas, varying academic disciplines, different ethnic groups, and contrasting degrees of academic achievement. Such a wide array of personnel would naturally lend itself to contrasting attitudes, beliefs, and philosophies, and even to varying methods of viewing problems and seeking solutions to them. Though the group was rather heterogeneous - and this does pose a problem in any situation - the Institute staff considered this as an asset rather than a handicap. Such a wide array of individuals with such contrasting experiences could bring a vast amount of knowledge and skill into the Institute that would serve as valuable inputs in the matter of identifying and solving problems of the rural adult. The crucial task of the Institute staff appeared to be that of welding this heterogeneous group into one that was more homogeneous in developing consensus as to problem identification and solution, and establishing systematic procedures for tackling the problems. In short, the widely contrasting number of personnel provided opportunity for the participants to view the problems from many, many angles.

- A. **The Participants:** The 100 participants, each selected by the State Director of ABE, came from sixteen states of the United States. Applications were mailed to seventeen states. Sixteen of the states responded by sending the names of its delegates. The participants represented many different facets, such as ethnic groups; ABE administrators, teachers, and supervisors; and personnel from other federally-funded programs for adults such as VISTA, OEO, CAP, MDTA, and others. There was a wide range in the participants relative to age, experience, position, and academic achievement in ABE and in the field of higher education. Some of the participants had had many years of experience in ABE. A few were beginning their first experience in an ABE Institute.
- B. **The Institute Staff:** The Institute Director and Associate Director were members of the ABE staff of Alabama State University. The Institute staff was selected from the several states of the southeastern region of the United States. The staff members, having had wide and extended experiences in Adult Basic Education and working with underprivileged adults, brought a vast storehouse of knowledge and skill to the Institute.
- C. **Sponsoring Agencies:** The sponsoring agencies of the Institute were the Adult Basic Education Division of the United States Office of Education; the State Department of Education of Alabama, Division of Adult Basic Education; and Alabama State University, Montgomery, Alabama. Ninety-one thousand, seven hundred sixty-nine dollars of the one hundred and fifteen thousand, seven hundred sixty-nine dollar package program was supplied by officials of the U.S. Office of Education, Division of Adult Education.
- D. **Other Cooperating Agencies:** The success of the Institute was insured and enhanced by the cooperative efforts and services of several agencies. Members of the ABE staff of the State

Department of Education served as resource persons to each of the five Task Forces throughout the Institute. Their services were a great factor in keeping each of the groups intact and in keeping the goals of the Institute ever in the minds of the participants. Other agencies rendering invaluable services to the program were AMIDS and Link Enterprises, who set up a learning laboratory and furnished other mass media, specifically stressing the importance of consumer education for teachers of the rural adult. Staff from Opportunities Industrialization Center (OIC) greatly strengthened the Institute by working with each of the five Task Forces in each content area. The resources of both OIC and AMIDS, as well as those of Link Enterprises, were made available to participants and staff of the Institute. Staff members of Employment Security, Public Health and Welfare, Project Directors of other ABE programs, ABE State Directors, and local ministers and civic leaders served as resource persons to the various Task Forces of the Institute.

- E. **The Consultants:** The individuals who served as consultants came from several academic disciplines. Some of the consultants were in higher education in the area of adult or continuing education. Some were in higher education, but not specifically in the area of adult education. Others were on the staffs of public schools, but had had extensive experience in ABE. However, from the formal presentations made by the consultants, it could be readily seen that each had had some experience in living in the rural areas and had great insights into the problems of the rural adult. Though the consultants were asked to direct their presentations to a specific content area of the Institute (in order to insure complete coverage of the five content areas) most of the consultants attempted to show relationships between the area that they used as a specific area of interest and the other four content areas. This cross-disciplinary approach by the consultants was quite stimulating and profitable. The consultants were secured from seven states of the southeastern region of the United States and Washington, D.C.

The services of the consultants cannot be overestimated. In most instances after the consultants had made their formal presentation to the general assembly during the morning session, they spent the afternoon with the particular Task Force in whose area they had specifically addressed their presentation. During this session, the Task Force could really get down to the "nuts and bolts" of the problems.

Some of the highlights of the formal papers presented by the consultants will be given in Part Two of this report.

- F. **The Resource Persons (Instructors):** The resource persons helped to guide and direct the learning experiences of the participants in the five Task Forces. They assisted the various groups and individuals in the identification of vital problems and in the development of systematic, logical solutions to the problems. Thus, the five resource persons were not mere instructors of the traditional type. Rather they were the ones who helped to establish the academic climate wherein the potential of participants and staff could be utilized and developed to the fullest extent. In this manner, leadership shuttled back and forth from resource person to participants, and vice versa. In such a situation, the resource person was both leader and follower. Participants were given the opportunity to fulfill the same roles, that is, leader and follower, learner and teacher.

It should be emphasized that the effectiveness of the five resource persons (as they worked with their assigned Task Forces) was greatly determined by the rapport that they were able to establish with their group; their skill and finesse in group dynamics; their ability to relate to people having different ideals, ideas, biases, and subscribing to different philosophies of life and of education. This thesis indicates that the Institute was people-problem-centered, as opposed to the traditional "subject-matter" centered approach in teaching and learning. The "center of interest" in each of the Task Forces was people and the problems that beset them (in the five content areas selected for investigation by the Institute staff). This thesis of the Institute suggested that it required (as resource people) individuals *who know people; understand people; like people; and who care about what happens to people; individuals who realize the importance of treating each person as an individual of worth and dignity.* These are the types of resource persons that were sought for the Institute.

VII. Expected Outcomes of the Institute

Considering the Institute purposes and design; the capability of the Institute staff; the potential of the various resource persons and agencies that were engaged in culminating the project, it seems reasonable to expect the following outcomes of the Institute: 1) an increase in the number and capability of ABE teachers who are more sensitive to the crucial problems of rural adults; 2) the emergence and development of more effective leadership that is so decidedly lacking in rural communities among the rural poor; 3) the strengthening-of linkages between various service agencies to the extent that cooperative - rather than duplicate - effort will be used in tackling problems of the rural poor adult; 4) extension of the lines of communication between the rural poor and other individuals, groups, and agencies of the community; 5) more evidence of involvement of the rural poor in considering problems that concern them; and 6) a greater awareness by the public at large, of the purposes, programs, and importance of ABE to the rural adult. And, increased knowledge and skills of ABE personnel in working with, and developing empathy for, the rural adult learner. Finally, the development of new approaches and more comprehensive points of view by ABE teachers as they engage in the intricate tasks of helping rural adults to identify and solve their problems.

VIII. Evaluation and Assessment

- A. **Evaluation:** Evaluation of the Institute was both formal and informal; continuous and summative. During the first day of the Institute each participant was administered a pre-test (see Appendix) to determine concepts, attitudes, beliefs, and behaviors relative to ABE. During the last week of the Institute, a post-test was administered to the participants to determine what extent, if any, there had been changes in concepts, attitudes, beliefs or behaviors. The evaluation was developed and administered by a member of the Alabama State University staff under the direction of the University of Alabama. Informal evaluations were conducted through the means of informal interviews and chats with the participants, the staff, the consultants, and officials of the State Department of Adult Basic Education. Provisions were made for daily evaluations in the Task Forces and inter-group meetings.
- B. **Assessment:** The purposes of the Institute were set forth in such a manner that assessment, relative to accomplishment of purposes, could be made readily. However, the most effective feature and the most desirable outcome of the Institute appeared to be the Institute process wherein individuals with varying experiences, cultural backgrounds, and beliefs could come together and weld themselves into a cooperative unity thereby providing a more desirable atmosphere in which to identify problems and seek solutions to them. Also, the wide diversity of participant experiences assured that the problems would be considered and tackled from many different approaches. It is hoped that the developmental process through which the Institute operated will serve as a model of approach when each of the participants attempts to solve problems on the local level in his own state.

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OFFICERS OF THE ADMINISTRATION

The President



Dr. Levi Watkins

It is with justifiable pride that Alabama State University welcomes you to this National Adult Basic Education Institute for Teachers of Rural Adults. We are pleased to have the opportunity to share the University's expanding facilities and educational resources for such a worthy venture.

Our inexhaustible hospitality and the cheerful, capable services of all Alabama State University people are at your command. May your three-week stay on our campus be purposeful, pleasant, and profitable.

The President's Office stands ready to provide any services that it can.



DR. ROBERT REID
Academic Affairs



MR. LEOTIS PETERMAN
Business Affairs



MR. HENRY SPEARS
Development



MR. ARNOLD QUARLES
Student Affairs

**ALABAMA STATE UNIVERSITY
Montgomery, Alabama**

**Adult Basic Education Institute
July 19 to August 6, 1971**

Monday, July 19

- | | |
|--------------------------------|---|
| 8:00 a.m. — 9:00 a.m. | Institute Registration |
| 9:00 a.m. — 9:45 a.m. | General Assembly |
| | Welcome Message
Dr. Levi Watkins, President
Alabama State University |
| | Introduction
Mr. Norman Parker, Coordinator
Adult Basic Education, Alabama |
| | Orientation
Dr. Marshall L. Morrison, Director
ABE Institute |
| 9:45 a.m. — 10:00 a.m. | Coffee Break |
| 10:00 a.m. — 11:00 a.m. | Speaker: Dr. George W. Gore |
| 11:00 a.m. — 11:30 a.m. | Consortium Reactor Panel |
| 12:00 Noon — 1:00 p.m. | Lunch |
| 1:00 p.m. — 2:45 p.m. | Group Sessions |
| 3:00 p.m. — 4:00 p.m. | Task Force |
| 7:00 p.m. — 8:00 p.m. | Hospitality Hour, Alabama Room |

Tuesday, July 20

- | | |
|--------------------------------|---|
| 8:30 a.m. — 9:45 a.m. | Task Force |
| 9:45 a.m. — 10:00 a.m. | Coffee Break |
| 10:00 a.m. — 11:00 a.m. | Speaker: Dr. John M. Peters
Project Director ABE
University of Tennessee
Knoxville, Tennessee
“The Concepts of Society and
Culture and Their Relevance to
Adult Basic Education” |

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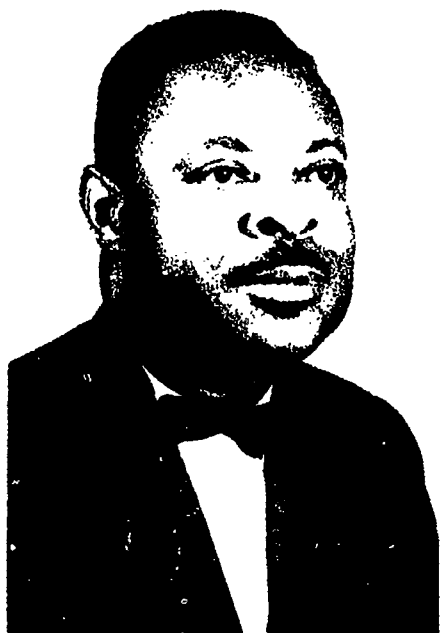
ABE STAFF



DR. ZELIA EVANS



DR. MARSHALL L. MORRISON



MR. C.E. STANLEY



MRS. DORIS SANDERS

11:00 a.m. — 11:30 a.m.	Consortium Reactor Panel
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Wednesday, July 21

8:30 a.m. — 9:45 a.m.	Task Force
9:45 a.m. — 10:00 a.m.	Coffee Break
10:00 a.m. — 10:30 a.m.	Speaker: Mr. James K. Dorland Executive Secretary National Association for Public Continuing and Adult Education Washington, D. C.
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Thursday, July 22

8:30 a.m. — 9:45 a.m.	Task Force
9:45 a.m. — 10:00 a.m.	Coffee Break
10:00 a.m. — 11:00 a.m.	Speaker: Mr. Jere Farley Education Relations Specialist Tennessee Valley Authority Knoxville, Tennessee "Yours, Mine, or Ours?" Mr. Billy J. Glover, Mayor Selmer, Tennessee
11:00 a.m. — 11:30 a.m.	Consortium Reactor Panel
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Friday, July 23

8:30 a.m. — 9:45 a.m.	Task Force
9:45 a.m. — 10:00 a.m.	Coffee Break
10:00 a.m. — 11:00 a.m.	Speaker: Dr. Jim Martin Meharry Medical College Nashville, Tennessee “Various Aspects of Health and Nutrition in Children and Youth”
11:00 a.m. — 11:30 a.m.	Consortium Reactor Panel
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Monday, July 26

8:30 a.m. — 9:45 a.m.	Task Force
9:45 a.m. — 10:00 a.m.	Coffee Break
10:00 a.m. — 11:00 a.m.	Speaker: Mr. Marshall Dean Associate Director Link Enterprise Montgomery, Alabama Dr. W.H. Link, Director Link Enterprise Montgomery, Alabama
11:00 a.m. — 11:30 a.m.	Consortium Reactor Panel
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Tuesday, July 27

8:30 a.m. — 9:45 a.m.	Task Force
9:45 a.m. — 10:00 a.m.	Coffee Break

10:00 a.m. — 11:00 a.m.	<p>Panel of State Directors</p> <p>“Problems of Rural Adults As Seen by State Directors of Adult Basic Education”</p> <p>Mr. Norman Parker, Coordinator Adult Basic Education Montgomery, Alabama</p> <p>Mr. Ted Cook, Director Division of Adult Education Frankfort, Kentucky</p> <p>Mr. Charles Barrett, Head Adult Education and Community Services Raleigh, North Carolina</p> <p>Mr. J.K. East, Director Office of Adult Education Columbia, South Carolina</p> <p>Mr. Charles F. Kerr, Coordinator Adult Education Nashville, Tennessee</p> <p>Dr. Preston Torrence Associate Director Southern Regional Education Board Atlanta, Georgia</p> <p>Mr. James Fling, Administrator Adult and Veteran Education Tallahassee, Florida</p> <p>Mr. Frary Elrod, Consultant Adult Education Atlanta, Georgia</p>
11:00 a.m. — 11:30 a.m.	Consortium Reactor Panel
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Wednesday, July 28

8:30 a.m. -- 9:45 a.m.	Task Force
9:45 a.m. -- 10:00 a.m.	Coffee Break
10:00 a.m. -- 11:00 a.m.	Speaker: Dr. Lewis Jones Professor of Sociology Tuskegee Institute, Alabama "Utilizing Guidance and Counseling Services as a Solution to Rural Adults"
11:00 a.m. -- 11:30 a.m.	Consortium Reactor Panel
12:00 Noon -- 1:00 p.m.	Lunch
1:00 p.m. -- 4:30 p.m.	Task Force
7:00 p.m. -- 8:00 p.m.	Special Session •

Thursday, July 29

8:30 a.m. -- 9:45 a.m.	Task Force
9:45 a.m. -- 10:00 a.m.	Coffee Break
10:00 a.m. -- 10:45 a.m.	Speaker: Mr. Luther Black, Director Adult Basic Education Little Rock, Arkansas "The Psychology of Expectancy"
	Project Directors:
	Dr. Mildred S. Hurley Tennessee State University Nashville, Tennessee
	Dr. Arthur Madry Florida A & M University Tallahassee, Florida
	Dr. Harry Frank Auburn University Auburn, Alabama
	Dr. Preston Torrence Southern Regional Education Board Atlanta, Georgia
10:45 a.m. -- 11:30 a.m.	Consortium Reactor Panel

12:00 Noon — 1:00 p.m. Lunch
1:00 p.m. — 4:30 p.m. Task Force
7:00 p.m. — 8:00 p.m. Special Session

Friday, July 30

8:30 a.m. — 9:45 a.m. Task Force
9:45 a.m. — 10:00 a.m. Coffee Break
10:00 a.m. — 11:00 a.m. Speaker: Mr. S.W. Walker,
Coordinator, Financial Aid
Alabama State University
Montgomery, Alabama

Mr. Charles W. Horner, Principal
Walker Elementary School
Memphis, Tennessee
“A Dialog on Providing Student
Aids to Rural Adults”

11:00 a.m. — 11:30 a.m. Consortium Reactor Panel
12:00 Noon — 1:00 p.m. Lunch
1:00 p.m. — 4:30 p.m. Task Force
7:00 p.m. — 8:00 p.m. Special Session

Monday, August 2

8:30 a.m. — 9:45 a.m. Task Force
9:45 a.m. — 10:00 a.m. Coffee Break
10:00 a.m. — 11:00 a.m. Speaker: Dr. Zelia Evans
Head, Education and Psychology
Alabama State University
Montgomery, Alabama

Dr. Harry Frank, Director
Adult Basic Education
Auburn University
Auburn, Alabama
“On Combining Community
Resources To Provide Relevant
Education for Disadvantaged Adults”

11:00 a.m. — 11:30 a.m.	Consortium Reactor Panel
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Tuesday, August 3

8:30 a.m. — 9:45 a.m.	Task Force
9:45 a.m. — 10:00 a.m.	Coffee Break
10:00 a.m. — 11:00 a.m.	Speaker: Dr. Ruth Laws Director, Adult Education Dover, Delaware “Human Resources Through Positive Interpersonal Relations”
11:00 a.m. — 11:30 a.m.	Consortium Reactor Panel
12:00 Noon — 1:00 p.m.	Lunch
1:00 p.m. — 4:30 p.m.	Task Force
7:00 p.m. — 8:00 p.m.	Special Session

Wednesday, August 4

8:30 a.m. — 9:45 a.m.	Task Force
9:45 a.m. — 10:00 a.m.	Coffee Break
10:00 a.m. — 11:00 a.m.	Speaker: Mr. Charles McWaters Behavioral Laboratories Atlanta, Georgia
	Program Directors:
	Mrs. Consuello Harper OIC Montgomery, Alabama
	Mrs. Emily Jo Yourn Family Planning Montgomery, Alabama
	Mrs. Jeanetta Branche Adult Basic Education Tuskegee Institute, Alabama

Mrs. Thelma Richardson
Adult Basic Education
Bessemer, Alabama

11:00 a.m. -- 11:30 a.m.	Consortium Reactor Panel
12:00 Noon -- 1:00 p.m.	Lunch
1:00 p.m. -- 4:30 p.m.	Task Force
7:00 p.m. -- 8:00 p.m.	Special Session

Thursday, August 5

8:30 a.m. -- 10:45 a.m.	Task Force
11:00 a.m. -- 12:30 p.m.	Luncheon -- Alabama Room Speaker: Dr. Margaret Coleman University of Alabama University, Alabama Professor Home Economics Education University of Alabama University, Alabama
	Presentation of Certificates
1:00 p.m. -- 4:30 p.m.	Task Force
7:00 p.m. -- 8:00 p.m.	Special Session

Friday, August 6

8:30 a.m. -- 9:45 a.m.	Assembly
	Group Reports
9:45 a.m. -- 10:00 a.m.	Coffee Break
10:00 a.m. -- 11:00 a.m.	Speaker: Mr. George W. Brooks State Department of Education Nashville, Tennessee "Summation of Problems and Suggested Solutions"
11:00 a.m. -- 11:30 a.m.	Consortium Reactor Panel
	Announcements

PART II

TASK FORCE I

COMMUNICATIONS: RECRUITMENT, RETENTION, ACCOUNTABILITY

One of the persistent problems that continuously besets man in his efforts to get along with others in his society is his lack of ability to communicate. It has been stated that though many of the members of the United Nations are multi-linguists, they find it all but impossible to communicate. If these linguistic experts find it a great problem to be able to effectively communicate with their peers and fellows, how then must be the even greater problem of semi-illiterate adults communicating with other members of society. Task Force I was assigned the specific responsibility of investigating the problem of communications, particularly as it related to recruitment, retention, and accountability of the rural adult in ABE classes. Recruitment of the ABE learner was deemed to be important, because it was felt that it was necessary to first get him into the class before he could be effectively assisted in the solution of his problem. However, getting the ABE learner into class (probably the first time) is not of as much importance as retaining him in class, once he is there. However, the most crucial problem of the ABE teacher is that of accountability. To what extent does the ABE teacher feel and exercise responsibility for the welfare of her students once they have been recruited, retained, and have completed the course? It was stressed by Task Force I that teacher accountability could do much to enhance the program of recruitment and retention of the ABE Student. Teacher interest in the pupil after completing the course will serve as a motivating factor for other ABE learners.

During the exploratory period of problem investigation, feasibility seemed to indicate that in order to fully understand the problems of the rural adult it would be necessary to know something about him, his characteristics; his beliefs; his hopes; his fears; and his experiences. Only by taking into consideration these pertinent factors could a group hopefully and successfully seek a solution to the problems of the rural poor. Not only was it felt to be important to know the characteristics of the rural poor — what they were like — but also, to try to determine why they are as they are. Group discussions, reading, and experiences with the rural adult indicated that they had the following characteristics:

1. That they disliked school because they had had a history of repeated failure in the public schools and did not want to repeat the unpleasant experience.
2. That they (for the most part) came from the lower-income bracket, because they were likely to be both unemployed and unemployable.
3. That they were likely to be academically slow because the school curriculum was geared to meet the interests and needs of the "middle class" based upon middle class values.
4. That they were likely to be belligerent because they felt that society and the establishment were against them.
5. That they were likely to be uncommunicative because the illiterate language that they used was frowned upon by the teacher and society at large.

6. That they were likely to be superstitious because they were subjects of custom, tradition, and illiteracy.
7. That they were likely to be suspicious because they felt that the "cards", as shuffled by society, were stacked against them.
8. That they *appeared* to be irresponsible because no one had ever trusted them with a responsibility.
9. That they were likely to assume the "I don't give a damn attitude" because no one had ever listened to them in the decision-making process.
10. That they were likely to be low academic achievers because the teachers representing society and the establishment had low expectations of them.

After having identified some of the characteristics of the rural adult and listing and discussing reasons for his behavior, the next logical step seemed to have been to determine the type of teacher needed to change the attitude and the behavior of the rural adult. Reading, research, and group discussions indicated that the following characteristics were desired for ABE teachers who would be working with rural adults in deprived areas:

1. Teachers who could, and would, accept all individuals as persons of worth and dignity, regardless of race, color, creed, or socio-economic status (SES).
2. Teachers who exercise *empathy* in dealing with the learner. That is, teachers who were willing to put themselves into the place of the learner.
3. Teachers who exercise patience in dealing with the learner. The teacher who was never in too big a hurry to help the learner with personal problems.
4. Teachers who know how to listen. Many times the crucial problem of the adult learner is to simply have someone to listen to him.
5. Teachers who are unafraid to say to the learner, "I don't know. Let's find out." Many times the experiences and knowledges of the ABE learner far exceed those of the teacher in many areas.
6. Teachers who know how to communicate with the rural adult on his own level of understanding and linguistic usage; accepting the concept of English as a second language.
7. Teachers who have an inherent love for people, and who have a great concern for what happens to people
8. Teachers who realize that each person is a unique individual and gear their instructional program to coincide with this premise
9. Teachers who are unafraid of innovative, creative methods and procedures and utilize these to the fullest extent
10. Teachers whose courses of study are "people-centered" and "problem-centered" rather than subject-matter centered

Basic Assumptions.

During the early stages of problem development, certain basic assumptions were developed and set forth

by members of Task Force I and the validity of this investigation rests upon the acceptance of these assumptions:

1. Communication is an interactive process; a two-way street, that results in the interchange of ideas.
2. Spoken and written words are not the only means of communication. The illiterate and semi-illiterate adult, being a victim of a "restricted language" often uses, and more often becomes, an expert in the use of non-verbal means of expressing himself and communicating ideas. This he does through facial expressions, the eyes, bodily movements, etc. And, since he realizes his deficiency in the area of the written and spoken word, he becomes an expert in reading and interpreting the non-verbal language used by even those who can write or speak fluently.
3. Illiterates and semi-illiterates only *appear* to be non-communicative because they fear to use a means of speaking or writing in which they lack the necessary skills, consequently, rather than risk being ridiculed, they prefer to maintain their silence when around other more well-trained groups, that is, unless they become overwhelmed with anger or emotions.
4. Individuals, whether adolescents or adults, are likely to become more communicative when they are involved; when they feel that what they say really counts; when the situation under discussion is relevant to their interests, wants, and needs.
5. Disadvantaged adults are more likely to be communicative when the issue or discussion is centered around something familiar, or is based upon their past experiences, or is expressed in terms that he understands.
6. Finally, communications do not occur in a vacuum. Communicators must have something based upon their interest to communicate about.

Thus it appears that the assignment of Task Force I in the area of communications, forms the heart and the core of the assignments of the other four Task Forces. This is to say that in order to secure and utilize community agencies and resources to the fullest extent, communication is necessary; in order to secure and utilize health agencies we must have communications; many problems develop in the area of consumer education for lack of clear-cut understanding of the parties involved due to non-communications; and, many a problem develops in the area of interpersonal relations simply for the lack of clear-cut communications. However, the specific assignment of Task Force I was to investigate the problem of the rural adult in the area of communications as it relates to recruitment, retention, and accountability. And, although Task Force I often referred to problems of communication in many other areas, for the most part it attempted to address itself to problems in its assigned areas.

I. Recruitment

In its simplest form, recruitment has to do with the problem of getting the adult back into the classroom in an ABE class. This is no small problem. For reasons cited in a previous paragraph, the adult may have specific reasons for not wanting to return to school. Among a few of these reasons may be 1) he remembers too well the unpleasant school experiences that caused him to leave school in the first place; 2) he has no desire whatever to repeat that unpleasant experience; 3) he is conscious of his age and size, and in many cases feels ashamed to return to a reminder of his many failures; 4) he fears that he will be encountered with the same methods and materials that caused his failure as an adolescent; 5) he has a poor image of self and has a great sense of insecurity; 6) and finally, he sees other kids, who like himself, are daily being pushed out of school by a school system that is irrelevant and not geared to their interests and needs. So, he is more likely to say, "To hell with the damned mess."

The last statement gives rise to an important need that was also listed in a previous paragraph, the

type of teacher needed for the rural and deprived adult. Many solutions for the problem of recruitment have been advanced. Among these are the use of mass media, the radio, TV; personal calls on the telephone; personal letters to the recruit — though it is difficult to discern what effect a letter to an illiterate would have; door-to-door campaigns; announcements from the pulpits on Sunday; person-to-person contacts with the illiterate; and others too numerous to mention. However, despite the effectiveness of all these and others, Task Force I decided that the most effective instrument for recruiting the ABE learner in the rural areas was a dedicated teacher with definite commitments; who could relate with all types of people; who was concerned with what happened to people, and about people; who attempted to see the problem from the viewpoint of the learner; who always had the time and took the time to be concerned with the personal problems of the pupil; who was courageous enough to accept people as they are, and for what they are; a person who was willing to take a look at self and be willing to accept self before attempting to evaluate others; and finally, a teacher who exercised empathy in dealing with all people regardless of their socio-economic status (SES).

- A. **The Underlying Philosophy:** From the outset of the Institute, Task Force I attempted to establish a climate for interaction and learning that would result in the development of a rationale for coordinated and cooperative group effort. The purpose of this procedure resulted in the evolution of the following philosophy: 1) We believe in the worth and the dignity of each individual regardless of race, color or creed; 2) we believe that for each *expressed* right there is a corresponding *implied* responsibility; 3) we believe that individuals that are to be *affected* by the decisions have an inherent right to *share* in the making of the decisions, and 4), in order to fully take advantage of the ability to communicate, certain fundamental skills are essential, viz. knowledge of signs and symbols, reading, writing, and arithmetic, and this above all, a knowledge of, and a love for people.

In investigating the problems of recruitment, several facets of the problem were considered. However, the following rationale was used in the investigation: 1) the identification of the problem; 2) the apparent cause or reason for the problem; and 3), the suggested solution of the problem. Time nor space will permit the listing of all problems investigated. A few will be listed as an example of the activities of Task Force I.

- B. **Problem One:** How may the local ABE teacher develop techniques and methods that may provide a more personalized approach in recruiting ABE learners? That is, how may recruitment on a one-to-one basis be made with prospective students?

1. **Causes of the Problem:**

Many semi-illiterate adults, particularly those in rural areas, are suspicious of "outside people" who do not appear to belong to the social and economic environment of the local community. Thus, it makes it quite difficult for a stranger in the neighborhood to successfully engage in a program of recruitment for ABE students.

2. **Suggested Solutions:**

Recruitment is likely to be more successful when it is done by someone who is known in the community and one who is trusted by the individuals that are being recruited.

The recruiter — on a one-to-one basis — should set the tone for natural acceptance of the individuals to be recruited. This requires that the recruiter knows and respects various cultural backgrounds of the prospective students. Thus, peers of those to be recruited often make the best recruiters. Oftentimes, satisfied students of the successful ABE teacher make the best recruiters.

- C. **Problem Two:** Obviously the written word or the printed page is quite an inadequate method for recruiting the illiterate ABE learner. This situation gives rise to the problem: How may Mass media (other than print) be developed and utilized for promoting the recruitment program?

1. Causes of the Problem:

Since the printed page does not stimulate much interest for the individual who is unable to read, this indicates that other more effective means must be used in recruiting the ABE learner.

2. Suggested Solutions:

The following methods and/or techniques may be used effectively in reaching the undereducated.

1. Use radio spot announcements and student testimonials of the program experience.
2. Have taped student interviews made available for use in public places (community centers, social service offices, churches, etc.)
3. Promote free time from local TV and radio. Make use of areas recognized by the TV personality, viz. the local disk jockey.
4. Have sound truck campaign at local shopping centers and other neighborhood areas.
5. Solicit the assistance of civic groups, viz. the Women's federated clubs; the Jaycees and the Jaycettes. Have other interested civic organizations to sponsor door-to-door campaigns.
6. Publicize the ABE program through the pupils of the public schools. Many potential ABE students are parents of pupils in school.
7. Solicit the assistance of business and industry in recruiting pupils for the program.
8. Use the telephone pool. Have ABE pupils, friends and acquaintances make frequent calls to possible ABE students suggesting their enrollment in the program.

D. Problem Three: The problem of transportation in getting the ABE student to and from the learning center is difficult.

1. Causes of the Problem:

Rural people usually do not have access to enough money to provide them transportation to the learning center. Often in an effort to place the center in a central location, the learning center is far removed from rural adults who live in remote areas of the county. Also, the time schedule of the classes often conflicts with the student's family obligations and work schedules.

2. Suggested Solutions:

The group suggested the following solutions for the ABE Program confronted with the problems of transportation and time:

- a. Investigate the possibility of volunteer transportational facilities through community agencies, viz., Women's Council of Churches; Women's federated clubs; the Rotary Club and others.
- b. Contact the superintendent of schools and the local board of education relative to the use of school buses to pick up ABE students.
- c. Investigate the possibility of "car pools" that may be arranged by members of the class having cars.
- d. Investigate the possibility of reimbursing volunteer drivers through cooperative action and effort of the community.

- e. Investigate the possibility of having community churches to sponsor transportation through its members on a weekly basis. That is, one church will assume the responsibility one week and another church the next week and so on. Many community churches own buses for transportation facilities. This plan will make it relatively easy to secure the transportation.
 - f. Whenever and wherever feasible, the learning center should be located where the people *are*. This will do much to diminish the problem of transportation. Also, the class schedule should be sufficiently flexible as to allow the pupil to attend class at his own convenience.
- E. **Summation:** Many problems seem to beset the ABE teacher in the area of recruitment. A number of these problems were identified and discussed by Task Force I. Among these were 1) the inability of many ABE teachers to converse with the ABE learner on the learner's level; 2) overcoming the frustration and fear that the ABE student encountered during his experiences in school at an earlier date; 3) changing the attitude of society that "basic education is a learning process for children and children alone," overcoming the stigma of shame that the adult feels when he returns to elementary school; 4) helping the undereducated adult to more readily accept the challenge of change that he so greatly fears; and 5) securing teachers who look at the problem of recruitment from many other angles than the mere physical presence of the learner in the classroom. This is to say that in the attempt to recruit pupils the teacher should exert great effort and expertise in viewing the problem from a psychological, sociological and economical standpoint.

In attempting to develop solutions the total resources of the community should be identified and utilized. Publication of the program is another technique that educators (especially ABE educators) do not use to its fullest extent. Many individuals in the community simply do not know of the existence of an ABE program nor what the program is all about. Efforts must be made to *sell* the program, but, as is true in any other selling program, the product must be advertised and kept in the minds of the public before it is likely to be purchased. And, as mentioned in a previous paragraph, in the matter of selling the program the teacher is the key. Also, there is no greater selling power or force than a group of satisfied customers.

II. Retention

Retention as defined in this report means the ability of the ABE teacher and/or program to meet the interests and needs of the ABE learner in such a manner that the learner remains in the program until its completion or until he has reached his desired goal. As has been stated in a previous paragraph of this report, though recruitment poses a great problem for the ABE teacher, an even greater problem is keeping him in class once he has enrolled. Pupils may enroll in the program just for its novelty, but the acid test of the effectiveness of the program is whether or not the enrollee remains with the program until its completion.

Suggested Procedures for Retention:

1. Try to involve the trainee as much as possible in the total teaching and learning process.
2. Find out as much as you possibly can about the past experiences of the learner. Then, as much as possible, use these experiences as a basis or point of departure for the instructional program.
3. Attempt to insure relevancy of the training program by cooperatively setting goals or objectives. Then, as much as possible, see to it that all class activities lead toward these goals.
4. Not only realize, but utilize the fact that each learner is unique in that each has individual differences. Structure the program in such a manner that the individual differences of each can be satisfied and interests and needs met.

5. Take a personal interest in each of your pupils and in his personal problems.
6. Whenever the pupil is absent from class give him a phone call or write a note letting him know that you miss him in class; that you miss, too, the contributions he has been making in class.
7. Create and develop a climate for teaching and learning by treating each student as a person of worth and dignity. Learn to listen to the students and let them know that their thoughts and opinions *count* and are considered.
8. Never "talk down" to the pupil and never attempt to patronize him (giving him undue praise for a minor or mediocre job); rather, level with the student for he will sooner or later find you out anyway.
9. Pupils for the most part behave in the manner that is expected of them. A wise teacher will avoid letting the pupil know that her expectations of him are low. Let the pupil know what your expectations of him are, and let him know that you believe that he has the ability to live up to those expectations.
10. Maintain a climate of cheerfulness in the classroom and try to develop a keen sense of humor, as both are contagious and will be caught by the student.
11. The teacher should never assume too much. She should not assume that because a particular learning exercise is easy for her that it is equally facile for the pupil. Also, she should not assume that because the pupil is deficient in one area that he is weak in all other areas.
12. The teacher should not strive at all times to maintain the leadership role. Rather the leadership should fluctuate or shuttle back and forth between teacher and pupil and vice versa. In many instances, the adult pupil, because of his vast experiences, has more "know-how" in a given area than does the teacher.
13. Discover and utilize as many community resources as possible. In most communities, even in rural areas, there is a vast reservoir of untapped resources that can be of immense help to teachers and adults in rural areas. *Use them.*
14. Try to develop an esprit de corps by strengthening the lines of communication between pupil and teacher. This can be done by learning the language of the rural adult. Use formal English as a second language and allow him to maintain his dialect.

III. Accountability and/or Management

Accountability in this report has been defined as the willingness and ability of ABE teachers and personnel to assume responsibility for the success of the ABE trainees, not only while they are enrolled in the ABE program, but also to take some interest in, and assume some responsibility for, the ABE student once he has completed the course. Thus, accountability poses an even greater problem for the teacher than does either recruitment or retention. Unlike enrollees of the public schools — who are members of a captive audience that must remain in school at least during the compulsory attendance age — the ABE student must be enticed to enroll in the class, and he remains an enrollee only so long as he desires to remain in the class. The ABE teacher realizes this and many have done an excellent job of recruiting and retaining the undereducated. However, not too much progress has been made in the area of helping the adult learner to get off to a good start after he leaves the ABE classroom. Understandably, there may be several causes for this: 1) in many instances ABE teachers are also instructors in the public schools and time available may be a prohibiting factor; 2) having worked in the

public schools — which in many cases do not accept accountability for pupil success — the teacher may feel that once the enrollee has completed the course she has no further responsibility in the matter; 3) society, to some extent, has stereotyped the adult learner, particularly those in rural areas, as individuals who are academically slow and those who are either unable or unwilling to learn; thus, many teachers feel their mission has been fulfilled when they have helped the learner to write his name and master the bare essentials of academic skills; 4) teacher salaries in some systems are so inadequate that many teachers are forced to moonlight in order to “make ends meet” financially. This deprives them of the time that could be, and should be spent in attempting to follow-up their former students. This is to say the teacher is so busy worrying about the welfare of family and self that she has no time to think of the welfare of her pupils.

IV. Activities To Assure Accountability

Much innovation, creativity, and ingenuity must be exercised by the ABE teacher if she would be assured of the success of her pupils after they have completed the prescribed courses and have left the ABE classroom. A few suggestions were set forth by Task Force I, that may be of some help in producing accountability for the adult rural learner.

1. The greatest prime factor in accountability for the learner is the employment of competent teachers with definite commitments to their profession and to their pupils.
2. The employment of ABE personnel who like their job, who love people, and who care about *what happens to people*
3. ABE personnel who are willing to take time and exercise patience in contacting business, industry and other agencies to help the former pupil to secure employment, to get a better job, or to receive much needed services provided by service agencies
4. ABE personnel who will keep the public informed of the number and type of human resources that are available for jobs, individuals trained by the ABE program
5. ABE personnel who will maintain files on the pupils who have completed the course and use follow-up procedures to determine how they are getting along — whether or not the training they have received has been relevant, worthwhile, and meaningful
6. ABE personnel who will frequently send out questionnaires to former pupils soliciting information from them as to how the program may be improved
7. ABE personnel who will, at various times, have former students return to the class for the purpose of talking with the current class, making suggestions, and answering pertinent questions submitted by the class
8. ABE personnel who will keep the lines of their telephone *open* wherein former pupils, who have a problem, may contact their former teacher for assistance, counsel or advice; and who will let them know that the opportunity to do this is welcomed, and will really do something about it.

V. Task Force Outcomes

Perhaps the most far-reaching and fruitful outcomes of the Task Force were the experiences, activities, and procedures used in achieving the assigned and assumed work of the Task Force. During the initiatory stages of Task Force development, several problems became apparent to the group: 1) the members of the group came from various sections of the United States and were of various ages, races,

sexes, and creeds; thus, the problem: "how to weld this heterogeneous group into a working unit that could effectively tackle the tasks set forth for the group in its assigned content area"? 2) the group, coming from various sections of the country; having had varying experiences; having been exposed to varying customs and traditions, obviously had different insights and varying perceptions of the problem; thus, the apparent task was: "how to develop some consensus for problem identification and solution in a group with such wide divergent opinions, attitudes, and beliefs"? 3) many of the participants having served in different positions (teachers, administrators, and supervisors), brought to the group a vast storehouse of experiences and potentials; thus, the problem: "how to organize the group in such a manner that the potential of each participant could be utilized to the fullest extent"? 4) in many cases the five content areas crossed subject-matter lines or areas; thus, the problem: "what procedures could be used to give the participants a synoptic view of the problem"? and, 5) "to what extent, if any, have the purposes set forth for the group been achieved and/or goals reached"? How may this best be assessed? It was the consensus of the group that evaluation and assessment of the project could be accomplished by both continuous and summative evaluation. Continuous evaluation would have the advantage of acquiring a day-by-day assessment of the progress toward long-range goals, also giving some indication as to what extent, if any, short-range goals had been achieved.

TASK FORCE II

CONSUMER EDUCATION

I. Establishing the Climate or Rationale for Learning Activities

The rationale behind Consumer Education in the Adult Basic Education program is that everyone is a consumer, and as such, should be educated in all phases of Consumer Education. Each of us should desire to become a wise and careful consumer in stretching the purchasing power of the dollar, and to accomplish this aim, certain consumer techniques must be learned. The atmosphere for presenting these learning experiences can be created through a variety of posters, newspapers, role playing, magazines, overlays, discussion by a panel, handouts, audio-visual aids, and student reactions through a question and answer period.

A. Who are the participants?

The participants are Adult Basic Education directors, coordinators, supervisors, full-time and part-time teachers.

B. Where are they from?

The participants are from the southeastern region of the United States.

C. What were their purposes here?

1. The first purpose was to identify problems of the adult basic education student in the rural areas in relation to Consumer Education.
2. The second purpose was to suggest methods of alleviating these problems.
3. A third purpose was to make use of the wide range of experiences of the participants.

D. How were their potentials used to the fullest extent?

The participants' potentials were used through group interactions such as role playing, group discussions, individual presentations, use of audio-visual equipment, individual experiences, and visual teaching aids made by one or more persons.

II. The Problem

The problem was to educate the consumer.

- ##### **A. Identification of the problem:** The problem was to motivate the consumer, through various stimuli, to become knowledgeable in the many facets of Consumer Education.

1. Sub-problems

a. Food, clothing, and shelter

- (1) best food buys
- (2) food planning
- (3) men's clothing
- (4) women's clothing
- (5) you and your landlord
- (6) owning a home
- (7) renting a home

b. Cars, furniture, and appliances

- (1) buying a used car
- (2) the cost of running a car
- (3) car insurance
- (4) furniture
- (5) appliances
- (6) buying a new car
- (7) making repairs

c. Protecting family health and security

- (1) health insurance to fit your needs
- (2) life insurance
- (3) medical insurance
- (4) funeral expenses
- (5) fast medical help
- (6) quacks and medical frauds
- (7) regular health care

d. You and the law

- (1) getting a lawyer
- (2) the rights of an arrested person
- (3) common problems with civil law
- (4) contracts
- (5) frauds
- (6) wills and inheritances

e. Ways to handle money

- (1) different ways to pay for what you buy
- (2) figuring credit charges
- (3) banking
- (4) taking out a loan
- (5) problems of buying on credit

f. Ways to shop

- (1) number, size and price

- (2) coupons and catalogs: buying by mail
- (3) guarantees
- (4) advertising
- (5) reading labels
- (6) the policies of various stores
- (7) how to deal with salesman

2. What problems in the five content areas show interrelationships:

- a. The inability to communicate is a basic problem.
- b. The inability of some rural ABE students to develop good interpersonal relationships
- c. Being an uneducated consumer would be a third problem.
- d. Little or no knowledge of health and nutrition is another problem.
- e. Little or no knowledge of the availability of community agencies.

3. How may the interrelated problems best be attacked?

All of the problems listed above can be attacked through a unit or series of lessons in Consumer Education.

- a. Community agency representatives can be invited to ABE classes.
- b. The ABE teacher can promote communicative skills and interpersonal relationships via teacher to student relations and student to student relations.
- c. The ABE teacher and/or resource persons can impart a great deal of good information on health and nutrition through Consumer Education.

B. Delineation of the Problem: The basic problem is educating the consumer. This being true, the specific areas of concentration should be:

- 1. Food, clothing and shelter
- 2. Cars, furniture, and appliances
- 3. Protecting family health and security
- 4. You and the law
- 5. Ways to handle money
- 6. Ways to shop

C. Why the Problem Is Significant: Consumer Education is a basic problem common to every man, woman, and child in our society.

III. The Purposes of the Learning Activity

The purpose was to motivate each individual to become a wise consumer.

A. Long Range Goals:

- 1. To educate every individual in becoming a wise consumer
- 2. To enlist and incorporate the community agencies into respective ABE programs

3. To instill in ABE students the idea of imparting what they have learned in Consumer Education to others in their community
4. To improve his self image by increasing his bargaining power through wise use of his income

B. Short Range Goals:

1. To see some behavioral changes in the members of ABE classes
2. To become aware of advertisement propaganda
3. To plan wisely the weekly use of income
4. To learn the four basic food groups and to plan a menu around these basic foods
5. To learn the mechanics behind banking and in particular a savings account
6. To make leisure time more meaningful
7. To increase communicative skills
8. To improve computational skills
9. To plan one or more educational and cultural tours during the ABE school year

C. Importance of Stating Objectives in Behavioristic Terms: It is necessary to have objectives in terms of his understanding and desires, and the objectives must relate to his life as a whole.

IV. The Methods and Procedures of the Learning Activity

A. Organization for Work:

1. The Institute design
2. The Institute process
3. Personnel of the Institute
 - a. the consultants
 - b. the content area specialists
 - c. staff associates
 - d. the Task Forces

B. Objectives Attained: The following objectives were attained through exploration of Consumer Education:

1. To make ABE courses more meaningful
2. To individualize ABE through media and the learning lab concept

C. Sub-groups (component parts of Task Force II):

1. Each sub-group in Consumer Education, Task Force II, selected an area of Consumer Education and prepared and presented a lesson plan.
2. The lesson plan was presented for taping by video-tape.

3. Each member of the sub-groups evaluated a piece of consumer education material.
4. A committee composed of one member of each sub-group compiled a report concerning the activities of Task Force II, Consumer Education.

V. Evaluation

- A. **Task Force II Evaluation:** A variety of knowledge of Consumer Education was gained. This knowledge can become an integral part of the ABE program. Specific areas are:
 1. Wise use of the food dollar
 2. The purchasing of a used car
 3. How to read and understand labels
 4. Ways of handling money
 5. Contracts, wills and inheritances
 6. Techniques in presenting lesson material to an ABE class
 7. Developed new skills in the use of audio-visual equipment
- B. **Institute Evaluation:** The Institute brought into focus the problems of ABE students in the areas of:
 1. Communicative skills
 2. Consumer Education
 3. Health and nutrition
 4. Utilization of Community Agencies
 5. Interpersonal relations — family and community
- C. **Opportunities for Exploration:** Opportunities for exploration of the above areas were provided by the Institute in the following manner:
 1. Lecturers
 2. Consultants
 3. Specialists
 4. Group participation
 5. Reactor panels

TASK FORCE III
HEALTH AND NUTRITION

One of the most crucial problems facing the rural adult — particularly those who are victims of poverty — is the problem of health and nutrition. It has been stated with much evidence of truth that the poor stay sick longer than others; that they visit their doctor and dentist less frequently than others; that they eat less nutritious foods than others; that their environmental living conditions are less sanitary than that of others; that they bathe and exercise body-care less than others; and that their moral standards are lower, and their spiritual values are less than that of the more affluent. Incidences of incest, illegitimacy, and lawlessness are a common occurrence among the ranks of the poor. That such conditions could or should exist in a country so rich in natural and human resources seems almost unbelievable, yet, mass media and research daily submit data that prove the conditions to be an undisputable fact.

I. The Purposes of the Activities

During the early stages of Task Force organization the group developed and set forth the following stated purposes:

A. General Purposes: The general purposes of the activity were to:

1. Identify some of the common problems facing the rural poor, particularly in the area of Health and Nutrition, and to suggest some sensible solutions that would be effective
2. Organize the Task Force into an effective operational unit for problem-solving that might be used as a model by the group when they attempt to solve similar problems on the local level

B. Specific Purposes: The specific purposes of the activity were to:

1. Identify or point out some of the lesser problems that tended to give rise to major problems in health
2. Differentiate between basic problems and mere symptoms of problems
3. Identify many of the available service agencies that provide help to the poor in need of health services
4. Develop ways and means by which the public may be made more aware of the importance of health problems among the rural poor
5. Develop skills in taking a synoptic view of the problem when considering health deficiencies among the rural poor

6. Elevate the health standards of the rural poor through improved methods of preparing government food commodities and less expensive foods
7. Develop strategy whereby the rural adult will become more cognizant of the free or inexpensive health services that are available to him and make use of these services frequently and without fear
8. Strengthen lines of communication between the ABE teacher, the service agencies, and those needing the service
9. Assist in the coordination of local, state, and federal effort to the extent that improved services will be increased and duplication of effort diminished
10. Help improve health conditions among the rural poor by helping to formulate programs that stress skills in consumer education
11. Help ABE teachers to become more sensitive to the problems of health in the rural areas by suggestions and development of more functional ABE instructional programs that give more consideration to health and nutrition

II. Basic Assumptions

The validity of the data submitted in this phase of the report is based upon the following assumptions:

1. Public health is an area that should be of serious concern to every member of society, and as such, like public education, should have the function of society's support.
2. We should exercise as much care and effort in preserving our *human* resources as we do in conserving our natural resources.
3. Education, economies, and counseling are great motivational factors in getting undereducated adults to utilize health agencies and services.
4. Health and nutrition are just as essential and basic to the ABE program and student as are reading, writing, and arithmetic.
5. A coordinated, unified effort of many agencies with one common goal is more effective than many single agencies having many single programs and varying goals.
6. Through a competent, creative ABE teacher, the rural adult can and will become more sensitive to the importance of health and nutrition.
7. In many instances the apparent apathy of the public toward health problems of the rural poor stems from ignorance — of the nature of the problem — rather than from indifference to the problem.
8. An enlightened and educated clientele is more sensitive to the importance of a healthful environment in which individuals may live and thrive; thus, a comprehensive ABE program staffed with competent, dedicated, instructional personnel seems to be the key in developing improved health services to, and for, the rural poor.

III. Factors Involved

Four factors appear to intensify the problems of the rural adult — particularly in the area of health and nutrition; these factors are: 1) that the rural adult is, in many cases, both unemployed and unemployable; 2) he has a low educational status probably due to the fact that he has been a victim of sub-standard schooling; 3) he is often the victim of poor housing conditions — which limit the acquisition of academic skills; and 4) he lacks socio-economic status (SES) that is so important in developing a positive self-image. These four factors seem to form a vicious cycle from which it is all but impossible for the victim to escape until and/or unless the cycle is broken. This is to say that the rural poor cannot secure employment because he lacks the necessary skills that may be provided by education; he is educationally deficient because housing conditions are not conducive to study and learning; also, zoning laws determine that he must attend sub-standard schools; his financial insecurity reinforces his insecurity in other areas thus destroying a healthy image of self; consequently the vicious cycle continues almost endlessly: poor self-image, poor education; poor education, inadequate employment; inadequate employment, poor housing; poor housing, poor self-image and inadequate education. Thus, the problems of the rural adult appear to be clustered around many lesser problems of a socio-economic-educational nature.

IV. Identification of General Problems in Health and Nutrition

Task Force III identified many types of problems in health and nutrition that beset the rural adult. The identified problems seemed to be interrelated with many other content areas of the Institute. This interrelationship facilitated interaction with other Task Forces in the identification and solution of problems. Though problems in health and nutrition vary from community to community, the Task Force identified some problems that appeared to be common to most communities. Some of the identified problems were 1) how to develop public awareness of the crucial problems of health and nutrition in rural adults; 2) how to remedy the practice of the rural poor who refrain from visiting the doctor until they are beyond the stage of effective medical assistance; 3) how to educate the rural poor relative to the advantages and importance of serums and “shots” for the cure and prevention of diseases; 4) how to remedy nutritional problems through consumer education; 5) how to improve nutrition through better preparation of food commodities furnished by federal and state governments; 6) how to remedy the practice of the rural poor exchanging their “food stamps” for non-essential commodities such as alcohol, tobacco, drugs, and cash money; and, 7) how to improve health conditions among the rural poor through improved home-making practices and procedures. These seven common problems and their suggested solutions should serve as a model, rather than a prescription, of what the ABE teacher may attempt to carry out in the ABE program at the local level.

PROBLEMS CONSIDERED COMMON TO MOST COMMUNITIES

The Problem

1. How to develop public awareness of the crucial problems of Health and Nutrition in rural adults?

Suggested Solution

1. It has been previously suggested that the apparent apathy of the American public toward the problems of the rural poor may be a case of being unformed rather than being disinterested. This situation gives rise to another problem: “Just who should develop public awareness and how may this best be done”? The ABE teacher, operating in an organization that is inadequately staffed, will have to be many things to many people. At times, she will have to be nurse; medical practitioner; counselor; legal assistant; business consultant; family relations expert; and many other positions too numerous to mention. The wise ABE

teacher, however, will not attempt to do all of these things herself. Rather, she will seek to make herself an expert as a resource person in identifying and securing services for her students, clients, or by whatever name you choose to call those that she seeks to help.

Realizing that mass-media is an effective instrument in developing public awareness, the ABE teacher will attempt to develop close association and wholesome public relations with members of the local press, the TV and radio personnel. By showing those whose assistance she is soliciting that a solution of the problem would really be of benefit to them personally, community-wide interest could be developed in the problem. Thus, the local minister interested in better church attendance could be recruited; the local grocer interested in selling more and better foods would be interested; parents beset with the problem of system-wide busing of children could be involved; home-making agents interested in improving nutrition among the rural poor could be recruited; a county-wide drive could be staged with a catchy theme such as, "As long as there is one unhealthy individual or group in a community, no one in the community is safe from disease." The American public though being benevolent, and public-minded are also quite individualistic in the matter of health and sanitation that might endanger them personally.

The Problem

2. How to remedy the practice of the rural poor not visiting the doctor until they are incurably ill?

3. How to educate the rural poor on the importance of serums and "shots" in the prevention of diseases?

Suggested Solution

2. The causes of this problem may vary from community to community. The cause may be due to superstitions resulting from ignorance and illiteracy; the cause may be economical, due to unemployment; it may be due to traditional beliefs prevalent among the poor that "home remedies are just as effective as the doctor's pills." It may be due to the shortage of physicians in the average rural community; or, it may be due to the lack of information that there are available medical services for the poor in practically every county. If the cause is superstition and ignorance, education is the key remedy. The local ABE program should list this among the priorities of their content areas. The public schools through its pupils in science could do much to dispel the superstitions. If the cause is economical, the ABE teacher could contact welfare and health agencies to assist in specific problems. Mere referral to an agency is insufficient. Often, the rural adult, lacking security, hesitates to solicit the help of strangers in the community even though their services are being paid for through state and federal taxation. If the cause is due to a belief in the effectiveness of home remedies, education and mass media (TV and radio) could be used to decrease the practice. There is little that the ABE teacher can do to decrease the shortage of physicians, but she could render services in seeing to it that all available services possible are used to the fullest extent.

3. Many rural adults, being the victims of traditions, customs, and local beliefs, have a phobia for the "doctor's needle." In many rural communities when the schools announce that the clinics are going to give shots on a specific day, there is a noticeable amount of absences in

the school pupils. Public school teachers as well as the ABE teacher could build many lessons in science and health around this particular lesson. Local physicians could be asked to address certain rural groups on the problem. Community-wide attention could be called to the problem through handbills, posters, the press, and other mass-media of the community. Civic groups of the community could be asked to publicize the project.

The Problem

4. How to remedy nutritional problems through consumer education?

Suggested Solution

4. In many cases the lack of adequate finances is not the sole cause of poor nutrition so evident in the rural poor. The rural consumer, even as his urban cousin, is often fooled by the attractiveness or size of the package to be purchased. Little does he know that the so-called "better brands" do not necessarily mean better buys in providing better nutrition for the family. Little does he know that higher prices do not always mean better brands. Some "store brands" are of as high a quality as those found in the more popular brands. The competent ABE teacher could build her lessons in arithmetic around such units as "Better Buying Habits To Insure Better Nutrition"; "Eat Better and Pay Less". ABE students could be encouraged to collect advertisements from the local newspaper and menus could be made and prices of varying commodities compared. Articles selected from consumer guides could be studied in class. Representatives from Better Business Bureaus could be asked to talk with the class.

5. How to improve nutrition through better preparation of food and commodities furnished by federal and state governments?

5. Many of the rural poor find that the food commodities furnished by governmental agencies are untasty and unsavory. Lacking the skill and technique to prepare foods with which they are unaccustomed, the foods are, in many cases, stored away to become insect infested, thrown away, or fed to the chickens or hogs. In a situation like this, the ABE teacher could solicit the help of the local home-making teacher, and the farm and home demonstrating teacher, and have them to actually prepare inviting and tasty meals from the commodities. This could become one of the important lessons of the ABE course. Through class discussions and demonstrations the class could, through innovations and creativity, be led to develop its own potential in food preparation.

The Problem

6. How to remedy the practice of the rural poor exchanging their "food stamps" for non-essential commodities such as tobacco, alcohol, and less nutritious, more expensive foods?

Suggested Solution

6. In many cases the rural poor - in order to secure cash for alcohol and tobacco (which are not on the approved list for stamps) will trade their food stamps for cash money. This is made possible by the food stamp recipient locating a cash paying customer, finding out from him what commodities that he, the cash customer, wants to purchase. The food stamp recipient then purchases the commodities wanted by the cash customer and then exchanges the commodities with the cash customer for cash. Education and intense counseling appears to be the only remedy for this illegal and tragic practice.

7. How to improve health conditions among the rural poor through improved home-making procedures and practices?

7. The housing and living conditions of the rural poor leave much to be desired. The houses, usually lacking long-needed repair, present a sombre picture. The rooms are usually too small and too few to allow any degree of privacy. Such an ungainly sight is not likely to be an inviting one even to the rural poor. Thus, we are confronted with the question, "How can one develop a sense of pride in the rural poor to the extent that he wishes to 'fix up his place'?" This question is a complex one that is not easily answered. However, the competent ABE teacher might attack the problem by building some of the classroom units around good practices in home-making; stressing the importance of more inviting home-surroundings; demonstration lessons on how the rooms of the home can be improved in appearance through expenditure of a modest sum; soliciting help of males in making the yard and outside of the house more attractive. Clean-up, fix-up, and paint-up campaigns and contests could be sponsored by some of the social and civic clubs of the community. Since the average rural dweller is usually constant in his church attendance, the local minister could impress upon the congregation the importance of attractive home environments.

V. Identification of Specific Problems in Health and Nutrition

In addition to the seven problems listed as being common to most communities, the group identified some specific problems that may be found in some localities but not prevalent or even present in other communities. Thus, a series of specific problems were identified and suggested solutions submitted. Since the problems varied from locale to locale, both the problems and the solutions were suggestive rather than prescriptive. Once the problems were identified the greatest emphasis was placed upon the manner in which ABE personnel could organize and utilize the community resources for attacking a specific problem in his or her own local community. This seemed to be a feasible point of departure, realizing that the health and nutritional problems of all of the communities represented in the Institute could not be considered, let alone identified and solved.

The members of Task Force III felt that the development of a plan of operation for tackling a few selected problems would serve to provide guidelines for working on problems at the local level (as numerous and as varied as they were likely to be.)

The Task Force attempted to develop some hypotheses that would tend to undergird procedures and practices for ABE personnel in working on problems that they would encounter in their local community.

Hypotheses. The following hypotheses were set forth to be tested by the participants in working on both general and specific problems:

1. If ABE teachers and supervisors include more materials on health in the regular ABE curriculum, and more emphasis is placed upon the importance of health and nutrition in the ABE class, the ABE pupil will become more sensitive to this essential need.
2. If the standards of health and nutrition are raised in the community, there will be a corresponding increase in academic achievement in ABE.
3. If rural adults are helped to spend more wisely the small amount of money that they receive (consumer education), there is a probability of improved health services.
4. If a more functional approach to the teaching of science would be made through practical, everyday problem-solving, many of the so-called superstitions of rural adults would disappear; thus, improving health conditions in the community.

5. If the ABE teacher had more time, or took more time, to serve as a liaison person between the ABE student and local services, the health program for rural adults would be extensive and more effective.
6. If greater financial effort were expended in acquiring full-time ABE teachers, greater time and effort could be expended by the teacher in working on the many problems that beset rural adults.
7. If greater linkage could be developed between such service agencies as CEO; MDTA; CAP; Adult and Vocational Education; Employment Security; HUD; VISTA; Rehabilitation; and other service agencies, a more united front could be made on the problems of health and nutrition among the rural poor of America.
8. If the general public is made more *aware* of the dangers of the health hazard of the rural poor (hazards that endanger the health of the general public), the public is likely to *beware* of this hazard by providing some type of assistance, financial or otherwise, to eradicate the hazard.

THE PROBLEM

1. Lack of Materials on Health in the ABE Curriculum

There appears to be an inadequate amount of treatment of health problems in the curriculum of the average ABE program. More attention is given to developing skills in the three R's.

2. TRANSPORTATIONAL PROBLEMS.

The health agencies of the community may be adequately staffed and the services readily available but in far too many cases the rural poor lack the transportational facilities or the necessary funds to travel to and from home to service agency.

SUGGESTED SOLUTION

1. Since health and nutrition problems vary from locale to locale, it is difficult to find adequate treatment of the problem in a single set of materials — unless, of course, the materials were developed for that particular locality. Realizing this, the competent ABE teacher will develop materials of her own, using the health problems of her own community as a “bench mark” and utilizing many, many textbooks and materials as resources and guidelines within which to operate. Such terms as innovations and creativity are “the name of the game” to be used in a situation like this.

2. The problem of transportation is one that confronts many ABE students, not only in getting to and from health agencies, but also in getting to and from home and ABE Centers. Some suggested solutions could be:

- a. Solicit the assistance of local churches who have transportational facilities that may provide these services.
- b. Try to establish a car-pool with the various charitable agencies of the local community
- c. Solicit transportational services from ABE students who have their own cars, or who have one available to them.
- d. Organize a “fund-drive” wherein the entire community is involved in donating funds and facilities not only for transportation to health centers but also to and from class.
- e. Appeal to Welfare agencies for assistance with the problem.

THE PROBLEM

3. **Irregular Eating Habits; Inadequate Diet.** The problem of irregular eating habits may stem from many sources; economic inefficiency; educational deficiency — not knowing the importance of regular eating habits; lack of a specific time and place for serving and eating meals; and others too numerous to mention.

The problem of inadequate diet may stem from similar sources: too little funds to purchase nutritious foods; lack of knowledge of what constitutes foods that are *more* nutritious; the tendency to purchase foods that are commercially prepared, viz. sandwiches, TV dinners, canned goods, etc.

4. **Inadequate Information on the Purposes and Services of Medicare and Medicaid.**

Many ABE pupils and even some ABE teachers are not fully aware of the free and/or inexpensive services provided by Medicare and Medicaid.

THE PROBLEM

5. **Resistance to Change.**

Experience, reading, and data from research indicate that adults, particularly the rural poor, are resistant to change. Having been enslaved by mores,

SUGGESTED SOLUTION

3. In the matter of inadequate funds to purchase the more nutritious foods, the skillful ABE teacher, through the help of the home-making teacher (in the public schools), the Farm and Home Demonstrating Agencies, experts in consumer education, and others, will demonstrate to the class that often the more nutritious foods are in reality the less expensive foods. In many instances home-prepared food is not only less expensive but also more nutritious. The ABE pupil may be shown (through demonstration) that the key to appetizing and nutritious foods lies in the preparation of the food.

The rural adult may be shown — also through class demonstration — that the foods most easily prepared to be served are not necessarily the most nutritious or least expensive foods to be served to the family interested in eating well, but as inexpensively as possible. Dietary deficiencies of commercially prepared foods — foods ready to heat and serve — can be dramatically pointed out by the ABE teacher as a classroom experience in health.

4. The chief purposes of Medicare and Medicaid are to provide needed services to the persistently poor who are unable to provide these services through their own funds. The purposes, procedures and practices of these two important agencies could well serve as units of study in the curriculum of the average ABE class. Officials of the organization could be engaged for talks with the class; units of study could be developed by the class; class discussions could be conducted on the importance of the subject; and even members of the rural community — who have been recipients of the program — could be engaged to make presentations before the class.

SUGGESTED SOLUTION

5. The competent ABE teacher realizes that as individuals grow older they tend to become more conservative in their outlooks on the problems of life — particularly is this true of the *rural* adult. The rural adult is steeped in his allegiance to, and beliefs in, the effectiveness of mores, magic, customs, traditions, and taboos, despite the fact that they may appear to be ridiculous to the more clairvoyant. Thus, the wise ABE teacher will not make a direct frontal attack upon these apparent ills; rather she will, through

customs, and traditions, they are quite reluctant to accept any suggestion of change — despite the fact that the question under dispute may possess the qualities of scientific validity and verifiability. Having appealed to the “Supernatural” and to “Magic” for answers to questions that they could not answer, the illiterate, semi-illiterate — and in many cases the so-called “literate” — appeal to the supernatural for answers to questions of health and nutrition. This situation poses a great problem for the ABE teacher wishing to instill the logic of the scientific method into her pupils as an effective method of problem-solving.

skilled human relations and scientific demonstration, show the pupils that their opinions, though having the distinction of having lived through many centuries of time, are in reality untenable, when subjected to the “acid test” of problem-solving and scientific inquiry.

The skilled ABE teacher will approach this problem with caution. She will not attempt to belittle or cajole the beliefs of these “superbelievers”. Rather, through persuasion, and positive human relations, she will attempt to encourage the ABE student to look at the problem with an *open* mind; and from more than one point of view.

THE PROBLEM

6. Inadequate Water Supply.

Although the conditions have improved from what they were decades ago, many families in the rural areas still do not have an adequate supply of non-polluted water. This poses many problems; diseases caused by drinking contaminated water; less frequent bathing and body-care, and inadequate systems of sewage removal.

7. Pre-mature Marriages.

In many rural communities, the young — for the want of something more interesting to do — decide to marry at an extremely

SUGGESTED SOLUTION

6. Usually, rural populations are so sparsely settled that the nature of the problem of securing an adequate and safe water supply is quite difficult for the ABE teacher. Needless to say, that in a problem of this nature and magnitude the teacher will solicit the interests and assistance of county and state health agencies; farm and home demonstration agencies. Also, since the practice of “busing” brings many rural pupils into urban schools, urban parents — not wishing their children to be exposed to germs and diseases that may be brought in by rural children — may be recruited to help in the solution of the problem. Also, the ABE teacher could emphasize the problem in class.

7. Three keys to this crucial problem seem to be 1) education, 2) wholesome recreation, and 3) counseling and guidance. In the area of education the ABE teacher will make family planning one of the core subjects of her ABE curriculum. The responsibility of the parents to the offsprings will be greatly stressed — no child should be brought into the world until preparation has been made for his support. Recreational programs would diminish the need to use sex

early age. This means that the couples usually have married without having developed the skills necessary in developing a family unit or providing for its maintenance once it has begun. Such an arrangement usually results in early divorce, broken homes, or in an excessive number of offsprings that make it difficult for the couple to support and educate.

THE PROBLEM

8. Lack of Recreational Facilities.

Organized, wholesome recreation is usually lacking in environments in which the poor live. Particularly is this true of the rural poor. And, socio-economic-status makes it all but impossible for him to avail himself of the recreational facilities found in the more affluent neighborhoods. This situation is a well-known dilemma that affects poor whites as well as Blacks. Denied some of the more desirable activities as an outlet for pent-up emotions and energy, the rural poor resort to activities that are not so wholesome, and perhaps illegal. Also, "busing" to more affluent school neighborhoods may serve to increase his frustration and hostility.

as the only means of pleasure and amusement. Although the average ABE teacher is not an expert in the area of counseling and guidance, she is usually in such close relationships with her students as to perform some of these services.

SUGGESTED SOLUTION

8. Many agencies could be recruited and involved in the solution of this problem. 1) Physical education directors of the public schools could be contacted; 2) Many of the service agencies are interested in providing recreational facilities for youth and elders; 3) The Physical Fitness Program, sponsored by the federal government, might be a source of financial assistance; 4) organizations like VISTA and the Peace Corps could be involved in developing recreational programs; organizations such as the Boy Scouts and Girl Scouts of America could be asked to provide wholesome programs for the youth of the community; 5) agencies like TVA — who are interested in conserving *human*, as well as natural resources — could be asked for assistance and leadership in the program. In many instances physical education majors in neighborhood colleges or community colleges would welcome the opportunity to have their seniors to culminate their internships in developing and working with such a program.

In addition, the ABE teacher should stress the importance of wholesome recreation by making such a program an integral part of the ABE learning experience. In such a program of recreation the total community would be involved to insure that each segment of the community — old and young — would have some provisions or activities for satisfying their needs.

In a previous paragraph of this report it has been pointed out that the rural poor are consistently confronted with the problem of health and nutritional deficiencies. Handicapped by economic insecurity, low social status, and lacking efficient skills — that necessitate education — the rural poor, and even those in

urban areas are encompassed by this crucial problem. Nonetheless, the rural and the urban poor have no monopoly upon this problem. Health problems and nutritional deficiencies may also be found among the middle-class and even in groups of the more affluent. Though the chief concern of this report is to investigate problems of health and nutrition among the rural poor, reference is made to the more affluent group to indicate to the ABE teacher that these two groups, the middle-class and the more affluent, could be utilized as a resource in tackling the problems in the rural areas. This is to say that individuals are usually interested in problems that affect themselves and those that they love. Also, a comprehensive program for improving health in a given community is going to depend — in a very great measure — upon the degree of interest, involvement, financial support, public relations, and genuine interest that can be created among all of the members of the community; rich and poor; learned and unlearned; rural and urban; black and white; protestant and Catholic. Health problems are no respecter of persons or creed, caste or color, of poverty or affluence. Thus, the problem involves individuals from all walks of life. Realizing the magnitude of the problem, the ABE teacher will exert every effort and exercise every ingenious idea possible in seeking solutions to the problem.

TASK FORCE IV

COMMUNITY RESOURCES AND AGENCIES

I. Community Agencies and Services Rendered

Today many of the community agencies that affect the lives of the adults are not really known to them. Therefore, it becomes the duty of the directors and adult teachers alike to introduce agencies of importance in the community to their students and those persons representing the agency or institution should not use it for advertisement, but merely give the function of it.

The listing of agencies and organizations below is far from complete. It will vary from community to community. It is meant only to be suggestive. Agencies which have direct contact with the adult undereducated and illiterate:

A. **Social Service Groups:** These groups may provide classrooms, clinics, recreational activities, summer work-camps, counseling, meeting rooms and club work.

1. Neighborhood houses
2. Teen-age canteens
3. Y.M.C.A.
4. Y.W.C.A.
5. American Friends Service Committee
6. Unitarian Service Committee

B. **Religious, Civic and Political Groups:** Such groups may provide classrooms, counseling and guidance, and recruitment of students for ABE classes.

1. Family circles
2. Teen-age Clubs
3. Interfaith Councils
4. Ministerial Associations
5. Voters' League

C. Governmental Agencies:

1. Department of Agriculture-Cooperative Extension Service

- a. Assist with farm payments on crops**
- b. Basically concerned with agriculture**
- c. Assist in planning crops**
- d. Provide P.I.P. (Pasture Improvement Program)**

- (1) seeding**
- (2) fertilizing**
- (3) liming**

2. Rural Housing Loans

- a. To buy buildings and sites**
- b. To finance self-help housing projects**
- c. To repair damaged homes**

3. Department of pensions and security

- a. Financial assistance**
 - (1) old age pensions**
 - (2) aid to blind**
 - (3) aid to disabled**
 - (4) aid to dependent children**
 - (5) aid to dependent children in foster care**
 - (6) aid to dependent children receiving day care**
 - (7) temporary aid**
 - (8) surplus commodity distribution**
 - (9) food stamp program**

- b. Determination of eligibility for Medicaid**

- c. Social services**

- (1) to adults**
- (2) to children and their families**
 - a) licensing of child care facilities and agencies**
 - b) Juvenile Court consultation**
 - c) adoptions**

4. Vocational Rehabilitation-retarded children, Alcoholics Anonymous

- a. Trades and crafts**
- b. Education**
- c. Medical services**

II. Identifying, Improving, and Utilizing Community Agencies and Resources

Many problems beset the poor and undereducated in America. Particularly is this true of the rural poor. There are problems in the areas of health and nutrition; problems of employment, due to a lack of technical skills; problems of education and communication, where and to what agency to apply for

assistance; problems of securing adequate housing, due to unemployment of the head of the household. And, as these problems begin to merge (they are all related problems) they tend to crystallize into a more serious problem, that of interpersonal relations. Without skill in interpersonal relations, the assistance of the service agencies are likely to be diminished or negated. Several conditions seem to indicate the cause of the non-use of free public agencies - here we use the term "free" to mean those services (though paid for by the general public) are provided for the recipients without costs.

Among some of the conditions that curtail full use of service agencies are 1) the lack of publicity of these agencies in letting the general public know (especially low-income individuals) that these services are available without cost to the recipient. 2) The method of publicity used is often by means of the printed page and this escapes the attention of the semi-illiterate. 3) The attitudes of many service agencies are negative in establishing rapport between personnel of the agency and the recipient. Since the services of the agency are "free", many service agency personnel feel that the recipient should assume the role of the mendicant when he approaches the agency for assistance. This attitude of some agency personnel that "I am the benefactor and you are the beggar" results in the undereducated poor hesitating to solicit aid from the agency until the acid of want and suffering has eaten away the last vestige of self-pride and respect of the recipient. 4) The bureaucracy of the agency is so saturated with "red tape" that the recipient finds that the services are not forthcoming until it is "too late." Even then, the recipients frequently undergo the same experiences, "Too little, too late." 5) The average teacher, encompassed with many problems of the public school (In most cases ABE teachers are public school teachers also.) either has too little time, or takes too little time, in attending to the immediate needs and problems of her adult learners. This *lack of accountability* - perhaps a carry-over of practices in the public schools - indicates that the ABE teacher who merely identifies the public service agencies that are available (yet does nothing more than this) is in reality rendering little, if any, service to the ABE learner. 6) There appears to be a lack of education and "empathy" on the part of the general public. Mr. Average Citizen seems to think and/or believe that the rural undereducated are in the predicament that they are because they are lazy and indolent; irresponsible; immoral and obscene; have no sense of values; and beligerent and have no respect for "Law and Order"; and other stereotyped images that are too numerous to mention. Thus, the problem of fructifying the effectiveness of service agencies to the rural poor seem to permeate many subject-matter areas and cross many interdisciplinary lines. Accepting this basic assumption, the Task Force assigned to this specific content area, "Identifying, Improving, and Utilizing Community Agencies and Resources", agreed that the effective ABE teacher must assume many roles and "wear many different hats" to provide accountability to her ABE learners who have returned to school for a second-chance. And, the accountability of the ABE teacher was interpreted to extend beyond the narrow confines of the ABE classroom (concerned with the "3R's - Reading, 'Riting, and 'Ritmetic.") but should permeate all areas of concern of the ABE student. The concern should also include problems of the undereducated who lack the time, interest, or patience to enroll in the regular ABE class. The ABE teacher with this philosophy of ABE will assume that, "The Community is my problem and classroom."

The situations and conditions presented in the previous paragraph seem to indicate persistent problems that should be the concern of ABE teachers who would insure the assistance of service agencies in alleviating problems of the rural, undereducated poor in their specific community. . Though problems, personnel, and conditions vary from section to section; area to area; and even local community to local community, the group suggested certain procedures that they felt would be effective in enhancing the services of community agencies to rural undereducated adults. Some suggested solutions were set forth.

III. Suggested Solutions for Selected Problems

It has been suggested 1) that one of the causes of inadequate use of service agencies is the lack of publicity on the existence and purposes of the agencies. This type of publicity could be provided through such media as radio, TV, interested community clubs, and through the alert and concerned ABE teacher. However, the best publicity the service agency could ever hope to receive would come

from the list of satisfied customers, patients, and recipients who have received its services. 2) A second area of concern was the fact that in many cases publicity for the agency is attempted by means of the printed page - a media that is ineffective with the semi-illiterate. In attempting to reach the mass of illiterates, semi-illiterates and the undereducated, oral communications should be used as much as possible. 3) The negative attitude of personnel in some service agencies is another factor that often curtails use of the service agency. In this case, persons responsible for the hiring of personnel to staff these agencies should, through careful screening of applicants, attempt to select individuals who like people, who understand people, and who wish to render services for people. Individuals willing and able to exercise empathy in dealing with the rural poor would be a great boon to the service. 4) In far too many cases the service agency is too bureaucratic and so infested with "red tape", that it is all but impossible for the recipient to receive the service until it is too late. Problems of this nature could be diminished by staffing the agencies with persons who are not too meticulous about small matters that are in reality unimportant; with persons who interpret the rules and guidelines from a viewpoint of the *intent* of the law rather than from the *letter* of the law. Another source of assistance would be placing restraints on officials from using positions in the agency as a type of patronage to pay off political obligations. 5) Another source of concern for this particular Task Force was the apparent lack of accountability on the part of many ABE personnel and the general public, once the ABE student has completed the course and left the small confines of the classroom. 6) It has been suggested that the average ABE teacher uses the ABE program as a moonlighting job to supplement inadequate salaries received as an employee in the public schools. It seems that several solutions could offset this dilemma: a) Boards of education and the public in general should be educated to the extent that they become more aware of the premise that education is a profession and as such, it should be staffed with professionals who in return will be paid professional salaries. b) With such a comprehensive concept of school organization, the ABE program would have its own select staff of ABE teachers whose sole teaching responsibility would be teaching and working with ABE students, at the student's convenience, and at his own rate of speed. Individualized instruction would then really be the "Name of the Game." c) The ABE teacher, not attempting to "hold down" two jobs at the same time, would have ample time and energy to apply to the problems of her adult learners. 7) It has been suggested that identification of service agencies without the corresponding *utilization* of the service is of questionable benefit. And, since the rural undereducated are (in many cases) non-verbal, uncommunicative, and shy - especially when applying for services - services that they do not know that they are entitled to without cost - the competent, considerate, ABE teacher with definite goals in mind will contact the service agency for her pupils who lack communicative skills. 8) Public awareness of the problem is another area of concern that could help to improve the use and effectiveness of service agencies for the rural poor. In many cases when the public evidences little interest in a specific problem it is often a matter of being *uninformed* rather than being disinterested. Thus, the efficient ABE teacher will, through her pupils, her ABE Advisory Council, and through other cooperating agencies (MDTA, CAP, WIN, OEO, VISTA, etc.) see to it that the general public is kept fully informed of the problems involved in securing needed services of agencies specifically created to render this service. 9) Finally, the ABE teacher should attempt to establish linkages with as many local, state, and federal agencies as possible. This will prevent duplication of effort on the part of many agencies whose programs tend to overlap each other. Too, the cooperative effort of many agencies working on a specific problem is likely to insure the success of the program.

IV. Task Force Procedures

Though the content areas for the five Task Forces were selected as a result of a survey of personnel and agencies in the southeastern region of America, and though each Task Force was assigned a specific content area by the ABE staff at Alabama State University, it was interesting to observe how the group went about organizing themselves into a functional unit for the purpose of setting forth long-range and short-range goals; identifying problems; assuming roles of leadership in various problem areas; establishing a "climate for learning" wherein the potential of each participant could be utilized to the

fullest extent; providing opportunities for the interaction with other Task Force groups; actually utilizing the many community resources - local, state, and federal - (those visiting the Institute) of the various service agencies that would serve as "inputs" for the Institute and also as a model for use when each participant returned to his local community and wanted to provide a similar in-service program on the local level. Though the participants came from many sections of the country and had varying and contrasting experiences, the group was able to establish rapport and esprit de corps that did much to make the Task Force assignment both pleasant and profitable. Opportunity was provided for the interchange of ideas and interaction with other Task Forces of the Institute by the means of "Roving Reporters" (members of our Task Force visiting other Task Force groups), and inter-group and intra-group meetings wherein ideas could be shared and interchanged. Though the Institute design was sufficiently structured to insure coordination and unity in the pursuit of desired goals and/or purposes, adequate autonomy was allowed each Task Force to fully exercise its creative and innovative potentials. The organizational and operational processes of the Institute seemed to comprise the most essential element of the learning experience for the staff and the participants. Since problems, conditions, and situations differ from locale to locale, and from state to state as well as from staff to staff, it was suggested that each participant - using the Institute procedures as a method - attack the problem of utilizing community agencies and resources in his own manner, involving as many individuals of the local community as possible.

Though a select few problems in the area have been presented in this report, it seemed feasible to suggest some of the many agencies that should be considered in developing a program for the utilization of community resources and agencies. It should be stated here that the term "community" has many connotations. In this report our Task Force chose to define a community as a group of individuals concerned with a common problem, having common purposes and goals, and expending common efforts and potentials in the solution of these common problems, whether on a local, state, or national level. Thus, the concept of the term community extends as far as the ideas, creativity, innovations, and the intellectual potential of man's ability to grasp and conceive.

V. Community Agencies and Services Available

The effective ABE teacher who wishes to secure the best kind of services possible for her group would do well to compile a directory of all of the service agencies possible in her local, state, and federal community. She should acquaint herself with the specific services made available by these agencies and, if possible, develop lines of communication between the agency and the personnel to the extent that the agency might be easily contacted for services should the need arise in the future. Today, many community agencies that affect the lives of the rural and urban adults are unknown to them. Thus, it becomes the duty and responsibility of ABE teachers to introduce agencies that are of importance in the community to their students. The linkage between community agencies (local, state, and federal) would do much to extend and enhance the ABE program. A few agencies are listed in the following paragraph merely as a suggestion to the ABE teacher of the agencies and services which are available.

Agencies that have direct contact with the adult undereducated and illiterate.

1. **Social Service Groups:** These groups may provide classrooms, clinics, recreational facilities, summer workcamps, counseling, meeting rooms, and club activities.
 - a. Neighborhood houses
 - b. Teen-age canteens
 - c. Y.M.A.A.
 - d. Y.W.C.A.
 - e. American Friends Service Committee
 - f. Unitarian Service Committee

2. Religious, Civic, and Political Groups: Such groups may provide classrooms, counseling and guidance, and recruitment of students for ABE.

- a. Family Circle
- b. Teen-age Clubs
- c. Interfaith Councils
- d. Ministerial Associations
- e. Voter's League

3. Government Agencies:

- a. Department of Health, Education and Welfare (HEW)
- b. Employment Security
- c. Rural Housing Loans
- d. Department of Pensions and Security
- e. Public Health Agencies
- f. Non-profit governmental agencies created to wage war on poverty

- (1) Community Action Programs
- (2) MDTA
- (3) VISTA
- (4) Rehabilitation Programs
- (5) Operation Headstart
- (6) Operation Upward Bound, and "Outreach"

- (7) Student Work-Aid Programs for Higher Education
- (8) Student Loans for college students
- (9) Aid to Dependent Children
- (10) Federal Aid to Education

4. Non-profit private agencies that may be tapped for financial resources:

- a. Service Clubs: Kiwanis; Lions; Rotary; Women's Federated Clubs; etc.
- b. Professional Clubs; Medical Associations
- c. Bar Associations
- d. Educational Associations
- e. Musicians professional unions

5. Other Agencies:

- a. Business and industry
- b. Banking and Insurance
- c. Credit Unions
- d. Private philanthropy
- e. Professional actors and performers - to render benefit shows
- f. County-wide fund drives for ABE programs

In the final analysis it may be stated that the crucial issue in securing and utilizing community resources and agencies is encompassed by two problems: 1) making the general public more aware of the problems confronting the undereducated adult, and creating an interest in doing something about it; and 2) acquainting the rural adult with the agencies and services available and helping him to develop

the practice and habit of utilizing them frequently and unashamedly. This problem seems to comprise the ABE teacher's most crucial task.

VI. Evaluation

The Community Resources and Agencies Task Force brought about relevant learning to the members serving on this Task Force. This learning was introduced in several ways:

- A. Community agencies were invited to the classrooms to discuss their programs. They were questioned by members of Task Force IV as to the what, when, where, and how of their agency. These are explained as follows:
 1. What the agency does
 2. Where the agency is
 3. When to contact the agency
 4. How to go about securing their services
- B. Tours were taken by individual members of Task Force IV into the community where other agencies were contacted and again attacked as to the what, where, when, and how.
- C. Speakers in the General Assembly room provided valuable information that was used by our Task Force. Task Force IV had additional time at the conclusion of these speeches to question any vague points or draw other information from the speaker.
- D. Perhaps the most valuable and integral part of Task Force IV was the interpersonal reactions among the members of the Task Force who have experienced interesting situations. Much of this information cannot be recorded; but, the ideas and experiences gained will serve as a helping hand in further educating ourselves and the ABE student.

We have accomplished one basic philosophy in education. We have learned and understood; now we can communicate and teach.

VII. Conclusion

During the past weeks of intense development, a format has been formulated to gain insight into the utilization of our community agencies - local, state and federal - with emphasis placed upon aiding the ABE students, teachers, and the community at large.

In order to broaden our views in Adult Basic Education, our Task Force sought to correlate the major topics of the other Task Forces with that of our own; whereas, the learning experiences that the adult learner encounters will be relevant to his daily activities such as his job, his family life, or his civic life.

In Task Force IV a review of the community resources and agencies was explored. Representatives of the various agencies for educating adults, both formal and informal, were invited to participate. Lectures and reactor panels were given. Cooperative ventures between various agencies were explained, and the kinds of files and current materials an effective adult educator should maintain were suggested.

In conclusion, our efforts have been five-fold: interpersonal relations; communication and management skills; consumer education; health and nutrition; and, community resources and agencies - to break the distance barriers and achieve proximity and propinquity as used by the dominant ethnic group in our everyday society.

The primary function of Task Force IV has been to acquaint the participants with various agencies

available. Some communities will have agencies not available to others and vice versa. The Task Force has only scratched the surface. It needs further research.

The service agencies are a "must" for deprived people. Often the agency does not make contacts with the deprived. The agency must be made available to the ABE students.

Task Force IV hopes that a bank of agencies which will gain interest in the future has been developed.

TASK FORCE V

INTERPERSONAL RELATIONS

Interpersonal relations poses a problem that permeates the entire field of man's social, psychological, and economic endeavor. Particularly is this true of the rural adult. The rural adult — in far too many cases — having been victimized by a restricted language pattern and sub-standard schools finds himself at a disadvantage in attempting to communicate with society. Very often he finds it quite difficult to convey his ideas or to receive the ideas of members of various groups other than his peers. Communications lie at the heart and core of desirable interpersonal relations. Thus, in order to assure interpersonal relations of this nature, it becomes increasingly important that individuals and groups learn to express their ideas or thoughts in an intelligent and intelligible manner.

Many decades ago when the various regions of the country were more sparsely populated; before the explosion of knowledge; before the vast increase and utilization of mass media; and, before the development of modern transportation (that has tended to decrease the size of the world) the problem of interpersonal relations was not such a crucial problem. Particularly was this true of the rural adult. The rural dweller, living miles apart from his nearest neighbor was glad to see him when the two met at the country store or in the village on Saturdays. Nor were they likely to encounter any difficulty in communicating due to the fact that they had shared the same experiences and spoke the same language. Also, due to the problem of transportation, the rural dweller was unlikely to travel outside the boundaries of his local community. However, with increased populations and new ideas coming into the community as a result of improved means of transportation and communication, the problems of interpersonal relation became more acute, and numerous. As communities become more crowded, interpersonal relations as a problem become more intense.

Interpersonal relations is the ability to communicate with others through the combined contributions of persons involved in public, personal and human relations to achieve maximum productivity.

Adult educators agreed that their role is not only, or maybe even basically, to provide an opportunity for more mature people to catch-up with education they missed while in school, but the process of learning an existing pattern of knowledge or an existing set of skills sufficiently well so that the individual concerned can apply them effectively.

The Task Force group was concerned with the problem of interpersonal relations: Family and Community, was composed of eighteen participants from eight different states, namely: Alabama, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, and South Carolina.

Emphasis was given throughout to varied experiences dealing with each phase of community life and the role of dedicated ABE teachers with respect to their duties and responsibilities to their communities and Adult Basic Education participants.

The discussions were not based solely on the ABE participants, but on resource agencies such as the welfare department, public health department, employment agencies, vocational rehabilitation, public housing authority, religious groups, the Red Cross, the Salvation Army, garden clubs, the League of Women Voters, Planned Parenthood Association, medical and dental societies, Legal Aid Society, labor unions, churches and other organizations that can aid in fulfilling the responsibilities of the ABE teacher.

As the theme Interpersonal Relations was explored, it was wholeheartedly agreed by Task Force V that we should evaluate ourselves just as we evaluate others with whom we come in contact on the job, in the store, or elsewhere.

Special emphasis was placed on public and human relations. The primary concern of Task Force V was with people respecting and living with one another as a happy family through communication.

I. Purpose

Communication is the key word in Interpersonal Relations in the ABE program or any other program. The following purposes are designed to implement personal, public, and human relations:

1. To gain insight into the field of education, the problems encountered in the many areas and compare them with others involved in ABE
2. To be able to work purposefully in an interracial group situation
3. To retain adults, once recruited
4. To help adults become cognizant of the importance of ABE education
5. To learn about the problems of rural adults who are educationally disadvantaged and to gain some insights into interpersonal relationship problems
6. To improve present ideas and introduce new practices and new ideas to the ABE pupils

II. Philosophy

We believe that in order for the people in any setting to function properly, good Interpersonal Relations must be established. These relations may be established by words, actions and attitudes. Undereducated rural adults must be taught to recognize and meet the problems of daily life and to improve their effectiveness as citizens, parents and workers.

We further believe that each person should be accepted in the Adult Education Program as he is, and provided with a stimulating environment and opportunities for learning experiences designed to promote behavioral development, which will affect continuing, satisfactory adjustments to life. The disadvantaged adult relies rather heavily on the silent language of gestures, expressions, bearing and appearance, for obvious reasons. The teacher must recognize the student's lack of formal communication skills and utilize appropriate teaching techniques.

People learn what they want to learn, when they want to learn it. Since learning takes place more rapidly when facts are related to experience, opportunities should be provided each person, within the limits of his capacity, to obtain an education; to learn about citizenship and democracy; to develop a healthy body; and to develop a cultural desire for good taste, beauty and art.

Good Interpersonal Relations will bridge the gap between people of different economic, social and educational levels; thus, encouraging maximum participation and productivity in the affairs of a changing world.

III. Goals

A. Long Range Goals:

1. To help the ABE participant to develop the skills of Interpersonal Relations within his environment

2. To emphasize to the ABE participant the importance of enjoying a productive social and economical life
3. To help the ABE participant to develop democratic attitudes
4. To establish good student relationship between student and teacher in the classroom
5. To offer counseling and guidance to each ABE participant

B. Short Range Goals:

1. To be able to communicate with and utilize effectively available community agencies
2. To guide the ABE participant in regard to local, state and national rights and responsibilities
3. To emphasize the value of the family as a social institution
4. To teach the ABE participant to plan and live within a budget
5. To instill within the ABE participant the importance of respecting differences of opinions
6. To aid the ABE participant to become aware of his civic and personal responsibilities
7. To aid the ABE participant to make distinctions between facts and propaganda
8. To aid the ABE participant in being courteous, cooperative, appreciative and tolerant

IV. Behavioral Objectives

1. The student will demonstrate concern for protection of natural and personal resources
2. The student will indicate a positive attitude toward responsible citizenship by voting and participating in some civic and community affairs
3. The student will show, in written and oral work, an understanding of such skills as budgeting, meal planning, wise purchasing and family care
4. The student will show, through overt behavior, positive attitudes toward his teachers, school mates and others
5. The student will show improvement in appearance and health habits
6. The student will exhibit, through overt behavior, a respect for rights of others
7. The student will re-evaluate himself and demonstrate wiser use of his innate desires and abilities
8. The student will, through guidance and counseling, utilize the services of all available community agencies, such as Department of Labor, Vocational Rehabilitation, Department of Public Health, Department of Welfare, etc.

V. Procedures, Methods, and Materials

To facilitate learning on the part of adults in the ABE program, the following procedures, methods,

and materials are intended to project the purposes, philosophy, and goals of Interpersonal Relations: Family and Community.

A. Procedures

1. Entrance

- a. oral interview (getting acquainted)
- b. interest sampling
- c. telephone conversations
- d. provide informal atmosphere
- e. minimize forms (confidential)
- f. test (only when imperative)
- g. refreshment

2. Initial Retention

- a. introduction within group
- b. person to person correspondence: teacher — student (Determine form of address to be used that will make the student comfortable.)
- c. Provide learning experiences whereby immediate success is assured.
- d. Teacher exhibits contagious enthusiasm.

3. Long-Term Retention

- a. Teacher and student establish a curriculum in accord with the student's desires.
- b. Teacher guides student in community involvement.
- c. Improvise as the occasion demands.
- d. Strive to reach a level of communication.
- e. Correlate obvious needs with desire in a subtle manner.

B. Methods

1. Brainstorming
2. Buzz Session
3. Case Study
4. Committee
5. Demonstration
6. Discussion Groups
7. Field Trip
8. Forum
9. Lecture or Speech
10. Listening Teams
11. Panel

12. Role Playing
13. Skit
14. Drill
15. Pageant
16. Programmed Instruction

C. Materials

1. Hardware:

- a. overhead projectors
- b. transparencies
- c. tapes
- d. recorder
- e. record player
- f. television
- g. Xerox Copiers
- h. opaque projectors
- i. telephone
- j. bulletin board and chalk boards

2. Software:

- a. pamphlets
- b. reading charts based on the adult
- c. participant's experiences (which often make valuable beginning themes in oral and written communication)
- d. flip charts
- e. flannel board
- f. magnet board
- g. filmstrips
- h. check books
- i. city and county maps
- j. election ballots
- k. newspapers
- l. money orders
- m. art materials
- n. games

VI. Resources

There is a wealth of material that ABE teachers may use in the ABE classroom to enrich and expand the program. Some resources are:

A. News Media:

1. Newspapers
2. Books
3. Magazines
4. Pamphlets

B. Community Agencies:

1. Civic
2. PTA
3. Advisory Board
4. Private Businesses
5. Speakers
6. Department of Social Services (Welfare)
7. Health institutions
8. Churches, religious groups
9. Industries
10. Families
11. Schools, colleges and libraries
12. Professional societies
13. Trade unions
14. Former ABE students
15. Governmental agencies (all levels)
16. Correspondence agencies
17. Armed Forces

VII. Activities

The activities listed below should be used discreetly by the ABE teacher in accordance with the abilities of the ABE students.

1. Games
 - a. crossword puzzles
 - b. Bingo
 - c. cards
 - d. phonics, etc.
2. Educational Programs
Radio and Television
3. Role Playing
4. Actual experiences in productive activities
 - a. sewing
 - b. cooking
 - c. ceramics
5. Exchange ideas
 - a. recipes
 - b. patterns
6. Attending and participating in plays
Students participating in original plays
7. Tape recordings
Listening to one's voice

8. Procedure in voting rights
 - a. sample ballots
 - b. example of registration forms
9. Contests
 - a. Miss ABE
 - b. writing
 - c. best posters
 - d. recruitment
10. Parties
 - a. birthday
 - b. holidays
 - c. Open House
11. Share experiences with other classes
Programs
12. Commencement exercises
13. Monetary exercises

VIII. Sample of a Message: "The Responsibilities of An Advisory Board"

What is an Advisory Board?

An Advisory Board is a representative group of citizens to assist the administrator in gaining knowledge of adult needs in the community.

The Advisory Board, or committee, has no administrative or policy-making power such as given to the Board of Education or to their selected authorities. It must be an advice-giving body assisting the ABE program in meeting the desired purposes of the ABE program.

The Advisory Board is especially useful in promoting, stimulating, and evaluating the over-all program. The purposes of this Board may be identified as follows:

To assist the agencies and organizations in selecting the specific problem and approach to action which can be initiated, identifying the role of each group in the action program

To coordinate functions and services of agency and organization committees

To assist these committees in developing the felt needs of the people in the neighborhood

To assist these committees in developing techniques and skills for stimulating people in a neighborhood to become aware of possibilities for meeting their felt needs

To assist these committees in identifying potential key leaders of the people of a community

To evaluate the effectiveness of the effort of the Advisory Board and encourage each of the agencies and organizations to evaluate their effectiveness and approach to the problem or concern identified for action

To serve as a liaison between the agency and organization aspect of the project and the ABE class aspect of the problem

IX. Evaluation

The function of Interpersonal Relations is to liberate the student from the ignorance of communication which confines or handicaps his relationship established with society.

The adult educator hopes to help the student overcome defense mechanisms and hostilities and replace them with confidence, dignity, and trust.

Evaluation is the process of measuring progress or determining success in relation to previously set goals. Evaluation may mean assessing the value of one lesson, an entire program in Interpersonal Relations or the improvement in a student's ability to use the communicative skills. It can be done by asking questions informally, by comprehensive written reports and observations, research, tests, and a computer or two to send it out.

Four major steps are utilized in the evaluation of any program: They are: 1) determining the objective, 2) carrying out the plan, 3) formulating a plan of action, 4) evaluating the results.

Who does the Evaluation?

The students, or those participating in a program are in better position to evaluate it. They know to what degree the program is meeting their needs. They may then offer suggestions for improvement or change to better meet the needs of all. The teacher should also have a part in the evaluating. In the light of the objectives he can observe the effect of the presentations upon the adults, thus charting the degree of progress in his use of the skills in Interpersonal Relations.

The administrator can evaluate the program to the extent of the effect it has had not only with the students, but with the community at large.

X. Content

The content of this report is a composite, offering ways and means by which Interpersonal Relations may be established not only in the ABE classroom, but in the surrounding community to achieve the goals of the ABE programs. This material is a suggested outline to be used as resource material to aid ABE personnel in developing the most effective ABE program for their area.

Recognizing the fact that every ABE instructor will encounter different problems and teaching situations, it is recommended that each individual using the content of this report adapt the procedures, methods, materials, activities, and evaluation techniques that would meet the needs of his students.

The content of this report includes the following:

- I. Purpose
- II. Philosophy
- III. Goals
- IV. Behavioral Objectives
- V. Procedures, Methods, and Materials
- VI. Resources
- VII. Activities
- VIII. Sample of a Message, "Responsibilities of An Advisory Board"
- IX. Evaluation
- X. Content

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PART III
WORKSHOP ADDRESSES AND PAPERS
THE PSYCHOLOGY OF EXPECTANCY: A NEW DIMENSION

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A review or survey of psychology will only substantiate the contributions that have been made to education. However, as we study the cluster-structure of our modern society, another contributing facet of psychology emerges. This new visualized element is being identified as *The Psychology of Expectancy*.

To recap the many different classifications that can be found in the literature of educational psychology could become a major task in a research venture. This educational inquiry is not addressing itself to the total field of psychology but to the particular area that has learning implication. Biggee and Hunt have expressed two general classifications of learning theory¹. They are: (1) Stimulus-Response Associationism, and (2) Gestalt-Field.

The Stimulus-Response (S-R) Associationism conceives the conceptional idea that man reacts mechanistically to any stimulus condition. Gestalt-Field theories point out the whole as being greater than the sum of its parts. The environment is what one perceives in his geographical setting. Thus, the environment becomes the major stimuli for man's change.

Each theory mentioned has a stimulus which influences the action. Each has an instrument that receives the response as a result of the applied stimulus and regulates the human activity. (S-R) Associationism refers to the instrument as human mechanism, and the Gestalt-Field theory labels the element as environment.

The Psychology of Expectancy has stimuli which produce measurable actions. These stimuli are properties of social sanctions and the response is determined by what is perceived to be a societal wish, rather than the true facts or mental judgment.

The Expectancy Theory does not seek to overturn the Stimulus-Response Associationism theory nor the Gestalt-Field theory. Yet, we do maintain that as we scrutinize the human mechanism and the environmental influence on man, we should observe the third factor which is non-related to man as an individual or to his environment, but is a control pre-judged stimulus predicated on what the social group expects. Such psychological behavior derives not from the individual, neither from man's environment, but from an outside force classified as the expectation-will of the social peers.

The true harnessed idea is that expectancy, viewed from a set of educational psychological binoculars, gives rise to certain influences that assist in determining the outcome of the educational process. The social customs, historic traditions, and experiences of the community endorse behaviors and form the base for three major elements in education: the instructor, the learner, and the quantity-of-learning.

INSTRUCTOR: Every generation of our civilized society has pointed out the relationship of the instructor to education, and in each observation it has been proclaimed that the teacher is indispensable to learning. Within this instructional shell are two ingredients: (1) the power of the teacher, and (2) academic content of instruction. The dynamic strength of the teacher has not yet been properly measured. However, as the old adage states, "So goes the teacher, so goes the school." This may be a factor in learning because

¹ Morris L. Biggee and Maurice P. Hunt, *Psychological Foundations of Education*. New York, Harper and Bros., 1962, p. 256.

the instructor has the power to establish the environment for learning or the environment for failure. The teacher has the power to set the achievement tone of the program or class by what is interpreted to be the instructor's expectation of the individual. If the instructional behavior reflects positive faith in the learner, whether they be adults or regular students, this will enhance the educational progress. Adult students are more mature and have had more experiences in observing and forecasting positive and negative actions than have children. Therefore, adults can conceive the true expectation of the teacher better than the younger students. Whatever learning attitudes that are broadcast by the teacher will affect the instructional tones. The tones reveal two prophetic dimensions: (1) the teacher's intellectual expectation of the learner, and (2) how much the teacher expects the learner to achieve.

THE LEARNER: When the student-teacher communicational indicator shows that the knowledge seeker's abilities are respected, the stimuli of the feeling for learning is enhanced. This enhancement establishes a genuine trust between the students and instructor. Such educational trust reinforces motivation. The ability recognition is extremely important to adult learners, because of their previous educational experiences. For identification purposes, we consider the following:

1. Many students may indicate that the teachers did not show a real concern about how much the student should learn. The emphasis was always on what was not learned rather than what had been achieved. Too much time was spent on comparing knowledge of students and very little left for teaching.
2. Deliberately ignoring students in class participation.—This can become a major problem in any class, but is more sensitive in an ethnic composition.
3. The failure to recognize an adult student's hand, when the desire to become involved is manifested, could curtail future ambitions.
4. Indicating a slight remark about certain student's answers to questions without evaluating the experiences of the individual may handicap development.
5. Frequent criticism and very little student encouragement
6. The failure of the teacher to recognize the diversification of individual abilities in the classroom

QUANTITY-OF-LEARNING: How much the teacher expects the student to achieve plays an important part in the adult's immediate and ultimate goal establishment. This kind of instructional improvement has an effective psychological approach and stems from the individual's feeling, which has been brought about by a social behavior expressed or manifested through the teacher's expectancy. In our judgment, it is safe to state that teachers usually try to maintain the expectation of the principal or administrator, and most children hope to stay within the framework of the family hopes, and students strive to measure up to the anticipated-will of the instructor. Here, somewhere between what the learner perceives and what the teacher communicates, forms an element for quantitative learning.

ACADEMIC CONTENT: We have to this point referred to the interplay of three educational components that add the real cement to learning. They are: The instructor, the learner, and the quantity-of-learning. The second ingredient to emerge from the instructional shell is content-make-up. It may become very difficult to establish an individualized curriculum in teaching in general; therefore, a suggested list of criteria for determining learning contents follows:

1. Does the content represent what the adult desires to learn?
2. Does the pursued knowledge encourage inquiry and group participation?

3. Does the material provide for social image building and class discussion?
4. Is the content relevant to adult needs rather than children orientated?
5. Is there room for cultural variation and social experiences?
6. Can the content studied be plugged into the occupational requirements of today?
7. Is the content sound enough academically to stimulate self-admiration?
8. Does the learning endeavor allow for various vocational skill improvements?
9. Does the teacher add to her knowledge during the instructional process?
10. Does the content provide for differentiated teaching?

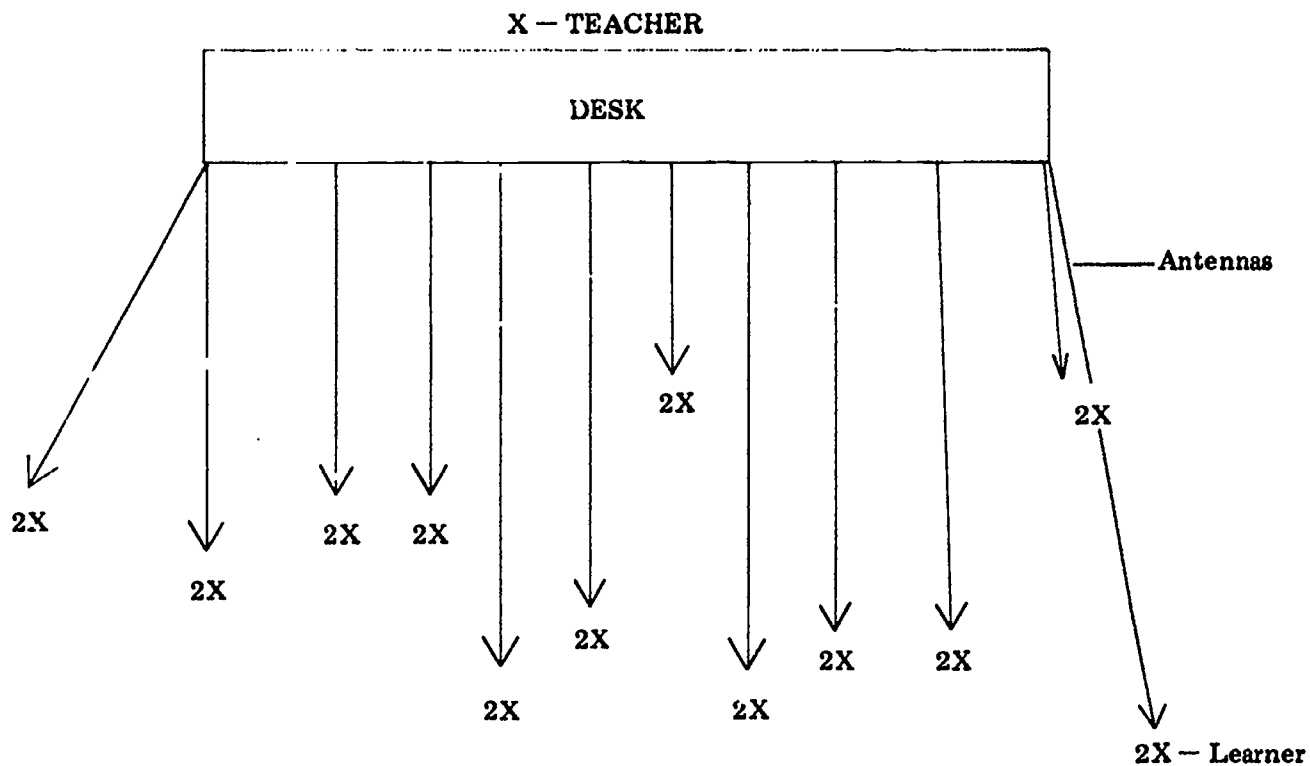
The person desiring to learn is at the center of our immediate concern. However, the amount of effort directed toward achieving major educational goals or objectives of the adults are, to a relative degree, determined by the content-quality. The speed in which the learning objectives are pursued depends largely upon the relevance of the assignment to life-applied situations. It stands to judgment that if the educative award can be associated with immediate and ultimate returns, personal accomplishments requirements and economic gains, the speed of learning will increase. Classroom dropouts will decrease and the holding-power of the class and program will become stabilized.

THE INHERITED DANGERS IN THE EXPECTANCY CONCEPT: Historically, education has been designed for youth. The major experiments and instructional methods have been child and youth centered. Thorndike's 1928 study emphasized adult learning and that age was not a major factor.² Other studies and functional observations have substantiated the achieving abilities of adults. However, rooted in our expectation is the idea that adults cannot learn. This kind of seed has been transplanted through such famous quotes as, "You can't teach an old dog new tricks." "I am too old to learn", has become a common neighborhood expression in some communities.

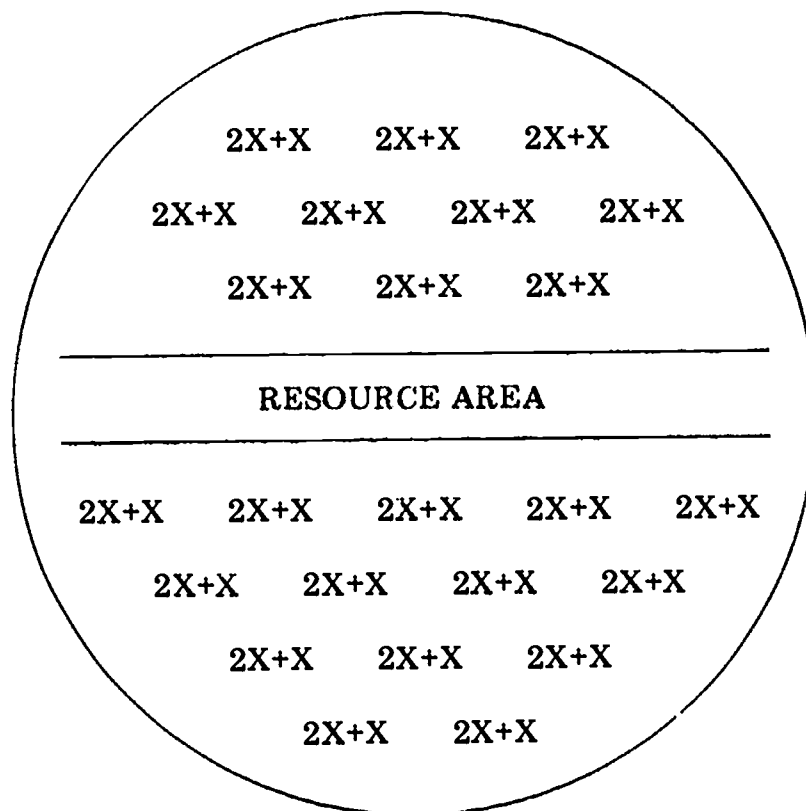
This kind of expectancy may be interacting unconsciously upon the teacher and causing the teaching efforts to decrease. At the same time, the adult student may not be totally free from the doubt in learning. Therefore, achievement must be frequent so that success will replace doubts.

²

E. L. Thorndike, *Adult Learning*, New York, MacMillan, 1928.



TRADITIONAL APPROACH — I pass out the knowledge you need. A cure-all pill. Communication — one-way street.



Teacher-Student Learning Relationship

The one-to-one Instructional Approach

STUDENT

TEACHER



EXPLORING NEEDS — PLANNING TOGETHER

We Are Achieving Goals Together.

1. When an individual causes desired learning to take place, he is a teacher.
2. When pupil achieves his desired educational goals, he has learned.

THE RELIABILITY OF OUR EVALUATION: In general, the instrument to feed-back what has been learned from the educative efforts are: (1) some kind of standardized test, and (2) the teacher-made evaluations. Let us assume that each test is valid and the student scored a perfect score. The real test is, will you report the facts in the case backed by substantiated evidence or will your grade be tempered with expectation of the administration and the faculty?

There seems to be a growing model of professional decisions being made in relation to the feeling of others; less the reason, judgment and actual facts. Teachers' impressions of students, their educational evaluation and their behavior patterns are reported not in the framework of true educational measurements but in congruent with the sanctioned wishes of those to be pleased.

Today our classrooms are being transformed into a living democracy. This transition is placing all sizes, colors and cultural backgrounds into one class with one teacher to perform the task. The hope of a successful job depends upon our professional responsibility to fulfill the position with dedication. To possess the strength to shake off the past experiences that have diluted our thinking and be aware of unjust expectations is a major goal.

HUMAN RENEWAL THROUGH POSITIVE INTERPERSONAL RELATIONS

Ruth M. Laws, Ed.D

Michael Harrington in his celebrated book "The Other America" entitles Chapter I, "The Invisible Land". He begins, "There is a familiar America. It is celebrated in the mass media, it has the highest mass standard of living the world has ever known". He continues, "In the 1950's this America worried about itself, yet even its anxieties were products of its abundance . . .". In this theory the nation's problems were no longer a matter of basic human needs, of food, shelter and clothing, they were qualitative, learning to live decently in an affluent society.¹

At the same time there existed another America; in it dwelt somewhere between 40,000,000 and 50,000,000 citizens who were poor, at least 10 million of them were maimed in body or spirit. Many of them were becoming more and more invisible to the affluent society.

If one looks hard at what Michael Harrington described as "The Other America", which is invisible to many Americans with the clean polish, the chrome and the gilt, we will see the America of the slums, in the ghettos, in the rural pockets of poverty with the vast black majorities, the growing number of elderly. One sees America beginning the 70's with a festering sore, seething the hopelessness and frustration, run down housing, poor housing, poor health, no economic or legal safeguards, no retirement prospects, children doomed to poor education and the vicious cycle of failure and unemployment accompanied by the deep hatred that deprivation engenders. The 70's will not permit the dichotomy of the gilt-edged world together with millions caught in the webb of poverty and despair. Either we shall have a good life for all or that "Other America" will spread and very likely cause the entire social order to crumble.

How did this development occur? It happened as a result of insensitivity. It happened because people were trained in many ways consciously and unconsciously not to see or feel or understand the human being in each other.

Where did it happen? The training in insensitivity has been nurtured in America's most precious institutions: the church, the school and the home.

The churches have developed massive edifices of practical segregation which perpetuated an idea that religion dealt more with chicken suppers, buildings, rituals and prayers than with the sensitivity and needs of people in the pews.

Education lost the commitment made by the founding fathers to educate "all the children of all the

¹Michael Harrington, *The Other America*, New York, The MacMillan Company, (1964), p. 1.

people". It developed a "selecting out" process with the best life choices going to the affluent, with teachers teaching middle class values to middle class children, giving the maximum punishments to the lower class children. This practice is well documented by Raths and Barrell² in their studies on "Student Status and Social Class". It was not until the middle 1960's, in the wake of a social revolution, that education began to see that it had a major role to play in helping to reclaim the invisible Americans. The Economic Opportunity Act of 1964, The Manpower Development and Training Act of 1962, The Vocational Education Act of 1963, The Elementary and Secondary Education Act of 1966 and the Area Redevelopment Act were all devoted to the task of developing sensitivity to the invisible population, the deprived and the uneducated. This legislation was developed to close the gap in the wake of a series of revolutions that were beginning to emerge.

In 1938 the National Education Association appointed the Education Policies Commission to formulate a statement of policies for education. The Report of the Commission entitled, "The Purposes of Education in An American Democracy", spelled out the following broad purposes with the recommendation that they be constantly adjusted to fit the needs of the time. Those objectives were:

Self-realization
Human relationships
Economic efficiency
Civic responsibility

In spite of the fact that those goals were delineated some 30 years ago, we still tend to teach from a subject centered approach rather than a problem centered-human centered approach.

What are the crucial challenges facing adult education today? There are many broad challenges. However, the crucial ones as I see them are the following: (1) The challenge of a divided culture which is threatening the safety and security of American life and the accompanied task of developing education to unify the culture; (2) The challenge of human renewal, reaching the unreached, creating a climate for development of strong self-perception and self-realization; (3) The challenge of developing skills for economic and social efficiency.

American education today is facing one of the greatest challenges in its history, and that is the challenge of unifying the culture. Each age has its own peculiar challenge which is shaped by the character of the population and of the times. Special dedication and sensitivity to the social and emotional needs are required in order for educators to give leadership in providing an educational climate which is conducive to promotion of self-esteem and appreciation for others. The teacher is the key to the promotion of good feelings about self and others.

It is essential that adult education concern itself with providing individuals a variety of opportunities for personal contacts with others who are culturally different.

While personal contact in and of itself does not guarantee sound human relations, it is generally considered a prerequisite. The absence of personal contacts generally negates sound human relations. Often negative attitudes and prejudices are held toward those people whom one does not know. Numerous studies and research findings attest to the relevance and value that multicultural associations hold for learning. The following quotations emphasize the point:

The Report of the National Advisory Commission on Civil Disorders, (Kerner Report) states that ". . . Lack of opportunity to associate with persons of different ethnic and socio-economic backgrounds . . . surely limits learning experiences . . . It is indispensable that opportunities for interactions between the races be expanded".³

Mrs. Margaret Walker Alexander, author of the novel "Jubilee", in a keynote address at the NEA National Conference on Equal Educational Opportunities, states, "We need a new educational system to

²Louis Raths and Anna Barrell, *Student Status and Social Class*, Bronxville, New York, Box 26, Modern Education Service, 1950.

³Report of the National Advisory Commission on Civil Disorders, Otto Kerner, Chairman. *The New York Times*, (1968), p. 438.

assure survival of the human race. . . First must come a change in philosophy from racism to humanism. Our educational institutions must institute programs that build respect for all cultures, races, creeds, and nations. A knowledge of the unity of all mankind together with the knowledge of the integration of all cultures in man's world, is mandatory and primary. This is no longer a question of idealism; this is a basic necessity for human survival".⁴

Dr. Dan W. Dodson, Director for the Center of Human Relations and Community Studies at New York University, speaking at a Desegregation Advisory Project in Dearborn, Michigan, December 3, 1965, said, "The big challenge today is . . . How do we lead all of the children of our communities through the kind of encounters that develop in them the skills of citizenship commensurate with the era of which they are a part? . . . It ought to be that the community is looking to the school to arrange encounters between the youngsters and adults of different subcultures to the end that they learn these skills of citizenship. . ."⁵

These authors are saying that if education is to be relevant today, it must be based on the salient needs in society in all of its segments. It must seek to help all whom it serves to develop sound personal identity, self-realization and to create within the total school population an awareness and sensitivity to the problems and the assets in the total society. To avoid teaching to all people the essential fact that there are major strengths in all ethnic and religious groups is to deprive them of basic information which is essential to the development of skill in interpersonal relations. All people need to know that in this "melting pot" called the United States, that in the great developments in every aspect of the arts, sciences, discovery and exploration all of the peoples of this land have had their great and near great contributors. They must know that talent and skill is wherever it is found, that it does not choose a special person, race, ethnic or religious group. To deny this information is to mis-educate and even to harm an individual of any race. Teachers must first understand these concepts in order to teach them. Because in these sensitive areas people have a way of knowing whether the teacher is real or "phony".

A second major task of education is human renewal, reaching the unreached, letting them know that as a teacher you are here to prove to them that they can learn. In focusing on human renewal and the development of a self-concept, this writer intends to show the perceptions that the black adult has of himself: (1) rooted in a history of being considered inferior, (2) that the educational system perpetuated this concept of him, and (3) that learning is closely related to a positive self-concept.

Arthur T. Jersild, suggests that the "self as it finally evolves, is a composite of thoughts and feelings, which constitute a person's awareness of his individual existence, his perception of what he has, his conception of who he is, and his feelings about his characteristics, qualities and properties. The self includes a perceptual component: The way a person perceives himself — the image he has of the appearance of his body; the picture he has of the impression he makes on others; It also includes a conceptual component: The person's conception of his distinctive characteristics, his abilities, resources, and assets; his lacks and limitations and his conception of his background and origins; of his future and what he might become".⁶

The self-concept of the Negro is vital to any discussion concerning education and welfare. Regardless of his age, of his sex, of his color or his class status, he knows that he is always climbing on against the odds as so well stated in the poem by Langston Hughes,⁷ "Life For Me Ain't Been No Crystal Stairs".

Since the years of slavery, the black man has sought to find his place in the American dream. He continues to try to find himself in this society. He begins this search as a child in school, often with tremendous odds against him. The story of the horrible physical and mental conditions of being a slave, and the constant uphill climb toward self-hood after slavery are well known facts in the history of the Negro.

⁴Margaret Walker Alexander, "The Melting Pot Theory Applies Only to Euro-Americans", NEA Center for Human Relations. *The Melting Pot, the Mold and Resulting Rejects*, pp. 2-3.

⁵Dan W. Dodson, "The Challenge of Integration". (Secondary source) Edith B. Cole Report on the "Shared Learning Experience Program" in Wayne County, Michigan, delivered at the NEA Convention, July 1969.

⁶Arthur T. Jersild, *Child Psychology*. N.Y. Prentice-Hall (1954) p. 179.

⁷Langston Hughes and Arna Bontemps, *The Poetry of the Negro*, p. 104.

What is less well known, however, are the de-humanizing controls which were built into the slavery system to make it unique and peculiar to the United States.

Sonni Green writes, "For centuries, men have enslaved each other. Greece, Rome, Carthage, Portugal and Spain had all engaged in slavery with few, if any, of the devastating effects of the institution in this country. In other cultures, slavery was a temporary condition of man and he was required to use it in another man's service. His psyche and his mind remained his own. The Catholic Church accorded him full status as a man, and protected the belief — religiously and legally — that the state of a man's soul was the business of man and his God. In the eyes of the Church, the slave was a brother to his master, who had fallen into bad times. When he was able to buy his freedom or if he escaped, he was accepted as a full human being with all the rights and responsibilities thereof"⁸

No so in the United States. Here a new and monstrous system was developed with every effort directed toward loss of self. White America arrogantly assumed that it owned the body, soul and psyche of a slave and set about to establish and maintain that which would prove this to be true.

Consequently, the African slave was not allowed to use his language or salvage any piece of his culture that might perpetuate his sense of identity. The new land denied that he was human at all: the social, economic and legal institutions created structures and passed laws to support this hypothesis.

Repeatedly, black leaders have tried to find the media for building a positive self-identity. W.E.B. DuBois probably led the way as editor of *Crisis*; however, the blacks remained a faceless mass to the extent that in 1961 James Baldwin could still write the best seller, "Nobody Knows My Name" and Ralph Ellison⁹ painfully describes his self-effacing search as invisibility:

"I am invisible man — I am a man of substance, of flesh and have fiber and liquids — and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me . . .

It is sometimes advantageous to be unseen although it is most often wearing on the nerves. Then too, you're constantly being bumped against by those of poor vision, or again you often doubt if you really exist. You wonder if you aren't simply a phantom in other people's minds. Say a figure in a nightmare which the sleeper tries with all his strength to destroy. It's when you feel like this that, out of resentment, you begin to bump people back. And let me confess, you feel that way most of the time".

People cannot learn when they feel that way. Often the Negro encounters real trauma to his self-hood because of the compromised position of his racial group.

Much of the insensitivity developed in the American family who far too often never evidenced honest dialogue and communication. Moreover, too many families ignored the fundamental fact that emotional honesty can only occur in an atmosphere of sensitivity, and not in an atmosphere of "roles" and community saving-face routines. Silverman¹⁰ notes that parents have too well and too often taught children and adolescents how to smoothly and perfectly maintain the mask of emotional dishonesty — that is "I'm fine", when I really feel sad and hurt.

The bearing of the community or the society on development of the self has been discussed by Margaret Mead, Karen Harney and Henry Stach Sullivan. In addition, Freud interprets identity as being influenced by the community. Erik Erikson discusses this concept, quoting Freud as having spoken of an identity which "linked the individual to the unique values, fostered by the history of his people"¹¹ in an attempt to formulate his link to Judaism.

The society may help to renew or destroy the individual. The school has a unique role in fostering self-renewal, self-identity and a good sound feeling within people and between them. To the extent the teacher is successful in this task, she is humanizing education and she or he is truly an educator, for people are being helped to move toward their potential.

⁸Sonni Green, "The Black Child's Self-Concept and Its Implications for Public Education", Center for Human Relations, New York University Lecture, June 16, 1969.

⁹Ralph Ellison, *Invisible Man*, New York, Random House, (1952) p. 7.

¹⁰Soul A. Silverman, "Sensitivity", *Forum*, Spring/Summer 1970, J.C. Penney's Educational and Consumer Relations Series.

¹¹Erik H. Erikson, *Identity and Anxiety: Survival of the Person In Mass Society*, Glencoe, Illinois, Free Press, (1960) p. 38.

The third challenge of developing skills for economic and social efficiency is related to the first two challenges. For to the extent that we unite the culture and renew the individual can we create a climate in which people want to learn and can learn, and become employable.

The kind of person who has a feeling of personal worth, a feeling of adequacy, is the kind of person that employers want. But, he gets that way through a series of rewarding experiences: (1) Others like him, (2) others believe that he can be successful, (3) others reinforce his trials and successes, (4) he gets the feeling of success rather than failure. He feels like somebody and he does not want to let others down. He wants to be liked because it is a good feeling. He cultivates the habits of dependability and the other social skills that bring rewards.

Academic skills and/or mechanical skills likewise become meaningful because they seem to lead somewhere to the person who is "somebody", to the person who is not invisible, to the person who counts.

A true test of efficiency or success of the teacher is the degree to which she can make life become meaningful, can help people belong, can make individuals want to become, can unify the society so that the resources of all can accrue for the common good of all.

Some say that the task of adult education for economic efficiency is too big for education — that industry will have to do it. This writer believes that adult basic education can become equal to the task of challenging people, it can reduce the dropouts, eliminate the "push outs" and become the real key to unlocking a future with meaning for many whom it does not now serve.

ON COMBINING COMMUNITY RESOURCES TO PROVIDE RELEVANT EDUCATION FOR DISADVANTAGED ADULTS

Dr. Zelia Evans

Dr. Morrison, Ladies and Gentlemen: It is a pleasure to share this period with you and to think with you on the subject, "On Combining Community Resources To Provide Relevant Education for Disadvantaged Adults." I invite your consideration of three bases upon which combining community resources may find justifications for action. Then, we shall consider three strategies for implementing the use of these resources. Each will be based on authoritative and personal conceptions. Rationale number one.

I. A Frontal Attack On Cultural Deprivation Commands the Force of Combined Community Resources

In priority, this places the attack on cultural deprivation in the forefront on the agenda of all who are involved in efforts to improve the social order. The timing, "now" and the combined efforts are necessary to alleviate poverty, ignorance, superstition, and other ill-effects affecting the disadvantaged. If we bridge the gap between the environment of the minority and that of the majority, according to Frost and Hawkes,¹ we must raise the sights of the minority and draw into the efforts the resources of the majority. This bridging the gap, which involves all persons, requires the establishment of a working relationship with every community institution, and agency - the public schools, institutions of higher education, churches, the YM and YWCA, medical and mental health resources, clubs, fraternal organizations, state and national departments of education, business and industry, cooperative

¹Joe L. Frost and Glenn R. Hawkes, *The Disadvantaged Child*, (Houghton Mifflin Company, Boston, 1966) p. 464.

extension services, government agencies, mass media, museums and art institutions, voluntary associations, and other institutional or personal resources in a unified manner in providing relevant education for disadvantaged adults. A true adage declares that, "In union there is strength."

This combined effort is not always in existence. An example attesting the same in a related field is revealed by a survey which was made by counselors of Iowa and reported by Loughary and others.² It declares that twenty-five counselors reported that an average of fifty-eight per cent acquaintanceship existed between counselors and referral sources and an average twelve per cent usage of known resources. This might suggest that adult educators as well as other educators view their percentage in these areas.

Using combined resources to close the existing gap, we believe, will weaken the distinctions between the groups, the minority and the majority, and will contribute to the establishment of a new and stronger community, replacing the older divided one. Rationale number two.

II. The Variety of Needs, Interests, and Abilities of Adults May Best Be Met by Concerted Efforts of Resource Persons

The adult curriculum should serve a broad range of human educational needs. Guidance and instruction supplied by schools, institutions, and community agencies are mandatory if the seven cardinal principles of education are implemented. The Second Yearbook of the National Association for Public School Adult Education suggests that these principles be implemented by using effective approaches, which require the assistance and cooperation of resource persons who represent a number of specialized areas.³ They enumerate the following as suggestive approaches:

- a. Making available and helping to disseminate knowledge of the basic, as well as the newest developments in medicine, hygiene, and nutrition to enable adults, their families, and the community to approach and maintain maximum physical, mental, and social HEALTH.
- b. Providing opportunities for adults to complete academic programs - such as those leading to elementary or high school diplomas and the attainment of U.S. citizenship - thereby implementing the second cardinal principle of education: **COMMAND OF THE FUNDAMENTAL PROCESSES.**
- c. Assisting adults at various life-development stages to fulfill with increasing effectiveness the differing roles involved in **WORTHY HOME MEMBERSHIP** - including that of the older adult and of the retiree.
- d. Providing opportunities for **VOCATIONAL** guidance, the acquisition or improvement of skills, and for the appraisal of changing individual and job requirements in emerging vocational and technological areas. This would include appropriate economic and consumer education.
- e. Stimulating civic consciousness and the exercise of effective **CITIZENSHIP** responsibilities by encouraging broader knowledge and wider interests on the part of all citizens.
- f. Promoting the **WORTHY USE OF LEISURE** through opportunities to acquire recreational skills and to develop cultural and appreciative abilities.
- g. Cooperating and contributing effectively, both directly and indirectly, to individual and group efforts to strengthen the **ETHICAL CHARACTER** of all citizens.

²J. Loughary and Others, "Acquaintance With the Use of Referral Sources by Iowa Secondary School Counselors," *Personnel and Guidance Journal*, Vol. 36, (1958), pp. 388-391.

³Focus on Public School Adult Education, Second Yearbook of the National Association of Public School Adult Education, 1962, pp. 1973-74.

Rationale number three.

III. Using Combined Community Resources To Provide Relevant Education for Disadvantaged Adults Has Far-reaching Positive Effects

Cowles⁴ declares that the values held by the disadvantaged child are established as a result of direct contact with parents or parent substitutes and that they are internalized from these significant adults. She further declares that if a child is to value education, responsible citizenship, and other characteristics that society holds dearly, e.g., honesty, courtesy, truthfulness, obedience - to name a few, it is necessary that he internalize these from some meaningful adult. These values are essential for adults themselves as well as for the effect they have on children and the present as well as the coming generations. These values are acquired through a continuous growth process which stems from a rational perception and acceptance of concepts. Teaching is the antecedent of their acquisition. Adult Education is a major source for their acquisition.

Strategy number one.

- A. **Organize A Planning and Study Body.** Recommendation number two of a study made by Venn⁵ entitled, *Man, Education and Work*, makes the following declaration: Every state education agency, in cooperation with institutions of higher education, should organize an occupational education Planning and Study Body, sometimes called Community Councils. Long-range cooperative planning involving one representative of each live, active, public-interest organization in the community is the task of this body. The Chamber of Commerce should appoint one member, as well as the Parent Teacher Association, the League of Women Voters, the Trade and Labor Council, educational organizations, organized employers, and legislative bodies to collaborate in planning a comprehensive state program. Continuing, the report declares that the state planning body should chart occupational education development in terms of local, state, and national manpower needs and patterns. The author further recommends that the occupational education planning group report to the state education department and the state agencies of higher education; and that its reports be readily available to the public, the schools, and the institutions of higher education.

Strategy number two.

- B. **Solicit More Active and Intensive Cooperation From Institutions of Higher Education.** Venn⁶ also recommends that higher education assume a greater responsibility for the education of youth and adults for occupational competence in the technical and highly skilled occupations of the less-than baccalaureate level. He suggests that the board of trustees, the administration, and the faculty of each institution of higher education evaluate their responsibility for the initiation or expansion of programs of vocational and technical education. The following factors are listed for consideration of the institution's evaluation:

1. Purpose of the institution
2. Occupational education needs in the area, state, and nation
3. The plans of other institution in the state or area
4. The availability of related courses to complement vocational or technical education

⁴Milly Cowles, *Perspectives in the Education of Disadvantaged Children*, The World Book Company: New York, 1967, pp. 213-333.

⁵Grant Venn, *Man, Education and Work*: American Council on Education, Washington, D.C., p. 1962.

⁶*Ibid.*, p. 1964

5. The patterns of occupational choice within the student body and of potential students
6. The dropout pattern of the institution
7. The response of area industry, business, government, and other employers
8. Possible financial resources available or to become available
9. The attitude of faculty and administration regarding occupational education

Strategy number three.

C. **Become More Skillful in Group Dynamics.** Combining community resources requires group planning, execution, and evaluation. This entails establishing harmonious group relationships and developing group morale. Some Do's and Don'ts for social action are suggested by Benne, Bradford, and Lippitt,⁷ which have pertinence here. They are:

1. *Don't* fail to study human relationships within your group, and between your group and the world outside.

It is easy to blame the group or society for problems or failure; but the problems our group can do something about usually fall somewhere between the individual and society.

2. *Don't* act before you know the facts.

Skillful research is needed to ascertain fact. Members of the group can share in the collection and interpretation of facts. This will afford invaluable educational experiences for them.

3. *Do* get the facts you need for your program. *Don't* simply gather odd facts.

This suggests the use of objective research and an objective interpretation of the same. It entails a sound philosophy and a positive, optimistic attitude toward the program and its participants.

4. *Do* learn to use social scientists as consultants in improving your action programs.

They may not supply the answers, but they can help train the group to discover and solve its problems democratically and scientifically.

5. *Do* learn how to use all of the tools of training in human relations.

Such activities as group observation, role playing, buzz sessions and such tools as reaction blanks, questionnaires, and survey blanks may be used advantageously for this purpose.

6. *Don't* stereotype members of your group.

We should remember that democracy is difference of opinion. We should also accept different views and remain open minded, remembering that people's responses are based on past experiences and may be traced to some cause or causes. Some good traits are found in all persons, as well as potentialities for growth and service.

⁷Kenneth D. Benne, Leland P. Bradford, and Ronald Lippitt, *Group Dynamics and Social Action: Phelps Freedom Pamphlets*, 1950, pp. 54-57.

7. *Do try to make every meeting a valuable experience in problem-solving for all members. Do see that every member is made a part of the process.*

Planning and balancing the meeting agenda will contribute to this. Qualitative meetings require a wise use of time in meaningful activities and involvement of participants.

8. *Do try to make your group's action program a laboratory in social action methods.*

An action program can do two things; namely, (1) it can successfully complete the plan of action decided upon; and more, (2) it can be a laboratory in which new skills and methods of democratic scientific problem-solving can be invented, tried out and evaluated.

May the outcomes of this three-week workshop include reinforcement of the concept attesting the value of combining community resources; and may they, also, provide challenging experiences which will increase our effectiveness in this area.

CONSUMER EDUCATION

CHARLES W. HORNER

Consumer education is the knowlege that people must have in order to get the highest possible standard of living from the money they spend. It tells the buyer what to look for in anything he buys, and who and what he can trust to help in his selection. The consumer cannot hope to buy wisely unless he makes a careful study of different brands of goods from which he must make a choice.

To be a wise buyer, the consumer must know many things about the goods and services he buys. Everyone who has something to sell is trying to get customers to buy his particular goods or services, representing them in as favorable a light as possible.

In the early days of our country and through all history before that, the family produced much of what they consumed. Pioneer families hunted and fished, they grew and harvested their own food. They spun their own wool and wove it into cloth. They chopped down the trees for their homes and then built the homes themselves. They bought from friends the articles they did not make.

They went to the village cabinetmaker for furniture. The village tinsmith made the pots and kettles in which meals were cooked. One shoemaker served the entire community. The buyer knew personally the man with whom he did business. In many cases the seller was also the manufacturer of the community.

Today we do not know the man who makes our shoes, our furniture, or our medicine. He is represented merely by a printed label on the article we are buying.

The manufacturer sells to the wholesaler. The wholesaler sells to the retailer. The retailer sells to the consumer. Since the consumer is thus three times removed from the maker of goods, he is likely to forget the manufacturer and his industry. He is likely to put complete trust in the retail merchant and buy anything he sees in his favorite store.

The retailer has to know something about the products he puts up for sale. But he is not a completely reliable source of information. He believes almost as much of the advertising he reads as the average consumer. He may stock one product because his customer demands it. He may keep another because a rival store also has it. He may offer a third product because it is "new" and has been colorfully advertised.

Can the customer rely upon the advertising claims made by the manufacturer or distributor?

Advertising takes him close to the source of the product and should be reliable. Through the radio, television, newspapers, magazines and handbills, the consumer is told that a new product will do certain things. Some advertising, however, makes no claims, but simply draws attention to a product.

Consumers are helped by factual advertising. An advertisement saying that bicycles are for sale at a certain price is helpful, since it gives persons who want to buy a bicycle some idea of what they cost. The consumer can learn to tell which advertising is factual and which is just making an emotional appeal.

Can a buyer rely upon the price of the item to indicate its worth? The person who judges the worth of an article by its price alone makes a serious mistake. Strictly speaking, the better an article is, the more it should cost. It should be true that the more expensive an article is, the better its quality.

One industry in which these principles have been violated many times is the cosmetics industry. There are public records of cases in which useless cosmetics were sold to the public by means of colorful advertising and fancy packages, instead of actual worth. Fortunately, State and Federal laws now regulate practices in the cosmetic industry.

In practice, it is not necessarily true that a high price means high quality. There need be no connection at all between the two. A wise consumer will use many other kinds of information in deciding which one of several brands to buy.

The educated consumer knows that brand names, trade-marks, and labels are also a kind of advertising. He can use these to his own advantage by examining them before selecting his article. But he should not let the trade-mark alone decide which brand he will buy.

Labels often contain useful information, especially on food products. The buyer should read these labels carefully and be sure he understands what they say. The brand name is important when it represents a manufacturer with a good, established reputation. But cheap merchandise often is hidden in flashy containers and behind colorful labels in order to attract buyers.

Another aid to the purchaser is the stamp or seal of approval. There are a great many such seals. The consumer should find out which are the ones he can trust.

Testing of products is done by research groups to determine whether they will be of the quality the consumer expects. Testing is done by many organizations whose findings are either sold or given free to the buying public. Almost all testing services will admit that they are not doing the job thoroughly, and ask for a governmental testing service that is already a National Bureau of Standards, that sets up standards for governmental purchasing and tests goods which the Federal Government buys. The consumer benefits only indirectly by this great organization. Thus, at the present the private testing agencies are the only ones the private buyers can look to for information about the quality of commodities.

Few people will argue that consumer education is not important. Consumers everywhere have discovered how poorly equipped they can be in the principles of everyday spending. Often when they were faced with the problem of buying goods that would last a long time, they were not always sure what qualities to look for or how to use and care for the articles after they were purchased. They found they could spend money wisely or unwisely for food, clothing, shelter, recreation, insurance and health services.

By wise spending of their money, families can get the highest possible standard of living from their income. The well-being of our whole economic system depends in a considerable measure upon the economic health of family groups. Consumer education is a very important part of the education which must train the individual for the economic order of today.

Consumer research groups maintain a steady flow of books, pamphlets, magazines and newspaper articles which are helpful to consumers. Television, motion pictures and radio are widely used in schools and in adult groups. Many schools have introduced courses on Consumer Education into their curriculum.

Professional and civic organizations interested in the welfare of the consumer include the American Medical Association, the American Dental Association, The General Federation of Women's Clubs, the American Home Economic Association, and many others. Private business is represented in this work by such organizations as: The National Better Business and Underwriters Laboratories.

The Federal Government and many state governments are active in consumer protection and education. The Federal Government is represented in this work by such agencies as the Food and Drug Administration, the Federal Trade Commission and by several branches of the Agricultural Research Service.

One of the best forms of protection ever given the consumer is the Food, Drug and Cosmetic Act passed by Congress in 1938. At present, about fifteen states are involved in the protection of the consumer.

VARIOUS ASPECTS OF HEALTH AND NUTRITION

IN

CHILDREN AND YOUTH

DR. JIM MARTIN

Various aspects of malnutrition and learning go beyond geographical representation to include a wide diversity of fields from nutrition, medicine, education and psychology to anthropology and sociology. In the past, these fields and disciplines have been viewed as special divisions of knowledge. Much has been discovered, and all have contributed to the development and expansion of our knowledge in each of these areas. But the problems of malnutrition and its effects on mental development has now reached massive proportions, cutting across individual disciplines and calling for a synthesis of the information and methods already developed in the various fields.

The problem is too complex, too many sided in its etiology for an effective solution through the methods and interests of a single discipline. As one concerned with education and with the process of learning, I am convinced that there has been inadequate cooperation and crossover in research, teaching and on-the-job evaluation among the various fields of professional study. The universal child, whom we have in mind as we discuss our concern, should be considered as a whole individual, functioning in multiple and often complex environments. This segment of your Institute recognizes this by its very title. The problem of Health and Nutrition has many parts, but it remains indivisible in its ultimate focus.

Therefore, I urge new attention to the problems of malnutrition by scientific, academic, governmental and other public and private agencies. There is a precedent, for one relates to another and referred to as orthopsychiatry, which forty-four years ago was still in relative infancy. This new approach was formulated on a multidisciplinary basis, with a goal to attack the problems of mental health and human behavior. The concept brings together the psychiatrist, psychologist, educator, sociologist, social worker, nurse and other professionals. Each retains his identity, yet contributes to a more general, fuller understanding of the problems which concern the various individual areas of specialization.

Retardation of physical growth and development due to nutritional deficiency is widespread and clearly recognized in the developing countries, but it is all too frequent in our own urban slums and rural pockets of poverty. Malnutrition also may influence mental development, learning and behavior and lifts this concern to a new level of world importance.

Studies made in the developing countries strongly suggest that adults who have experienced significant malnutrition during early childhood, have a poorer intellectual performance than persons in the same environment who have had an adequate diet. Children suffering from malnutrition show psychological changes in behavior patterns, mental apathy and loss of drive and incentive. In experimental animals, there is increasing evidence that damage from early malnutrition is often permanent and irreversible, even in the presence of a subsequent adequate diet. That the impaired intellectual performance associated with malnutrition is due to biochemical aberrations in the brain, is an engaging hypothesis, although far from

being established. This area certainly warrants further study because it is reasonable that malnutrition acts upon the central nervous system as it does on the rest of the body, through biochemical and metabolic processes. These effects, in time, may involve memory and learning.

I am aware that biological or physiological deprivation is not necessarily the same as cultural deprivation. But, I believe that all of us engaged in the nutritional sciences, medical disciplines, education and behavioral sciences, can make one safe assumption: the absence of adequate nutrition, or the presence of malnutrition, cannot aid the learning process. How often have we attempted to hold the attention of the hungry child?

In appraising the role of malnutrition in growth and development, we are faced with a situation where many of the same factors responsible for malnutrition also conduce to a high prevalence of infection. Unfavorable cultural and social factors, ranging from poor housing, to limited education and inadequate mental stimulation, are active in causing both. Furthermore, infection and nutrition interact; infection inducing malnutrition and malnutrition enhancing the frequency and severity of infectious disease. Progress toward an improved understanding of the relationship between malnutrition and mental growth and maturation frequently is impeded by inadequacies in methods of measuring the intellectual capacity and adoptive behavior of a particular population. The difficulties are especially great at the younger ages, when nutritional damage is most likely to occur and is most severe.

Here in the United States, the Head Start Program recognizes that sound nutrition is a necessity for a true head start in life. The position was set out by the original planning committee and has been built into the program to provide food to youngsters in Head Start and to help inform families on the proper selection and preparation of food.

In recent years, "Comprehensive Health Care Delivery Systems" have been formulated in which medical, dental and para-medical professionals function as an integral team in providing health services. This concept has resulted in the establishment of numerous federally supported "total" health service programs throughout the United States.

The current concept of "total" child care embraces all aspects of juvenile health and crosses all lines drawn by specialization. Implementation of the concept varies with expediency and integration of many specialties dealing with child health in pediatric centers. Two "comprehensive" health care programs for children and youth have been established at Meharry Medical College, Department of Pediatrics. The first project, the Meharry Pediatric-Pedodontic Program was organized in 1947, while the second, entitled the Meharry Comprehensive Health Care Program for Children and Youth came into existence in 1967, twenty years later.

The team approach to the delivery of "total" health care for children and youth is currently being employed in various programs throughout the United States.

In these programs, multiple professional disciplines function as a team in providing health care for children and youth. Although the team approach has become quite prominent currently, it is not a new concept. The team approach utilizing multiple disciplines in the deliverance of "total" health care for children and youth was a reality at Meharry Medical College twenty-three years ago.

It is well known that the incidence of certain health problems such as anemia, tuberculosis, protein-calorie deficiency and all forms of neuro-intellectual impairment is higher in poor children. This concentration of health programs will be most efficient if they focus their services on children and youth living in poverty. When a reporter asked Willie Sutton, the famous bank robber, why he always robbed banks, he replied, "That's where the money is." Thus, it is clear that the conditions of poverty are "where the health problems are," and that all our health programs must be planned with this fact in mind.

AN OVERVIEW OF ADULT BASIC EDUCATION

DR. GEORGE W. GORE, JR.

Education is a never ending activity. Its duration parallels life itself. It goes from the cradle to the grave. Adult education, therefore, is a normal part of the total program. While today we are emphasizing Andragogy as opposed to the traditional pedagogy, it is not an exceptional approach. Public education today must care for the needs of all its citizens. This Institute is a definite recognition of the obligation of the state and federal governments to care for all its citizenry.

The distribution of the population today is causing many and diverse problems. America is rapidly becoming more urbanized and the needs of the rural population oftentimes are neglected or overlooked. The rapid changes with respect to travel, communication, housing, and health care have created many problems for the entire adult populace. For the rural segment, these problems are more varied and intensified.

The accent of this Institute is on the basic educational needs of adults. The purposes as set forth in the official call are as follows:

THE PURPOSES: The purposes of this Institute are: (1) to investigate the problems of rural adults; (2) to gain some insights into the inter-relationships of the problem; (3) through a cross disciplinary approach, to attempt to develop some consensus as to problem identification; and (4) to set forth some suggested, sensible, problem solutions.

PROBLEM AREAS OF CONCERN: A survey of some agencies and individuals in the Southeastern area suggested certain crucial problems that will be considered by the Institute. Among these are: (1) Developing management skill in ABE personnel; skill considered essential in the areas of recruitment, retention, and accountability. (2) Crucial problems in consumer education. (3) Vital issues in health and nutrition. (4) Identifying and using community resources and agencies. (5) Inter-personal relations - establishing stronger ties between the family and the community in rural adult areas.

Wherever and whenever needs exist, there is need for educational assistance of some kind. Methods, materials and approaches will vary, but the ultimate goals are clear cut and valid today as never before. Now there is need for education, re-education, and revitalizing. Physically, the human body is said to be recreated every seven years. Today, the facts of life change so rapidly that twelve months may be a generation.

The socio-economic conditions are upsetting our patterns of life. What, with strikes, wars, riots, demonstrations, inflation and busing, can we do to keep our sanity? Imagine if you can the total effect of a six-hour, four-day work week. Who can do the work of a farmer on such a schedule? Today, group action is the way of life. Society is taking a greater control in all of our lives. Look at social security and see if you really understand it or medicare. To many persons, it has become MEDI-SCARE. Modern technology is so complex that soon we will not be able to do anything by ourselves for ourselves. The electric power goes off and we freeze or burn up in our homes. Automation has ruined our independence. We are soon to have more leisure and less knowledge of what to do with it. Perhaps this helps to explain the fact that many turn to drugs. What can we do with extra time? We fly through the air in super-sonic jets and oftentimes arrive at a place before we started, if we judge by our watches. We are rushing where, for what, and why?

New medicine is enabling us to live longer and business and industry are lowering the retirement age. Today, the accent is on youth, and youth is getting older all the time. Experience is being discounted and newer methods are being used. If it is old, it must be wrong. Some say all persons over thirty are unfit to make real social decisions. The gap between children and parents is upsetting family life.

Morals and mores are changing with current behaviors. Whether to dress or undress is the question. Many are preaching a new religion. What is safe to eat or to wear is a problem. All of the old time standbys are being questioned. Government is of the people, by other people and for the establishment. There is need for interpretation. As one today reads the newspaper, listens to radio or to TV, he wonders if wrong is right or right is wrong.

This is the day of new words and newer meanings and uses of all words. To understand today's vocabulary is serious business. Youth has its own language. We, in Adult Education, too, are concerned with words. Old time educators talked about pedagogy. Today, the adult educator is concerned with Andragogy. Pedagogues led or taught children. Therefore, those who teach men or adults practice Andragogy.

If "Adult Educator" is defined as one who has some responsibility for helping adults to learn, look at how many people in this country are entitled to bear this hallmark: Hundreds of thousands of program chairmen, education chairmen, and discussion leaders in such voluntary associations as women's clubs, men's clubs, service organizations, religious laymen's organizations, P.T.A.'s, professional societies, civic clubs, labor unions, trade associations, farmer's organizations, and the like: Tens of thousands of executives, supervisors and foremen in business and industry, thousands of teachers, administrators in educational institutions, hundreds of program directors, writers, and editors in the educational aspect of such mass media as newspapers, magazines, radio and television.

Today, everywhere, we have the adult dilemma but especially is it crucial and critical in rural areas. The various legal desegregation decrees and laws have opened Pandora's box. Today we are still not sure of the ground rules or what we can reasonably expect. There is need for more employment, better wages, better on-the-job training, better health care.

The HEW Agency defines Adult Basic Education as elementary education for hard core poor adults, eighteen years of age and over. Usually they have had less than six years of schooling and are not competent in reading and writing. The Adult Education program has the problem of providing some vocational education, social service and above all, giving information as to where to go to get needed aid.

With inflation in the saddle, today's dollar is shrinking. Unemployment is rampant. There is need for consumer education. How to manage one's money is vital. How to buy wisely is as important as how to earn money. So vital is consumer education that the current issue of Life Magazine (July 16, 1971) has an article emphasizing what is being done in New York City to protect the unsuspecting purchaser.

Health and Nutrition are essential for survival. There is still a shortage of health services in our rural areas. Desegregation has decreased the possibilities for extension services formerly available when key Black men and women were active in the field. Left to themselves, the average family is unable to care for its health and feeding needs. More data are needed with respect to medicare and medicaid.

Interpersonal relationships are basic to a stable society. Membership in social groups, be they clubs, churches, lodges or schools, is important to keep people on the "ball." Oftentimes it is more difficult for adults than for young people to have meaningful relations. People are living longer and have greater needs to occupy their leisure time so that they will not become depressed and experience poor mental health.

Nothing is more valuable and important to adults than the utilization of community resources. There is the need to know what exists in the community and how the adult person can use these resources. Of course, most people know that the school, the church and the lodge are there to be used if so desired. There is not as much knowledge of what other services are available such as the many developing state and federal agencies and projects. There is great need today for a promotion program to let the adult know that you really need and really want him.

A real program of Adult Basic Education must involve the individual at all levels. The adult educator must sell himself to the customer - the consumer. In public school education, the teacher has a captive audience. In adult education, the learner comes because he wants to come. He can drop out whenever he so desires. The program must fit his needs here and now. He is too old to be intrigued by the future per se. The adult learner rarely desires to learn for the sheer joy of learning. The subject-matter and the method used must be relevant.

Adults can and will learn if they can see that the materials are for them here and now. The adult educator must ever be on the alert to see what is happening. There must be constant evaluating of the program. Questions must be asked such as, Have participants raised their achievement levels? Are they still interested? Have they raised their educational and occupational aspirations?

Adult education never ends. It may change its methods, subject matter and approaches, but its goal - to serve the people on their own terms - must ever remain.

IF I WERE A TEACHER OF ADULT BASIC EDUCATION

IN

A TIME AND PLACE LIKE THIS

GEORGE W. BROOKS

If you are a teacher of Adult Education, you have elected to teach a group of people whose minds and bodies are already physically and mentally matured - people, many of whom have already worn off the fancies and frills - and have discovered a real need and readiness for learning. Some of these anxious and eligible students, however, out there in the community, are too bashful, too timid and too embarrassed to come to the school or the seat of learning to get this schooling. Some, perhaps, feel that they are too old and out-dated and cannot learn. And so they, too, won't volunteer to come.

Still others of these eligible and ready-to-learn students are mothers, dads, grandmothers and grandfathers. Some are young adults, single and married; and among them might be a few unwed mothers who have already gotten off to a bad start. But, they, too, want to learn and need some re-direction.

Your job, then, as I see it, is wrapped up in all this mixture. It is to go out and bring these reluctant and ready-to-learn students in, where they can be baptized in the spirit of learning, so as to enhance, increase and up-grade their self confidence and efficiency as a member of their society. Your job is to create an atmospheric condition in your school conducive to learning; to supply the necessary and adequate resource and content materials, and to employ the most effective methods and techniques of teaching, so as to satisfy the needs and desires of those students, who by their very presence have indicated their need for learning.

I note that "communication" is one of the areas of concern in this workshop - and rightfully so. In what area of living or section or part of the world, might I ask, is "communication" not a problem? And yet, it is the key that unlocks the door to the secret of "good living" in every human endeavor. It is understanding others and getting others to understand you, and knowing their language so you will understand them. But remember that it is not always the foreign language that gives us that problem and creates the gap. It is sometime in the same group or family household that the problem is so grave.

Let me remind you as teachers of Adult Education, or any other kind or level, that one of the most important and necessary factors in communication is "listening." This is one art that not enough people master. Many people talk who seldom ever listen. So, this keeps the lines of communication closed. They get their message out, but not always over. They speak, they talk, but, as soon as they finish they say on the floor of an assembly, instead of listening to the next speaker to get his point of view, they are busy getting ready to speak again. So they seldom or never listen to the story of the other party.

If you do all the talking and never listen, you may give others your viewpoint, but you never get theirs. And the lines of communications will still be closed. If I were a teacher of Adult Education, I would teach my students the art of listening as the key to communications. All good teachers listen and teach their students to do the same.

I am saying to you as a teacher of Adult Education in your town, wherever you live, if you are to close the communication gap between young and old, black and white, rural and urban, it is highly significant that you listen to the story of your students. Let them tell you what they need and how you can best help fulfill these needs. Let them tell you by what methods they can best learn. Let them tell you what they are short in, and what kind of teacher they can best learn from. In this way, you and I may learn that talking is not always teaching, and teaching is not always talking.

If I were a teacher of Adult Education, I would teach my students to identify and utilize all available resources and agencies at work in their community, and to be interested in and concerned about vital issues and crucial problems in health and nutrition.

They need to know that agencies like public health, public welfare assistance, medicare, medicaid, food stamps, Red Cross, public libraries, mental health, and many others are established agencies operating in the community for the benefit and well being of anyone who is eligible or can qualify for the services of the agency. They need to be taught what services these agencies provide, who is eligible, how to go about securing the services, and above all, to make use of the ones they need. I would, however, caution you not to encourage, nor send, nor add any physically and mentally well human being who is capable of making his own living and livelihood to the welfare rolls or to any other unwarranted public assistance agency, making him or her a human parasite.

Your students need to know how to identify and cope with the vital issues and crucial problems in health and nutrition in their communities. They need to know that malnutrition is a menace to society, and that they have a role to play in finding the solution to this problem. That good health is a prerequisite to happiness, which all men seek, and to which all are entitled, but which all men do not find nor enjoy.

If I were a teacher of Adult Education in this time and place, I would want my students to study and know more about interpersonal relations; that is, establishing stronger ties between the family and the community in rural areas, or wherever they live. With many of your students, knowledge of these factors in these areas of concern is both indispensable and inescapable. Good strong individual and family ties with the community are just as essential for individual and community growth and development as fresh air is to the growth and development of the human body.

I would teach my students to seek to know and to understand better than they do now, every member of their family and household. And I would apply the same yardstick to every other family in the community, be they black or white, rich or poor, old or young. I would teach them to do some role playing - to put themselves in the place of other members of their family and in the places of members of other families in the community, and under similar circumstances, see if their response or reaction or feeling or attitude will be the same. This will give them a second look at their attitude toward themselves, their families, and other families in relationship to a well-rounded family and community life.

I would teach them that in establishing stronger individual family ties with the community, there are many enemies that must be avoided, overcome, by-passed, or destroyed. One of these is "hate." Efforts to know and understand each other in a family or community, and to focus your attention upon the accomplishment of a common goal, is one way to destroy this enemy hate. This is a dangerous and treacherous enemy to be running unattended in anybody's community.

A southern white man in Atlanta, Georgia, many years ago, before integration began, made this statement to Howard Thurman, then a freshman Negro boy at Morehouse College: "I am bringing up my sons so they will not hate Negroes. Don't misunderstand me, boy, I have no love for Negroes myself. But, I am wise enough to know that hate has no mind, and if I teach my sons to hate Negroes, they will end up hating anyone, including me."

I do not bring this story to you to expose the personal attitude of this white man toward a Negro. And yet it's there as plain as daylight. But I bring you this to give you some idea of the impact of hate in any man's heart. I would let you know how dangerous and damaging this enemy is or can be in a family or community. This man was simply saying to Howard Thurman and to you, that hate has no heart; it has no sense of reason or self-control. It has no motive except to cripple, to damage and destroy that which is good in a man, in a family or in a community. Therefore, if we are to succeed in interpersonal relations in our families and communities, we must make sure that hate has no place to grow.

Joe Louis said on one occasion in recent years, "I have fought many a man, but I have never hated any man I ever fought." If you as teachers of Adult Education can teach or get that lesson over to your students, interpersonal relations will be an achieved goal.

Fellow teachers of Adult Education, you are the teacher because you have the key. The key that unlocks the door to the school of knowledge, happiness and good living. Let the students of your classes know that you have the key - not because it is hanging on your side or in your hand where they can see it, but because you have it in your head, in your hand, in your health, and in your heart.

The poet said it better when he said, "Wear your learning like your watch, in your vest pocket. Don't pull it out to show that you have one. But if asked what time it is - tell." This is what I would teach, if I were a teacher.

Last but not least, I would teach my students the truth, and to seek the truth. This mother taught her son in these final words which she uttered to him:

“My son, may you seek after the truth. And if anything that I teach you be false, may you throw it from you, and go on to greater knowledge and richer truth than I have ever known.

“As you become an artist, may you never paint any picture other than as you see it.

“As you become a politician, may your love for your country, nor patriotism for your party ever lead you to tamper with reality, or to play a derogatory part. But in all the circumstances of life, my son, present yourself intent upon the truth; and cling to it as a drowning man who flings himself upon a plank and clings to it - knowing that it is the best that he has.

“Die poor, unknown, unloved, a failure perhaps, but shut your eyes to anything that seems to them not to be the truth.”

If I were a teacher of Adult Education, these things I would teach.

**IMPLICATIONS OF CONCEPTS OF CULTURE
FOR
ADULT BASIC EDUCATION
DR. JOHN M. PETERS**

There are several generalizations we can make about human behavior that help us to understand the adult student. Such generalizations relate to how the individual derives his cues from his environment, or his culture.

Golden Langdon lists five features of behavior which can serve as the nucleus of a framework for studying the actions of adult basic education students. They include:

1. Behavior is learned. The individual enters the universe with a certain hereditary potential to develop into a productive member of society, but what he ultimately becomes is what his environment allows. The fact that a long learning process lies behind every established custom is reflected in the observation that people behave in accordance with patterns which they have learned in the process of maturing and which make sense to them as an overall design for living.

2. Behavior is caused. An observer of another's behavior often finds the latter difficult to understand without an awareness of all the attendant reasons for such actions. However, behavior which appears to

have no base in reason may be perfectly reasonable to the behavior. Put another way, whatever a person brought up in one tradition may think or feel about the efficiency or sensibleness of another people's customs, to those who practice them they are the right and proper ways of behavior.

3. Behavior is goal oriented. Behaviors are manifest in the goals toward which they are directed. The individual, disturbed when the paths to his goals are threatened, may be forced to adopt compensatory behavior. The result is often an original goal entangled in disappointment and frustration, and a behavior in need of assistance from an outsider. When the behavior seeks the help of an outsider, he is in effect stating that the behavior pattern reflected in his life style is no longer adequate.

4. Behavior tends to remain constant. Although change continuously occurs among whole cultures, individual change may be so minute as to go unnoticed over a short span of time. The individual is therefore seen as becoming more like himself, and his behaviors are reinforced through satisfaction.

5. As the "I" perceives, the pattern of life will be. As the individual interacts with his peers, he develops a concept of himself as a certain type who should assume certain behavioral characteristics. Once a role is learned it is cyclically reinforced through consistent behavior in accordance with the individual's perceptions of self.

By definition of his job, the adult basic education teacher attempts to alter traditional ways of behaving by demonstrating the advantages of the new. In such a role, the teacher consciously and unconsciously directs changes in people's customs and beliefs. The teacher works across certain barriers, including differing beliefs, customs, and languages.

The middle-class orientation of the teacher often contrasts sharply with the less affluent student. The interface of two different cultural backgrounds gives rise to a special group of problems that confront adult basic education teachers. The problems are largely related to communication, and are aggravated by a lack of understanding of the adult student's cultural background. The student's culture should supply us with tips or clues that enable us to understand and anticipate the behavior of other people and to know how to respond to it.

The adult basic education student is characterized by a limited number of contacts with social sub-systems. Whereas the more highly educated adult has frequent contact with educational institutions, the church, recreational groups, social organizations, and other groups designed to meet a variety of life needs, the adult basic education student may interact with relatively few such groups. This observation, coupled with the above generalizations about human behavior, can form a tentative framework for understanding the behavior of adult basic education students.

As implied in the above paragraph, a goal of adult basic education should be for the adult to make greater use of his environment in the service of his personal needs. If such a goal is acceptable to those who would teach adults, it behooves the teacher to develop an awareness of the often limited present environment of the adult. If carried far enough, such an understanding should result in an understanding of the culture (customs, mores, community habits) of the individual. This familiarity with the physical and social background of the student is essential to effective communications in the teaching-learning process. In Spicer's terms, when the nature of customs and the fact of their linkage is grasped, one has a primary frame of reference for planning and conducting an educational program.

In addition to the above general implications of becoming familiar with his students' cultural background, other implications may be stated for the adult basic education teacher. These include:

1. The adult basic curriculum should not be limited to the "subject areas" (math, science, etc.), but should be directed toward the life requirements of adults. Translated, this means that the goals and objectives should include problem solving skills first and subject skills as supportive curriculum elements.

2. Materials and methods should be carefully selected to coincide with the existing environment and interests of the students. Examples would include a liberal use of paperbacks reflective of the black culture for classes in a black ghetto area, or information relating to home management and outdoor gardening practices for rural students.

3. Counseling must reflect an appreciation of current life styles of adults. Changes in attitudes and living habits usually occur slowly and only after initial rapport is established.

4. The adult basic teacher should extend her contacts beyond the classroom to community agencies

which have experience with similar clientele, and whose workers understand the culture of the target population.

5. Recruitment plans should utilize established lines of communications which are acceptable to the target population. Members of some groups obtain their information from opinion leaders or through other informal means of communication. Therefore, program promotion should not be limited to routine announcements via the mass media, but should utilize members of the target community in reaching their own peer groups.

BEHAVIOR AND COMMUNICATION IN ABE

DR. CHARLES E. KOZOLL

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I thought that I would start with that little exercise* by giving you all a common experience, and that was trying to learn a way of communicating that depended on all three of the senses that Jim talked about.

When I started, I emphasized the fact that it was important for you to *look* and to *listen* before we did anything. And I think this is one of the first tenets of what I am going to work on with you in terms of entry-behavior.

Let's look at the first greeting. It was a rather difficult language and there were certain things that I didn't get fully at. What did you notice about the first greeting that we did? What did you notice about the two individuals concerned? What about in terms of age? They were different. I think they were roughly the same age (in the first greeting) as in contrast to the second one, what did you notice? Different sex but different age.

The whole routine that we did here was based on the fact that here was the older man. The young person greeted that older person first and didn't move until he had acknowledged it and said that he could come ahead; and in many societies there is a deferential nod of the head. With the first ones (greeters) they were roughly equal in age and there were a couple of things that I wanted you to notice about what they did. How did they maintain their contact with each other? Two things. What did you notice? With the eyes. Yes. They looked at each other all of the time. (I tried to get them to look at each other but they were looking at me.) What was the second thing? The handshake. What about the handshake? Was it firm? No, it was a slight handshake. It is an indication that, "Here I am. We are maintaining contact with the eyes." And one of the important things about that exercise was: Here are two people of equal rank and they don't do anything unless their eyes are in contact, because they want to be sure that they are on the right track, that they are communicating with each other. Another situation of subservience, of deference, is to a person who has a high rank; an individual who is elder. In some cases it is almost required that you bow your head a little bit to show that deference, and you may not look at the individual.

These are two examples of entry-behavior. What you have to do in a situation in order to establish yourself. I maintain, from my limited past experience, that what you do in the first five minutes — maybe I'm giving you more time than you really have — what you do in the first three minutes really sets the tone for what is going to happen after that, because that is the time when all the decisions are made about what this person is, and during that time there may be some greetings exchanged. But a lot of other things are

*Dr. Kozoll had prefaced his talk with an exercise in Communication — in a foreign language — as a demonstration in communication.

going to be seen, and one of them is the whole demeanor with which you present yourself. And the extent to which you can demonstrate some knowledge and respect for the culture and traditions which that individual has and maintains.

One thing, then, that I want to mention is about what Jim has said about body position being so crucial. How many people do you know who stand like this? Or like this? Can you think of the numbers of people of different occupations, that stand like this, or like this? (Oh, go on. You don't know people who do that. Oh, no one stands like that.) I maintain that they are in the same sort of occupation, or they use the same techniques on groups. Give me one. Storekeepers? That's an interesting one. I had not thought of that one. Who else? Sergeant in the Army. Foremen. We are getting a lot of other groups. But, I thought of three in particular: Teacher is one. Teachers are one of the very strong groups that have a way of folding the arms, already. Teachers fold their arms and put their hands on their hips and this is a very threatening sign.

What is the other group that might use it? Let me tell you the other groups that I thought of and you can see the similarities in how they approach. Umpires in baseball games. Did you ever see umpires in baseball games sort of jutting out their chins that way? All right. And the third group that I thought of that often does this are mothers. I could never single out you mothers of small children, but this is a real position, and in all three kinds it is a lecture type position. Because you are setting up a barrier and that is what happens in the initial part of communication and it sets up a difficulty in terms that one individual being willing to say something when another person has a defensive or even an offensive position.

I would like to spend a few moments talking about why it is important to concentrate on entry-behavior, especially in terms of working with adults. I would like to give you about four points to think of in relation to greetings and entry-behavior in particular. And I would like to emphasize that the first five minutes are the very crucial time, because if you don't set it up in the first five-minute period, you are going to spend weeks — if you have that time — with the student, re-doing what you did or trying to re-make that situation.

First, the communication that you have in that initial period really sets the tone for what you are going to try to do with that individual, and one of the very important things that it does is to indicate your level of interest. And I maintain that the level of interest is very much reflected in your eyes. My late father was a student of human character, and he used to say that he could look at a man's eyes and he could tell you within five minutes whether he smoked, chewed tobacco, or ate candy. That is stretching the point a little bit, but if you look at someone's eyes you can tell that level of interest. You can tell if they are really just sort of wondering around and waiting, or if they are really intently working with you. Our society tends to look down a little bit on people looking in each other's eyes. One of the first things I tried to show in this first greeting was the fact that in many other places, individuals find it very important to look in your eyes. And this is one of the very significant mirrors. A second factor, in addition to setting the tone that entry-behavior does, is to establish your credibility within that environment. To what extent can you be trusted? To what extent are your motives similar to the motives of the individual that you are trying to work with? The extent to which you have adapted yourself to the pace of that society, and the extent to which you demonstrate your integrity, are the first two key underpinnings as far as entry-behavior is concerned.

The third factor that is significant about entry-behavior is that it is an indication of your respect for the other's culture. Now one of the things, I think, that we take for granted — I am glad that Jim mentioned it earlier — was that we know how to communicate. We especially know how to communicate in the United States because everyone speaks English. This isn't true. And you only have to travel from one part of the country to the other to be able to observe the different ways that people get started about their business. The ways in which individuals start their business in the Southeast is distinctly different from the way they do it in the Northeast and one of the barriers, I think, when there have been failures in community action and rural programs have been outsiders coming in and not knowing that they have to go through certain procedures to enable them to start the communication. You can't start out by saying, "I would like to do such and such here." You may not get to that point for a week, but you have got to start out talking about the things that the individual that you are going to work with wants to talk about; that he feels comfortable in talking about. And it may be within a cultural setting within the United States that you will

have to make certain adaptations as far as your behavior is concerned in starting out in certain areas.

There is an established story in the literature of Community Change which tells about an individual — not in this country — who went to Latin America to try to institute change in a rural area as far as the types of crops that were going to be planted. All of the people in this South American community wanted to do was to plant potatoes. This guy was smart. He realized that he would have to plant potatoes for a while, so he planted potatoes for two years with them, and slowly he introduced other items. He adapted himself to the pace of that community. By far the most excellent study, I think, ever done about individuals adapting themselves to the pace of the community is the book, "The Ugly American." If you haven't read "The Ugly American," I recommend it to your attention, because it describes individuals who had made the adjustments to different settings and knows habit and gives clues as to how you can make adjustments and the importance of small scale change.

The last point that entry-behavior indicates, the underpinning that it forms as far as all other communication is concerned, is the fact that when you know these first three items, or when you have established these first three items, you have given a clue to the person that you are trying to work with that you are adapting to his pace. And this is so important. If you try to move someone's pace along a little bit faster, he will feel uncomfortable. But, the extent to which you demonstrate that you can move with that pace is the extent to which communication will operate for you.

I would like to give you a little checklist that I have been sort of mulling around, because I have tried this with other groups. See how it sits with you. All of you want to set up an environment in your classroom. A productive, sharing, business-like, yet informal environment. And when I work with a lot of teachers, and I do, they talk about their problems with the students. But I haven't heard anyone talk about the students' problems with the teachers. And, as a product of teacher training, I think one of the real inadequacies of it has been the fact that they don't do enough on trying to get us to be a little more cognizant of what our behavior is, and how we present ourselves to the students that we work with. So I have tried to come up with some categories and match them to the types of behavior about yourself that you should know. Maybe you can help me change this.

Well, the first group: Is the environment soft? You want trust, and through trust you want to get communication going. You want your credibility established, and you want to demonstrate that there are similar motives. Be sure there are similar motives. One of the points that Marshall always makes is that you want to indicate that there is mutual respect. Certainly a teacher takes it for granted that the students respect us, but the other part of it is the fact that you respect the students.

The fourth is a mutually acceptable pace: Relaxed but businesslike. And fifth: Interest in the students. If you go through the reports of institutes and training, everyone says they want to do this. Let's match this up with self-behavior.

I maintain that the first area of self-behavior that you should be cognizant of: *The use of your eyes and your body position.* It is sort of interesting that Jim and I thought about the same thing, because in going into a lot of classrooms I can tell the teachers that communicate with the students by where they are in the classroom and the sort of standards that they are taking with them. You know these things here were constructed not to hold notes. They are constructed to indicate that the person behind it is in an authority position. And the same thing is true of desks in offices and in classrooms. The teacher gets behind them because the teacher wants that barrier in front of him or her. If you have ever been to an office to see an executive, one of the techniques used by executives to say, "You know, we are really going to be talking." He or she will come out from behind their desk and sit with you in a chair so that you are having a sort of *tete-a-tete*, an informal conversation. How many of you have ever gone into your principal's office to talk about a raise and when have you seen that principal come out from behind the desk to talk? He is always behind the desk talking. The authority position. And the same thing happens in the classroom. So, body position means more than whether you are standing or sitting. It also means *where* you are located within a classroom.

Related to number two is the importance of *listening skills.* I don't know if you are going to be doing much on that, but I think one of the areas that we, as a group, are weakest in is the ability to listen. And, again, you listen with your body, as well as you listen with your ears. And it is the position that you set for yourself, it is the degree of visual interest you demonstrate in the person speaking, in the absence of such

give-aways as the stifled yawn or closed eye to indicate that you are not there, or the fact that you look away constantly. So, listening skill is the key to establishing your credibility and a similarity of motives. The listening skill area applies to both of these. If you haven't demonstrated to the student that you are capable of listening, then it is doubtful that you will reach this position here. (Chalkboard illustration used.) Because through the listening skills, you are going to get what you are looking for in terms of flexibility: the supposed willingness to incorporate student needs in the courses, and the ability to determine student background, student strengths.

One of the things that we as teacher-educators fear a lot is what is called "dead air." If there is silence in the classroom, everyone is sort of nervous because you feel that something has got to be going on. So you compensate by talking. The ability to live with silence until the student feels comfortable enough to say something is a function of listening skills.

I have been told that elementary school teachers receive a course in how to see from the back of your head. I think that Adult Basic Education teachers should have a course in how to look at the ABE classroom and notice what is going on, but to do it in such a way that it doesn't seem as if you are bearing down on other individuals. Within job training, one of the skills that they try to incorporate for supervisory personnel is the ability to look at a person new on the job for a period of time so that the individual doesn't know that he is being observed. And this is one of the skills, I think, that is important in terms of your work with Adult Basic Education students.

Fifth, patience and ability to allow silence. I am not sure that this gets at it. I have been toying around with it for a time. But I think that there are areas of your own behavior — how you affect others, the expressions that you have, the positions that you use — they are very important in the initial stage when you try to establish communications, your entry-behavior, and the period of time afterward. And I think that the developing of skills to recognize how you affect others is as crucial as any of the content training you can get in preparing yourselves to work in an adult classroom.

Well, that is the second part of the J and C.

PART IV SUMMARY AND CONCLUSIONS

The five Task Forces working jointly and separately had to come to grips with certain intangible problems that produced considerable concern in the attempt to develop consistency and group consensus in problem attack. Though accepting the five content areas suggested by the "Survey" as problems of basic concern, the five Task Forces were confronted with the problem of procedures in exploring the five selected content areas. Discussion amid the groups brought forth such questions or issues as:

1. Should the content area assigned a given Task Force be the sole concern of that specific Task Force, or should other Task Forces in the other *four* content areas also be concerned with the content area? This is to say to what extent, if any, a given Task Force was to be autonomous in its research of its assigned problem and content area?
2. In the event of over-lapping of assigned content areas to what extent, if any, did the Institute Design provide for a cross-disciplinary approach in attacking certain specific and interrelated problems of the five Task Forces?
3. What provisions had been made, and to what extent were financial resources available to secure local resource persons, materials, and equipment for use by a specific Task Force? Also, what University and community resources had been made available to facilitate academic effort and research by the ninety-four participants?
4. What provisions had been made by the Institute staff for group interchange of ideas and group information; interaction with visiting consultants; utilization of laboratory facilities of the University and other agencies; and social integration of the participants of the Institute with other University personnel?
5. How could the services of the consultants and other resource persons best be utilized after they had made their initial contribution or presentation to the ninety-four participants of the Institute?
6. How could the interests, needs, and problems of the Task Forces be called to the attention of the Institute staff?
7. What methods of procedures should be used in assessing the progress of the Institute in light of Institute goals and purposes?
8. What flexibility was built into Institute design to allow for changes in procedures that were apparently non-effective?

9. One of the major concerns of participants—once they have made their trip to the Institute—is the matter of refunding for transportation and *funding* for the first few days of the Institute. Thus, the question arose relative to how and when funds would be made available to the participants?
10. Since each of the ninety-four participants had the option of being awarded three semester hours of graduate credit from the University, and in order to avoid any serious concern of the academic personnel of the University—relative to the clock-hours of the Institute—the Institute staff structured its program to begin at 8:30 a.m., and in most cases to extend through 8:00 p.m. five days per week for the three-week duration of the Institute. This extensive period in daily clock-hours tended to curtail some of the social activities of the groups. A meeting with representatives of the five Task Forces convinced the Institute staff that too much involvement in extended work hours was not conducive to the academic climate of the learning process.

Even though some of the problems listed by the participants had been anticipated by some of the members of the ABE staff, staff members felt that it would be advisable to allow the participants to come to grips with the emergent problems in the hope that this procedure would serve as meaningful experiences for the participants in developing strategies for tackling problems of their own as leaders on the local level. Such procedures helped to provide much interchange of knowledge, experiences, and ideas. Problems identified by each of the Task Forces have been submitted in Part II of this report. Nonetheless, some problems resulting from inter-group reaction were as follows:

Task Force I - Communications: Task Force I submitted some suggestions that it considered significant to ABE workers in rural areas:

1. It is all but impossible to communicate unless you have something worthwhile to communicate—worthwhile, that is, to the person with whom you would communicate.
2. Communication is not so much a matter of expressing mere words as it is a “meeting of minds” between two or more persons or groups.
3. Communication is more effective when attempted on a horizontal, rather than a vertical pattern. This is to say that it is difficult to communicate with people when you attempt to “talk down to them.”

In many instances rural people—being the victims of restricted language—often find it difficult to effectively communicate with those of the middle-class. This problem is intensified by the fact that they often use a dialect that is strange to the language of the middle-class, and their experiences are likely to be different to the extent that they have little in common to communicate about.

4. Communication permeates every fibre of the individual's life. It affects the individual academically, socially, spiritually, and financially. Deficiencies in this area is reflected in the apparent success or failure of the individual.
5. Individuals with similar experiences find it more easy to communicate with each other than with those having different experiences. For example two baseball stars—though of different races—would find it easier to communicate with each other than would a baseball player and a Congressman—both of the same race.
6. It may be difficult for the urban-middle class to communicate with the rural dweller if he is unfamiliar with the restricted speech and language patterns of the rural poor. In this situation a precise middle-class language pattern may be quite ineffective in “getting through” to the rural poor.

7. The problem of the rural Black may be more intense and difficult to eradicate than that of the rural white. The rural white—if he can rid himself of his dialect, improve his manners and dress—may be able to mix and mingle with the middle-class white and be accepted as a member of their group. On the other hand, the Negro—being of a different color—can never rid himself of his racial identity regardless of how impeccably he speaks; how modernistic his dress; or how faultless his manners. He can never hide the blackness of his skin that is often used as an instrument to stereotype him.
8. Communications permeate every subject-matter discipline and transverse every content area, thus making it the most potent of man's tools. By the means of effective communications, individuals are able to acquire higher standards of living; to buy more wisely; thus enabling one to eat better; to dress better more economically; to utilize communications more extensively and effectively; and finally through interpersonal relations to live more abundantly and harmoniously with fellow members of society.

Task Force II - Consumer Education: Task Force II suggested that through consumer education all four of the other content areas could be utilized to the advantage of the consumer. Task Force II indicated that:

1. Through the use of effective skills in consumer education, the consumer could purchase more nutritious food at a more economical rate, thereby insuring a more healthful body and saving of more funds for other essentials.
2. Through the use of communicative skills—coupled with those developed in consumer education—the purchaser can insure increased bargaining power in making purchases.
3. Through working with community agencies such as the Better Business Bureau (BBB), banking institutions, credit unions, federal saving companies, etc., exorbitant prices and excessive interest rates could be avoided and/or curtailed.
4. Interpersonal relations would be an asset not only in consumer practices, but also in acquiring more extensive services in all of the other four areas of the Institute.
5. Savings accumulated through improved consumer education skills can result not only in the resources to purchase more services and more goods more wisely, but also in the possibility of increasing the budgetary item for the monthly or weekly saving account at the bank or credit union.
6. As a result of intensified advertisements of products, and goods by means of mass-media—radio, television, the printed page, and other means—and, considering the fact that the rural poor have this media available to them, it becomes increasingly important for them to use more discrimination in the purchase of goods. For example the so-called cheapest goods are not always the best buy; nor does the highest priced goods represent (at all times) the highest quality.
7. Finally, consumer education, as a content area, should be made an integral part of the ABE Program. This could be done through the functional use of the 3-R's and in considering the problems of everyday buying and selling.

Task Force III - Health and Nutrition: Although considering health and nutrition to be one of the most crucial problems confronting the rural poor Task Force III, indicated that competencies developed in the other four areas of the Institute would do much to alleviate the problems of the rural poor in the area of health and nutrition. Deficiencies in the health conditions of the rural poor was attributed to many, many factors. Among the factors contributing to health hazards among the rural poor were:

1. The lack of medical doctors found in rural areas—seemingly doctors prefer to establish their offices in urban areas where the population is thicker and potential patients more numerous.
2. Unemployment and underemployment of the rural poor—resulting in their ability to afford the luxury of a visit to the doctor or dentist when needed.
3. The apparent ignorance of some of the rural poor—that medical services have been provided for them through service agencies—or the apathy they seem to evidence in seeking the aid of these services.
4. The apparent lack of lines of communications between existing services and the rural poor.
5. The defeatist attitude of some rural poor—as a result of past frustrations with service agencies—wherein they feel or say “What’s the use?” “They ain’t gonna help me nohow.”
6. The apparent lack of concern of the general public in attempting to alleviate these problems.

Task Force III suggested some chief concerns involving problems of the rural poor:

1. Improved skills in communication could insure improved health services for the rural poor. This is to say that through communicative skills the rural dweller could better convey his problem to the ABE teacher and/or counselor; the teacher could better converse with the service agencies; the service agencies and the ABE student could be in better position to discuss their problems; and the public at large could be made more aware of the existence of the health problem or hazard.
2. Health problems of the rural poor are not problems that can be isolated or identified with the rural poor alone. Due to factors like transportation—which facilitates mobility of people; unemployment—which forces the rural dweller to seek better living conditions in urban areas; the changing concepts of the “neighborhood school”—bussing pupils from slum areas to suburban school districts and vice-versa; the increase in farm-size and the decrease in the number of farm owners—forcing more and more millions of rural dwellers to join the ranks of the unemployed in urban areas; and the apparent lack of ability on the part of governmental agencies to control this flow of people from the rural areas to urban areas. Thus, the problems of the rural poor are transmitted to the vicinity of the larger cities.
3. It has been stated in a previous paragraph of this report that many of the health problems of the rural poor stem from the lack of adequate funds to secure the service of a doctor or a dentist. Also, in many cases the rural poor do not have adequate funds for taxi fare or transportation into the city to secure those services that are free. Skills developed in the field of consumer education through ABE courses would do much to enable the individual to save small sums through wise purchasing thereby helping him to secure transportation to the service agency.
4. Many service agencies—both public and private—exist in the community for the purpose of providing services to deprived persons in both rural and urban areas. A study of these agencies and their functions could be made a vital part of the ABE curriculum. In addition to this the ABE teacher could attempt to develop linkages between the various agencies and also linkages between specific agencies and the ABE program or class. Personnel from these agencies could profitably be used as consultants, advisors, and/or resource persons for the ABE program.
5. In any program involving cooperative and coordinated effort, interpersonal relations constitute an essential component of the developmental task. Thus, in any activity in which effective results are

desired "the name of the game" is interpersonal relations. More efficient service could be secured from health and service agencies if both the agencies and the clients exercised more mutual respect for each other.

Task Force IV - Community Resources and Agencies: The ABE teacher is not in the program and its problems alone. Many services and agencies can be utilized to great advantage if the teacher and other personnel will exercise some expertise in soliciting the services of these agencies. In many instances the problem centers around the following tasks:

1. The creation of public awareness of the problems in ABE.
2. Finding out the resources of the community that may be made available to the ABE program.
3. Finding out the "key people" of the community that may assist in developing linkages between the various agencies.
4. Formulation and development of an Advisory Committee to assist in securing assistance from community agencies.
5. Attempting to coordinate the efforts of public and private agencies in assisting the ABE Program.

Task Force IV suggested the following for coordinating efforts of public and private agencies:

1. There should be more community agencies created and developed in the rural areas. Individuals serving as personnel in the rural, local area would be more sensitive to the needs of the rural poor than personnel located in the urban areas.
2. The development of linkages of the various agencies of the community would enhance the coordinated effort of all concerned, would do much to avoid duplication of effort, and better insure the meeting of needs of those entitled to fee-free services.
3. Communicative skills developed in the ABE class could be used to identify, locate, and utilize more fully the community agencies and resources that are already available, and if possible, to create more resources and agencies.
4. Community agencies could be used to help to improve the skills that the pupils develop in consumer education. Many of the officials of the agencies could be used to serve as resource persons in helping the rural poor to get more benefits out of their expenditures. This is to say "to teach the rural poor how to make their dollars have more 'cents'."
5. Community resources may be *available* and *adequate* but unless interpersonal relations are evident between ABE personnel and personnel in the community, the resources are not likely to be acquired. The importance of interpersonal relations could, and should be made a vital part of the ABE curriculum. This can best be done by the teacher exercising interpersonal relations between teacher and pupils and evidencing the importance of desirable human relations in working with, and in, the local community.
6. Personnel from community agencies (public and private) and other resource persons could be invited to ABE classes to make presentations to the class; to get acquainted with the pupils and their problems; to explain their services to the ABE pupils; and in a measure to develop rapport between ABE pupils and various agencies and resource people of the community.

In the ABE class the concept of community should be considered differently from that that is usually conceived by the average individual or group. Instead of confining the term to mean that area that lies within the confines of a local area the term should be extended to include both local, state, and federal areas. Such a concept indicates a psychological rather than a physical phenomenon. This is to say that a group of people with common purposes, common hopes, cooperative efforts, values and beliefs comprise a community regardless of geographical location. Concepts like these indicate that there is no such thing as a rural or urban community.

Task Force V - Interpersonal Relations: The problem of interpersonal relations is one that is involved in every activity or program in which more than one individual or group is engaged. One of the most crucial problems confronting the business of living in a democratic society is that of interpersonal relations. Several factors contribute to the dilemma:

1. The social stratification of society.
2. The varying patterns of moral and social values.
3. The great number of ethnic groups in America.
4. Linguistic barriers that tend to isolate groups and races.
5. Varying patterns in standards of living.
6. The perennial struggle between the "haves" and the "havenots" that tend to curtail amicable relations between the groups.
7. The life and death struggle between the two major ideologies—communism and democracy.
8. The increasing "gaps" between the young and the old; between minority and majority groups; and between socioeconomic classes. As has been suggested interpersonal relations lies at the heart and the core of each of the four content areas set forth for study by the participants of the Institute.

Table I, page 105, attempts to indicate some of the relationships between the various five content areas selected for study by ABE personnel. These five content areas, though considered to be crucial to the rural poor, were suggested as important issues or problems in urban areas. Considering the fact that many of the rural poor—having been displaced by automation and technocracy in framing methods—flock to the cities where they can more easily get on welfare rolls or secure some type of irregular job that may provide some type of food and lodging, scant though it may be. One problem or question that continuously confronted the groups was the question "What can be done to make rural areas more inviting to the rural poor so that their migration to the cities could be decreased? Answers such as improved housing; increase in employment; improved health conditions; and better educational facilities only served to bring forth such questions as "But where is the money coming from?" "How do you determine priorities?"

Problems of the nature and type that were studied by the participants have long since been considered as crucial issues in our society. However, as the population increases; as scientific knowledge and skills tend to increase life expectancy; as technocracy and automation in industry serve to make the unemployed also unemployable; as business and industry becomes more formal in their relationships with their customers; as improved transportation facilitates the migration of peoples from one section of the country—and even from one country of the world to another; and as socioeconomic conditions and social stratification make more difficult the upward mobility of individuals in the low-income bracket, the problems seem to grow more complex and intense. Nonetheless, if the problems have tended to grow more complex and intense there appears to be greater concern about problems of the poor—especially problems of the rural

poor—than ever before in the history of the country. To be sure, in former days we had the poor and the deprived, but they were not all assembled in pockets of poverty in the slum areas of the major cities. We had vast populations of the poor in need of charity and medical assistance, but they were not all huddled in the ghettos of urban areas. True, we did not have the great numbers of service agencies and the vast array of social and welfare workers that we have at present, but a man—even an unskilled man—could manage to find work if he needed it or if need be, find charity among his neighbors and acquaintances. Today, even the skilled worker may find it difficult to secure desirable employment. The congestion of the rural poor in slum areas of the city—both north and south—has tended to call attention to the problems confronting not only the rural poor, but also the urban socio-economic classes. It may be that the creation of public awareness of the problem—though possibly created through the media of violence, civic-disobedience, rape, robbery, murder and mayhem—may stimulate the public to really seek some effective solutions to the problems of the poor, both rural and urban.

CORRELATION OF PROBLEMS IN CONTENT AREAS

CONTENT AREA	TASK FORCE I. COMMUNICATIONS	TASK FORCE II. CONSUMER EDUCATION	TASK FORCE III. HEALTH & NUTRITION	TASK FORCE IV. COMMUNITY RESOURCES	TASK FORCE V. INTERPERSONAL RELATIONS
Communications	See Task Force Report	How to increase buying potential through improved communications	Communications as a tool and skill in securing better health services	Using communications to identify, locate, and utilize more community agencies and resources	Using communications to develop and maintain improved interpersonal relations
Consumer Education	Developing skills in buying, selling, making agreements, formulating contracts etc.	See Task Force Report for (Task Force II.)	How to secure improved health and Nutrition through the economics of consumer education	How many community agencies be utilized to increase and improve the buying and selling power of the rural poor?	Utilizing interpersonal relations as a means of extending the buying and selling power of the poor.
HEALTH & Nutrition	Using communication skills in securing services of health agencies, welfare, employment security, etc.	Funds saved through more skillful buying should make possible more nutritious foods and raise the health status of the poor	See Task Force Report for (Task Force III)	Many community agencies provide services for health and nutrition. How may these be identified and used?	Many of the rural poor fail to receive services of existing health agencies due to a breakdown in human relations. How to diminish this?
Community Resources and Agencies	The ability to communicate is the key to securing the services of community agencies. How may this be improved?	Many community agencies are interested in the consumer receiving the best buys for his money. Identify and use these agencies.	Many community agencies were created to provide services in the area of health. Establish linkage with these agencies.	See Task Force Report for (Task Force IV)	How may improved interpersonal relations be developed between the various community agencies.
Interpersonal Relations	In order to communicate more effectively, skills in human relations must be developed and improved.	How may the interpersonal relations between buyer and seller be developed to the extent that one does not attempt to take advantage of the other	More efficient services could be secured from health agencies if both the agency and the client exercised mutual respect one for the other	Community resources may be available but they are not likely to be acquired if interpersonal relations are lacking.	See Task Force Report for (Task Force V)

EVALUATION

The general purpose of any evaluation is to discover if goals have been reached or to measure progress or weigh success in relation to predetermined goals.

Several writers in Adult Education believe that the main purpose of an Institute of this nature should be to knock down some of the students' defenses and hostilities and replace them with confidence, dignity, and trust. This gives the adults a better image of themselves.

The general purpose of this Institute was to make an in-depth study of the nature and needs of Rural American Adults to the extent that vital problems concerning them may be identified, and sensible and practical solutions set forth.

In order to determine if this general goal was met in terms of evaluation, an instrument was designed and administered. Eighty-three participants completed the questionnaire the afternoon of the first day of the Institute and 85 participants completed the same questionnaire administered as the post-evaluation on the last day of the Institute. This instrument was designed to identify participant gains in knowledge, understanding, and skills necessary for both instructional and service functions of Adult Rural Education Programs.

It is hoped that this data can be used as feedback for the purpose of aiding teachers who attended the Institute to gain inputs and carry back new ideas to their instructional programs. It is also hoped that findings will help to plan and execute other institutes of this nature in the future.

Approximately 90% of the Institute's participants have had two or more years of experience in Adult Education. This possibly accounts for the small amount of gain in some of the areas in the post-test.

The results of the pre-test and the post-test are shown in Table I through Table XIII. Responses to questions 9 through 21 were tabulated, percentages were determined, and the responses ranked in descending order from the highest to the lowest in rank order. The three highest rankings were selected as first, second, and third choices for responses to the thirteen questions.

Table I, page 105 indicated the items that the participants thought ought to be included as three of the goals of an Adult Education Program for rural areas. In the pre-test, the participants indicated that Item a, "Developing skills in retention and recruitment," should receive first priority, but in the post-test the participants ranked Item c, "Improving self-concept," as the first choice. However, Item h, "Being familiar with community resources," was selected as third choice in both the pre-test and the post-test. "Teaching literary skills," Item b, was not selected by any of the participants in either the pre-test or the post-test.

Table II, page 106 shows the results of responses given for items listed in the content area of consumer education. In both the pre-test and the post-test, "money management," Item a, was listed as being the first and foremost important topic to be considered when teaching consumer education for rural deprived adults. However, "social security," Item b, was selected as second choice in both pre-test and post-test in problems of consumer education. Moreover, "social security" was the only item that was chosen in all three categories by all of the participants in both the pre-test and post-test.

Table III, page 107 presents data in the content area of Health and Nutrition. There was little or no change in the data submitted by the participants in responding to questions on the pre-test and the post-test. Data from both tests indicated a need for a balanced diet, as first choice, and the preparation of "low cost" meals as second choice. Diseases, resulting from malnutrition, received responses in both the pre-test and the post-test.

No significant differences were noted in the data collected for the pre-test and the post-test relative to

the responsibility of the community in meeting the needs of deprived children. Table IV, page 108 suggests that more than 40 percent of the participants thought that the responsibility for needy children in the community was one that should be assumed by the parents rather than the community. The next highest ranking in this category was that of shared responsibility of parent, school, and community. The responsibility of the school was the only item not chosen by any participant.

Table V, page 109 shows that personal contact with people in community who need ABE; identification of willing participants, who will promote the program for others; and wide-spread publicity are the three best methods of recruitment for adult basic education in rural areas. There was a change in responses in the pre-test and the post-test. Personal contact with people received 28.7 percent whereas 27.5 percent selected identification of willing participants who will promote the program as a recruiting device. Wide-spread publicity; referrals from agencies; and door-to-door contacts were listed as third choices in recruitment.

Table VI, page 110 indicated that the main functions of the Farm & Home Administration and the Home Improvement Agency are to provide loans and to give information. Data on the post-test showed a shift from "giving information" to that of providing assistance through loans.

Table VII, page 111 presents data in the content area of personal relationship. The pre-test reveals in Item b that in order for an instructional program to be a success, emphasis must be given to "the student's relationship to the teacher." This was the highest response of 40% as choice one. A shift in response was made in the post-test of 46.4% shown in Item d as first choice, "the teacher's relationship to the student's family and community and community agency." Item d, "the teacher's relationship to the student's family and community and community agency," received the smallest number of 18.5% in the pre-test as choice three, but received the largest number of responses of 46.4% in the post-test as choice one.

Table VIII, page 112 reveals in both pre-test and post-test that Item b, "make subject matter relevant to everyday life," is the best way to retain adults in an Adult Education Program. Item d, "attempt to ascertain the actual reason for not attending class" and Item e, "compliment a student's appearance," did not receive any responses in either category.

Table IX, page 113 shows no shift in responses in pre-test or post-test in choices 1, 2, or 3. The first item choice, Item e, "fulfilling student needs," received more than 60% as choice 1. Item c, "fulfilling student expectation," received 18% to more than 20% responses as second choice, and Item a, "demonstrating that you are getting measurable results," received more than 11% responses as choice three.

In the area of method, Table X, page 114 indicates in pre-test that item c, "talking informally about the concept or idea," is the best way to teach concepts and ideas to ABE students. The post-test shows a change in responses to Item b, "giving concrete examples of the concept or idea." No participants made third choices in pre-test nor post-test. No one chose Item d, "writing case studies involving the concept or idea," as a choice of method for teaching concepts and ideas to ABE students.

Table XI, page 115 shows in the area of evaluation, a significant change in pre-test and post-test. The participants thought the best way to evaluate adults is Item e, "student persistence in the program," 32.1%. The participants switched to Item a, "changed behavior of student," in the post-test as the best way to evaluate adults. No one chose Item b, "successful performance on a standardized test."

Table XII, page 116 shows that Item a, "a school system based upon middle class values," was chosen as first choice in both pre-test and post-test as a factor which is most likely to cause a difference in motivating advantaged and disadvantaged adults. All items were chosen at one time or the other by participants.

Table XIII, page 117 shows in descending order the same preference in choice 1, 2, and 3 in both pre-test and post-test. No one made third choices in either pre-test or post-test. This question involves essential characteristic of teaching materials to be used when teaching ABE students. The highest ranking item is Item b, "applicability (of material) to the local situation." Item d, "specially designed for a rural adult program," received the smallest response in choices one in pre-test and post-test.

The participants were asked on the post-test evaluation to rate in order of preference the part of the Institute they thought was most effective. Fifty-five and seven-tenths percent of the 85 participants rated instruction from specialist in their Task Force as first. Attendance in other task force groups was rated fourth by 71% of the 85 participants. Presentations from consultants in the morning assembly was rated second, and getting to know the other participants was third.

Tables XV through XIX made provisions for comments from the participants in each group. The comments that received more than one response were used from the pre-test and post-test. For the most part, the outcomes that participants expected to gain from their Task Force were similar to or the same as outcomes they expected from the Institute. The participants actually understood and gained more skills from the Task Force than they expected.

No gain was made in the post-test on 11 responses or 14.6% of the 75 items listed under questions 9 through 21 in the first choice category. This might have been due to the fact that the majority of the participants have had some experience in teaching adults and about 95% of them are college graduates. However, a very small percentage of them have had courses in adult education.

Responses of 8 or 10.6% were not chosen at all by any of the participants. This might have been due to the fact that some of the items were false, or not applicable to that question or there were other choices that were better suited for that question.

Other responses did show a gain or a drop shift in responses. To show gain or change of opinion was one of the objectives of the questionnaire administered. The drop or shift in responses might have been due to the fact that the conference saw many of the items as less important or they were not listed as a major objective of the Task Force.

The most effective part of the Institute was the instruction from specialist in the Task Force groups. The inter-personal relationship that developed between the participants and their instructor is believed to be the chief reason why this item received priority. Because of this relationship that developed, the participants rated Item 4, "The attendance in other Task Force groups," as fourth. Once they were in a group, they did not want to leave and go to another group.

In conclusion, this Institute did an indepth study of the motives and needs of Rural American Adults. Vital problems concerning them were identified and many practical solutions were set forth.

RECOMMENDATIONS

1. Participants should remain in one Task Force group the entire time of the institute unless they request to visit other groups.
2. Assignments for Task Force should be made on the basis of request made by participants prior to the attending of the conference.
3. Limit the morning consultants to one person to allow for longer question and answer period.

TABLE I

Question 9 - The *three* goals of a rural adult education program ought to be:

ALPHABET	PRE-TEST			POST -TEST		
	Choice 1 responses	%	Choice 2 responses	%	Choice 3 responses	%
a. developing skills in retention and recruitment	33	40.7	25	27.7	9	10.8
b. teaching literary skills						
c. improving self-concept			16	19.2	47	52.2
d. teaching health and nutrition	8	9.8			9	10.5
e. teaching consumer education			12	14.6	17	20.9
f. teaching management skills			15	18.2	14	16.2
g. teaching health and nutrition in conjunction with literary skills	12	14.8	19	23.1		
h. being familiar with community resources			18	22.2	6	6.6
i. other (specify)					9	10.5
					29	34.9

TABLE II

Question 10 - In teaching consumer education, the three most important topics to be covered would be:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. money management	77	92.7	86	94.5		
b. social security	3	3.6	18	22.2	30	25
c. life insurance		17	20.4		28	21
d. wills			16	19.2		
e. mortgages and mortgage loans	2	2.4	20	24.7	21	14
f. old age pensions						
g. other (specify)						

TABLE III

Question 11 - In teaching Health and Nutrition, the three most important topics to be covered would be:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. superstitions about foods and food prejudice	22	24	22	13	19	13
b. disease as a result of poor nutrition	14.4	30	27.8	15.1	22	15.1
c. the need for a balanced diet	51	18	22	54	21	30
d. obesity	61.4	22	8.8	62.7	24.4	34.8
e. health behavior of the poor	7					
f. preparing low cost meals	5	29	38.6	14	39	25
g. other (specify)	6	29	44.3	16.2	45.3	29

TABLE IV

Question 12 - The responsibility for the needy children in any community should be assumed by:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. the parents	36	43.9	10	41	48.9	
b. the schools						
c. the community agencies	9	10.9	21	9	10.7	29
d. the church						12
e. joint responsibility of parent and school						12
f. joint responsibility of parent and community		12	15.3			15.5
g. shared responsibility of parent, school, and community	31	30.7	17	31	35.7	17
h. other (specify)						17
						21.5

TABLE V

Question 13 - Recruitment for Adult Education Programs is best attempted through
three of the following:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. widespread publicity	18	22.5		18	21	29
b. identification of willing participants who will promote it to others	21	26.2	16	24	27.5	21
c. referrals from agencies such as school, church, etc.	14	17.5	21	24	27.5	21
d. personal contact with people in the community who need such a program	23	28.7	14	22	25.1	28
e. door-to-door						18
f. other (specify)						14
						22
						33.8
						24.4
						37.5
						17.4

TABLE VI

Question 14 - Farmers Home Administration and the Home Improvement Agencies provide two of the following services.

ALPHABET	PRE-TEST			POST-TEST								
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses						
a. information	36	43.9	21	26.5	0	0	36	42.3	29	34.5	0	0
b. loans	35	42.6	28	35.4	0	0	44	51.7	34	41.4	0	0
c. job training	7	8.5					3	3.5				
d. legal advice			18	22.7	0	0			15	17.8	0	0
e. other (specify)												

TABLE VII

Question 15 - If your instructional program is to be a success, emphasis must be given to which of the *three* following personal relationships?

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. the student's relationship to other students	11	18	20	14	20	24.6
b. the student's relationship to the teacher	32	20	31	24	29.6	
c. the student's relationship to the community in which he lives			23	7	17.2	29.8
d. the teacher's relationship to the student's family and community and community agency	24	27	15	49	24	29.6
e. teacher's relationship to school administrators and school personnel					18	22.2
f. other (specify)						

TABLE IX

Question 17 - Your accountability as a teacher should be concerned with which of the following three:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. demonstrating that you are getting measurable results	10	16	22	10	14	23
	18.1	30	37.5	23.2	44.1	44.1
b. providing legitimate returns to taxpayers who want to know how their money is being spent	15	30	17	20	38	38
	18.1	30	22.9	23.2	44.1	44.1
c. fulfilling student expectations	56	15	18.7	52	25	29.7
	67.4	18.7	29.7	61.6	29.7	29.7
d. fulfilling teacher expectations	56	15	18.7	52	25	29.7
	67.4	18.7	29.7	61.6	29.7	29.7
e. fulfilling student needs	56	15	18.7	52	25	29.7
	67.4	18.7	29.7	61.6	29.7	29.7
f. other (specify)						
						19.7

TABLE XI

Question 19 - Three of the best ways to evaluate adults are:

ALPHABET	PRE-TEST			POST-TEST			
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses	
a. changed behavior of student	21	25.9	16	34	38.4	20	23.2
b. successful performance on a standardized test							
c. successful performance on a teacher-made test						11	12.8
d. attitude in an informal interview	13	16	21	10	11.5	16	17.5
e. student persistence in the program	26	32.1	20	21	24.4	28	32.5
f. student request for additional information			25	10	11.5	19	22.0
g. other (specify)			24	10	11.5	30	34.7

TABLE XII

Question 20 - There is often a motivational difference between the advantaged and the disadvantaged adult. The *three* factors which are most likely to cause this difference in motivation are:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. a school system based upon middle class values	23	27.7	36	41.7	9	10.8
b. a history failure in school	12	14.5	13	15.1	20	23.2
c. a lack of interest in learning	10	12	11	13.7	10	11.5
d. his age and maturity			11	13.7	10	11.5
e. his lower class status						
f. his lack of verbal facility	20	24.1	15	18.8	19	22.0
g. his lack of involvement			18	21.9	13	15.1
h. other (specify)			19	23.7	21	24.4

TABLE XIII

Question 21 - Which two of the following characteristics are essential in any teaching materials which you would use:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses	Choice 3 responses
a. effectiveness in other part of the country	58	15	0	63	8	0
b. applicability to the local situation	79.8	18	0	63.8	8.3	0
c. provision for student involvement	19	55	0	16	59	0
d. specially designed for a rural adult program	5	12	0	3	13	0
					15.2	0

TABLE XIV

The most effective parts of the Institute were:

In order of preference	Responses	Percentages
1. Instruction from Specialist in my Task Force group	47	55.7%
2. Presentations from consultants in the morning assembly	40	47.5%
3. Getting to know the other participants	32	37.6%
4. The attendance in other Task Force groups	68	71 %

TABLE XV

CONFERENCE REACTION

GROUP I — COMMUNICATION

The Institute participants made the following comments on the conference sheet given at the beginning and end of the Institute. Below are listed comments that received the highest responses from the Pre-Test and Post-Test for all Task Force groups.

PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' POST-TEST COMMENTS
<p>What are three major learning outcomes you expect to gain from your Task Force?</p> <ol style="list-style-type: none"> 1. Involve more adults in ABE programs for better recruitment and retention 2. Discover better methods to use with communication skills 3. Improve methods and techniques and use of materials when working with adults and their problems 4. Interchange of ideas between participants 	<p>What are three major outcomes you expect to gain from the Institute?</p> <ol style="list-style-type: none"> 1. To be able to design a curriculum that best fit the needs of Blacks 2. To interchange ideas with other participants 3. To develop techniques in retention and recruitment 4. To improve better methods, techniques and use of materials with adults 5. To discover better methods of communication 6. To become familiar with community agencies designed to help with rural problems 7. To develop an awareness of existing problems 	<p>The actual understanding or skills that you gained from your Task Force group:</p> <ol style="list-style-type: none"> 1. Developed better skills and understanding of recruitment, retention, and accountability problems and their solutions 2. Developed better ways of reaching the rural Blacks through communication 3. Several ideas to help with curriculum planning 4. Developed additional knowledge concerning poverty stricken people and the difference between the low and middle class adults 5. Developed new methods, techniques and materials for presenting information to students in a more informative way

TABLE XVI

CONFERENCE REACTION

GROUP II -- CONSUMER EDUCATION

PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' POST-TEST COMMENT
<p>What are the three major learning outcomes you expect to gain from your Task Force group?</p> <ol style="list-style-type: none"> 1. Make consumer education applicable to pupils in rural basic adult education programs 2. Become familiar with teaching aids and other media for ABE classes 3. Gain information that can be used with students in a real classroom situation 4. Increase adult retention by solving personal problems 5. Provide better individualized learning situations 	<p>What are three outcomes you expect to gain from the Institute?</p> <ol style="list-style-type: none"> 1. Secure new materials that may be helpful in improving instruction when individual participants have need 2. Understand characteristics of rural Blacks 3. Broaden insight on health, nutrition and consumer education 4. Help the disadvantaged make use of community agencies 5. Interchange of ideas with other participants 	<p>The actual understanding or skills that you gained from your Task Force group:</p> <ol style="list-style-type: none"> 1. Learned to select, prepare and utilize outline materials helpful in teaching consumer education 2. Participated in the interchange of ideas from other participants 3. Recognized problems in consumer education 4. Learned that buying is an art and a science 5. Discovered methods to use in order to avoid exploration when spending the family income 6. Realized the need for consumer education in ABE Programs

TABLE XVII

CONFERENCE REACTION

GROUP III — HEALTH AND NUTRITION

PARTICIPANTS' PRE-TEST COMMENT

What are three major learning outcomes you expect to gain from your Task Force group?

1. Discuss methods, techniques and use of materials when teaching subject areas
2. Interchange of ideas through group participation and communication
3. Gain techniques for promoting Health and Nutrition
4. How to cope with problems related to Nutrition and Health along with other community problems

PARTICIPANTS' PRE-TEST COMMENT

What are three major outcomes you expect to gain from the Institute?

1. Develop new techniques, innovations, methods, materials when teaching subject areas to take back to local situations
2. Providing challenging activities to motivate the student
3. Interchange of ideas with other participants
4. Develop new techniques for recruiting, promoting and retaining students
5. A better understanding of the entire ABE Programs as related to problems in rural communication for better teaching

PARTICIPANTS' POST-TEST COMMENT

The actual understanding or skills that you gained from your Task Force group:

1. Developed an understanding of how to provide a delicious, nutritious and well-balanced tasty low-cost meal
2. Developed new techniques for recruiting and retaining students
3. Gained a better understanding of how to secure help from community agencies in regard to Health and Nutrition

TABLE XVIII

CONFERENCE REACTION

GROUP IV -- COMMUNITY AGENCY

PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' POST-TEST COMMENT
<p>What three major learning outcomes you expect to gain from your Task Force group?</p> <ol style="list-style-type: none"> 1. The utilization of community resources and their services 2. How to gain retention and recruitment in a farming community 3. How to promote an ABE program from both academic and social standpoint 	<p>What are three major outcomes you expect to gain from the Institute?</p> <ol style="list-style-type: none"> 1. To become skilled in organizing and implementing a strong ABE Program through effective methods and procedures in the use of materials 2. Develop skill in retention and recruitment (especially by providing transportation for ABE students) 3. To detect the motivational difference between the advantaged and the disadvantaged adult 	<p>The actual understanding or skills that you gained from your Task Force group:</p> <ol style="list-style-type: none"> 1. Gained a better knowledge of what agencies are available in communities and how they can be helpful to students in ABE programs 2. Gained a better understanding of what ABE is all about 3. Learned how to develop agency "banks" that can be used with ABE programs 4. Received first hand information from representatives of various agencies 5. How to properly approach ABE students through communications

TABLE XIX

CONFERENCE REACTION

GROUP V — INTER-PERSONAL RELATIONSHIP

PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' POST-TEST COMMENT
<p>What are three major learning outcomes you expect to gain from your Task Force group?</p> <ol style="list-style-type: none"> 1. To improve teacher-student family relationships and relationships in general with all people 2. To identify and gain in-depth information on rural problems of Blacks and whites in poverty areas 3. To improve relationships of the community with ABE students and other adult members of the community 4. To employ methods that will create better retention, recruitment and participation in class 5. To interchange information with other participants concerning their methods, techniques and content information used with their ABE classes in order to carry back to local situation 	<p>What are three major outcomes you expect to gain from the Institute?</p> <ol style="list-style-type: none"> 1. An interchange of information with other participants 2. Develop newer trends and methods on how to teach adults 3. How to motivate adults 	<p>The actual understanding or skills that you gained from your Task Force group:</p> <ol style="list-style-type: none"> 1. ABE program can be improved through better inter-personal relationship between teacher and pupils 2. Retention and recruitment can be improved through better inter-personal relationships 3. A better understanding of community through different media 4. Acquired new techniques and methods of developing inter-personal relations 5. Became familiar with community agencies available to ABE students 6. Have gained new concepts and can perform a better job of teaching the ABE student 7. Developed better methods and techniques of getting better student enrollment

APPENDIX I

CONSULTANTS

(in order of appearance)

Dr. George W. Gore, President Emeritus
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Mr. Jere Farley
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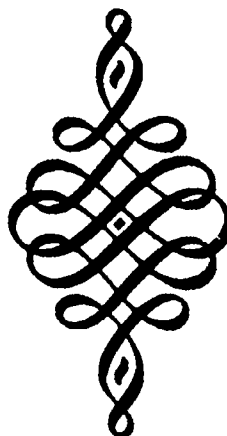
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APPENDIX II

ABSTRACT

- 1. The Problem:** Many problems beset the rural poor in America. Particularly is this true of rural Blacks. The problems, though numerous and complex, tend to be interrelated, and this contributes to further complications in problem identification and solutions.
- 2. Purposes:** The purpose of this Institute is to investigate the problems of rural Blacks; to gain some insights into the interrelationships of the problems; and, through a cross-disciplinary approach attempt to develop some consensus as to problem identification and to set forth some suggested problem solutions.
- 3. Institute Design:** During the early stages of proposal development, an inventory survey was made to determine problems considered most vital to rural Blacks. The five content areas of investigation for the Institute were selected. The 100 participants of the Institute will be divided into five Task Forces and each Task Force will work in one of the five content areas. Each Task Force will be assisted, guided, and directed by an instructor and a graduate assistant. At the end of the Institute, each Task Force will be asked to submit a formal written report to the editing staff who will compile the reports of the Task Forces into one general report to be submitted to HEW, SDE, and SREB.
- 4. Content Areas:** The following content areas were selected for the Institute: 1) Improving Management Skills for ABE Teachers in Rural Areas; 2) Problems in Consumer Education in Rural Areas; 3) Crucial Problems in Health and Nutrition; 4) Identifying and Using Community Resources; and 5) Inter-Personal Relations Among Rural Blacks.
- 5. Evaluation:** Since SREB has developed a team of evaluators, the assistance and resources of this organization will be used in determining the extent to which the Institute has achieved its purposes.

PROBLEMS OF VITAL IMPORTANCE TO RURAL BLACKS

Directions: Please list five problems (in rank order) that you consider vitally important to Blacks in rural areas.

1. _____
(The problem that you consider the most important)
2. _____
3. _____
4. _____
5. _____
(Considered important but least important of the five problems submitted)

Adult Basic Education
Alabama State University
Montgomery, Alabama

APPLICATION FOR TEACHERS TO ATTEND
BLACK RURAL INSTITUTE
July 19 - August 6, 1971

- Mr.
Mrs.
1. Name Miss _____ Age _____ Race _____
 2. Home Address _____
Street _____ City _____ State _____ Zip _____
 3. Business Address _____
Street _____ City _____ State _____ Zip _____
 4. Home Telephone _____ Business Number _____
(Area Code & Number) (Area Code & Number)
 5. Sex: Male _____ Female _____
Marital Status: Single _____ Married _____ Widowed _____
Divorced _____
U. S. Citizen: Yes _____ No _____
 6. Number of Dependents (excluding yourself) who are claimable for Federal Income Tax Purposes _____
 7. Social Security Number _____
 8. Title of your permanent full-time position
(Teachers, give level(s) and subject area(s) _____

 9. How long have you served in this position? _____
 10. Previous preparation and experience in Adult Education _____
_____ Number of Years _____
 - A. _____ Teacher
 - B. _____ Teacher-Counselor
 - C. _____ Teacher-Media Specialist
 - D. _____ Teacher-Trainer
 - E. _____ Administrator
 - F. _____ Other (specify)

G. Number of hours credit in Adult Basic Education _____

11. I have attended an Adult Basic Education Institute: Yes _____

No _____

If yes, Where? _____

When? _____

12. Do you plan to continue your training and/or experience in ABE programs?

13. Academic Background

A. _____ Less than high school

B. _____ High School diploma

C. _____ Some college, less than Baccalaureate

D. _____ Baccalaureate or above

14. List Colleges and Universities attended:

Name & Location of Institution	Dates Attended	Degrees	Major	Minor
1. _____				
2. _____				
3. _____				
4. _____				

15. Describe any other significant academic background you have had in Adult Basic Education (i.e., summer programs, workshops, institute training, military)

16. Which of the following geographical areas or population groups do you serve?

- | | | | |
|----|-----------------|----|--------------------------------------|
| A. | Model Cities | G. | American Indian |
| B. | Appalachia | H. | American Orientals |
| C. | Urban | I. | Negroes |
| D. | Suburban | J. | Spanish Surnamed Americans |
| E. | Rural | K. | Migrants |
| F. | Other (specify) | L. | Inmates of Correctional Institutions |
| | | M. | Other (specify) |

17. If you desire dormitory accommodations please check: Yes No

I certify that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

Signature of Applicant _____ Date _____

I recommend the above listed teacher or supervisor from my school system to attend an Adult Basic Education Institute, July 19 - August 6, 1971. I certify that this person is employed in the ABE program during the 1970-71 school year, or will be employed in the ABE program during the 1971-72 school year, and will be available to assist with the ABE area workshops.

Signed _____
Superintendent

School System

Signed: _____
Director, Adult Basic Education
State Department of Education

Mail application form and request for forms and other inquiries to your State Department of Education or Dr. Marshall L. Morrison, Adult Basic Education, Alabama State University, Montgomery, Alabama 36104. Selection of Participants will be the responsibility of the grantee and your State Department of Education. The Office of Education does not select the participants and does not provide information relative to deadlines or to the criteria for selection of participants by organizations. Applications for the institute should be postmarked no later than June 14, 1972.

ALABAMA STATE UNIVERSITY

MONTGOMERY, ALABAMA

ADULT BASIC EDUCATION REGISTRATION

1. Name _____ Address _____
2. Dormitory or City Address _____ Sex _____
3. Local Telephone Number _____
4. State and County in which you teach _____
 - a. Name and address of school _____
 - b. Are you an ABE teacher? _____
5. School last attended _____
6. Did you graduate? _____ Degree _____
7. How are you traveling? (Check one) Air Car Bus
8. Roundtrip (mileage) from your home address to Alabama State University
9. Roundtrip fare if not traveling by car
10. Number of dependents (not to exceed 3 for each week of the Institute and receives one-half or more of his support from you)
11. Parent or Guardian
Name _____
Address _____
Telephone No. _____
Relationship _____

THE TASK FORCE RATIONALE

Guidelines for the Content Area Specialists

I. Establishing the Climate or Rationale for Learning Activities

- A. Who are the participants?
- B. Where are they from?
- C. What are their purposes here?
- D. How may their potentials be used to the fullest extent?

II. The Problem

- A. Identification of the Problem
 1. Sub-problems
 2. What problems in the five-content areas show interrelationships?
 - a. How may the interrelated problems best be attacked?
- B. Delineation of the problem
- C. Limitation of the problem
- D. Why the problem is significant

III. The Purposes of the Learning Activity

- A. What are the long-range goals?
- B. What are the short-range goals?
- C. Importance of stating objectives in behavioristic terms

IV. The Methods and Procedures of the Learning Activity

- A. Organization for work
 1. The Institute design
 2. The Institute process
 3. Personnel of the Institute
 - a. The Consultants -- Their function
 - b. The Content Area Specialists -- Their function
 - c. Staff Associates -- Their function
 - d. The Task Forces -- Their function
 - e. Sub-groups (component parts of Task Force) -- Their function
 - f. Student assistants -- Their function
 - g. Clerical assistants -- Their function
- B. Organization for Information Exchange and Group Interaction
 1. The Roving Reporters -- Their function
 2. Inter-group activity
 - a. Purposes and procedures
 3. The Reactor Panel -- Its function
 4. Inter-group Panelists -- Their function

V. Problem Solutions

- A. In light of the problems identified, what appears to be the *practical* solution?

- B. What personnel *should be*, and will be, involved in the problem solution?
- C. How will they be involved?
- D. What organization reform (if any) will be necessary?
- E. What resources and resource persons will be needed?
 - 1. How may these best be used?
- F. How may problems in other content areas of the Institute be used to enhance capability of your solutions?

VI. Evaluation

- A. The importance of the day-by-day evaluation
- B. The importance of the evaluation of one's own activities in the Institute
- C. The importance of evaluation of one's activities within the Task Force
- D. The importance of evaluating the effectiveness of the Task Force
- E. The importance of a *synoptic view* in evaluating the Institute
- F. Evaluating in light of the stated purposes of the Institute
- G. Evaluating in light of desired outcomes
- H. The follow-up

PARTICIPANT'S REACTION FORM

Adult Basic Education Institute

PLEASE SUPPLY THIS PERSONAL DATA:

1. NAME ^{Mr.} Mrs. _____ RACE _____
Miss

2. HOME ADDRESS _____
Street City State Zip

3. BUSINESS ADDRESS _____
Street City State Zip

4. SEX Male _____ Female _____

MARITAL STATUS Single _____ Married _____ Widow _____

5. TITLE OF YOUR PERMANENT FULL-TIME POSITION
(Teachers give level(s) and subject area(s))

6. How long have you served in this position?

7. Previous experience in Adult Education

No. of years

- a. Teacher
- b. Teacher-Counselor
- c. Teacher-Media Specialist
- d. Teacher-Trainer
- e. Administrator
- f. Other (specify)

8. What is the average yearly income of the adults you teach?

\$1000, \$2000, \$3000, \$4000, \$5000,
\$6000, \$7000, \$8000, \$9000, \$10,000,

DIRECTIONS: Select the statements that you feel are most important and place the letter in the blank spaces provided to the left of the number in order of importance to you.

First Second Third
Choice Choice Choice

9. The *three* goals of a rural adult education program ought to be:

- (a) developing skills in retention and recruitment.

- (b) teaching literary skills
- (c) improving self-concept
- (d) teaching health and nutrition
- (e) teaching consumer education
- (f) teaching management skills in conjunction with literary skills
- (g) teaching health and nutrition in conjunction with literary skills
- (h) aiding in war against poverty
- (i) becoming familiar with community resources
- (j) other (specify)

First Choice Second Choice Third Choice

10. In teaching consumer education, the *three* most important topics to be covered would be:

- (a) money management
- (b) social security
- (c) life insurance
- (d) wills
- (e) Mortgages and mortgage loans
- (f) old age pensions
- (g) other (specify)

11. In teaching Health and Nutrition, the *three* most important topics to be covered would be:

- (a) superstitions about foods and food prejudice
- (b) disease as a result of poor nutrition
- (c) the need for a balanced diet
- (d) obesity
- (e) health behavior of the poor
- (f) preparing low cost meals
- (g) other (specify)

12. The responsibility for the needy children in any community should be assumed by:

- (a) the parents
- (b) the school
- (c) the community agencies
- (d) the church
- (e) joint responsibility of parent and school
- (f) joint responsibility of parent and community
- (g) shared responsibility of parent, school, and community
- (h) other (specify)

First Choice **Second Choice** **Third Choice**

13. Recruitment for Adult Education programs is best attempted through *three* of the following:

- (a) widespread publicity
- (b) identification of willing participants who will promote it to others
- (c) referrals from agencies such as school, church, etc.
- (d) personal contact with people in the community who need such a program
- (e) door-to-door contacts
- (f) other (specify)

14. Farmers Home Administration and the Home Improvement Agencies provide *two* of the following services.

- (a) information
- (b) loans
- (c) job training
- (d) legal advice
- (e) other (specify)

15. If your instructional program is to be a success, emphasis must be given to which of the *three* following personal relationships.

- (a) the student's relationship to other students
- (b) the student's relationship to the teacher
- (c) the student's relationship to the community in which he lives
- (d) the teacher's relationship to the student's family and community and community agency
- (e) teacher's relationship to school administrators and school personnel
- (f) other (specify)

16. Retention in Adult Education programs is best attempted through *three* of the following:

- (a) separate the slow learners from the fast learners
- (b) make subject matter relevant to everyday life
- (c) express genuine concern for a student by calling the student by telephone or sending a post card when he misses a class
- (d) attempt to ascertain the actual reason for not attending class
- (e) compliment a student's appearance
- (f) motivate the student
- (g) provide activities wherein the learner frequently experiences success
- (h) accept each individual as a person of worth and dignity
- (i) other (specify)

First Choice Second Choice Third Choice

17. Your accountability as a teacher should be concerned with which of the following *three*:

- (a) demonstrating that you are getting measurable results
- (b) providing legitimate returns to taxpayers, who want to know how their money is being spent
- (c) fulfilling student expectation
- (d) fulfilling teacher expectation
- (e) fulfilling students needs
- (f) other (specify)

18. Concepts and ideas are best taught to an ABE student by *two* of the following:

- (a) teaching the reasons behind the concept or idea
- (b) giving concrete examples of the concept or idea
- (c) talking informally about the concept or idea
- (d) writing case studies involving the concept or idea
- (e) other (specify)

19. *Three* of the best ways to evaluate adults are:

- (a) changed behavior of student
- (b) successful performance on a standardized test
- (c) successful performance on a teacher-made test
- (d) attitude in an informal interview
- (e) student persistence in the program
- (f) student request for additional information
- (g) other (specify)

20. There is often a motivational difference between the advantaged and the disadvantaged adult. The *three* factors which are most likely to cause this difference in motivation are:

- (a) a school system based upon middle class values
- (b) a history of failure in school
- (c) a lack of interest in learning
- (d) his age and maturity
- (e) his lower class status
- (f) his lack of verbal facility
- (g) his lack of involvement in the learning process
- (h) other (specify)

21. Which *two* of the following characteristics are essential in any teaching materials which you would use:

- (a) effectiveness in other parts of the country
- (b) applicability to the local situation
- (c) provision for student involvement
- (d) specially designed for a rural adult program

Conference Reaction

1. What are three major learning outcomes you expect to gain from your Task Force group?

1. _____

2. _____

3. _____

2. What are three major outcomes you expect to gain from the Institute?

1. _____

2. _____

3. _____

CONFERENCE REACTION

The actual understandings or skills that you gained from your Task Force group were:

1.

2.

3.

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Alabama State University

Montgomery, Alabama

THIS CERTIFICATE IS AWARDED TO

IN RECOGNITION OF THE SUCCESSFUL COMPLETION OF

ADULT BASIC EDUCATION INSTITUTE

JULY 19 THROUGH AUGUST 6, 1971

SPONSORED BY THE

UNITED STATES OFFICE OF EDUCATION

AND

ALABAMA STATE UNIVERSITY

Robert M. King

VICE-PRESIDENT, ACADEMIC AFFAIRS

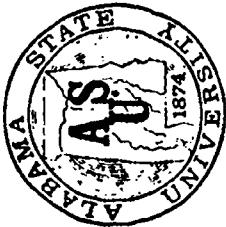
DIVISION OF ADULT EDUCATION

W. O. Parker

COORDINATOR, ADULT EDUCATION

M. D. Norman

DIRECTOR, ADULT BASIC EDUCATION



TASK FORCE SCHEDULE FOR FIRST WEEK

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
I.	Communicative Skills	Communicative Skills	Communicative Skills	Communicative Skills	Communicative Skills
II.	Consumer Education	Consumer Education	Consumer Education	Consumer Education	Consumer Education
III.	Health and Nutrition	Health and Nutrition	Health and Nutrition	Health and Nutrition	Health and Nutrition
IV.	Utilization of Community Agencies	Utilization of Community Agencies	Utilization of Community Agencies	Utilization of Community Agencies	Utilization of Community Agencies
V.	Interpersonal Relations: Family and Community	Interpersonal Relations: Family and Community	Interpersonal Relations: Family and Community	Interpersonal Relations: Family and Community	Interpersonal Relations: Family and Community

NOTE: During the first week, each of the five groups will spend the entire period reserved for small groups with their Area Specialist, for the purpose of orientation, organization and development of a framework in which to function during the three-week Institute. The visiting consultant (after a formal presentation to the entire Institute) will be available to the group in his specialized area during the period of his one or two day visit.

TASK FORCE SCHEDULE FOR SECOND WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
I.	Communicative Skills	Communicative Skills	Interpersonal Relations	Interpersonal Relations	Using Community Agencies
II.	Consumer Education	Consumer Education	Communicative Skills	Communicative Skills	Interpersonal Relations
III.	Health and Nutrition	Health and Nutrition	Consumer Education	Consumer Education	Communicative Skills
IV.	Utilization of Community Agencies	Utilization of Community Agencies	Health and Nutrition	Health and Nutrition	Consumer Education
V.	Interpersonal Relations	Interpersonal Relations	Utilization of Community Agencies	Utilization of Community Agencies	Health and Nutrition

NOTE: During the second and third weeks of the Institute, each of the five Task Forces will be on a two-day revolving schedule. This will allow each Task Force to be exposed to some of the learning experiences that have been developed by other Task Forces of the Institute. However, during the first and last hour of each Institute day (8 A.M. to 9 A.M. and 3 P.M. to 4 P.M.) each Task Force will meet with their initial Area Specialist for the purpose of evaluating Institute progress, assigning new tasks, and possibly revising some procedures. Thus, a coherent, continuous, and sequential learning experience may be assured for each member of each Task Force of the Institute.

TASK FORCE SCHEDULE FOR THIRD WEEK

Task Force	Monday	Tuesday	Wednesday	Thursday	Friday
I.	Utilization of Community Agencies	Health and Nutrition	Health and Nutrition	Consumer Education	Consumer Education
II.	Interpersonal Relations	Utilization of Community	Utilization of Community	Health and Nutrition	Health and Nutrition
III.	Communicative Skills	Interpersonal Relations	Interpersonal Relations	Utilization of Community Agencies	Utilization of Community Agencies
IV.	Consumer Education	Communicative Skills	Communicative Skills	Interpersonal Relations	Interpersonal Relations
V.	Health and Nutrition	Consumer Education	Consumer Education	Communicative Skills	Communicative Skills

NOTE: For the convenience of each participant of the Institute, a daily time schedule has been enclosed in your Institute folder. This schedule should help you to determine your activity during the period of your participation in this Institute. And though, we hope that your learning experiences in the Institute will be both pleasant and profitable, it seems to be a reasonable assumption that your acceptance as a participant implies definite commitments to the goals and purposes set forth for the Institute. Some call it dedication; some call it commitment; we choose to call it **ACCOUNTABILITY**.



4. 20017

THE FOLLOW-UP ABE INSTITUTE ALABAMA STATE UNIVERSITY

JULY 19 - AUGUST 6, 1972

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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"FOLLOW-UP STUDY OF INSTITUTE"

To the Reader:

This report of the "follow-up study" of the 1972 Summer Institute for teacher training held on July 19, through August 6, 1971, at Alabama State University, Montgomery, Alabama seeks to report the findings which will determine whether or not the Institute met its purpose, and to evaluate the effectiveness of the Institute.

The report further seeks to identify the chief strengths and chief weaknesses of the Institute, as reported in the section of the report which attempts to give the evaluation and or assessment of the Institute.

This report also provides an opportunity to read firsthand how participants of varying backgrounds and experiences made up a unified group of individuals with only one purpose in mind—to gain new ideas and ways of making their local situations better for their ABE students.

The "follow-up" was designed so that its stated purposes could be reasonably met or accomplished. It was also designed so that reactions from each individual involved in the Institute could be used in the evaluation — Specialists, Consultants, State Directors, Local State and National officials and the ABE Staff at Alabama State University.

It is hoped that this report will give impetus to other similar Institutes held and will provide incentive for future Institutes of this kind.

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INTRODUCTION

A "follow-up study" of the USOE Institute was proposed and accepted in the original Proposal, which was submitted to officials of (HEW), (Health, Education, and Welfare) in Washington during the Spring of 1971, before the Institute began July 19, 1971.

It was stated in the HEW guidelines for proposal writing (exclusive of estimated budget) that a team of evaluators be selected by the grantee to evaluate the Institute; however, this directive was rescinded and the grantee was informed that HEW would send evaluators to assess the effectiveness of the Program. When no evaluatory team came to evaluate the program, it became necessary for the staff and participants to devise a method or develop an instrument of evaluation. With limited or inadequate time for the development of a proper evaluatory instrument, the evaluation of the Institute was one of a hurried self-appraisal.

Although the academic climate of the Institute seemed most conducive to the teaching-learning process and the central purposes of the Institute seemed reasonably achieved — which is substantiated by an informal data-gathering process — the ABE (Adult Basic Education) staff thought that a "follow-up study" of the participants, once they had returned to their respective positions in their local situations, would be the most significant feedback for evaluating the effectiveness of the Institute.

The Purposes of the Follow-Up

In order to accomplish the purposes that were set-up for the "follow-up study," it was essential that certain goals be set up also, since goals determine the place or object one is trying to reach and purposes describe how one proposes to reach his goals. The immediate or short-range goals, which were needed for the initial planning were formulated and stated as follows:

- (1) To devise an instrument to evaluate the program.
- (2) To evaluate the Institute through an informal data-gathering process.
- (3) To assess the Institute through self-appraisals.
- (4) To determine the chief strengths of the Institute.
- (5) To determine the chief weaknesses of the Institute.
- (6) To discover to what extent, if any, were the participants' needs met.
- (7) To determine if consultants and specialists evidenced capabilities of meeting the needs of participants.
- (8) To determine if participants were involved in the decision-making process of Institute procedures.

The long-range goals that the Institute sought to accomplish were stated as follows:

- (1) To assess the Institute's significance in terms of its relevancy, meaningfulness, and helpfulness to participants in their present local positions in ABE.
- (2) To strengthen any future Institutes in ABE that may be sponsored in the State of Alabama.
- (3) To make a comparison of other ABE Institutes conducted in a similar nature to the one held at Alabama State University.
- (4) To make a compilation of suggestive data for improvement as submitted by content specialists, consultants, and participants.
- (5) To determine whether or not the Institute served the purposes for which it was designed.
- (6) To finalize the Summer Institute in the ABE, USOE Project.

In addition to achieving the short-range and long-range goals as have been stated previously, the following concomitant goals were achieved:

- (1) To determine to what extent, if any, the needs and stated objectives were met.
- (2) To determine to what extent the organization and operation of the Institute contributed to the systematic operation of the Institute.
- (3) To determine to what extent was the emotional atmosphere one that showed evidence of a feeling of awareness; of well-being; of responsibility; of full participation on the part of participants and specialists.
- (4) To determine the number of changes participants would make provided opportunity arose for conducting another Institute of this nature.

Implications For Program Planning and Program Development And Assessment

There were many significant implications as to program planning, program development and assessment. This can be seen readily in the meeting planned for specialists who served in the Institute, questionnaires formulated and sent to participants, and the Follow-Up of 1971 National Summer Institute. These programs were not only well planned, but also were well developed. An informative, concise, and interesting report of the meeting of the specialists,

which was held Saturday, March 4, 1972, is available for evidence of program development and assessment. The ninety-four questionnaires, sent to participants out of which seventy-nine were returned, tabulated, and analyzed will also evidence program development and assessment. The Follow-Up of 1971 National Summer Institute also evidenced program development and assessment; and finally the two local conferences of selected participants, consultants, and specialists, held June 17, and June 24 on Alabama State University campus have been very valuable in evaluating and assessing the Institute for this follow-up study.

The Follow-Up Design

The design for the "follow-up study" was structured through data submitted by the ninety-four participants, the content specialists, the consultants, the State Directors of Adult Basic Education, and the local, state, and national officials. Although in many indications the Institute was thought to be a great success and made many outstanding contributions to the advancement of Adult education in the Southeastern area of the country. (Region IV, it was felt that a "follow-up study" of the local and state communities would be an excellent device to planners or promoters of this Institute and other future or potential Institutes in Adult Basic Education. Thus it was decided that a "follow-up study" be designed to include the following types of data which are essential for the follow-up:

- (1) Formal reports of consultants' meetings.
- (2) Reactions from participants.
- (3) Returned questionnaires from seventy-nine participants out of ninety-four mailed.
- (4) Interactions from selected participants and consultants in two local conferences.
- (5) Report of Follow-Up of 1971 National Summer Institute.

Procedures for Data Collecting

A variety of procedures were used in collecting the data for the follow-up study. Among these were:

- (1) Numerous conferences with Institute personnel.
- (2) Interviews held with participants.
- (3) Questionnaires sent to the ninety-four participants.
- (4) Attendance of the regional meetings.
- (5) Attendance of local meetings—both state and local.

- (6) Visitations made to selected ABE systems in Region IV.
- (7) Open-end letters to Institute participants, specialists, and consultants.

Personnel Used in the Follow-Up

The personnel for Institute "follow-up study" included the following:

- (1) The ABE Staff of the Institute.
- (2) Selected members of the University Staff.
- (3) The five Institute Specialists (Instructors).
- (4) The Associate Specialist.
- (5) The ninety-four Institute participants.
- (6) Participants selected by State ABE Directors.
- (7) Participants selected by Institute Specialists.
- (8) Selected Consultants of the Institute.
- (9) State Department of Education Officials from Region IV.
- (10) Officials of Southern Region Education Board.
- (11) State Directors and Area Supervisors of the State Department.
- (12) Regional Director of USOE for Region IV.

Methods and Procedures

First a study of the need for the follow-up was made. It was found that there was definitely a need to make a follow-up study of the Institute to determine if there were significant value, since thus far no evaluation had been made to assess the Institute. Therefore, the Alabama State University staff decided to develop an instrument that would assess the program. There was not sufficient time for long-range planning for evaluation. Thus, the evaluatory tool was a hasty self-appraisal.

It was further indicated by all concerned that the feedback from participants, after having assumed their role as ABE teachers, would be most vital in assessing the program.

Securing Authorization for Follow-Up from USOE

Obtaining authorization from USOE to conduct a follow-up study was not a difficult task, since provisions for a follow-up were

previously proposed and accepted on the original Proposal, which was submitted for consideration to officials of HEW in Washington.

A formal request for extension of time for finalizing the ABE Summer Institute USOE Project conducted at Alabama State University during the Summer of 1971 was made. Included in this request were: the purposes of the "follow-up study" and why an extension of time was requested; the people who will be involved in follow-up study or process; how the follow-up study will be made; and what will be done with the findings of the "follow-up study."

Structuring the Program and Selecting Steps for Program Development

In structuring the program and selecting sequential steps for program development, the ABE staff at Alabama State University sought to set up a series of evaluatory tools to meet its purpose. Planned meetings of specialists, consultants, and participants were set up and held on separate meetings dates. Formal requests for evaluation of Institute were mailed to all participants. The returned evaluations were tabulated and the data of the findings were analyzed and interpreted. Requests for selected participants to go to the Follow-Up of National 1971 Summer Institutes were sent to ABE state directors in the southeastern region (Region IV).

Selection of Staff for Program Development

The staff for program development was selected on the following basis:

- (1) ABE staff involved in Institute conducted at Alabama State University during the Summer of 1971.
- (2) The five content specialists who directed the teaching and learning process.
- (3) Selected consultants who made significant contributions to the Institute.
- (4) State ABE Directors of the southeastern area, Region IV, who appeared on the program.
- (5) Local, state and national officials who visited the Institute.

Initiating the Program

The program was initiated by the provisions for follow-up study of the institute in the original proposal. It was also initiated by the sub-

mission of the proposal to officials of HEW in Washington. The program was further initiated by the development of the "follow-up study" as an instrument for assessing or evaluating the program.

Acquisition, Analysis, and Interpretation of Data

The data of the follow-up study were acquired through numerous channels. One way of acquiring data, which has proved essential or vital to this study, was through formal reports of group conferences of consultants and specialists which were requested and submitted. The groups have provided much information in both written and oral forms. Questionnaires or inventories provided by participants who were asked to return survey forms have also been beneficial to this study. The informal data-gathering process has also been useful. Various state, and national levels also provided data for this report.

All data that were collected or acquired through the various sources mentioned were tabulated, analyzed, interpreted, and sent to the ABE directors of the various participating states, consultants, specialists, regional director of ABE, officials of HEW, and other ABE directors who have conducted or plan to conduct institutes of a similar nature.

In order to interpret the findings of the effectiveness of the Institute, it will be necessary to explain the structure of the Institute.

The Institute was divided into five problem areas of concern. After a survey of some agencies and individuals in the southeastern are suggested certain crucial problems existed. Among there were: (1) Developing Management Skills in ABE Personnel: skills considered essential in the areas of recruitment, retention, and accountability, (2) Crucial Problems in Consumer Education, (3) Vital Issues in Health and Nutrition, (4) Identifying and Using Community Resources and Agencies, and (5) Interpersonal Relations (establishing stronger ties between the family and the Community in rural black areas).

To discuss the five problem areas were groups composed of from eighteen to twenty teachers of ABE, which were designated as Task Forces. Each task force held by a content specialist and an associate. There were also visiting consultants.

The Institute was held three weeks during the period of July 19 through August 6, 1971. For seven days the task forces remained in their own groups from 8:30 a.m. until 9:45 a.m. They returned to their task forces 1:00 p.m. and remained until 4:30 p.m. This process lasted the entire period of the Institute. After the first seven days the five task forces were on a two-day revolving schedule. This allowed each task force to be exposed to some of the learning experiences that had been developed by other task forces of the Institute. However, during the first and last hour of each Institute day (8:30-9:45 a.m.) and (3:30 to 4:30 p.m.) each task force met with their initial area Specialist for the purpose of evaluating Institute

process, assigning new task and possibly revising some procedures. Thus, a coherent, continuous, and sequential learning experience was assured for each member of the task force.

A pretest was given to eighty-four participants in the Institute to determine their knowledge of the areas involved in the Institute. At the end of the Institute a posttest was given to the same participants to determine whether or not more knowledge had been given or gained and whether there was a change in attitudes and also to determine the effectiveness of the Institute.

The following rankings show preference in one, two, three and four order:

- (1) Fifty-five percent or 47 of the 87 participants ranked Instructions from specialists and activities participated in Task Forces as preference Number One.
- (2) Presentations by consultants in assembly was preference Number Two. Forty-seven percent or 40 of the 84 participants made this their preference.
- (3) Thirty-seven percent or 32 of the 84 responses chose Getting to know the other participants as their third choice.
- (4) Seventy-one percent or 68 of the 84 participants chose to stay in assigned task force rather than rotate as designated time. This was their fourth choice.

These rankings are illustrated on Table I The Most Effective Parts of the Institute which is found in the appendix section.

In order to further illustrate the effectiveness of the Institute, Table 2, page 20, Reactions from Participants after Leaving the Institute and having assumed their role in their Local Situations. Out of the ninety-four forms mailed, there were seventy-nine mailed, which show great significance in the data given. All of the ten questions submitted for participants' evaluation received the highest response of a **very great extent**. There was an average of twenty percent who checked a **great extent**; not more than five checked to **some extent**; the highest response for to a **small extent** was two; and to **no extent** received no response.

Below are five questions which were sent to ninety-four teachers who participated in the Adult Basic Education Institute, which was conducted on the Alabama State University campus from July 19, through August 6, 1971.

I. In your opinion what were the chief strengths of the Institute?
Most frequently mentioned strengths were:

1. Specialists who conducted task forces in five different areas.
2. Organization and planning of Institute by Dr. Morrison and his Associate Mrs. Doris Sanders.

3. The general assemblies each morning where consultants made their presentations.
 4. The association and exchange of ideas with ABE teachers from other areas.
- II. In your opinion what were the chief weaknesses of the Institute?
Most frequently mentioned weaknesses were:
1. Not enough time in their particular task force.
 2. There were no chief weaknesses.
 3. Not enough time in other task forces.
 4. Lack of recreation for week ends.
- III. Should we have the opportunity to conduct a similar Institute again, what changes would you suggest?
The most frequently mentioned changes were:
1. Lengthen the time of the Institute so that more time can be spent in all task forces.
 2. There should be no changes except for the lengthening of the time.
 3. Use of one consultant in assembly each day so there would be more time for questions.
- IV. To what extent, if any, did the consultants and specialists evidence capabilities in meeting the needs of the participants?
The most frequently mentioned capabilities:
1. The consultants and specialists were very capable in meeting the needs of the participants.
 2. Information given by consultants and specialists could be used in their teaching assignments during the regular school year.
 3. Consultants presentations in assembly were interesting and informative for the most part.
- V. To what extent, if any, were the participants involved in making decisions that directly involved the Institute procedures?
The most frequently mentioned involvements:
1. Participants were involved in committee work which resulted in the class activities.
 2. Participants were involved in decision making which directly involved the Institute procedures.
 3. Groups and committees were set up by the participants themselves.
 4. Participants were involved in planning recreational activities.

Evaluation and Assessment

The Institute was a great success and has made numerous contributions to adult education programs in the Southeastern section of the country. The first evaluation written or appraisal of the Institute came during the last two days of the Institute, during which time (usually to say the least for a three-week conference) the interest, enthusiasm, and spirit was quite high. The response of the participants could have been effected by many variables — the thought or idea that "now that this is over, we can go home," the happy thought of having developed new experiences.

The participants agreed unanimously that the ABE staff should be commended for the wide variety of consultants provided for the general assemblies, and in some instances for the assistance they provided in some of the task force groups. The participants did feel, however, that more time should have been provided for small groups to meet with consultants. As a whole everyone concluded that the general assemblies proved both rewarding and profitable.

The task forces were quite impressive. The willingness of the members of the various groups to participate in the numerous activities was amazing. There was no draft or forced participation. There was always volunteers for each task assigned.

The participants were always eager to start the day. They were energetic and showed much enthusiasm as they pursued their various tasks.

Although there were many differences in background and experiences in the task force groups, the ability of these groups to work together in a unified manner was most impressive.

In determining how well the Institute met its goals, the following are listed as chief strengths of the Institute:

- (1) The planning period provided for specialists prior to participants' arrival.
- (2) The unique organization within the task forces or group which included group leaders, roving reporters, recorders, and student aides.
- (3) The assistance of the Director, his associate, and office staff.
- (4) The variety of audio-visual aids available for use.
- (5) The rich exchange and interactions between the individuals that made up the task forces.
- (6) The flexibility of the schedule.
- (7) The wholesome atmosphere between participants and specialists.

- (8) The social activities that were provided for the participants.
- (9) The selection of participants by the State Directors of ABE in each state represented.

The chief weaknesses of the Institute as submitted by some of the specialists are listed as follows:

- (1) One specialist out of the five represented at the meeting said the "roving reporter" from the other four groups did not report to his group.
- (2) There was a shortage of personnel in the audio-visual aids department due to the summer vacation period, therefore films could not always be previewed before presenting to the classes.
- (3) A special person should have been provided to manipulate tape recorders, so that participants would be free to listen and not be distracted by having to operate the recorders.
- (4) There was inadequate space to accommodate combined groups of two or more task forces for purposes of showing films to more than one group.
- (5) Little provision was made for consultants to share in small group discussions.
- (6) Non-participation of the staff in off campus activities contributed to small percentage of participants taking part.
- (7) No allowances for participants from some state to meet by state and discuss problems that may have been similar.

Summary and Conclusions

In conclusion, the Institute can be considered successful in all aspects. It seemed that all participants involved had many common interests and also many of their problems were identical in most instances. This established a common bond between them.

It was most amazing to see how materials were gathered to take back home for use in participants' own situations. They all seemed to be seeking for something. This could be discerned in their expressions and their interest shown.

Although there were many accomplishments made, the changes in attitudes, outlooks, opinions and ways of thinking was one among the most impressive accomplishments of the participants.

Appendix

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Dear Co-Worker:

We are in the process of setting up a program for the continuation or a follow-up of the Institute which was conducted at Alabama State University the summer of 1971 (last summer) for ABE teachers under the direction of the Adult Basic Education Department.

To accomplish this purpose we are interested in having you participate (content area specialists), and offer suggestions in a meeting to be held on Saturday, March 4, 1972 at 9:00 am., Council Hall in the office of Dr. Morrison.

During the meeting we would like to consider several questions: (1) In your opinion what were the chief strengths of the Institute? (2) In your opinion what were the chief weaknesses of the Institute? (3) If we have the opportunity to conduct a Summer Institute again, what changes would you suggest? (4) To what extent, if any, did the consultants and specialists evidence capabilities in meeting the needs of the participants. (5) To what extent were the participants involved in making decisions that directly involved the institute procedures?

Would you be kind enough to let us know by return mail whether or not you would be able to participate on the date stated above.

By the way, you can expect an honorarium and a per diem while you are here. Certainly hope you can make it on Friday night in order for us to make an early start with our meeting on Saturday.

Thanking you for an early response in writing, I remain

Respectfully yours,

Jacob H. Bronaugh

March 1, 1972

The Adult Basic Education Institute in which you participated last summer at Alabama State University is being extended for the purpose of a Follow-up of that program to determine whether or not it served the purposes for which the Institute was designed.

To accomplish this purpose we would like to solicit your help, for it is very vital to the success of this activity.

Listed below are five questions we would like you to consider and give your frank opinions or answers to.

1. In your opinion what were the chief strengths of the Institute?
2. In your opinion what were the chief weaknesses of the Institute?
3. Should we have the opportunity to conduct an Institute again what changes would you suggest?
4. To what extent, if any, did the consultants and specialists evidence capabilities in meeting the needs of the participants?
5. To what extent, if any, were the participants involved in making decisions that directly involved the Institute procedures?

Thanking you for any early reply, I remain,

Respectfully yours,

Jacob H. Bronaugh

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Please indicate below by circling or underlining your opinion of the effectiveness of the Summer Institute conducted on the Alabama State University campus July 19 through August 6, 1971.

1. To what extent were the physical facilities conducive to the health and comfort of the participants?
A very great extent; a great extent; some extent;
small extent; no extent
2. To what extent did the organization and operation of the Institute contribute to the systematic running of the program?
A very great extent; a great extent; some extent;
small extent; no extent
3. To what extent did the social climate contribute to a congenial atmosphere among all those who participated in the program?
A very great extent; a great extent; some extent;
small extent; no extent
4. To what extent was the academic climate geared to bring out the best effort of the participants?
A very great extent; a great extent; some extent;
small extent; no extent
5. To what extent was the emotional atmosphere one that showed evidence of a feeling of awareness, of well-being; of responsibility; of full participation on the part of the participants and specialists?
A very great extent; a great extent; some extent;
small extent; no extent
6. To what extent did the course content relate realistically to the needs and stated objectives of the Institute?
A very great extent; a great extent; some extent;
small extent; no extent
7. To what extent was there evidence of a genuine interpersonal relations between the directors, consultants, specialists and participants?
A very great extent; a great extent; some extent;
small extent; no extent
8. To what extent did the Institute utilize outside and local resource agencies?
A very great extent; a great extent; some extent;
small extent; no extent

9. To what extent did the specialists evidence capabilities, and competency in their special areas?

A very great extent; a great extent; some extent;
small extent; no extent

10. To what extent were the consultants contributions to the Institute, beneficial, comprehensible, informative and relevant to the needs of the group.

A very great extent; a great extent; some extent;
small extent; no extent

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TABLE I

Reactions from Participants after Leaving the Institute and having assumed their roles in their Local situations.

Reaction Items	A Very Great Extent	A Great Extent	Some Extent	Small Extent	No Extent
1. Physical Facilities	48	28	3	0	0
2. Organization & Operation	51	27	1	0	0
3. Social Climate	57	28	3	1	0
4. Academic Climate	65	3	1	2	0
5. Emotional Atmosphere	60	16	3	0	0
6. Course Content	52	25	1	1	
7. Interpersonal Relations	60	17	2		
8. Institute	56	18	5		
9. Capabilities & Comptency	57	19	2	1	
10. Consultant Contributions	51	27	0	1	0

TABLE II

The most effective parts of the Institute were:

In order of preferences	Responses	Percentages
1. Instruction from Specialist in my task force group.	47	55.7%
2. Presentation from Consultants in the morning assembly.	40	47.5%
3. Getting to know the other Participants	32	37.6%
4. The attendance in other task force groups.	68	71 %

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QUOTES FROM PARTICIPANTS

The consultants and specialists evidenced their capabilities in meeting the participant needs by their methods of delivery, their ability to directly respond to questions, their informal approaches in stimulating motivation within the participants and the ability to arouse curiosity and hold the undivided attention of the participant during the entire institute.

1. The institute had a dynamic leader and director and also very good consultants and advisers.

4. In my opinion consultants and specialists were very knowledgeable in their fields. They presented in an interesting and informal manner materials which were relevant to the needs and teaching of the ABE student.

I have tried to work with our ABE program in the light of all the fine things that I saw and heard at the Institute. As a result, our total program has grown from 39 to 185.

Respectfully,

Mrs. Theresa D. Lewis
Director, ABE

I really appreciate what you and Mrs. Thompson did for me last summer, by helping me to get the most out of the institute, by helping me make supervisor of my school because of the institute.
R. L. Bryant

2 - No outstanding weaknesses

11. The chief weakness of the Institute; (a) Not enough time in other task forces other than your own.

Under the able leadership of Dr. Marshall Morrison and other leaders, the institute was lots of hard work, but the most enjoyable learning experience I've ever had. Have another one soon, it certainly helped.

Thanks

ElI Weldon Baker

- The strengths of the Institute
- A. Consultants and Specialists
 - B. Areas Focused On
 - C. Task Force
 - D. Participants Participation

If I were fortunate enough to attend a future Institute, I would like to have Adult Basic Education teachers participate as consultants. I think an outstanding professional would have much to offer in this field.

The only great suggestion; I wish have another, same place, about the same time; I write me!

Your truly,

(Mrs) Bernice Robinson

4. I think the consultants offered much information that the participants could successfully use in their programs. The institute was both informative and enjoyable. All participants definitely were benefited.

Most of the participants came because they wanted to gain some practical examples of how to meet problems in their classes. Procedures are not as important as practical examples.

If the participants were involved in planning procedures, which gave each a chance to receive material that they could use in his situation in helping each individual.

I feel that a copy of all rules and regulations regarding finances to be paid by students should be given to each pupil at the beginning of the session. This will help to avoid any embarrassment at the end of the session. I enjoyed the institute and hope I have a chance to participate again.

Thanks

Darletta F. Grayson

2. Speakers were only few, & after their subjects did not seem relevant to the Institute and/or specific problems

On the 20th of this month I had the opportunity to share some of my knowledge gained from our group and the whole institute to the Adult Education Teachers and principals. Mrs. Anders, Mrs. Wiley, my principal, and several teachers told me that my presentation was very good. While I was presenting the information my thoughts were centered on you. Thank you again for making us feel so good.

Love,
Lois F. Mungin

2. Chief weaknesses of the Institute

Organization of sessions. The sessions were centered around the mornings ending with a general session. If the group work followed the general sessions, I think the discussions would have been more meaningful.

I think the institute was so well planned and organized that there is no negative comments I have to make. One institute of the same caliber would be very beneficial to any HBE student.

Richard W. Miller

II. Weaknesses

- A. Not enough opportunity to get with the other four groups to discuss and exchange ideas.
- B. The consultant working with my group was not organized, limited group discussion, spent too much time going over the same thing, put too much emphasis on completing our section of the book being put together and conducted the group activities on a very elementary level.

1. Should we have the opportunity to conduct an institute activity what ideas would you suggest?

There should be a positive sample of cross-country participants involved in planning the Institute.

2. The Chief weakness of the institute was the field trips. The trips were good but very much in order but I think they could have been planned better.

2. THE CHIEF WEAKNESSES WERE MINOR ONES. BUT, IF EACH PARTICIPANT COULD HAVE HAD THE CHANCE TO TALK WITH EACH CONSULTANT PERSONALLY ABOUT HIS PARTICULAR PROBLEMS AND THE POSSIBLE WORKING SOLUTIONS TO THEM, IT WOULD HAVE BEEN A GREAT ASSET TO THE INSTITUTE AND THE PARTICIPANT.

I have never attended an institute so well organized and planned as this one was, I have other institutes like this but they are not as well planned as this one. I think it is a great asset to the institute and the participants.