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**ABSTRACT**

The appendix consists of materials related to the workshop to increase and improve university teacher training in adult basic education. Appendix A comprises planning committee information (13 pages). Appendix B contains a list of workshop participants, a professional resource list, and the workshop schedule (46 pages). Letters and forms used for recruitment, evaluation, and resource collection for the workshop are grouped in Appendix C. Appendix D (79 pages) contains detailed reports of discussions of workshop activities held by five work groups. Further lengthy group reports and a short report of the black caucus comprise Appendix E. (43 pages). (BP)

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FINAL REPORT

Volume II

A WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY  
TEACHER TRAINING IN ADULT BASIC EDUCATION

Contract No. OEG-0-8-023039-4001 (039)

APPENDIX

Submitted to:

Adult Education Branch

U. S. Office of Education

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EDUCATION & WELFARE  
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Department of Education

The University of Chicago

June, 1970

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AGENDA NOTES

ADULT BASIC EDUCATION PLANNING CONFERENCE

October 6-8, 1968

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A ten-day residential conference on Adult Basic Education: The State of the Art, will take place from Monday, March 10, 1968, through Tuesday, March 18.

The aim is to gain the participation of about 100 faculty who already have, or will have, responsibilities for teacher training in Adult Basic Education, plus about 20 resource persons.

We discount the premise suggested by some studies that such training courses are a waste of time and money.

It is proposed to present as much available research as is possible to the conferees, which will be subjected to critique, analysis and discussion with the aid of the resource persons.

It is anticipated that the substance of the conference can be synthesized into a small document which will include introductory material, papers specially prepared by resource people, data and analysis and evaluation and guidelines.

Questions posed:

1. What is Adult Basic Education? The field is diffuse and amorphous. There is a growing emphasis of "preparation for jobs" with an increasing entry into this activity by private, non-academic "trainers" -- generally encouraged by ambiguities in recent federal legislation.
2. Should an ABE teacher training program have a specific curriculum, or does it require wide adaptation to specialized needs?
3. What are the needs of ABE teachers? What disciplines need to be involved?
4. While most leaders find trainees in need of remediation, there is a dearth of know-how in diagnostics. Most of the materials to date are designed for the teaching of children; but it seems clear that adults do not learn in the same way as children.

Research in this area is vital. What programs are needed? Much of the available data is questionable.

5. Can ABE programs attract trainees unless there is the assurance that jobs are available with a guaranteed salary? Many, if not most of the teachers engaged in ABE are "moonlighters," considered by certifying agencies as qualified for ABE.
6. In the centers of heaviest population-concentration, the teachers engaged in ABE are mainly in the above category. What sort of re-orientation is necessary?

(A-1)

7. As a general statement, ABE is vague, lacks status, and preparation of those interested is usually on a makeshift basis. What sort of teachers are needed?

Preliminary Goals:

1. The status of ongoing activity in the field of ABE should be reviewed and the picture clarified.
2. An appraisal is needed of what is taking place in the teaching and training of teachers.
3. Major ABE programs, public and private, need to be located and participation gained with the view of integrating these efforts.
4. Greater participation is needed in training courses and institutes by those involved in such programs.

Probably no more than 35-40 people can be called experienced resource persons. This cadre generally makes the circuit of these programs with the result that we are usually "talking to ourselves."

5. What sort of blueprint for research and training can be involved for, say a five-year period?

Immediate Conference Goals:

1. Who, specifically, should be invited to participate in the conference.
2. What resources and which resource persons can make a maximum contribution to this conference.
3. What format should the conference take.
4. How can this conference be designed to best serve the purpose of preparing trainers to prepare other trainers to prepare other trainers and to bring about the greater involvement of institutions in meaningful ABE training programs.

POSSIBLE RESOURCE PERSONS

Working List

1. Don Davies - research on teacher training, encyclopedic.
2. Jack Botwinick - cognitive development in maturity, also bio-medical changes.
3. Coolie Verner (?) - cultural diffusion (theory-building)
4. Arthur Crabtree (Jack)
5. Irwin Johns - student-teacher factors

6. Ray Ast - resource center (use as teacher-training facility)
7. Joseph Mangano - educational technology and TESOL
8. Calvin Steuart - migrant materials
9. Joseph Cardenas - TESOL
10. J. B. Adair (?)
11. William Brazziel - recruiting and counseling
12. William Haddad - culture of poverty
13. Zahava Blum - no culture of poverty
14. Robert Droege - testing
15. Bjorn Karlsen - testing and subgroups
16. Rolf Monge - cognitive change
17. Howard McFann
18. William Stewart
19. Wayne Otto - reading
20. Francis Gregory - economics
21. Teacher Panel - V. Malone, Waller (?), Clayton, Murphy, Chas. Tuttle, Chas. Harbert, Katherine Asten, Keith Lape, Livingston Cross, Pantel
22. Herb Nichols - for TESOL
23. Barbara Chandler
24. Swanson
25. Kevin Ryan - use VTR and explain
26. Margaret Kielty
27. William Robinson
28. Henry Scharles
29. Herbert Lehmann - economic return panel
30. Don Brown (?) - adult reading interests

MINUTES FROM THE  
PLANNING MEETING FOR THE WORKSHOP TO INCREASE  
AND TO IMPROVE UNIVERSITY TEACHER TRAINING  
PROGRAMS IN ADULT BASIC EDUCATION

October 6-8, 1968  
Center for Continuing Education  
The University of Chicago

Participants present at one or a .f the meetings were:

George Aker - Chairman of the Department of Adult Education  
Florida State University

Bill Brisco - University Staff Specialist  
University of Missouri, Kansas City

Richard Cortwright - Director of NAFSAE Adult Education  
Clearinghouse, National Association of Public  
School Adult Education

William Griffith - Director of Workshop  
University of Chicago

Ann Hayes - Assistant Director of Workshop  
University of Chicago

Richard Hodges - Director of MST Program  
University of Chicago

Robert Laubach - Director of Publishing, Laubach Literacy, Inc.  
Syracuse University

Herbert Lehmann - Director of Adult Education  
Chicago Board of Education

Joseph Mangano - Supervisor of Basic Continuing Education  
New York State Department of Education

Lucy Ann Marx - Director of the Center for Continuing Education  
University of Chicago

Monroe Neff - Director of the Division of Continuing Education  
New York State Department of Education

Wayne Otto - Professor of Education  
University of Wisconsin

Lee Pravatiner - Conference Coordinator, Center for  
Continuing Education, University of Chicago

Timothy Regan - Vice President, Educational Systems Corp.



Eldon Schultz - Regional Program Officer  
Department of Health, Education and Welfare,  
Office of Education: Region V

Donald Butcher - Coordinator of Adult Education and Community  
Service Programs, Michigan State Department of  
Education was invited but was unable to attend.

Mr. Griffith chaired the meetings. Sunday, October 6, afternoon  
and evening were devoted to a discussion of the philosophy and  
goals of the workshop.

In the course of the discussion several points were made:

1) The workshop would be based on the assumption that the  
effectiveness and efficiency of student learning in adult basic  
education can be improved through programs designed to train  
teachers.

2) The proceedings of the Workshop will include an intro-  
duction, research presented at the workshop, discussion summaries,  
conclusion, and guidelines for future research and for program  
development.

3) ABE teacher training on university campuses at present  
does not provide clear connections between theory and classroom  
practice.

4) The professors training ABE teachers at present are no  
better equipped with knowledge of adult basic education, for  
the most part, than the teachers they are teaching. Also, they  
themselves have not had the kinds of experience in modifying  
their teaching in off-campus situations that they must teach ABE  
teachers.

5) Because of the paucity of empirical data on adult basic  
education, there is a need for a statement of research needs.

6) The workshop has three levels of concern or three  
curricula: the actual ABE program; the teacher training program;  
and the program for trainers.

7) Colleges and universities already are preparing ABE  
teachers without realizing it, since elementary and secondary  
school teachers represent the bulk of ABE teachers.

8) The workshop will provide an assessment of the quality  
of research in ABE, i.e., the state of the art.

9) One need is to break down the myths, false conceptions,  
and stereotypes now held by teachers of adult basic education  
and their professors about ABE clientele.

10) Messrs. Neff and Schultz will inventory present adult basic education teacher training opportunities in the U.S.

The goals finally accepted were:

The participant should be able to:

- 1) Understand the magnitude of the problem of functional illiteracy in the United States and projections of that problem to 2000 A.D.
- 2) Develop ABE training programs in his own institution and have a commitment to do so.
- 3) Justify to his institution the need to move to develop ABE teacher training programs.
- 4) Assess the effectiveness and efficiency of current ABE programs and teacher-training activity, both public and private.
- 5) Consider the variables of instructor, student, methods, and materials and their interrelationship.
- 6) Prepare teachers to use a knowledge of cultural, social, psychological, emotional, and economic differences in modifying instruction.

Monday, October 7, the morning and afternoon sessions were devoted to a discussion of resource people who have done pertinent research and who could best fulfill the objectives of the workshop. These resource people are listed in the tentative program.

The evening session was devoted to establishing guidelines for inviting and selecting the 100 participants.

- 1) Mr. Neff agreed to talk to the fifty State Directors -- each will have the responsibility for nominating one or more professors who are or will be directing training programs for adult basic education teachers. Each state will be guaranteed one place in the workshop.
- 2) A list of professional organizations was read and amended which are to receive a press release
- 3) The University Specialists and Regional Program Officers may attend at their own expense, as well as 10 State Directors.
- 4) A few foreign visitors may attend at their own expense.

Applications will be screened and accepted in the order of priority listed on pages 13-14 of the original proposal.

Tuesday, October 8, the morning session was devoted to fitting together a tentative format.

Sunday, March 9

3:00 check in  
 3:00 -10:00 Registration  
 7:00 - 9:00 Social hour

Monday, March 10

9:00 -10:30 Greetings Edward Levi, President  
 The University of Chicago  
 Grant Venn, Associate Commissioner,  
 Director of the Bureau of Adult,  
 Vocational, and Library Programs,  
 U.S. Office of Education

10:30 -10:45 Break

10:45 -12:00 Orientation  
 William Griffith, Chairman

12:00 - 1:30 Lunch

1:30 - 2:15 The Magnitude of the Problem-  
 Philip Hauser, Director of  
 Population Research and Training  
 Center, University of Chicago

2:15 - 2:45 Discussion

2:45 - 3:00 Break

3:00 - 4:15 ABE Teacher Training  
 Course Offerings in U.S. Today  
 Monroe Neff, Director of the  
 Division of Continuing Education  
 New York State Department  
 of Education

4:15 - 4:45 Discussion

4:45 - 5:15 Housekeeping Chores  
 Selection of Steering Committee  
 Formation of Work Groups  
 Mechanics of stipends and travel expenses

6:30 Dinner

7:30 - 9:00 Work Groups Meet

Tuesday, March 11

- 8:30 - 9:30 The Culture of Poverty  
William Madlad, President,  
U.S. Research and Development Corp.
- 9:30 -10:15 Rebuttal: The Culture of Poverty Does Not  
Exist, Zahava Blum, Department of Social  
Relations, Johns Hopkins University
- 10:15 -10:30 Break
- 10:30 -11:00 Poverty in Cook County  
William Robinson, Director,  
Cook County Public Aid
- 11:00- 11:30 ABE Response in Chicago  
Herbert Lehmann, Assistant Superintendent  
for Continuing Education, Chicago Board  
of Education
- 11:30- 12:00 Discussion
- 12:15- 1:30 Lunch
- 1:30 - 4:00 Panel on the Economics Return from ABE  
Henry Scharles, School of Business  
Administration, Georgetown University  
Francis Gregory - Manpower Adminis-  
tration, U.S. Department of Labor  
William Robinson
- 4:00 - 5:00 Discussion
- 6:30 Dinner
- 7:30 - 8:30 Teacher-Student Relationships  
Irwin Jahns, Professor of Adult  
Education, Florida State University

Wednesday, March 12

- 8:30 - 9:00 Organize for Field Trips
- 9:30 -10:00 Get acquainted with Escort
- 10:00 -12:00 Tour
- 12:00 - 2:00 Lunch and Return
- 2:00 - 3:00 Small Groups Discussion of Field Visits
- 3:00 - 3:15 Break

3:15 - 4:30 Discussion: Why ABE? Allen Collard,  
Coordinator, Community Educational  
Services, Woodlawn Experimental Schools  
Project

5:30 - 6:30 Dinner

7:00 - 9:00 Field trip to Hyde Park High School  
Evening Classes

Thursday, March 13

9:00 - 9:45 Orientation

9:45 - 4:00 Bus tours to Montrose, Hilliard, Jackson,  
Doolittle, and Westinghouse day programs.  
Each group will visit two schools.

4:00 - 5:00 Discussion

5:30 - 7:00 Dinner

7:00 - 9:00 ABE Teacher Panel - Violet Malone, Director  
of Guidance & Counseling, Special Training  
Cook County Superintendent of Public  
Instruction; Charles Tuttle, Superintendent  
of Education, Illinois State Penitentiary;  
Charles Horbert, Assistant Principal,  
Jackson Adult Education Center; Robert  
Murphy, Principal, Hilliard Adult Education  
Center; Ronald Clayton, Head Teacher,  
Montrose Urban Adult School

Friday, March 14

8:30 - 9:30 The ABE Teacher in the U.S.

9:30 - 9:45 Break

9:45 - 10:45 Reading and ABE: What We Know, What We  
Need to Know  
Wayne Otto, Professor of Education  
University of Wisconsin

10:45 - 11:30 Adult Reading Interests  
Don Brown, Professor of Education,  
State University of Buffalo

11:30 - 12:00 Interaction

12:00 - 1:30 Lunch

1:30 - 5:00 Demonstrations of Micro-Teaching  
Kevin Ryan, Director of MAT Program,  
University of Chicago  
Margaret Kielty, Director of Adult  
Education, Fitchburg, Mass. Public Schools

6:30 Banquet - Speaker, Arthur Crabtree, Chairman,  
President's Commission on Adult Education

Saturday, March 15

8:30 - 9:30 Adult Development  
Jack Botwinick, Professor, Department  
of Psychiatry, Washington University

9:30 - 9:45 Break

9:45 -10:45 Cognitive Changes in Adulthood, Rolfe Monge,  
Assistant Professor in Psychology  
Syracuse University

10:45 -11:45 Counseling Adults  
William Brazziel, Director of General  
Education, Virginia State College  
at Norfolk

11:45 -12:00 Discussion

12:00 - 1:30 Lunch

1:30 - 2:30 Testing - Robert Droege, U. S. Employment Service

2:30 - 2:45 Break

2:45 - 4:00 Testing - Bjorn Karlsen, Sonoma State College

4:00 - 5:00 Discussion

5:30 Dinner

7:00 Hull House Theater (Optional)

Sunday, March 16

Open

6:00 Dinner

7:30 Informal report on the Evaluation of ABE  
Teacher Training Institutes  
Timothy Regan, Vice President, Educational  
Systems Corp.

8:15 - 9:30 Work Groups. Discussion of the Next Steps

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Monday, March 17

- 8:30 - 9:15 Introduction to Action Programs  
Barbara Chandler, Educational Program  
Specialist, U.S. Office of Education
- 9:15 - 5:00 Action Programs, TESOL,  
Learning Labs, Parents' Head Start, etc.  
Ray Ast, Director of Adult Education,  
Montclair State College; Joseph Mangano,  
Supervisor of Basic Continuing Education,  
Education Department, New York State;  
William Stewart, Consultant, Center for  
Applied Linguistics, Herb Nichols, Forera  
Corp.; Joseph Cardenas, Southwestern  
Educational Development Laboratory;  
R. Calvin Steuart; Richard Cortwright,  
Director of NAPSAE Adult Education  
Clearinghouse
- 6:00 Dinner
- 7:30 - 9:00 HumRRO Research on the Teaching of Category IV  
Personnel  
Howard McFann, Director of Research  
HumRRO, Division 3, Presidio of  
Monterey, California

Tuesday, March 18

- 8:30 -10:15 Five Work Group Reports  
Presented and Discussed
- 10:15 -10:30 Break
- 10:30 -12:00 Summary of Workshop - William Griffith
- 12:00 Lunch and Adjournment

THE UNIVERSITY OF CHICAGO  
THE DEPARTMENT OF EDUCATION  
5835 KIMBARK AVENUE  
CHICAGO • ILLINOIS 60637

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January 14, 1969

As a Member of the Planning Committee of the University of Chicago Workshop to Increase and to Improve University Teacher Training in Adult Basic Education, you would be a valuable addition to the resource staff for the entire workshop, March 9-18, 1969. We realize that you are busy and that it may be impossible for you to make yourself available for the entire ten days, but we would like to extend an invitation to you.

As you know, we face financial problems in conducting this Workshop. We will be able to pay your expenses, but we are not in a position at present to offer you an honorarium. At a later date we shall if our budget allows.

The workshop is developing nicely. We have heard from all but seven of the state directors and have had applications from people in four of those seven states, so we should have a wide representation. All of the resource people listed at the Planning Conference have said they will be able to prepare papers except Don Davies and Philip Hauser.

Please let us know if you will be with us.

Sincerely yours,

(Mrs.) Ann P. Hayes  
Assistant Project Director

APH/df



FRIDAY (3/14)	SATURDAY (3/15)	SUNDAY (3/16)	MONDAY (3/17)	TUESDAY (3/18)
<p>8:30-9:30--Work Groups Meet</p> <p>9:30-9:45--Break</p> <p>9:45-10:45--Reading and ABE: What we Need to Know -- Wayne Otto</p> <p>10:45-11:30--Adult Reading Interests -- Dor Brown</p> <p>11:30-12:00 Interaction</p>	<p>8:30-9:30--Adult Development--Jack Botwinick</p> <p>9:30-9:45--Break</p> <p>9:45-10:45--Cognitive Changes in Adulthood -- Rolf Monge</p> <p>10:45-11:45--Counseling Adults--Wm. Brazziel</p>	<p>FREE</p>	<p>8:30</p> <p>9:00-9:45--Learning Labs--Ray Ast</p> <p>9:45-10:15--Panel</p> <p>10:15-10:30--Break</p> <p>10:30-11:15-- Head Start for Parents-- Joseph Mangano</p> <p>11:15-11:45 Discussion--Cortwright</p>	<p>8:30-10:15--Five Work Groups Reports Presented &amp; Discussed</p> <p>10:15-10:30--Break</p> <p>11:30-12:00-- Summary of Work--shop--William Griffith</p>
<p>1:30-3:15 Micro-teaching--Kevin Eyan</p> <p>3:15-3:30 Break</p> <p>3:30-5:00 Demonstration of ABE Teaching--Margaret Kielty</p>	<p>1:30-2:30 Testing-- Robert Droege</p> <p>2:30-2:45 Break</p> <p>2:45-4:00 Testing-- Bjorn Karlson</p> <p>4:00-5:00 Discussion</p>	<p>Work Group Meetings on Recommendations Optional</p>	<p>1:30-2:15 Programmed Materials--Herb Nichols</p> <p>2:15-2:45 Discussion</p> <p>2:45-3:00 Break</p> <p>3:00-3:45 TESOL-- Joseph Cardenas</p> <p>3:45-4:15 Discussion Steuart</p>	<p>1:00 Check Out</p>
<p>6:30 Banquet Speaker, Arthur Crabtree</p>	<p>7:00 Hull House Theater (Optional)</p>	<p>7:30 Informal Report on the Evaluation of ABE Teacher Training Institutes--Timothy Regan</p> <p>8:15-9:30 Work Groups Meet--Discussion of Next Steps</p>	<p>7:30-9:00 HumRO Research on the Teaching of Category IV Personnel Howard McFann</p>	<p>BEST COPY AVAILABLE</p>

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SUNDAY (3/9)	MONDAY (3/10)	TUESDAY (3/11)	WEDNESDAY (3/12)	THURSDAY (3/13)
<p>3:00--Registration Opens</p>	<p>9:00-10:30--Greetings-- Roald Campbell 10:30-10:45--Break 10:45-12:00-- Orientation - W. Griffith</p>	<p>8:30-9:30--The Culture of Poverty-Wm.Haddad 9:30-10:15--Rebuttal: There is no Culture of Poverty-Zahava Blum 10:15-10:30--Break 10:30-11:00--Poverty in Cook County - Wm. Robinson 11:00-11:30-ABE -Herbert Lehmann-Response in Chicago 11:30-12:00--Discussion</p>	<p>8:30-9:00--Organize for Field Trips 9:30-10:30--Get Acquainted with Escort 10:00-12:00-- Discussion</p>	<p>9:00-9:45-- Orientation 9:45-4:00-- Bus Tours Each group will visit 2 schools</p>
<p>7:00-9:00--Social Hour 10:00--Registration Closes</p>	<p>1:30-2:15--The Magnitude of the Problem-- William Griffith 2:15-2:45--Discussion 2:45-3:00--Break 3:00-4:15--ABE Teacher Training -Monroe Heff 4:15-4:45--Discussion 4:45-5:15--Housekeeping Chorus</p>	<p>1:30-3:00--Panel on the Economic Return from ABE -Henry Scharles, Francis Gregory, Wm. Robinson 3:00-3:15--Break 3:15-3:45--Work Group? Discussions (Room 1A, 1B, 1C, 2A, &amp; 2D) 4:15-5:00--General meeting (Assembly)</p>	<p>2:00-3:00--Small Group Discussion 3:00-3:15--Break 3:15-4:30-Discussion, Why ABE?</p>	<p>4:00-5:00--Discussion (by bus groups) (Rooms 1A, 1B, 1C, 2A &amp; 2D)</p>
<p>7:00-9:00--Social Hour 10:00--Registration Closes</p>	<p>7:30-9:00--Work Groups Meet 9:00-10:00--TESOL Films from Southwestern Educational Laboratories - Grido Capponi</p>	<p>7:30-8:30--Teacher Student Relationships-Irwin Jahns</p>	<p>7:00-9:00--Field Trip to Hyde Park High School Evening Classes</p>	<p>7:00-9:00--ABE Teacher Panel - Violet Malone Robert Murphy Chas. Horbert Ronald Clayton</p>

A Workshop to Increase and to Improve University  
Teacher Training in Adult Basic Education

The University of Chicago  
March 9 - 18, 1969

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Hathaway, William R.	3902 Lomaland Dr. San Diego, Calif. 92106	U. S. International University
Hershey, Harvey	21001 Gardner Oak Park, Michigan 48237	Oakland Community College
Higa, Noboru	303 Hoomalu Street Pearl City, Hawaii 96782	Dept. of Education State of Hawaii
Hill, Leonard R.	4538 Knox Lincoln, Nebraska 68504	University of Nebraska
Hull, Rollin	Sheridan, Wyoming 82801	Sheridan College
Jack, Robert L.	6442 South Aberdeen St. Chicago, Ill. 60621	Indiana University
Jones, Gordon F.	1623 Syringa Pocatello, Idaho 83201	Idaho State University
Kincaid, James M. Jr.	608 Peterson St. Fort Collins, Colorado 80521	Colorado State University

<u>Name</u>	<u>Address</u>	<u>Institution</u>
Kleis, Russell J.	427 Erickson Hall, MSU East Lansing, Mich. 48823	Michigan State University
Kreitlow, Burton W.	1815 University Ave. Madison, Wisc. 53706	University of Wisconsin
Larson, Paul H.	1171 Walnut Kemmerer, Wyoming 83101	University of Wyoming
Lee, Ivan E.	1690 Zephyr Way Sparks, Nevada 89431	University of Nevada
Leonard, Thomas Michael	RFD #1 Box 35 Emmitsburg, Md. 21727	St. Joseph College
Lewis, Wendell M.	2309 Banbury Street Charlottesville, Va. 22901	University of Virginia
Little, Jack E.	96 Wildwood Drive Burlington, Vermont	University of Vermont
Maguy, William M.	718 No. Court St. Visalia, Calif. 93277	Proteus Adult Train- ing Center
McConner, Stanley Jay	R.R. #1, Box 197 Mansfield Center, Conn.	University of Connecticut
Miller, Patricia Elaine	2511 North Stowell, Apt. 11 Milwaukee, Wisc. 53211	University of Wisc. Extension
Mims, Crawford J.	Philander Smith College Little Rock, Arkansas 72203	Philander Smith College
Minkoff, Dorothy	Adult Educ. Res. Center Morris Avenue Union, New Jersey 07083	Newark State College
Minnis, Roy B.	7889 E. Kenyon Ave. Denver, Colorado 80237	Reg. VIII, Dept. of H.E.W. Regional Adult Ed. Program Officer
Mocker, Donald W.	1216 N. 13th Street St. Louis, Mo. 63106	University of Missouri
Mooney, Sister Joan	2300 Adams Road Scranton, Penna. 18509	Marywood College
Motta, Sara	U.S. Office of Ed. Washington, D. C.	
Newsom, William M.	277 Prairie Ave. Providence, R. I. 02905	Rhode Island College

<u>Name</u>	<u>Address</u>	<u>Institution</u>
Nichols, Calvin J.	760 Market St., Mail Room 837 San Francisco, Calif. 94102	U.S. Office of Ed. Regional Office, Reg. IX
Pacelli, Anthony R.	3 Woodhall Lane Village Green Redford, New York 12148	State Univ. of N.Y. at Albany
Palmer, Robert E.	1733 Sunset Lane Tallahassee, Fla. 32306	Florida State University
Parker, Jack F.	820 South Oval Norman, Oklahoma 73069	University of Oklahoma
Patterson, Robert N	650 College Blvd. Ontario, Oregon 97914	Treasure Valley Comm. College
Petty, Edgar Lawton	Rt. 1, Box 104 Oklahoma City, Okla. 73111	Central State College
Rancier, Gordon J.	2695 Dupont St. Ottawa 8, Ontario, Canada	Devel. of programs for Fed. Govt. of Canada
Redbird, Helen Marie	271 Walnut Drive Monmouth, Oregon 97361	Oregon College of Education
Ryan, John E.	Evergreen Road Vernon, Conn. 06086	Conn. State Dept. of Education
Scholten, Marvin	112-14th Ave., South Brookings, S. D. 57006	South Dakota State University
Schultz, M. Eldon	U.S. Office of Education Region V 225 S. Jackson Chicago, Ill. 60606	
Seaman, Don F.	Drawer LH, State College Mississippi 39672	Mississippi State University
Sherron, Ronald H.	403 Calvin Rd. Raleigh, N. C. 27605	North Carolina State University
Sullivan, Troy	1820 W. Northernlights Blvd. Anchorage, Alaska 99503	University of Alaska
Sylvest, James Q.	Division of Continuing Educ. Baton Rouge, Louisiana 70803	Louisiana State University
Thomas, Charles H. Jr.	Route 1, Box 944 Orangeburg, South Carolina 29115	South Carolina State College

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<u>Name</u>	<u>Address</u>	<u>Institution</u>
Timmons, George C.	P. O. Box 751 Portland, Oregon 97207	Portland State College
Towey, Carrol F.	U.S. Office of Education John F. Kennedy Fed. Bldg. Boston, Mass. 02203	
Trent, Curtis	1916 Vermont Manhattan, Kansas 66502	Kansas State University
Tunnell, James W.	6607 Auburndale Austin, Texas 78700	University of Texas
Uber, Mary Irene	Ranch Apt. #3, Rte. 1 Bozeman, Montana 59715	Montana State University
Wasinger, Gordon	C-109 East Hall Iowa City, Iowa 52240	University of Iowa
Wasson, John	1342 Keston Street St. Paul, Minnesota 55108	University of Minnesota
White, William H.	Rutgers Labor Education Center New Brunswick, N.J. 08903	Rutgers - The State University
Williams, (Mrs.) Beryl W.	4905 The Alameda Baltimore, Maryland 21212	Morgan State College

RESOURCE PERSONS

Ast, Ray	AEE Learning Center Project Off. Montclair State College Upper Montclair, N.J. 07043
Blum, Zahava (Mrs.)	Dept. of Social Relations Johns Hopkins University Baltimore, Maryland
Botwinick, Jack	Department of Psychology Washington University St. Louis, Missouri
Brazziel, William	Dir. of General Education Norfolk Division Virginia State College 2401 Corprew Avenue Norfolk, Virginia 23504



<u>Name</u>	<u>Address</u>	<u>Institution</u>
Brown, Don	Dir. ABE Reading Research Foster Hall Library Circle State Univ. of N.Y. at Buffalo Buffalo, New York	
Cardenas, Joe A.	Chief, Educational Development Centers Branch Southwest Education Development Lab. Suite 550 Commodore Perry Hotel Austin, Texas 78701	
Clayton, Ronald	Montrose Branch Raymond Hilliard Adult Educ. Center 901 West Montrose Ave. Chicago, Illinois 60613	
Cortright, Richard	Director, Clearinghouse and Special Projects National Association for Public School Adult Education 1201 16th Street, Northwest Washington, D. C. 20036	
Crabtree, Arthur P.	333 West State Street Trenton, New Jersey 08618	
Droege, Robert C.	Research Psychologist U.S. Employment Service Bureau of Employment Security U.S. Dept. of Labor Washington, D. C. 20210	
Gregory, Francis	Special Asst. to the Associate Manpower Administrator Manpower Administration U. S. Department of Labor Washington, D. C. 20210	
Haddad, William	U.S.R. & D. Corporation Tower Suite 6100 Chrysler Building New York, New York 10017	
Horberg, Charles	Assistant Principal Jackson Adult Education	
Jahns, Irwin	Adult and Continuing Education College of Education Florida State University Tallahassee, Florida 32306	
Karlsen, Ljorn	Department of Education Sonoma State College Rohnert Park, California 94928	

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<u>Name</u>	<u>Address</u>
Keilty, Margaret	Director of Adult Education City Hall Fitchburg, Massachusetts 01120
Lehmann, Herbert W.	Assistant Superintendent for Continuing Education Board of Education 228 North LaSalle Street Chicago, Illinois 60601
Malone, Violet	Director of Guidance and Counseling Cook County Superintendent of Public Instruction Special Training Programs 6317 South Maryland Chicago, Illinois 60637
Mangano, Joseph	Chief, General Continuing Education State Education Department Albany, New York 12224
McFann, Howard	Director of Research George Washington University Human Resources Research Office Division No. 3 (Recruit Training) P. O. Box 5787 Presidio of Monterey, California 93940
Monge, Rolf	Adult Development Study Syracuse University 910 Irving Avenue Syracuse, New York 13210
Murphy, Robert	Raymond Hilliard Adult Education Center 6533-35 South Steward Avenue Chicago, Illinois 60621
Neff, Monroe	Director, Division of Continuing Education State Education Department Albany, New York 12224
Nichols, Herbert L.	Educational Media Consultant 7502 Bellefield Avenue Oxon Hill, Maryland 20022
Otto, Wayne	Department of Curriculum and Instruction School of Education University of Wisconsin 1815 University Avenue Madison, Wisconsin 53706

<u>Name</u>	<u>Address</u>
Robinson, William	Director, Cook County Department of Public Aid 318 West Adams Street Chicago, Illinois 60606
Ryan, Kevin	Director, Master of Arts in Teaching Program Graduate School of Education University of Chicago 5811 Kenwood Avenue Chicago, Illinois 60637
Scharles, Henry	School of Business Administration Georgetown University 36th and "N" Streets, Northwest Washington, D. C. 20007
Stewart, R. Calvert	Educational Consultant Davis, MacConnell, Halston, Inc. Suite 309 4600 Duke Street Alexandria, Virginia 22304

Professional Resource List  
for  
Adult Basic Education  
Training Institutes  
1965-1968\*

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Key:

T- Teacher Training Institute  
A- Administrator Training Institute  
C- Counselor Training Institute  
NUEA - Pre-Institute Workshop

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Adair, J. B.	1966	North Carolina State University	T
	1967	University of South Carolina	A
	1967	North Carolina State University	T
	1968	North Carolina State University	T
Adams, Charles	1967	University of South Carolina	A
Adams, William	1968	University of Colorado	T
Adler, Jerry	1967	University of California at Los Angeles Extension	T
Aiken, James	1967	Montclair State College	A
Aker, George	1965	Florida State University	T & A
	1967	Florida State University	T
	1967	University of South Carolina	A
	1968	Florida State University	T
Albert, John	1963	Portland State	T
Aldrich, Alice	1967	University of Maine	T
Amanna, Vincent	1968	University of Colorado	T
Anderson, A. N.	1965	Florida State University	T & A
Angelino, Henry	1967	University of Oklahoma	A
Anibal, John	1967	Wayne State University	T
Aparacio, Manuel	1965	Florida State University	T & A
Armstrong, John	1967	Wayne State University	NUEA
Asmuth (Mrs.) Lynn	1967	Wayne State University	T
Ast, Ray	1967	State University of New York at Albany	T
	1967	Montclair State College	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Atencio, Thomas	1968	University of Colorado	T
Atteberry, Roland	1967	University of California Los Angeles Extension	T
Aven, James	1966	University of California Los Angeles Extension	T
Axford, Roger	1968	Florida State University	T
Ayers, H. J.	1965	Florida State University	T & A
Back, Ollie James	1967	North Carolina State University	T
Baddley, Joe	1967	Florida State University	T
Bagwell, J. Frank	1968	Florida State University	T
Bales, Joe	1967	University of Oklahoma	A
Banks, Virginia	1967	University of Wyoming	A
	1968	University of Colorado	T
Bantel, Edward	1967	Wayne State University	T
	1967	Ohio State University	T
Barbee, Helen	1967	University of Maine	T
Barnes, Robert	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Barrett, Charles	1967	North Carolina State University	T
	1968	North Carolina State University	T
Barrientos, Ivan	1965	Michigan State University	T
Barron, William	1968	University of Texas at Austin	T
Bate, Dayrell	1967	Portland State College	T
Bates, Charles	1968	Florida State University	T
Bauernfiend, Naomi	1968	University of Colorado	T
Becker, Eric	1967	University of California Los Angeles Extension	T
Begeny, D.	1968	George Washington University	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of In: titute</u>
Belium, C. A.	1965	Florida State University	T & A
Berres, Frances	1966	University of California Los Angeles Extension	T
Bessent, Wailand	1968	University of Texas at Austin	T
Bothea, Lou L	1965	Florida State University	T & A
Bibens, Roberts	1968	University of Oklahoma	A
Bierly, R.	1968	George Washington University	A
Bird, Howard	1968	Portland State College	T
Bishop, Jesse	1967	University of Maine	T
Blackman, Charles	1965	Michigan State University	T
Blakely, (Mrs) Caroline	1967	University of Maine	T
Blakey, Millard	1968	Florida State University	T
Blassingame, George	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Bliss, Phillip	1965	Florida State University	T & A
Blitch, C. G.	1965	Florida State University	T & A
Bonds, Rosa	1966	Florida State University	T
Boclair, (Mrs.)Ernestine	1968	Florida State University	T
Boone, Edgar J.	1966	North Carolina State University	T
	1967	University of South Carolina	A
	1967	North Carolina State University	T
	1968	North Carolina State University	T
Boozer, James	1967	Portland State College	T
Bordie, John	1968	University of Texas at Austin	T
Borlace, Earl	1968	Ball State Teachers College	C
Boyd, Robert	1968	Florida State University	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Bradmueller, Weldon	1966	North Carolina State University	T
	1966	Florida State University	T
	1967	Florida State University	T
Brady, Henry Jr.	1967	Florida State University	T
Branton, Wyley	1968	George Washington University	A
Brazziell, William	1966	North Carolina State University	T
	1967	State University of New York at Albany	T
	1967	University of South Carolina	A
	1968	State University of New York at Albany	T
Brenner, Warren	1968	Portland State College	T
Brewster, Jess	1967	Portland State College	T
	1968	Portland State College	T
Brice, Edward	1968	Florida State University	T
Briedwell, John	1967	Portland State College	T
Brock, Clay	1967	Florida State University	T
	1968	University of Texas at Austin	T
	1968	University of Oklahoma	A
Brock, Kelly V.	1965	Florida State University	T & A
Brookover, William	1965	Michigan State University	T
Brooks, Deton	1967	Minnesota State Department of Education	T
Brooks, (Mrs.) Harriet	1965	Florida State University	T & A
	1966	Florida State University	T
Brown, Donald	1967	State University of New York at Albany	T
Brown, Edward T.	1966	North Carolina State University	T
Brown, Maurice	1968	North Carolina State University	T
Brown, (Miss) Menton	1965	Florida State University	T & A

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Brown, (Mrs) Minnie	1966	North Carolina State University	T
	1968	North Carolina State University	T
Brown, Morris	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Brown, Sandy	1967	University of Maine	T
Browning, M. A.	1968	University of Oklahoma	A
Broyles, Ned	1968	North Carolina State University	T
Bruce, Kenneth	1967	Portland State College	T
	1968	Portland State College	T
Bryant, Ben	1967	Minnesota State Department of Education	T
Bucher, David	1967	University of Iowa	A
Burgor, Virgil	1967	Minnesota State Department of Education	T
Burman, Arthur	1966	North Carolina State University	T
	1967	University of Wyoming	A
Burt, Derick	1967	University of Maine	T
Butcher, Donald	1967	Wayne State University	T
	1967	Wayne State University	NUEA
Butler, Kenneth	1967	Portland State College	T
Cabrera, Patricia	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Cacavas, Peter	1968	Ball State Teachers College	C
Calvin, Allen D .	1967	Wayne State University	NUEA
Cammaratta, Don	1965	Florida State University	T & A
Camp, James	1967	North Carolina State University	T
	1968	North Carolina State University	T
Cantelope, Leo	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T



<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Capefari, Alfred	1967	Wayne State University	T
Caplan, Stanley	1968	University of Colorado	T
Carle, Wayne	1967	Ohio State University	T
Carnahan, Dave	1967	Portland State College	T
Carnal, (Miss) Gloria	1967	University of Arizona	TESOL
Carpenter, Charles	1968	University of Texas at Austin	T
Carpenter, William	1967	Florida State University	T
	1968	Florida State University	T
	1968	North Carolina State University	T
Carter, Joe	1967	North Carolina State University	T
	1968	North Carolina State University	T
Carter, O. E.	1968	University of Texas at Austin	T
Cass, Ann	1968	George Washington University	A
Causey, (Mrs.) Mildred	1967	University of South Carolina	A
Chapman, Byron	1965	Michigan State University	T
Chapman, W. Judd	1966	Florida State University	T
Chiakmakis, Ernest	1967	Wayne State University	T
Childers, Bob	1967	University of South Carolina	A
Christian, Cass	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
Christian, Floyd	1965	Florida State University	T & A
Church, J. K.	1968	Ball State Teachers College	C
Clasen, S. W.	1967	Minnesota State Department of Education	T
Clifton, Stanley	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
Code, Allen Sr.	1967	Florida State University	T

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Cofor, Eloise	1968	North Carolina State University	T
Cohen, David	1967	Wayne State University	T
Collier, Arthur	1966	Florida State University	T
	1967	Florida State University	T
Commander, Frank	1965	Florida State University	T & A
	1967	University of South Carolina	A
Connors, Charles	1967	University of South Carolina	A
Cook, Mary Jane	1967	University of Arizona	TESOL
Cook, Ted	1967	North Carolina State University	T
	1968	North Carolina State University	T
Cook, Wanda	1965	Florida State University	T & A
Coombs, Mary	1967	University of Maine	T
Cooper, Charles	1967	University of Wyoming	A
Cordasco, Francisco	1967	Montclair State College	A
Corey, Ginger	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Corian, Richard	1967	University of California Los Angeles Extension	T
Cornish, Thelma	1968	North Carolina State University	T
Corwin, (Mrs.) Alice	1967	University of Maine	T
Cesgrove, Charles	1967	University of Maine	T
Cottier	1968	University of Missouri Kansas City	T
Cottingham, Harold	1965	Florida State University	T & A
Cousens, Frances	1967	Wayne State University	T
Couvillion, C. C.	1968	University of Oklahoma	A
Crabtree, Jack	1967	George Washington University	A
	1967	Montclair State College	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Craddock, John	1968	Ball State Teachers College	C
Cropp, John	1965	Florida State University	T & A
Crosswhite, Joe	1966	Ohio State University	T
Crow, (Mrs.) Sparkle	1968	Ball State Teachers College	C
Curry, Robert	1966	North Carolina State University	T
	1967	University of Oklahoma	A
	1967	North Carolina State University	T
	1968	University of Oklahoma	A
	1968	North Carolina State University	T
Daigle, Laurel	1967	University of Maine	T
D'Angio, Robert	1965	Florida State University	T & A
Daughtry, (Mrs.) Mamie	1965	Florida State University	T & A
Davidson, Edmonia	1968	George Washington University	A
Davies, J. Leonard	1967	University of Iowa	A
Davis, George	1965	Florida State University	T & A
Deck, James	1967	North Carolina State University	T
	1968	George Washington University	A
	1968	North Carolina State University	T
Deleo, Rita	1967	University of Maine	T
Delker, Paul	1968	North Carolina State University	T
DeMott, K. E.	1968	University of Texas at Austin	T
Densmore, Max	1965	Michigan State University	T
Derbyshire, Robert	1966	Florida State University	T
Dighera, Allen	1968	Ball State Teachers College	C
Doerr, Joe	1968	University of Missouri Kansas City	T
Dolan, Robert	1966	North Carolina State University	T
	1967	North Carolina State University	T

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Donaldson, Bill	1965	Florida State University	T & A
Doran, Roger	1967	University of Maine	T
Dorland, James	1966	North Carolina State University	T
	1967	Florida State University	T
	1967	Ohio State University	T
	1968	George Washington University	A
	1968	University of Texas at Austin	T
	1968	Ohio State University	T
Dowling, William	1967	Ohio State University	T
	1968	Ohio State University	T
Downs, James	1967	University of Arizona	TESOL
Dozier, Ronald	1967	Wayne State University	NUEA
Driggs, Wesley	1968	University of Oklahoma	A
DuBois, Eugene	1967	Ohio State University	T
DuBose, Harvey	1967	University of South Carolina	A
Dudharkar (Mrs.) Susan	1967	Portland State College	T
Duffy, Betty	1967	Portland State College	T
Duhon, Dorothy	1968	University of Colorado	T
Dunn, Gerard	1967	University of Maine	T
Dunn, Thomas	1967	Wayne State University	T
Dutton, M. D.	1965	Florida State University	T & A
Duran, Cleto	1968	University of Texas at Austin	T
Earnest, Betty	1967	North Carolina State University	T
Easley, Edgar	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	
East, J. K.	1967	University of South Carolina	A
Eaves, Bill	1967	University of South Carolina	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Eckstein, Jackson	1967	University of California Los Angeles Extension	T
Eddins, C. R.	1967	University of Oklahoma	A
Eggers, Ozzie	1968	University of Missouri Kansas City	T
Elfner, Elinor	1968	Florida State University	T
Elkins, Kyrle	1967	Wayne State University	T
Elmore, H. D.	1965	Florida State University	T & A
Elofson, Elferd	1967	Florida State University	T
Esarey, Clark	1967	Wayne State University	T
Ether, John	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Evans, Roy	1968	University of Texas at Austin	T
Eyre, Gary	1967	University of Wyoming	A
	1968	University of Colorado	T
Fallesen, Gordon, H.	1967	North Carolina State University	T
	1968	North Carolina State University	T
Farley, Jere	1967	University of South Carolina	A
Ferrell, Clayton	1966	Ohio State University	T
Ferrier, Ray	1965	Michigan State University	T
	1967	Wayne State University	T
Fightmaster, Walter	1967	Wayne State University	T
	1967	Wayne State University	NUFA
Fish, Eurah	1967	Portland State College	T
Fitzgerald, Hunter	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Fitzgerald, Paul	1966	Florida State University	T
Flannagan, James	1968	George Washington University	A
Flickinger, Geneva	1967	North Carolina State University	T
Flint, James	1965	Florida State University	T & A
	1967	Florida State University	T
	1967	University of South Carolina	T
Flowers, Wm. L.	1966	North Carolina State University	T
Floyd, Leroy	1965	Florida State University	T & A
Forand, Joseph	1967	State University of New York at Albany	T
Forand, Paul	1968	State University of New York at Albany	T
Ford, William	1965	Michigan State University	i
Forrest, John	1967	University of South Carolina	A
	1967	Florida State University	T
Foster, Gerald	1967	Wayne State University	T
	1967	University of Maine	T
	1967	North Carolina State University	T
	1967	Wayne State University	NUEA
Fox, Jesse Jr.	1968	University of Texas at Austin	T
Fox, Ralph	1967	University of California Los Angeles Extension	T
Frank, Harry	1967	Florida State University	T
Fraser, John	1967	Wayne State University	T
Freedman, Leonard	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Fulton, William	1967	University of Oklahoma	A
	1968	University of Oklahoma	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
DeGabricle, Eugene	1966	University of California Los Angeles Extension	T
Gaffney, John	1965	Michigan State University	T
Gale, Raymond	1968	Ball State Teachers College	C
Gambacorta, Rocco	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Ganeles, Daniel	1967	State University of New York at Albany	T
	1967	Montclair State College	A
	1968	State University of New York at Albany	T
Gardiner, Glenn	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Gardner, G. Leon	1966	University of California Los Angeles Extension	T
Gartner, Richard	1966	North Carolina State University	T
	1967	University of Oklahoma	A
	1967	North Carolina State University	T
	1968	University of Texas at Austin	T
Gartrell, Kenneth	1966	Ohio State University	T
	1967	Wayne State University	T
Gately, Thomas	1967	Wayne State University	NUEA
Gavola (Mrs.) Margaret	1967	Wayne State University	T
Gearing, Phillip J.	1965	Florida State University	T & A
Geeslin, Bob	1965	Florida State University	T & A
Geeslin, (Mrs.) Carol	1965	Florida State University	T & A
	1967	Florida State University	T
Geiger, Nancy	1965	Florida State University	T & A
Gibson, L. H.	1965	Florida State University	T & A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Gillespie, Joyce	1967	University of Arizona	TESOL
Glasgow, M. W.	1967	University of Oklahoma	A
Glass, Rosalee	1967	University of Maine	T
Glick, David	1967	Wayne State University	T
Glover, Billy	1967	Florida State University	T
Godwin, Thad	1965	Florida State University	T & A
Goldsmith, Edward	1966	University of California Los Angeles Extension	T
Goodman, (Mrs.) Ruth	1967	Montclair State College	A
Goodwin, (Miss) Sara H.	1967	North Carolina State University	T
Goessen, Irvy	1967	University of Arizona	TESOL
Gordon, Sandra	1967	University of Arizona	TESOL
Gould, Gerald	1965 1968	Michigan State University Ohio State University	T T
Granger, Donald	1965	Florida State University	T & A
Granger, Rosemarie	1967	University of Maine	T
Green, Harry	1965	Florida State University	T & A
Green, (Mrs.) Margaret	1965	Florida State University	T & A
Green, Robert L.	1965	Michigan State University	T
Griessman, Benjamin	1967 1968	North Carolina State University North Carolina State University	T T
Grimm, Betty	1965	Florida State University	T & A
Grimm, Wayne	1967	Wayne State University	T
Gueiros, Ilze	1967	Florida State University	T
Guimaraes, Calvino	1967	Florida State University	T



<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Halo, Don	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Hall, Lucy	1967	North Carolina State University	T
	1968	George Washington University	A
	1968	North Carolina State University	T
Halverson, Brent	1968	Florida State University	T
Hamachek, Donald E.	1965	Michigan State University	T
Hamilton, William	1966	University of California Los Angeles Extension	T
Hammitt, Earl	1968	University of Texas at Austin	T
Hanberry, Gerald	1968	Florida State University	T
Hand, Sam	1965	Florida State University	T & A
	1966	Florida State University	T
	1967	University of South Carolina	A
	1967	Florida State University	T
	1968	Florida State University	T
Hanisch, Dorothy	1967	University of Iowa	A
Hankin, Edward	1965	Florida State University	T & A
Hardin, Frank	1967	University of South Carolina	A
Harper, Ed	1967	University of California Los Angeles Extension	T
Harris, Bill	1967	University of South Carolina	A
Harris (Mrs.) Frances	1967	Portland State College	T
	1968	Portland State College	T
Harrison (Mrs.) Mattie	1968	University of Oklahoma	A
Haught, Robert	1967	University of Oklahoma	A
Hayes, John J.	1968	University of Colorado	T
Hays, Timothy	1968	University of Missouri	T
		Kansas City	
Heil, Carl	1967	Florida State University	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Henderson, George	1968	University of Oklahoma	A
Hendershot, Carl	1968	George Washington University	A
Hendrickson, Andrew	1966	Ohio State University	T
	1967	Ohio State University	T
Hengst, Herb	1968	University of Oklahoma	A
Henny, R. Lee	1967	Wayne State University	T
Hensley, Bonnie Lee	1968	Florida State University	T
Hershey, Harvey	1965	Michigan State University	T
	1967	Wayne State University	T
Hertert, Patricia	1966	University of California	T
		Los Angeles Extension	
Hewell, Grace	1967	Montclair State College	A
	1968	State University of New York at Albany	T
Hewitt (Mrs.) Mary Jane	1966	University of California	T
		Los Angeles Extension	
Heyman, (Mrs.) Shirley	1967-	Portland State College Consultant-Alaska	T
	68		
	1968		
Hiett, Norris	1968	University of Texas at Austin	T
Higgenbotham, Honorable A. Leon, Jr.	1968	George Washington University	A
Higgins, (Mrs.) Mildred	1968	Florida State University	T
Higman, W. Howard	1968	University of Colorado	T
Hill, Clarence M.	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Hill, Frederick E.	1965	Michigan State University	T
Hill, Joseph	1967	Wayne State University	T
Hilton, Harry	1967	University of Iowa	A
	1967	Minnesota State Department of Education	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Hoffman, Hy	1967	North Carolina State University	T
Hippler, R. Randolph	1967	Wayne State University	T
Hollis, Jennie Clyde	1968	George Washington University	A
Hollis, Joseph	1968	Ball State Teachers College	C
Holmes, Douglas	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Holt, Alfred	1968	State University of New York at Albany	T
Holt, Charles	1968	Florida State University	T
Hood, Don	1968	University of Oklahoma	A
Hopkins, (Mrs.) Bernice	1965	Florida State University	T & A
Horn, Virgene	1967	University of California Los Angeles Extension	T
Horton, E. B.	1965	Florida State University	T & A
Houghton, Alfred	1967	State University of New York at Albany	T
	1967	Wayne State University	NUEA
	1968	State University of New York at Albany	T
Howell, (Mrs.) Mary	1968	University of Texas at Austin	T
Hoyt, Kenneth	1967	University of Iowa	A
Huelsman, Charles	1966	Ohio State University	T
Huffman, Francis	1965	Florida State University	T & A
Hughes, Hughie	1968	North Carolina State University	T
Hull, Rollin	1967	University of Wyoming	A
Hunt, Paul	1966	Ohio State University	T
Hunter, Robert M.	1968	University of Colorado	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Hurst	1968	University of Missouri Kansas City	T
Hussey, Wayne	1968	Portland State College	T
Hutcheson, Sigrid (Sr.)	1968	University of Colorado	T
Hutchins, Julia	1967	Portland State College	T
	1968	Portland State College	T
Hutchison, Peyton	1967	Wayne State University	T
Ingham, Roy	1966	Florida State University	T
	1968	Florida State University	T
Iverson, Maurice T.	1967	North Carolina State University	T
Jahms, Irwin	1967	Florida State University	T
	1967	University of South Carolina	A
	1968	Florida State University	T
Jarman, B. H.	1968	George Washington University	A
Jarrett, Milt	1967	University of Oklahoma	A
Jensen, Glenn	1967	University of Wyoming	A
Johnson, Dorothy	1968	Ball State Teachers College	C
Johnson, Edwin A.	1965	Florida State University	T & A
Johnson, Harvey	1967	Montclair State College	A
Johnson, Lowery	1967	Minnesota State Department of Education	T
Johnson, Rita	1966	University of California Los Angeles Extension	T
Johnson, Robert L.	1967	Wayne State University	NUFA
	1968	University of Colorado	T
Johnston, Charles	1967	University of Iowa	A
Johnston, William	1967	University of California Los Angeles Extension	T
Jones, Charles O.	1967	Florida State University	T
	1968	Florida State University	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Jones, John	1967	University of Iowa	A
Jones, (Mrs.) Patsy	1967	University of Arizona	TESOL
Jones, Wymn	1965	Florida State University	T & A
Kean, Gwendolyn	1968	North Carolina State University	T
Kelley, Claude	1967	University of Oklahoma	A
Kempfer, Homer	1968	George Washington University	A
Kennedy, Wallace A.	1966	Florida State University	T
Kennington, Agnes	1967	University of Wyoming	A
Kessler, Karl	1966	Ohio State University	T
Ketner, Robert	1967	University of Oklahoma	A
Kettler, David	1968	University of Texas at Austin	T
Keyes, Karl	1967	Wayne State University	T
Kielty, Margaret	1966	Ohio State University	T
	1967	Ohio State University	T
	1968	Ohio State University	T
Kindred, Robert	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
King, W.	1968	George Washington University	A
Kirkland, (Mrs.) Catherine	1966	North Carolina State University	T
	1967	Florida State University	T
	1967	University of South Carolina	A
Kl is, Russell J.	1965	Michigan State University	T
Kleven, Joe	1967	Portland State College	T
Knotts, James L.	1967	University of Oklahoma	A
Knowles, Malcolm	1967	University of Maine	T

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Knowlton, Clark S.	1968	University of Colorado	T
Koehler, Lawrence	1966	University of California Los Angeles Extension	T
Komives, Valarie	1967	Wayne State University	T
Koth, Alan	1967	University of South Carolina	A
Kowitz, Gerald	1968	University of Oklahoma	A
Kruger, Daniel	1965	Michigan State University	T
LaMont, (Mrs.) Lynd	1967	University of Arizona	TESOL
Langerman, Phil	1967	University of Iowa	A
Lape, Keith	1968	Ball State Teachers College	C
Laubach, Wilbert	1965	Michigan State University	T
Law, Bob	1965	Florida State University	T & A
Lawrence, Frank	1967	North Carolina State University	T
	1968	George Washington University	A
	1968	North Carolina State University	T
Lawter, Joe	1968	University of Oklahoma	A
Lee, Eric	1967	University of Maine	T
LeFrois, Ronald	1965	Michigan State University	T
Leighton, E. Roby	1967	University of California Los Angeles Extension	T
Lethbridge, Elliot	1967	Montclair State College	A
Leitch, Dana	1965	Florida State University	T & A
Lewis, Harry	1968	University of Colorado	T
Lieberthal, Mil	1967	North Carolina State University	T
Lightburn, Joseph	1966	University of California Los Angeles Extension	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Lindsey, Col. Edward	1967	University of California Los Angeles Extension	T
	1968	Portland State College	T
Lobuts, John	1968	George Washington University	A
Lockett, William	1967	University of Arizona	TESOL
Lockman, John	1965	Florida State University	T & A
Long, Robert	1968	Florida State University	T
Lord, Donald	1967	University of Maine	T
Luke, Robert	1965	Florida State University	T & A
	1967	University of Oklahoma	A
	1968	University of Missouri Kansas City	A
	1968	State University of New York at Albany	T
	1968	Florida State University	T
Lynn, Don	1965	Florida State University	T & A
Lyon, W. Bemon	1967	University of South Carolina	A
Mack, W. Ivey	1965	Florida State University	T & A
Mack, Lynn	1967	University of California Los Angeles Extension	T
	1967	North Carolina State University	T
Magruder, Eugene	1968	George Washington University	A
Malcolm, Richard	1967	North Carolina State University	T
Mallard, Harry	1967	University of Iowa	A
Maltzman, Edward	1966	North Carolina State University	T
Mangano, Joe	1966	North Carolina State University	T
	1966	Florida State University	T
	1967	State University of New York at Albany	T
	1967	University of South Carolina	A
	1967	North Carolina State University	T
	1967	Wayne State University	NUFA
	1967	Montclair State College	A
	1968	State University of New York at Albany	T

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Mann, Thomas	1967	Wayne State University	T
Marker, Robert	1967	University of Iowa	A
Marsh, C Paul	1966	North Carolina State University	T
Marshall, J. Stanley	1967	Florida State University	T
Martin, Anita L.	1967	Montclair State College	A
Martin, Charlotte	1967	Wayne State University	T
	1968	Ball State Teachers College	C
Martin, James S.	1966	Florida State University	T
Martin, Patrick	1967	Montclair State College	A
Mason, George	1965	Florida State University	T & A
Mason, Walter	1967	University of Oklahoma	A
Massey, Harold	1968	University of Texas at Austin	T
Mathieson, Lois	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Matthews, Howard	1968	George Washington University	A
Mauk, Warren	1968	Florida State University	T
Mauth, Leslie	1968	Ball State Teachers College	C
McCullum, Bernice	1966	Florida State University	T
	1967	Florida State University	T
McComer, Stan	1967	University of Maine	T
McCoy, (Mrs.) Mary	1968	Florida State University	T
McCreight, J. C.	1967	University of Oklahoma	A
McCubbin, (Mrs.) Barbara	1965	Florida State University	T & A
McGee, Howell	1967	University of Oklahoma	A
McIntyre, (Mrs.) Helen	1965	Florida State University	T & A



<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
McCee, John	1967	University of Maine	T
	1967	Wayne State University	NCTA
McKenzie, John	1967	Portland State College	T
McKeon, Steve	1963	University of Texas at Austin	T
McLean, Robert	1968	University of Texas at Austin	T
McPherson, J. J.	1968	George Washington University	A
McWatt, George	1967	Wayne State University	T
McWilliams, Paul	1967	Wayne State University	T
Meeth, Louis	1965	Florida State University	T & A
Mengert, Fritz	1966	Ohio State University	T
Metcalf, Richard	1968	Florida State University	T
Miklos, John E.	1966	Florida State University	T
Mikulak, Michael	1967	University of Iowa	A
Miley, W. W.	1967	Florida State University	T
Milio, Nancy	1967	Wayne State University	T
Millard, Wayne	1965	Florida State University	T & A
Miller, Howard	1966	North Carolina State University	T
Miller, James	1967	Wayne State University	T
Miller, (Mrs.) Patricia	1967	Wayne State University	T
Milona, Arthur	1968	George Washington University	A
Minkoff, (Mrs.) Dorothy	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Minnis, Roy	1965	Florida State University	T & A
	1967	University of Iowa	A
	1968	University of Colorado	T
Mitchell, Nicholas	1967	University of South Carolina	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Mock, Ralph	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Mocker, Don	1968	University of Missouri	T
		Kansas City	
Modesto, Frederico J.	1967	North Carolina State University	T
	1968	North Carolina State University	T
Monahan, William	1967	University of Iowa	A
Monroe, Bruce	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Morell, Justo Perez	1967	North Carolina State University	T
Morgan, Luther	1967	Minnesota State Department of Education	T
Morrison, M. L.	1967	University of South Carolina	A
Morrow, Margaret	1965	Florida State University	T & A
Morrow, Raymond	1967	University of Maine	T
Morton, Ed	1967	University of California	T
		Los Angeles Extension	
Muehl, Siegmund	1967	University of Iowa	A
Mueller, Elmer	1967	Minnesota State Department of Education	T
Mulvey, Mary	1967	University of Maine	T
Munch, Charles	1965	Florida State University	T & A
Murphy, Garrett	1968	State University of New York at Albany	T
Murray, Chalmers	1965	Florida State University	T & A
	1968	Florida State University	T
Murray, Thomas	1965	Florida State University	T & A
Nadler, Leonard	1966	Florida State University	T
	1967	Florida State University	T
	1968	George Washington University	A

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Nave, Wallace	1967	North Carolina State University	T
	1968	North Carolina State University	T
Neff, Monroe	1966	North Carolina State University	T
	1967	North Carolina State University	T
	1968	George Washington University	A
	1968	State University of New York at Albany	T
Nelson, (Mrs.) Martha	1968	University of Texas at Austin	T
Nesbitt, Charles	1968	Ohio State University	T
Nesser, John	1967	Wayne State University	T
Neufeld, William	1967	North Carolina State University	T
	1968	George Washington University	A
	1968	North Carolina State University	T
Newman, Ernest	1968	Florida State University	T
Nichols, Herb	1967	Florida State University	T
	1967	Wayne State University	T
	1967	North Carolina State University	T
	1967	Wayne State University	NUA
Nichols, John	1967	University of Maine	T
Norrell, Gwendolyn	1965	Michigan State University	T
Norheutt, Travis, Jr.	1965	Florida State University	T & A
Noyes, Garth	1967	University of Arizona	T TESOL
Nunney, Derck	1966	University of California Los Angeles Extension	T
	1967	University of Oklahoma	A
	1967	University of South Carolina	A
	1967	University of Maine	T
	1967	North Carolina State University	T
	1967	Wayne State University	NUA
O'Hara, James	1967	Wayne State University	T
Ohlinger, John	1967	Ohio State University	T
	1968	Ohio State University	T
Ohm, Robert	1968	University of Oklahoma	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Oliver, Leonard P.	1966	Florida State University	T
Osborne, Alan	1968	Ohio State University	T
Otto, John	1967	University of South Carolina	A
Overfield, Herb	1968	University of Texas at Austin	T
Pacelli, Anthony	1968	State University of New York at Albany	T
Pagano, Jules	1967	University of Oklahoma	A
	1967	State University of New York at Albany	T
	1967	University of Maine	T
	1967	North Carolina State University	T
	1967	Wayne State University	NUEA
Paige, Joseph	1967	Wayne State University	T
	1967	North Carolina State University	T
	1967	Wayne State University	NUEA
	1968	George Washington University	A
	1968	Ohio State University	T
Palmer, Robert	1965	Florida State University	T & A
	1968	Florida State University	T
Pantell, Dora	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Papeun, George	1967	University of Arizona	TESOL
Parker, Franklin	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
Parker, Jack	1968	University of Oklahoma	A
Parker, Norman	1967	Florida State University	T
Partner, Bruce	1966	Ohio State University	T
Passy, Robert	1968	State University of New York at Albany	T
Pattison, Rose Mary	1967	Wayne State University	T
	1968	Ball State Teachers College	C

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Pearce, Douglas	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Pease, John A.	1965	Michigan State University	T
Pennington, Don	1967	University of California Los Angeles Extension	T
Perlmutter, William	1968	State University of New York at Albany	T
	1967	University of Maine	T
Peters, Floyd	1965	Florida State University	T & A
Peters, John	1967	North Carolina State University	T
Peters, Robert	1967	Ohio State University	T
	1968	Ohio State University	T
Petree, Jim	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
Phifer, Gregg	1968	Florida State University	T
Phillips, Paul L.	1965	Florida State University	T & A
Pickarts, Evelyn	1966	University of California Los Angeles Extension	T
Peirson, L. R.	1967	Portland State College	T
Pietras, Thomas	1965	Michigan State University	T
Pitchell, Robert	1967	Florida State University	T
	1967	North Carolina State University	T
	1967	Wayne State University	NEEA
Pitts, Bishop	1968	University of Texas at Austin	T
Pocket, D. B.	1967	University of South Carolina	A
Polk, E. E. Jr.	1967	University of South Carolina	A
Popkam, James	1966	University of California Los Angeles Extension	T
	1967	University of Maine	T
	1967	Wayne State University	NEEA

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Porter, George	1967	Portland State College	T
	1968	Portland State College	T
Porter, Gerald	1968	North Carolina State University	T
Porter, Joseph	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Powell, Jonnie	1966	Florida State University	T
Powers, Carl	1967	Wayne State University	T
	1967	Wayne State University	NUEA
Praed, Max	1966	University of California Los Angeles Extension	T
Puder, William	1965	Florida State University	T & A
Qazilbash, Husain	1967	Florida State University	T
	1968	Florida State University	T
Quinly, William	1966	Florida State University	T
	1968	Florida State University	T
Quinn, Emily	1966	North Carolina State University	T
	1967	North Carolina State University	T
	1967	Montclair State College	A
	1968	North Carolina State University	T
Rankin, Marcus	1965	Florida State University	T & A
Rapp, Walter	1967	University of Oklahoma	A
Rasof, Elvin	1967	Wayne State University	T
Russlan, Frank	1966	Florida State University	T
Reynolds, Don	1968	North Carolina State University	T
Reynolds, Rex	1966	North Carolina State University	T
	1967	North Carolina State University	T
	1967	Wayne State University	NUEA
	1968	University of Missouri Kansas City	T
	1968	University of Texas at Austin	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Ricksecker, Earl	1968	Ball State Teachers College	C
Riddle, Bill	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
Riney, Ruby	1967	Minnesota State Department of Education	T
Rishell, J. A.	1965	Florida State University	T & A
Roberts, Ernest	1967	Florida State University	T
	1968	Florida State University	T
Roberts, Thomas	1967	Wayne State University	T
	1967	Wayne State University	NUFA
Robinson, Byrl	1967	University of California Los Angeles Extension	T
Robinson, Cecil	1967	University of Arizona	TESOL
Rockhill, Sylvia	1967	University of California Los Angeles Extension	T
Rockwood, Charles E.	1966	Florida State University	T
Rembouts, Jack	1965	Michigan State University	T
Rose, Harold	1968	Florida State University	T
Rose, Marvin	1967	University of Wyoming	A
Rowe, James	1968	Ball State Teachers College	C
Rue, (Mrs.) Hazel	1967	Portland State College	T
Rubin, Robert	1967	University of California Los Angeles Extension	T
Rupert, Robert	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Rupiper, O. J.	1967	University of Oklahoma	A
Russell, George	1966	North Carolina State University	T
Russell, Kenneth	1967	University of Iowa	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Ryan, John	1967	University of Maine	T
Sampieri, Robert	1967	University of California Los Angeles Extension	T
Sanders, Bernice	1968	University of Texas at Austin	T
Saylor, Margaret	1968	George Washington University	A
Scammell, Dale	1967	University of Iowa	A
Schlossberg, Nancy	1967 1967	Wayne State University Wayne State University	T NUEA
Schoer, Lowell	1967	University of Iowa	A
Schroeder, Wayne	1965 1966 1967 1968	Florida State University Florida State University Florida State University Florida State University	T & A T T T
Schubert, Louis	1967	University of South Carolina	A
Schultz, M. Eldon	1968	Ball State Teachers College	C
Schultz, Louis	1965	Michigan State University	T
Schulze, Rev. Paul	1967	Portland State College	T
Seaman, Donald F.	1965	Florida State University	T & A
Sederburg, Curtis	1967	University of Iowa	A
Sefert, Carl	1967 1968	North Carolina State University North Carolina State University	T T
Shannon, Lyle	1967	University of Iowa	A
Sheldon, James	1967	University of Iowa	A
Shepherd, Gene	1968	University of Oklahoma	A
Sherron, Ron	1968	North Carolina State University	T
Sherry, Edward	1967	University of Maine	T
Shorey, Wesley	1967	University of Maine	T
Shutes, James	1967	Wayne State University	T



<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Sideris, John	1967	University of Maine	T
Simmons (Mrs.) Olivia	1965	Florida State University	T & A
Sjogren, Douglas	1968	University of Colorado	T
Slatton, Frank	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Slaymaker, John	1967	Ohio State University	T
Smith, Bernard	1965	Florida State University	T & A
Smith, Charles	1965	Florida State University	T & A
Smith, Donald	1967	Wayne State University	T
	1967	Wayne State University	NUEA
Smith, Edwin	1965	Florida State University	T
	1966	Florida State University	T
	1967	Florida State University	T
	1968	Florida State University	T
Smith, Ellison	1967	Florida State University	T
Smith, Forrest	1967	University of Maine	T
Smith, Iaudine	1968	University of Texas at Austin	T
Smith, Otis	1967	Wayne State University	T
Smith, Valerie	1967	Montclair State University	A
Smith, W. A.	1967	University of South Carolina	A
Smith, William	1966	University of California Los Angeles Extension	T
Snavley, A. Eloise	1967	University of Iowa	A
Snider, Glen	1968	University of Oklahoma	A
Snyder, Robert	1968	Florida State University	T
Sorenson, Garth	1966	University of California Los Angeles Extension	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Stayman, Howard	1965	Florida State University	T & A
Steeves, Roy	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Steinman, Richard	1967	University of Maine	T
Stevens, George I.	1966	Florida State University	T
Stillwell, Hamilton	1967	Wayne State University	T
Stoker, Howard W.	1966	Florida State University	T
Stone, Coystal	1968	University of Texas at Austin	T
Stone, Franklin	1967	University of Iowa	A
Stone, Mode	1965	Florida State University	T & A
Striph, (Mrs.) Florence	1965	Michigan State University	T
	1967	University of Oklahoma	A
	1967	State University of New York at Albany	T
	1967	Wayne State University	T
	1967	Wayne State University	NUFA
Strumbeck, Ronald	1968	State University of New York at Albany	T
Supple, Robert	1967	University of Maine	T
Sweet, W. D.	1965	Florida State University	T & A
Swift, George	1967	Portland State College	T
	1968	Portland State College	T
Sworder, Stanley	1967	University of California Los Angeles Extension	T
Sylvester, E. P.	1967	Florida State University	T
	1967	University of South Carolina	A
Taborn, John	1967	Minnesota State Department of Education	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Taplett, Lloyd	1967	University of Iowa	A
Tapscott, Ed	1967	North Carolina State University	T
	1968	University of Texas at Austin	T
Taylor, Walter	1967	University of California Los Angeles Extension	T
Thomas, Herschel	1967	Wayne State University	T
Timken, Joe	1967	University of Oklahoma	A
	1968	University of Oklahoma	A
	1968	University of Texas at Austin	T
Timmons, George	1967	Portland State College	T
	1968	Portland State College	T
Todd, Gordon	1967	University of California Los Angeles Extension	T
Tomaino, Louis	1968	University of Texas at Austin	T
Tomson, John	1968	University of Colorado	T
Tracey, John	1967	State University of New York at Albany	T
Travis, George	1966	Ohio State University	T
	1967	Ohio State University	T
	1968	Ball State Teachers College	C
Trigg, Gordon	1967	University of California Los Angeles Extension	T
Trimble, Harold	1967	Ohio State University	T
	1968	Ohio State University	T
Troy, Clair	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Tufte, Oswald	1967	University of Iowa	A
Turner, (Mrs.) Mary	1967	North Carolina State University	T
Turner, Dean William	1968	North Carolina State University	T
Ulmer, Curtis	1965	Florida State University	T & A
	1966	Florida State University	T
	1967	Florida State University	T
	1967	University of South Carolina	A

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Upton, Ralph	1965	Florida State University	T & A
Valentine, C. Glenn	1967	Wayne State University	NUFA
Van Rockel, Byron	1965	Michigan State University	T
Vicars, James	1966	Ohio State University	T
	1967	Ohio State University	T
	1968	Ohio State University	T
Vinson, William	1967	Wayne State University	NUFA
Waldron, Homer	1967	University of Oklahoma	A
Walker, J. L.	1965	Florida State University	T & A
Walker, Joe	1967	University of Oklahoma	A
Wall, Linda	1966	University of California Los Angeles Extension	T
	1967	University of California Los Angeles Extension	T
Wallace, George E.	1967	North Carolina State University	T
	1968	North Carolina State University	T
Warburton, T. Stanley	1967	University of California Los Angeles Extension	T
Warden, Anne	1967	University of South Carolina	A
Warren, Richard	1965	Michigan State University	T
Wasinger, Gordon	1967	University of Iowa	A
Watrous, Joan	1967	State University of New York at Albany	T
Watson, Eugene	1966	North Carolina State University	T
Weaver, Frank B.	1967	North Carolina State University	T
	1968	North Carolina State University	T
Webber, Paul	1968	University of Texas at Austin	T
Weiner, David	1967	Wayne State University	NUFA
	1968	University of Texas at Austin	T

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<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Weiner, Richard	1967	State University of New York at Albany	T
	1967	Montclair State College	A
	1968	State University of New York at Albany	T
Weinhold, Clyde	1967	State University of New York at Albany	T
	1968	State University of New York at Albany	T
Wellborn, Charles	1965	Florida State University	T & A
Werner, Ruth	1967	University of Arizona	TESOL
West, John	1967	University of South Carolina	A
Wheatley, Joseph	1968	Florida State University	T
Whipple, Hugh	1967	Wayne State University	T
Whitehead, Don	1968	Ball State Teachers College	C
Wiegman, Eugene	1968	George Washington University	A
Wilhelm, Thomas	1967	State University of New York at Albany	T
Williams, Don	1965	Florida State University	T & A
Williams, Helen	1967	North Carolina State University	T
Williams, Juanita	1967	Minnesota State Department of Education	T
Williams, Macon	1967	Florida State University	T
Williams, Martha	1963	University of Texas at Austin	T
Williams, Robert	1968	George Washington University	A
Williams, Sue	1965	Michigan State University	T
Williams, Walter	1965	Florida State University	T & A
Wilmons, Betty	1965	Florida State University	T & A
Wilson, Robert	1967	Wayne State University	T

<u>Name</u>	<u>Year</u>	<u>Institution</u>	<u>Type of Institute</u>
Wilson, W. C.	1967	State University of New York at Albany	T
Winder, George	1967	University of California Los Angeles Extension	T
Winter, Calvin	1965	Florida State University	T & A
Winter, Joseph	1967	University of South Carolina	A
Wolf, (Mrs.) J.	1968	George Washington University	A
Wood, C. Robert	1968	University of Texas at Austin	T
Wood, Gertrude	1967	University of California Los Angeles Extension	T
Woolbright, Carl	1967	University of Oklahoma	A
Wright, Peter	1965 1967	Florida State University University of South Carolina	T & A A
Wright, Rex	1965	Florida State University	T & A
Yarbrough, Cecil	1967 1967 1968	University of South Carolina Florida State University Florida State University	A T T
Yarian, Jack	1965	Florida State University	T & A
Zachlod, Michele	1965	Florida State University	T & A
Zemmel, Elizabeth	1965	Florida State University	T & A

\* This list is incomplete and represents varying amounts of participation in the institutes listed.

SUNDAY (3/9)

MONDAY (3/10)

TUESDAY (3/11)

WEDNESDAY (3/12)

THURSDAY (3/13)

9:00-10:30-Greetings--  
Roald Campbell  
10:30-10:45--Break  
10:45-12:00--  
Orientation -  
W. Griffith

8:30-9:30--The Culture  
of Poverty--Wm. Kaddad  
9:30-10:15--Rebuttal:  
There is no Culture of  
Poverty--Zahava Blum  
10:15-10:30--Break  
10:30-11:00--Poverty in  
Cook County -  
Wm. Robinson  
11:00-11:30-AM: -Herbert  
Lehmann-Response in  
Chicago  
11:30-12:00--Discussion

8:30-9:00--Organize  
for Field Trips  
9:30-10:30--Get  
Acquainted with  
Escort  
10:00-12:00--  
Discussion

9:00-9:45--  
Orientation  
9:45-4:00--  
Bus Tours  
Each group will  
visit two schools

1:30-2:15--The Magni-  
tude of The Problem-  
William Griffith  
2:15-2:45--Discussion  
2:45-3:00--Break  
3:00-4:15--ABE Teacher  
Training--Monroe Hoff  
4:15-4:45--Discussion  
4:45-5:15--Housekeeping  
Chores

1:30-3:00--Panel on the  
Economic Return from  
AME -Henry Scharles,  
Francis Gregory. Wm.  
Robinson  
3:00-3:15--Break  
3:15-3:45--Work Group  
Discussions  
(Room 1A, 1B, 1C, 2A,  
& 2D)  
4:15-5:00--General Meet-  
ing (Assembly)

2:00-3:00--Small  
Group Discussion  
3:00-3:15--Break  
3:15-4:30--Discussion  
Why ABE?

4:00-5:00-Dis-  
cussion (by bus  
groups) (Rooms 1A,  
1B, 1C, 2A & 2D)

7:30-9:00--Work Groups  
Meet  
9:00-10:00--TESOL  
Films from Southwestern  
Educational Laboratories  
- Guido Capponi

7:30-8:30--Teacher Stu-  
dent Relationships--Irwin  
Jahns

7:00-9:00--Field  
Trip to Hyde Park  
High School  
Evening Classes

7:00-9:00-- ABE  
Teacher Panel-  
Violet Malone  
Robert Murphy  
Chas. Horbert  
Ronald Clayton

8:00-9:00--Social  
Hour  
10:00--Registration  
Closes

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(2-45)

FRIDAY (3/14)                      SATURDAY (3/15)                      SUNDAY (3/16)                      MONDAY (3/17)                      TUESDAY (3/18)

8:30-9:30 Work Groups Meet  
 9:30-9:45 Break  
 9:45-10:45 Reading and ABE: What we Know, What we Need to Know--Wayne Otto  
 10:45-11:30-Adult Reading Interests -- Don Brown  
 11:30-12:00 Interaction

8:30-9:30 Adult Development--Jack Botwinick  
 9:30-9:45 Break  
 9:45-10:45 Cognitive Changes in Adulthood -- Relf Morge  
 10:45-11:45 Counseling Adults--Wm. Drazziel

8:30-9:30 Work Groups Meet  
 9:45-10:15 Panel  
 10:15-10:20 Break  
 10:30-11:15 Head Start for Parents-- Joseph Mangano  
 11:15-11:45 Discussion of Workshop--Wm. Cortwright

8:30  
 9:00-9:45 Learning Lab  
 Labs--Ray Ast  
 9:45-10:15 Panel Reports  
 10:15-10:20 Break  
 10:30-11:15 Head Start for Parents-- Joseph Mangano  
 11:30-12:00 Summary of Workshop--Wm. Cortwright

1:30-2:15 Programmed Materials--Herb Nichols  
 2:15-2:45 Discussion  
 2:45-3:00 Break  
 3:00-3:45 TESOL-- Joseph Cardenas  
 3:45-4:15 Discussion Stewart

Work Group Meetings on Recommendations Optional

7:30 Informal Report on the Evaluation of ABE Teacher Training Institutes-- Timothy Regan  
 8:15-9:30 Work Groups Meet--Discussion of Next Steps

6:30 Banquet Speaker, Arthur Crabtree

7:00 Hull House Theater (Optional)

7:30-9:00 HUMPRO Research on the Teaching of Category IV Personnel-- Howard McFann



## THE UNIVERSITY OF CHICAGO

THE DEPARTMENT OF EDUCATION

5835 KIMBAPE AVENUE

CHICAGO • ILLINOIS 60637

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The University of Chicago is conducting a Workshop to Increase and to Improve University Teacher Training in Adult Basic Education March 9-18, 1969, at the Center for Continuing Education, 1307 East 60th Street, Chicago, Illinois 60637. The workshop is supported by the U. S. Office of Education with funds from Title III of the Adult Education Act of 1966.

This workshop is a natural next step in the transition from emergency measures in adult basic education teacher training to the orderly development of permanent programs for the training of ABE teachers. The workshop is based on the assumption that the effectiveness and efficiency of student learning in adult basic education can be improved through programs designed to train teachers.

The workshop will provide an assessment of the quality of research in ABE, will develop a statement of research needs, and will produce a document which will include an introduction, research presented at the workshop, discussion summaries, conclusion, and guidelines for future research and for program development.

Criteria for selection include:

- (1) the participant must be on the faculty of an academic institution
- (2) the participant must be involved in an ABE teacher training program at present or have a definite future commitment to do so
- (3) the participant must be able to attend the entire workshop.

The tentative program for the workshop includes:

THE MAGNITUDE OF THE PROBLEM -- Philip Hauser, Director of Population Research and Training Center, University of Chicago

ABE TEACHER TRAINING: COURSE OFFERINGS IN U.S. TODAY -- Monroe Neff, Director of the Division of Continuing Education, New York State Department of Education

THE CULTURE OF POVERTY -- William Haddad, President, U. S. Research and Development Corporation.

RECURRING: THE CULTURE OF POVERTY DOES NOT EXIST -- Zahava Blum, Department of Social Relations, Johns Hopkins University

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Page 2, Continued....

POVERTY IN COOK COUNTY -- William Robinson, Director, Cook County, Illinois, Public Aid

ABE RESPONSE IN CHICAGO -- Herbert Lehman, Assistant Superintendent for Continuing Education, Chicago Board of Education

PANEL ON THE ECONOMIC RETURN FROM ABE -- Henry Scharles, School of Business, Georgetown University; Francis Gregory, Manpower Administration, U.S. Department of Labor; William Robinson, Director, Cook County Public Aid

TEACHER-STUDENT RELATIONSHIPS -- Irwin Jahns, Professor of Adult Education, Florida State University

ABE TEACHER PANEL

READING AND ABE: WHAT WE KNOW, WHAT WE NEED TO KNOW -- Wayne Otto, Professor of Education, University of Wisconsin

ADULT READING INTERESTS -- Don Brown, Professor of Education, State University at Buffalo

DEMONSTRATION OF MICRO-TEACHING -- Kevin Ryan, Director of MAT Program, University of Chicago

DEMONSTRATION OF ABE TEACHING -- Margaret Rielly, Director of Adult Education, Fitchburg, Mass. Public Schools

PRESIDENT'S COMMISSION ON ADULT EDUCATION -- Arthur Crabtree, Chairman, President's Commission on Adult Education

ADULT DEVELOPMENT -- Jack Botwinick, Professor, Department of Psychiatry, Washington University

COGNITIVE CHANGES IN ADULTHOOD -- Rolfe Monge, Assistant Professor in Psychology, Syracuse University

COUNSELING ADULTS -- William Brazziel, Director of General Education, Virginia State College at Norfolk

TESTING -- Robert Dreege, U. S. Employment Service; Bjoern Karlson, Sonoma State College

ACTION PROGRAMS, TESOL: LEARNING LABS, PARENTS' HEAD START, ETC. Ray Ast, Director of Adult Education, Montclair State College; Joseph Mangano, Chief, Bureau of Continuing Education, Education Department, New York State; William Stewart, Consultant, Center for Applied Linguistics; Herb Nichols, Educational Media Consultant; Joseph Cardenas, Southwestern Educational Development Laboratory; R. Colvert Stewart; Richard Cortright, Director of NABSAE Adult Education Clearinghouse

Page 3, Continued....

HUBERO RESEARCH ON THE TEACHING OF CATEGORY IV PERSONNEL -- Howard McFann, Director of Research, HUBERO, Division 3, Presidio of Monterey, California.

Enclosed you will find an application form. Note that the deadline for submitting applications is February 1, 1969. Please include other pertinent information on a separate sheet.

Sincerely Yours,

William S. Griffith  
Associate Professor of Education  
University of Chicago

## WORKSHOP ANNOUNCEMENT

BEST COPY AVAILABLE

The University of Chicago announces a Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education to be held March 9-13, 1969, at the Center for Continuing Education. The workshop is funded by the U. S. Office of Education under a Title III grant for teacher training projects. The goals of the ten-day workshop for 100 university faculty members currently or potentially engaged in adult basic education teacher training and 25 leading researchers are a) to formulate a clear analysis of the state of the art of adult basic education; and b) to inform faculty members who need this knowledge for the purpose of increasing the effectiveness of existing teacher training programs and encouraging the development of new programs. Interested university faculty may obtain information and an application form from:

William S. Griffith  
University of Chicago  
5835 South Kimbark Avenue  
Chicago, Illinois 60637

Participants will meet and talk with other university faculty involved in or developing degree programs and/or short term programs in adult basic education teacher training. Research on adult basic education will be presented, examined, and practical applications discussed. An inventory of all present adult basic education teacher training programs in the United States will be presented. The participants and resource staff jointly will identify needed research in adult basic education. A publication will result from the workshop which will include an introduction, research presented at the workshop, discussion summaries, conclusion, and guidelines for future research and program development.

Participants will receive travel expenses to and from the workshop, and room, in addition to a stipend of \$75 a week plus \$15 a week for each dependent. Participants will be responsible for their own meals. In accordance with the established policy of NEA and other institutes, selection of participants will be contingent upon their ability to be present for the entire workshop.

Members of the resource staff are engaged in research on functionally illiterate adults and their education. Resource people will include:

Ray Ast, Director of Adult Education, Montclair State College

William Brazziel, Director of General Education, Virginia State College  
at Norfolk

Arthur Crabtree, Chairman, President's Commission on Adult Education

Don Davies, Associate Commissioner of Educational Personnel Development,  
U. S. Office of Education

Robert Droege, , Branch of Occupational  
Test Development, Bureau of Employment Security, U.S. Department of  
Labor

Philip Bauer, Director of the Population Research and Training Center,  
University of Chicago

Irwin James, Assistant Professor of Adult Education, Florida State  
University

Bjorn Karlsen, Associate Professor of Education, Sonoma State College

Joseph Mangano, Supervisor of Basic Continuing Education, New York State  
Education Department

Howard McFann, Director of Research, Human Resources Research Office,  
Division No. 3

Rolf Monge, Project Director, Department of Psychology, Syracuse  
University

Monroe Neff, Director of the Division of Continuing Education, New York  
State Education Department

Wayne Otto, Associate Professor of Education, University of Wisconsin

Kevin Ryan, Director of the Master of Arts in Teaching Program, University  
of Chicago

Topics to be covered include:

The magnitude of the problem of illiteracy in the United States today and  
projections to 2000 A.D.

The state of ABE teacher training in the United States today

The culture of poverty: presentation and rebuttal

The economic return on adult basic education

Statistics related to ABE teachers in the United States

The state of research on reading as related to adult basic education

Adult interests in reading

The uses of micro-teaching in teacher training

Human development in adulthood

Cognitive changes through adulthood

Research on testing the ABE student

Counseling the ABE student

Military research

Action programs including teaching English as a second language

Twenty-three million adults in the United States are said to be functionally illiterate. The U. S. Office of Education, the Department of Labor, the Office of Economic Opportunity, and the Department of Defense are funding programs to meet the needs of functional illiterates. The twenty-seven summer institutes which have been conducted to start to train teachers for the adult education classroom have only begun to supply the teachers needed. The Workshop to Increase and to Improve University Teacher Training Programs in Adult Education is planned as an important next step in meeting the demand.

BEST COPY AVAILABLE

A WORKSHOP TO INCREASE AND TO IMPROVE UNIVERSITY  
TEACHER TRAINING IN ADULT BASIC EDUCATION

The University of Chicago  
Center for continuing Education  
1307 East 60th Street  
Chicago, Illinois 60637

March 9 - 18, 1969

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_  
(Street)

\_\_\_\_\_  
(City, State, Zip Code)

OFFICE PHONE (Area Code) \_\_\_\_\_ EXTENSION \_\_\_\_\_

NAME OF ACADEMIC INSTITUTION AT WHICH YOU HAVE OR WILL HAVE RESPONSIBILITY  
FOR ADULT BASIC EDUCATION TEACHER TRAINING

\_\_\_\_\_  
POSITION \_\_\_\_\_

HOW LONG HAVE YOU BEEN INVOLVED IN ADULT BASIC EDUCATION? \_\_\_\_\_

HOW LONG HAVE YOU BEEN INVOLVED IN TEACHER TRAINING? \_\_\_\_\_

ARE YOU PRESENTLY ENGAGED IN ABE TEACHER TRAINING: YES \_\_\_\_\_ NO \_\_\_\_\_

IF YES, HOW LONG? \_\_\_\_\_

TYPE OF ABE TEACHER TRAINING PROGRAM: (Please check)

PART OF DEGREE PROGRAM \_\_\_\_\_

GRADUATE \_\_\_\_\_

UNDERGRADUATE \_\_\_\_\_

SUMMER INSTITUTE \_\_\_\_\_

CREDIT \_\_\_\_\_

NONCREDIT \_\_\_\_\_

COURSE WORK:                      NAME OF COURSE                      CREDIT                      NONCREDIT

\_\_\_\_\_

\_\_\_\_\_

NAME OF COURSE

CREDIT

NONCREDIT

-----	-----	-----
-----	-----	-----

INSERVICE TRAINING OTHER THEN SUMMER INSTITUTE \_\_\_\_\_

CREDIT \_\_\_\_\_

NONCREDIT \_\_\_\_\_

PLEASE DESCRIBE \_\_\_\_\_

-----

-----

IF NOT PRESENTLY ENGAGED IN ADULT BASIC EDUCATION TEACHER TRAINING, WHAT PLANS DOES YOUR INSTITUTION HAVE FOR ABE TEACHER EDUCATION? PLEASE DESCRIBE.

-----

-----

-----

-----

-----

WILL YOU BE ABLE TO ATTEND THE ENTIRE 10 DAYS OF THE WORKSHOP?

YES \_\_\_\_\_ NO \_\_\_\_\_

FOR PURPOSES OF FAMILY ALLOWANCE, HOW MANY DEPENDENTS DO YOU HAVE? \_\_\_\_\_

PLEASE SEND THIS FORM TO:

Mr. William Griffith  
University of Chicago  
5835 South Kimbark Avenue  
Chicago, Illinois 60637

DEADLINE FOR APPLICATIONS IS FEBRUARY 1, 1969.

Participants will receive travel expenses to and from the workshop, and room, in addition to a stipend of \$75 a week plus \$15 for each dependent. Participants will be responsible for their own meals. In accordance with the established policy of NDEA and other institutes, selection of participants will be contingent upon their ability to be present for the entire workshop.



THE UNIVERSITY OF CHICAGO

THE DEPARTMENT OF EDUCATION

5835 KIMBARK AVENUE  
CHICAGO • ILLINOIS 60637

**BEST COPY AVAILABLE**

January 7, 1969

This is to inform you that your application to the University of Chicago Workshop to Increase and to Improve University Teacher Training in Adult Basic Education, to be held March 9-18, 1969, has been accepted. Enclosed you will find a brochure describing the Center for Continuing Education where workshop participants will live and meet.

Your travel expenses will be reimbursed if you will be good enough to save your receipts for our accounting department. You will receive a \$123.50 stipend for the ten-day workshop. Our records indicate that you have dependents, for which you will receive an additional \$ . Please inform us immediately if our records are incorrect.

Also enclosed you will find a copy of the minutes of the planning meeting for the Workshop, including the goals around which the Workshop was designed and a tentative program.

Please feel free to call us if we have not provided you with sufficient information.

Sincerely yours,

William S. Griffith  
Associate Professor  
Adult Education

WSG/df

Enclosures (2)

## THE UNIVERSITY OF CHICAGO

THE DEPARTMENT OF EDUCATION

5835 KIMBARK AVENUE

CHICAGO • ILLINOIS 60637

**BEST COPY AVAILABLE**

As a participant in the University of Chicago Workshop to Increase and to Improve University Teacher Training in Adult Basic Education, your travel and room will be provided. For the details, see below.

Travel: Your travel expenses will be reimbursed if you will provide us with a travel voucher and your ticket stub. Plan on a minimum of three weeks after our receipt of your voucher and stub for the processing of travel expenses.

The University of Chicago will allow ten cents per mile if you travel by car only if you show that no other means of transportation is reasonable. We prefer the equivalent of tourist rate air fare.

Between O'Hare International Airport and the Center for Continuing Education, 1307 East 60th Street, the most economical means of travel is the airport limousine to the Conrad Hilton Hotel and a cab to the Center for Continuing Education. From Midway Airport, use a cab.

Room: Participants will be assigned to double rooms. As you arrive, you will be assigned a room and a roommate. If you have a preference of roommate, please let us know by February 28. Otherwise, no provision will be made for switching rooms. There will be no charge for your room.

Stipend and Meals: You will receive your stipend upon arrival. The amount of your stipend was stated in our letter of acceptance. Meals are available at the Center for Continuing Education. Participants are responsible for their own meals. Friday, March 14, there will be a banquet. Tickets will be available.

If you have any questions, feel free to call upon us.

Sincerely yours,

(Mrs.) Ann P. Hayes  
Assistant Project Director

APH/df

THE UNIVERSITY OF CHICAGO  
THE DEPARTMENT OF EDUCATION  
5835 KIMPAK AVENUE  
CHICAGO - ILLINOIS 60637

March 26, 1969

Dear

As you know, the University of Chicago Workshop to Increase and to Improve University Teacher Training in Adult Basic Education met March 9-18, 1969. We had hoped to send a set of the papers that came out of the conference to those unable to attend. However, although we duplicated the requisite number of copies, we ran out. Apparently some participants took extras.

The variable quality of the papers makes it inadvisable to entail additional expense for duplication. A publication is forthcoming and you will be advised when the volume is available.

We are sorry that we are unable to provide you with copies of the papers at this time.

Sincerely yours,

(Mrs.) Ann P. Hayes  
Assistant Project Director

APH:bia

## THE UNIVERSITY OF CHICAGO

THE DEPARTMENT OF EDUCATION

5835 KIMBARK AVENUE

CHICAGO • ILLINOIS 60637

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As a resource person in the University of Chicago Workshop to Increase and to Improve University Teacher Training in Adult Basic Education, all your expenses will be reimbursed. In addition you will receive a \$200 honorarium for the two full days you spend with us. You will recall that we asked that all resource people arrive by noon the day before presentation and stay until noon of the following day. If a resource person should be able to stay longer, of course all expenses will be covered and we shall do everything possible to increase the honorarium.

Travel: Your travel expenses will be reimbursed if you will provide us with a travel voucher and your ticket stub. Plan on a minimum of three weeks after our receipt of your voucher and stub for the processing of travel expenses.

The University of Chicago will allow ten cents per mile if you travel by car only if you show that no other means of transportation is reasonable. We prefer the equivalent of tourist rate air fare.

Between O'Hare International Airport and the Center for Continuing Education, 1307 East 60th Street, the most economical means of travel is the airport limousine to the Conrad Hilton Hotel and a cab to the Center for Continuing Education. From Midway Airport, use a cab.

Honorarium: You will receive your honorarium upon arrival. If you plan to be with us more than two full days, please let us know immediately.

Room: As you arrive, you will be assigned a single room.

Meals: Meals are available at the Center for Continuing Education. Your badge will be color-coded. Breakfast and lunch in the cafeteria will be tallied and charged to the conference. For dinner in the dining room you will sign with your room number.

Page 2, continued.....

If you have any other questions, please feel free to call us.

Sincerely yours,

(Mrs.) Ann F. Hayes  
Assistant Project Director

APH/df  
Enclosures

THE UNIVERSITY OF CHICAGO  
THE DEPARTMENT OF EDUCATION  
5835 FIMBARK AVENUE  
CHICAGO • ILLINOIS 60637

January 8, 1969

**BEST COPY AVAILABLE**

The University of Chicago is conducting a Workshop to Increase and to Improve University Teacher Training in Adult Basic Education March 9-10, 1969. In preparation for that workshop we are attempting to develop a file of the proceedings of past ABE teacher-training institutes.

We would appreciate receiving a copy of the proceedings of your 1968 ABE teacher-training institute.

Thank you.

Sincerely yours,

(Mrs.) Ann P. Hayes  
Assistant Project Director

APH/df

THE UNIVERSITY OF CHICAGO  
THE DEPARTMENT OF EDUCATION  
5835 KIMBARK AVENUE  
CHICAGO • ILLINOIS 60637

January 10, 1969

The University of Chicago is conducting a Workshop to Increase and to Improve University Teacher Training in Adult Basic Education March 9-18, 1969. In preparation for that workshop we are attempting to build a file on the teaching of English as a foreign or second language - especially TESL to illiterate adults.

You were listed as a member of the group which met under the auspices of the Center for Applied Linguistics in July of 1966. We would appreciate your summary of the studies and projects concerning short-term training of teachers of ESOL in the two years since the conference. If you know of any work on the training of teachers of ESOL to illiterate adults, we would be particularly grateful.

Sincerely yours,

(Mrs.) Ann P. Hayes  
Assistant Project Director

APH/dt

**BEST COPY AVAILABLE**APPENDIX C: EVALUATION OF PARTICIPANT

1. Name \_\_\_\_\_
2. Position or Academic Rank \_\_\_\_\_
3. Name of agency or institution \_\_\_\_\_
- 
4. Age (circle pertinent code number)
- |   |         |
|---|---------|
| 1 | 20 - 29 |
| 2 | 30 - 39 |
| 3 | 40 - 49 |
| 4 | 50 - 59 |
| 5 | 60 plus |
5. Sex
- |   |        |
|---|--------|
| 1 | male   |
| 2 | female |
6. My educational preparation is:
- |   |                                     |
|---|-------------------------------------|
| 1 | high school & some college          |
| 2 | equivalent of a B.A. or B.S. degree |
| 3 | B.A. or B.S.                        |
| 4 | M.A. or M.S.                        |
| 5 | M.A. & 1 year of graduate work      |
| 6 | Ph.D. or Ed.D. degree               |
7. I am teaching (or have taught) at the \_\_\_\_\_ level.
8. What was your reason for attending the Workshop? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please circle one code number for each of the following questions.

9. As a direct result of your experience at the Workshop:
- a. do you feel that you have a realistic understanding of the magnitude of the problem of functional illiteracy in the United States?
- |   |                            |
|---|----------------------------|
| 1 | yes                        |
| 2 | no                         |
| 3 | knew prior to the Workshop |
- b. Do you feel you have an understanding of the projected increase in the size of the problem?
- |   |                            |
|---|----------------------------|
| 1 | yes                        |
| 2 | no                         |
| 3 | knew prior to the Workshop |



10. To what extent have your experiences at the workshop helped you in:

- |    |   |                |
|----|---|----------------|
| a. | planning an ABE or related degree program   | 1 a great deal |
|    |   | 2 quite a bit  |
|    |   | 3 somewhat     |
|    |   | 4 very little  |
|    |   | 5 not at all   |
| b. | contributing to an ABE or related degree program  | 1 a great deal |
|    |   | 2 quite a bit  |
|    |   | 3 somewhat     |
|    |   | 4 very little  |
|    |   | 5 not at all   |
| c. | evaluating the effectiveness and efficiency of an ABE program                                       | 1 a great deal |
|    |   | 2 quite a bit  |
|    |   | 3 somewhat     |
|    |   | 4 very little  |
|    |   | 5 not at all   |
| d. | conducting an ABE or related degree program   | 1 a great deal |
|    |   | 2 quite a bit  |
|    |   | 3 somewhat     |
|    |   | 4 very little  |
|    |   | 5 not at all   |
| e. | justifying to your institution the need for developing or expanding an ABE teacher training program | 1 a great deal |
|    |   | 2 quite a bit  |
|    |   | 3 somewhat     |
|    |   | 4 very little  |
|    |   | 5 not at all   |
| f. | evaluating the effectiveness and efficiency of current ABE teacher training activities              | 1 a great deal |
|    |   | 2 quite a bit  |
|    |   | 3 somewhat     |
|    |   | 4 very little  |
|    |   | 5 not at all   |

11. There are four major variables in the learning situation: instructor, student, method, and materials.

- |    |  |                |
|----|--|----------------|
| a. | To what extent did the workshop aid you in considering these variables in relation to each other?          | 1 a great deal |
|    |  | 2 quite a bit  |
|    |  | 3 somewhat     |
|    |  | 4 very little  |
|    |  | 5 not at all   |
| b. | Did you feel that too much stress was placed on any one of these variables to the detriment of the others? | 1 yes          |
|    |  | 2 no           |

If yes, which one \_\_\_\_\_

- |    |  |       |
|----|--|-------|
| c. | Did you feel that not enough attention was paid to any of these variables? | 1 yes |
|    |  | 2 no  |

If yes, which one \_\_\_\_\_

12. A variety of areas where Able student differences may occur were delineated at the Workshop. To what extent were you aided in understanding each of these differences? (Circle the pertinent code number)

	<u>a great deal</u>	<u>quite a bit</u>	<u>somewhat</u>	<u>very little</u>	<u>not at all</u>
a. cultural	1	2	3	4	5
b. social	1	2	3	4	5
c. psychological	1	2	3	4	5
d. emotional	1	2	3	4	5
e. economic	1	2	3	4	5

13. To what extent did the Workshop aid you in preparing APE teachers to understand the importance of each difference in planning and modifying instruction? (Circle the pertinent code number.)

	<u>a great deal</u>	<u>quite a bit</u>	<u>somewhat</u>	<u>very little</u>	<u>not at all</u>
a. cultural	1	2	3	4	5
b. social	1	2	3	4	5
c. psychological	1	2	3	4	5
d. emotional	1	2	3	4	5
e. economic	1	2	3	4	5

14. Based on your experiences since the Workshop, has the information on student differences proven useful to you in your work in:

a. training teachers 1 yes  
2 no  
 why or in what ways \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. planning teacher training programs 1 yes  
2 no  
 why or in what ways \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



20. In your judgment, who is doing the most significant research in ABE?

-----  
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What kind of research? \_\_\_\_\_  
-----

21. On the basis of what you now know and the workshop, what do you see as the most pressing needs in research in ABE?

Rank order the topics, using 1 for the most pressing and 11 for the least pressing.

- \_\_\_\_\_ the adult learner
- \_\_\_\_\_ characteristics of the undereducated adult
- \_\_\_\_\_ teaching methods and techniques
- \_\_\_\_\_ testing for acquisition of skills
- \_\_\_\_\_ counseling and guidance of ABE students
- \_\_\_\_\_ teaching reading skills
- \_\_\_\_\_ teaching language skills
- \_\_\_\_\_ teaching computational skills
- \_\_\_\_\_ testing for cognitive gain
- \_\_\_\_\_ other (specify) \_\_\_\_\_

22. While in attendance at the Workshop you had an opportunity to meet staff, resource people and other participants. Have you since attempted to utilize any of these new contacts in any of the following ways? (Check the pertinent blanks.)

Staff	Resource People	Partici- pants	
_____	_____	_____	a. received professional information or literature from them
_____	_____	_____	b. received professional correspondence from them
_____	_____	_____	c. had further professional contact with them: meetings, phone calls
_____	_____	_____	d. requested professional literature or information from them
_____	_____	_____	e. initiated professional contact with them
_____	_____	_____	f. other (specify) _____
			_____



Group 1A

March 10, 1939

Earen Reagle - Recorder

Burton Kreitlow - Temporary Chairman

J. B. Adair - Permanent Chairman

L. H. Black - Reporter

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Mr. Kreitlow opened the meeting with a review of the charge to the group made by Mr. Griffith this morning. Election of permanent chairman and reporter was delayed until after the discuss when people were more likely to know each other better. After the charge was given, time was taken for self introductions which included interest, position, and sometimes commitment to ABE.

There was a discussion of the report given this morning by Mr. Monroe Neff. The group generally commented that they did not wish to see this report included in the papers disseminated from this conference unless there were major revisions made. The group felt that the major contributions of this paper was to promote discussion in the general session. It was suggested that the change in title made at the general session would be appropriate to indicate that it was the result of a survey made of State Department of Education Adult Education Directors.

The discussion moved to some prime issues in Adult Education and teacher training. It was noted that the general session indicated a faction existing in the group on adult education teacher training. Some of the participants of this conference believe adult education teacher training should be geared to the general population taking courses in adult education and specializing possibly in ABE while others believe the core courses should pertain to ABE only as a major field of study.

The question was then asked: At what level should there be training for teachers? Before this was discussed another question was posed. Who are the people concerned with ABE? Someone in the group suggested that the universities cannot train all teachers and workers in ABE in graduate level programs. Suggested training masters and doctoral students to train those they will be administering upon completion of their degree work was posed as a possible solution: the educational elite.

Without definitions, categories were made of ABE personnel. They are as follows:

- Para-professionals
- Teachers
- Administrators

Aides  
Teacher Trainers  
Counseling and guidance specialists

The levels of work suggested for training personnel in ABE were as follows:

Doctoral  
Masters  
Bachelors  
Associate of Arts (one or two year program)  
Course Work  
In-service  
Pre-service

Suggestions were made to remedy the problem of training.

1. Introduce new courses in our respective universities.
2. Require certification for service.
3. Survey the supply and demand for full time employment to make more attractive and useful a career approach to full graduate major.
4. Promote the status of adult education in our state departments of education for attracting attention to our "cause" rather than continue in the trend to emphasize only childhood-youth learning.
5. Infiltrate teacher training for adults into the teaching programs at the elementary and secondary level so that the products of the training institution would be equipped to teach adults as well.

There was a discussion of the value of the walking tour. It was felt to be an invasion of privacy until the program was more fully explained by the recorder with as much information as she had at her disposal.

The permanent chairman and reporter were elected and the group disbanded for the session.



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Group 1A

March 11, 1969

The group decided there was no need for discussion after the 8:30 general session. Sunday free time will remain free time for this discussion group unless at some future time it is realized necessary.

The next item of business was to formulate questions this group wished to ask in the general session.

1. Can we develop the higher levels of need satisfaction without employment? Is the end result ABE only employment?
2. Why do you go to business to design ABE programs?
3. Why is there a time lag between ABE class work and MDTA slot placement? What does welfare do to help finance people through this time lag?
4. Can you predict a time limit where an economic return can be seen resulting from ABE? Are there statistics?
5. Should public educational agencies integrate their programs in ABE? These questions were asked of Mr. Scherles, Mr. Gregory and Mr. Robinson.

Points raised in the discussion not pertinent to panel questions were as follows:

1. Problem being discussed at this conference is one of ABE in an urban setting. It was felt that there needed to be consideration and pertinent application made for the problem of ABE in the rural areas.
2. The discussions of panel members today negated our current educational system as being a sad state of affairs and it was felt that we must turn to current educational leadership to work with the problem with which we have to deal.

The suggestion was made that we change the system and that that change perhaps must come from the training institutions. We must encourage flexibility within the system and use infiltration as defined in discussion at March 10 evening meeting.

It was suggested we perhaps need to review the literature and set up a model for flexible programs and perhaps carry classrooms to students both rural and urban.

Meeting was adjourned.

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Group 1A

March 13, 1969

The discussion concentrated heavily upon the reactions to the bus tours taken in the morning to various Chicago city school programs involving ABE. There were questions directed to the heavy bureaucratic structure and the requirements within the schools visited. Mr. Murphy of the Hilliard School was a resource person in attendance at the group discussion. He explained that 95% of the students at Hilliard were "involuntary" (i.e. welfare recipients) and 5% of the students at Hilliard were voluntary. The group questioned the "self image" of the students at the Hilliard Center. The reply was that primary concern for the student was directed to this area. It was noted by one of the group that after visiting many schools as a professional one can "smell" and "feel" a school upon a very brief visit as the group had done the previous evening and today. The comment was made that the smell and feel of the Hilliard Center was of a superior quality in comparison to the Hyde Park High School visit. It was remarked that the student must identify with the program and the school, thus the increasing self-image of the participant may make the teachers better able to teach. A question was directed to Mr. Murphy: How is student "decision making" incorporated into the context of the program? The reaction was that the area where this is perhaps done is in classroom practice but on the whole is not part of the overall design. At Hilliard there is an attempt to counsel the student into the appropriate program. There are transition programs for student graduates of Hilliard into such programs as MDTA, high school diploma, GED, licensed practical nursing and employment.

Budgeting was questioned and Mr. Murphy replied that it had centralized procedures but that he usually gets what he was desirous of.

Questions for presentation to the panel were then discussed and decided.

1. What type of help to teacher need most from the outside?
2. How free are teachers in selecting materials?
3. Is elementary-secondary certification any indication of ability to work with adults?
4. Would the panel suggest infiltrating teacher training for adults into current training programs for the teachers of elementary-secondary schools?
5. What are the opportunities of full time employment in ABE?
6. How do we improve teaching in ABE?

A participant suggested the group give some thought to how "we will take back home what we have here at this conference workshop" and consider what can we do at home that will help improve the situation.

The recorder observed a desire to focus on the tactics back home in the next few sessions of group discussion.

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Group 1A

March 14, 1969

There was an opening discussion of our group report. The group decided to break into subgroups to meet and attack the questions posed for group reports. People joined groups according to their interest in the question at hand.

Group 1

Mr. Black  
Mr. Newsom  
Mrs. Aqua

Group 4

Mr. Eyster  
Mr. Adair  
Mr. Tuancell

Group 2

Mrs. Minkoff  
Mr. Little  
Mr. Hershey  
Mr. Scholten

Group 5

Mr. Sylvest  
Mrs. Howell  
Mr. Conners  
Miss Cowan

Group 3

Mr. Brooke  
Mr. Kreitlow  
Mr. Hull

It was mentioned that Monday's schedule would provide for two discussion group meetings. Questions were then raised for the papers presented today.

1. Proliferation of hardware brings about problem of training teachers to prepare their own materials. How can teachers be trained for this?
2. Are there reading materials for the adult with specific perceptual problems? What diagnostic techniques can be used to discover specific reading deficiencies?
3. Has there been developed an updated evaluative instrument for materials?
4. How effectively can programmed materials begin with level 0 for the adult illiterate?
5. For the novice in ABE can you give us some guidelines for selecting materials? Why should we have these guidelines?

It was suggested we watch for the NOLA National Advisory Committee report for curriculum. It contained much information which many participants are seeking. It was mentioned that one of the failures of the workshops has been the desire on the part of the participants to "know how to do" rather than "why you do".

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Group 1A

March 15, 1969

The meeting this afternoon was decidedly brief. Participants were prone to be anxious for rest and refreshment. The next meeting was scheduled for 8:30 Monday morning. The recorder reminded those in their respective groups which group they were in as desired by the group.

Point was raised and requested that the recorder ask for time for the demonstration seen in the general session yesterday be reacted to in a general session. The general feeling of the group was displeasure with what they saw and a sincere desire to remain open-minded until they could discern the value of such a demonstration.

Group 1A

March 16, 1969

This evening's discussion centered around the reports to the group at large the progress of the small special interest groups concentrating on the report to the general session Tuesday morning.

Group one reported they were still organizing content.

Group two responded to part one of their findings with a negative. Part 2: Research was not carefully controlled nor representative of target population. There was no definition of focus toward students. Experience is felt to be most relevant but research does not deal with the relevant population involved in ABE.

Group three indicated that their report would be forthcoming in the morning discussion session.

Group four responded to part one of their question for consideration with the idea that currently there is not a sound system. It is not adequate but is improving. Part two: recommendations:

- (a) Strengthen the existing system.
- (b) Increase funding to ERIC that this agency may provide better service, and improve this aspect of their total component.
- (c) We need to establish a data collection system.
- (d) Cooperative effort with USOE.
- (e) Major listing of dissertation and similar studies.
- (f) Resolution and responsibilities of publishers.
- (g) Inter-disciplinary relationships dissemination.
- (h) Establish an ABE yearbook.
- (i) Coordination of national ABE and related organizations (i.e. industry, business, TESOL, NAEA, NCTE, etc.)

Group 5 suggested that we develop ABE training programs within the institution we individually represent, the material presented in the conference workshop gave us enough information to justify the need of establishing more training programs in ABE. It was felt that too many people participating in the workshop were concentrating on the adult educational aspect; rather that we should spent more time considering ABE. The methodology of the conference was not appropriate for the purpose of program problems and solution by workshop participants in their related home programs. It was felt that as a result of this workshop the participants would be more

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sensitive to teacher training, recruitment, etc. upon their return home. It was desirable to train teachers to use the social, political, economic, and cultural differences in their program curriculum.

The group ended the session with a strong voice of distaste for the evaluative measures proposed for the conference. The recorder requested then participants merely to fill out the questionnaires to the best of their ability and make appropriate comments if they so wished the committee on evaluation to attend to the matters where they expressed disapproval.

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Group 1A

March 17, 1969

Arrangements were made to interview for the evaluation portion of the workshop at the coffee break and lunch. Cooperation was the spirit of the day.

Group three reported on their discussion. They divided the problem into three basic categories:

1. The adult as an individual and as a learner.
  - A. Personal factors.
  - B. Individual characteristics
    1. Self-motivation
    2. Can be adjusted
2. Adult response to social, cultural phenomena
  - A. Factors in environment positive or negative in motivation
  - B. Effects of aid programs on self-image
  - C. Extent of the nature and outcome of non-verbal communication between student and teachers.
3. Adult Education as an enterprise.
  - A. The effective means of recruiting, organizing, teaching
  - B. Types of literacy programs for employed show good outcome for job performance when allowance is made for individual and self-pride is encouraged
  - C. Characteristics of programs toward positive aspects of learning (i.e. toward a continuing learner)
  - D. Personal, social, professional factors influencing the teacher and teacher-trainer in ABE
  - E. What resources needed to translate other interdisciplinary studies into a teacher's training?
  - F. Where are potential ABE students and to what extent are their needs met?

A member of the group desired that some reference be made to encouraging researchers to consider long versus short term goals of students in ABE classes.

Mr. Black read the report he has pulled together from the individual group reports and discussion of the content ensued. Several questions were raised as to wording and implied intent contained in the document as it stands.

The question of whether the participants of the groups would receive copies of the other group reports was asked. The group is anxious to receive a complete copy of not only our final report to the general session but those reports from other groups.



One criticism was expressed which the recorder has heard rumored in small groups that the conference lacked enough free time to read and relax from the pressures of the day. The quality of the resource people was questioned in relationship to workshop participants. With the exception of resource people presenting their own material and research, the resource personnel could have been effectively been replaced by the participants, according to feelings expressed in the group.

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Group 1A

March 17, 1969  
P.M.

Report was again read by Mr. Black slowly with the request of the group to respond to ideas therein presented. There was a general group discord with the wording of the report in several areas. It was decided that Mr. Adair, Mr. Kreitlow, the reporter, Mr. Black, and others as they were interested could work through coffee break to rework the report into a more concise document.

Group adjourned to coffee and general session.

Group 1B  
Ann Pales - Recorder  
Eldon Schultz - Temporary  
Chairman  
Wm. Hathaway - Chairman

March 10, 1969

Began with structured introductions of neighbor on left or right.

Schultz suggested that first item of business was to designate a permanent moderator and a reporter. Group said that was the last item of business but agreed to appoint reporter immediately and unanimously drafted Bill Hathaway who accepted.

Schultz listed five topics mentioned by Griffith in the summary of afternoon discussion on the blackboard and suggested that these, plus any additional suggestions from the group might be the beginning points for our discussion.

1. Certification
2. Para-professionals (Kleis)
3. Inst. response to meet the known need
4. Short term vs. degree
5. Undergraduate

Minnis added an item to the general effect of "What are the ways of providing the training across the various levels of the continuum of people working in adult basic education -- includes 4 and 5 above".

Hathaway added discussion of the structure of the conference to the agenda for this meeting. Atwood added his concern with what to do with Neff's paper, stating that he questioned the relevance of the report for this conference and felt concern that it would become part of the published report of this conference. (His comments were supported by several members non-verbally and by Dutton suggesting that Neff's paper be "thrown out"). Minnis exhibited concern that if the question of what to do with Neff's paper was to be discussed that it be discussed in a positive manner - i.e., that some concrete recommendation come out of the discussion and not just a demolishing of the paper for the sake of demolishing it.

Schultz proposed that the group begin with Conference Structure questions since they would take least time, move next to what to do with Neff's paper, and deal thirdly with the question of "training competencies for groups of aids, teachers, and all levels of graduate programs". This priority was accepted.

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A. Conference Structure

Hathaway suggested that a walk through Woodlawn may have relevance for some of the group present but that it may not have, and that he felt that the scheduled visits to ABE programs in Chicago schools could be scratched from the program and a work group discussion substituted at which the discussion group would discuss the papers still to be presented and formulate key questions to ask at the general discussion sessions.

Dutton responded with a similar concern regarding the relevance of the Woodlawn tour, asking whether this time could be more profitably be spent elsewhere.

Schultz responded giving the planning committee's rationale for including the Woodlawn tour--i.e., they hoped to get people mostly from research and teaching institutions who might not have experienced this kind of field trip and because some state directors felt that teacher educators were not familiar with the actual conditions in the ghetto area, the planning committee felt that an experience could be developed which would provide such familiarity while at the same time providing a common experience from which to judge the usefulness of such experiences for teacher training for ABE teachers.

Blake indicated that he would be more interested in hearing some of the people who operated in the Woodlawn program--Saul Alinski's training methods for instance. He said that a walk through the area would be patronizing.

Dutton said that he thought the outcome of such a walk through the area would be that the workshop participants would feel sorry for "them" and then stated "I feel sorry for them anyway."

Minnis stated that if this part of the program was intended to provide a common experience then it should be left in the program and he would apply the same criteria to the idea of spending two full days for visiting schools and Woodlawn but thought the length of time in schools could be questioned.

Schultz suggested that the group vote to ask for clarification of the purpose of the Woodlawn walking tour and the school visits. Hathaway countered that the group should make a decision regarding a specific recommendation which should be taken to the steering committee and proposed two alternate recommendations--(1) Eliminate both days of field trips (vote was eventually zero in favor of this recommendation, and (2) Eliminate the Thursday visits to schools (vote was eventually three for and the rest against or abstaining).

Gregory spoke in support of the Woodlawn tour on the basis that to walk through

was one thing, to have a chance to "go with eyes that see" and to have a chance to talk to people was a different thing.

Jack spoke in favor of the school visits because he wanted the group to "see his program" and because the program was one of the first day programs in the country, and the people "might learn something." He also pointed out that the teachers in the Hilliard program are trained ABE teachers.

Fales clarified the specific nature of the guides for the Woodlawn tour and mentioned the fact that these personnel would also be present in the discussion following the actual tour.

Minnis raised the question with Jack of whether, if the group did not go to the schools, a lot of students and teachers would be disappointed (citing a former experience where the students had put on a special program for the visiting dignitaries who never showed up). Jack responded that the students did not know of our planned visit but that the teachers did. He also pointed out that these students were used to people coming to watch them.

A vote was taken on Hathaway's two proposals with the results as cited above.

Minnis suggested that clarification be asked from Griffith before the matter be dropped and went to find Griffith while the group moved on to consider the next item on the agenda.

(At 8:00 p.m. it did not appear from where I was sitting that Hathaway had taken a note, but he may have been writing on his lap).

#### B. Neff Paper

Atwood raised the issue of the different title which had been suggested in the afternoon session for Neff's paper and indicated that the specific title was exactly what the paper was. He questioned Neff's paper in terms of omissions and suggested that some of the interpretations were irrelevant and some of the interpretations were misinterpretations. He stated that he would not like to see it as part of the conference proceedings.

Schultz asked the group how many of them represented teacher training institutions (i.e., universities).

Some discussion followed and Schultz framed the question in terms of the groups' desire to recommend that Neff's paper not be included in the conference proceedings. The vote was one "no" and all the rest in favor of the resolution.

Minnis proposed an alternate recommendation - that the paper be edited and corrected to state what is is and then be included in the proceedings.

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Foley asked if this meant that the survey be done over. The response was that this was not what was meant.

Hathaway stated that Neff's paper isn't relevant as it stands to the adult education field.

Uber stated that this isn't an inventory of what actually exists in the field.

Nichols asked if Minnis was suggesting that we include discussion of Neff's paper, including the specific recommendations in part III, in the group.

Schultz indicated that that was not his understanding of Minnis' suggestion and restated the suggestion as "There would be some consideration given to including the substance of Neff's paper, edited and corrected, to make it either more complete or more accurate."

Potty indicated that to include the paper in the proceedings did not mean that the participants supported it. That the paper could stand or fall on its own merits, and that it should be included.

The group attained consensus that they did not wish to dismiss the paper as completely as their earlier vote indicated without taking it more fully into account in further group discussions.

Griffith had arrived during the foregoing discussion and proceeded at this time to clarify the planning committee's intentions regarding the Woodlawn tour and the visits to both day and evening school programs in Chicago. He also reaffirmed the group's right to modify the program if it wished. The substance of his explanation of the reasons for including the field trips in the program was to give everyone a common experience through which they could then discuss and make judgments about the usefulness of such field experiences for teacher training programs. Hathaway suggested that the group might already have such common experience. Griffith agreed that it was possible that it might but that was for the group to decide.

After Griffith had left, Thomas indicated that in S. Carolina the ABE program is just starting and that, although he has experience with poverty, he has no experience with ABE and felt the school visits would be a good idea. His major emphasis was that he would like to visit the schools to "see how it is done" particularly in light of Jack's affirmation that the teachers in the day program are trained teachers of ABE.

The previous vote was accepted and it was agreed not to recommend changes in the Wednesday and Thursday program to the steering committee.

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Schultz suggested that the group take this opportunity to elect its permanent moderator. Adams, Schultz and Atwood were nominated. Schultz declined on the basis of his committing schedule. Adams suggested that it was his view that the representative to the steering committee should be someone who represents a university and he does not and that he was concerned about his ability to adequately represent the thinking of the group. He did not decline to stand for election however. The group elected Atwood who then commented on his concern that being moderator would restrict his participation. Schultz assured him, with no contradiction from the group, that the rules for the moderator job were not rigid and that he should feel free to participate.

C. Training for Continuum of APE personnel

Minnis proposed the following model as a suggested way of looking at the problems of training at all levels.

2 yr. para-prof. assoc. in arts. (Vista)				Ph.D. or Ed.D
Aides Para-prof.	Teacher (Ordinarily B.A. but not necessarily; de- fining character- istics - "face-to-face"	Supervisory (Curriculum, Master Teachers, etc.)	Administrative (Principals, Lectors, Some state directors)	High level Profession- al Leader- ship

He also suggested that we needed to look forward at two things in regard to the above types of positions. What is the function of the persons at each level, and what is the training/education needed for the various levels?

The question of counseling services was raised and Ancillary or Supportive services was added as a variable to be considered along the same continuum.

Some discussion followed regarding the need for teachers of ABE to be certified and the impossibility of thinking about training without thinking about state certification. It was finally agreed that we would assume that certification or a BA was most desirable but that we could begin by looking at the position, regardless of degree level or certification, identify the functions related to the position (competencies) and move from there to look at the types of training which would be needed.

Petty suggested that a good starting place to begin would be with the teacher. Once the teacher functions could be defined the functions of the para-professional

or aid could be defined as lower level items which this group could perform. He and the rest of the group agreed to use the word "competencies" instead of functions.

The group adjourned at 8:45 p.m.



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Group 1B

March 11, 1969  
P.M.

This session was a search for questions for the ensuing panel.  
(Gregory - Scharles)

Minnis: "Ladder of Occupational Hierarchy". Let's look at mobility - not just entry occupations. Any research evidence on this aspect of occupational mobility?

Hathaway: Have to deal with the "whole person" using a humanistic approach--not just job skills training.

Gregory: Noted Brazziel's Norfolk study--a longitudinal study which should increase personal growth.

Hathaway: Should "broader" materials be brought into an ABE skills classes? Not just "skills materials".

Blake: People must have a job--we have to open up the structure. Are there models--union or business--which take a look at the occupational "entry system". Are there jobs that can offer the individual self-respect--and not just menial tasks?

Foley: Is motivation higher for participants in job related programs vs. non-participants related programs?

Maguy: Work with Mexican-American in California. Job openings at \$1.60/hr. --people are better off economically on welfare. Question--philosophy of adult education programs--with vast diversity of adults--How to develop a pre-planned curriculum? Individualized learning? Flexible teaching? How to design curriculum as you go?

Jack: Motivation - individual with no prior job; he attends class, and teacher should point out the economic benefits--"then are some factors more important than money?" In response to Maguy-- "we have obtained good results, getting people off relief and into jobs--status jobs."

Burrichter: ABE graduate program--implications for teacher-training in ABE. Before: "people programs"--but colleges of Education

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"won't come down from their towers high enough--to talk to business and industry about jobs for people".

- Blake: Are business/industry really serious about opening up the opportunity structures?
- Minnis: Responsibility of trainers (university) to establish connective links" outside the classroom.
- Schultz: U. of Illinois "will train teachers if someone will employ them."
- Maguy: Program--set up job development--had to keep narrow because of employment structure.
- Blake: Back to question--what about starting with job?
- Gregory: NAB (National Alliance for Business?) jobs/ABE program  
Some can't do the job.  
Others cooperate with the unions.  
Results encouraging--but not a "stampede".
- Schultz: for Scharles  
P. 3; 9% return for ABE. What does this mean?  
P. 3-4; "Emotional profile--bibliographic source.  
for Gregory - Any reports of achievement of ABE in establishments: Dept. of Labor, MIND, Inc., NAB (?)
- Maguy: Jobs in agriculture only in his area--and this perpetuates "migrant occupation". How do you transfer people to more stable work?
- Hathaway: "Gross propensity to spend with lower SES person - save \$.05/\$1.00, middle SES person - \$.30/\$1.00.  
So - \$1.00 from welfare gives \$20.00 worth of business generated.
- Burrichter: Is ABE certification a waste of time?

Group II

March 13, 1969

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Only nine members of the group were present for the meeting, and there had apparently been some misunderstanding as to whether the group would meet at this time.

The group agreed that spending their time formulating questions for the speaker was not an effective procedure for the question session or for the best use of group time. They suggested the option of presenting questions, individually, to all the paper writers, first and then having a group meeting following the resource persons response to the questions. The group was left with the impression that the schedule would be adjusted the next day to meet this plan.

The group agreed that it would be OK to begin the sessions at 8:30 p.m. on Saturday due to the heavy load of papers and resource people that day. They were reluctant to change the starting time to 8:30 for every day.

I agreed to provide the group members with copies of the Group Report Guidelines so that they could each have a copy to discuss from.

The discussion turned to an evaluation of the tours. Minnis suggested that in his opinion the tours could have been telescoped quite a lot--i.e., selected tour with careful briefing of those going on tours and those guiding the tours. Other suggestions for achieving the same objectives as could be achieved by tours were to have closed circuit T.V. observation of ABE classrooms, TV programs on the Ghetto.

There was some serious concern by some group members that although the idea of tours was a good one we hadn't seen what we were supposed to see. Also, the tours were too rushed in some instances.

Atwood tried to encourage the group to respond to Griffith's question of whether this kind of experience should be included in teacher training programs. There were several alternative but similar types of experience suggested by group members who had had experiences in providing this type of thing. There seemed to be general agreement that such exposure was a good idea but that the example of our tours had gone to show how carefully such experiences must be planned and that the mere visiting of a school is not necessarily the most productive way of achieving the objectives to be met by such experiences. It was also agreed that the tour of the home area of the ABE participants could be scrapped for indigenous teachers.

Thomas stated that from the tour today he was "more impressed that there is a definite need to train teachers for ABE--both students and teachers had been thinking of dropping out because of lack of progress and lack of rewards."

Some discussion of the usual complaints of teachers and students followed. They included that students had said they weren't getting what they want, that teachers need more training and encouragement in involving the students in planning the curriculum.

Kielty suggested that these complaints all indicate a need for a whole block in teacher training on the psychology of how to approach these adults, and a need

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for greater emphasis on actual techniques of reaching adult students -- more emphasis on practical and less emphasis on theory.

TV was suggested as an unrealistic approach for several universities because of the cost.

McGuy suggested that two comments he had heard from teachers were significant--

1. "They still treat us like children
2. "They all have majors and they push that down our throats.

It was suggested that the child care center in the schools we had observed was a good provision of security for the mothers and that the content of the child care center would be good content for basic education of women--it was pointed out (with resource person Murphy's concurrence) that there was little evidence that this content was being used in that way at either of the schools visited.

The meeting adjourned about 4:50 p.m.

Group 1B

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March 14, 1969

The meeting got underway at approximately 9:15 a.m. with 13 members and one resource person present. There had apparently been some confusion resulting from the previous day's discussion of the best structure for asking questions as to whether the group would meet prior to or following the assembly sessions.

Housekeeping announcements by Atwood included provision of information about two extra group meetings being scheduled for Monday at 8:30 a.m. and at 1:30 p.m. It was suggested that group members might agree to take individual responsibility for certain portions of the group report questions and the competencies needed by the teacher which had been discussed.

Schultz suggested that the group go back to where it had been Monday to discuss the competencies needed by the ABE teacher.

Atwood suggested the group begin with the question of "Who is the ABE teacher".

Uber questioned why we start with the school.

Brown pointed out that universities and colleges don't have degrees that are relevant.

Minnis indicated he was not concerned about degree requirements but was concerned about what the person who would teach ABE students needed to know at different levels of professional responsibility.

Shultz raised a concern with the teacher dominated classroom--i.e., adults having to ask the teacher for every piece of material, in teaching methodology. He questioned "What can we do to shatter this".

Kielty suggested that this problem could be seen as a lack of pupil participation rather than teacher domination.

The following list of competencies needed by the ABE teacher was listed on the board.

1. Experience in learning a second language (oral). Kielty--can be a brief experience to ensure that the student is not too successful and gets a sensitivity to the difficulty of the ABE student. This item was questioned as a necessary competency by some members of the group.
2. Ability to obtain student involvement. How--need techniques to do this. (We don't do it ourselves as teachers of teachers). We have to be models but it is more than this--we have to follow teacher trainees through the classroom experience with master teachers to help the new teacher learn how to perform as well as the modeling and the theory. Need to have a model--teachers are imitative. Need to analyze the model.

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3. Awareness on the part of the teacher that he continue to learn himself. Willingness to continue to analyse your own work and to be critical of own performance. Need skills and knowledge of how to do this.

Self concept--the ability to have a hold on one's self--have to be able to relate to others--to feel I can say what is important to me. (Supposedly learned this in a graduate course called How do Adults Learn). If the teacher can exemplify the ability to let students be fully expressive, etc.

..... The teacher approaches adults with considerable insecurity--some recognize their insecurity and can deal with it, others do not recognize it and these are the authoritarian, autocratic, "do it my way" types. This is what Horberg said--says something to teacher training--whether an improved self concept can be learned is a problem--how to do it in a two week institute is an even bigger problem. Kielty suggested again that it could be called the psychology of approaching the adult. Models that students experience in teacher training are not what they are expected to carry out in their own class rooms.

Brown tried to summarize the competencies needed:

Knowledge

Techniques

Attitude of Acceptance

Flexibility--Self concept varies, want specifically to deal with teacher role.

I suggested that this framework might help explain the apparent frustration with the lack of specific knowledge on how to do it re training programs-- i.e., that we may have an inadequate research base in terms of the knowledge level of this model but that we can still teach something about techniques of working with adults and techniques of developing attitudes of acceptance and flexibility--that at least some of these things are available and relatively tested in adult education and other types of literature.

Atwood suggested that the members of the group individually consider the questions of:

What kinds of research are available

What research is needed

Is "what we would do" research based.

and be ready to discuss their own responses to these questions at the group's next meeting.

The meeting adjourned to go to the next assembly session.

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Group 1B

March 15, 1969

The group met with 10 members present plus one resource person.

Hathaway initiated the discussion by asking why the group wanted to talk about competencies and what purpose was served by discussing them. He had been absent from the previous two meetings and it was pointed out to him by the chairman that the group had already decided to discuss competencies of the teacher at various levels of the continuum of professional responsibility which Minnis had proposed in the first group meeting and to begin with the BA level (or equivalent) teacher and work down from there to determine what competencies were needed by different levels.

It was pointed out that the competencies were essentially the same regardless of the level. The following competencies were listed:

- Reading skills
- Techniques
- Psychology of adults
- Sensitivity to adults

Hathaway indicated a desire to discuss a design for a 10 day to 3 week institute which was supported by Thomas and a few other people.

The group finally agreed to focus on the level of the trained teacher and to omit for immediate consideration the para professional.

The next decision was whether to focus on undergraduate education, graduate education, institutes, or in-service training. The group agreed that undergraduate programs in adult education, much less in adult basic education, are impractical at the present time and therefore that the focus should be on graduate courses and short-term workshops. The content may not vary much between courses and workshops.

Workshops--should have a coordinated, national training program of workshops--should come out of USOE with a clear purpose. This idea was discussed and it was agreed that it was a good idea but was impractical.

Hathaway again raised the question of what are you going to teach a teacher in a two week workshop--

Suggestions were: adult education theory and practical "how to do it" skills.

Kielty--the goals of the program, background of the program, philosophy, psychology of approach to adults, help with materials, something about the appropriate areas of instruction, need to know something about testing, something about audio visual aids, something about how to integrate the students into the community--all treated from a practical point of view with more emphasis on skill than on theory.

Someone else suggested the addition of the characteristics of the adult learner and their implications for teaching as expressed by the Otto paper were important to teach the ABE teacher.

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Foley suggested that much of what was being said had come from the resource people in the conference. Uber explained a grid that she had developed with competencies down one side and the level of position across the top. She did not elaborate on the model extensively but it was clear to the group (I think).

Thomas asked if any of the group members had conducted three-week workshops and what was included in them?

Hathaway described his plans for the coming workshop he is having which included: mostly the kind of things that Kiely had talked about but in addition in order to get at the behavioral outcomes desired he has also added sensitivity training, inquiry training, and Flander's interaction analysis. He pointed out a need to take into account the existing programs and what is going on before you can plan the specifics of the program. It makes a difference whether the participants will be new or old teachers. It was pointed out that the program planners frequently don't know who their students are going to be. Hathaway pointed out that new and innovative teaching techniques are of common interest to all--new teachers included in his program have had at least a year of experience.

Someone raised the question of what to do about training teachers who do not have any experience.

Dutton pointed out that so many need the training that the same program could be run for five years without change.

Atwood indicated that, in terms of the Group Report Guidelines, he felt we had answered number 2 by indicating that there is not adequate research and that the second part of the question followed logically from the answer to the first. (I'm not quite sure how this fit in the discussion at this point--I may have lost a portion of the interaction or he may have been trying to get the group back on the track).

With regard to the adequacy of dissemination of research and other information regarding ABE several of the group suggested that the means of dissemination were inadequate. Concerns regarding ERIC were how to get information from ERIC and the time lag in getting material from them.

Blake suggested that the group ask Cortright to tell us about the new Adult Education Clearinghouse that NAPSAC is setting up.

Someone pointed out to those group members who were unaware of it that you can find out what ERIC has in "Research in Progress" a monthly publication which all libraries should have. ERIC's publication "Research in Adult Education" was also mentioned. All the members agreed that they felt a lack of adequate information. It was also pointed out that we have to be mature enough to recognize that we haven't made the effort in many cases to search out the information which is available.



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Re #3 on the Group Report Guidelines the group agreed we need more research in how adults learn and particularly how undereducated adults learn.

It was agreed that each individual would write down the research he thinks is needed, also any comments on the papers, and the workshop structure etc. and give them to Hathaway. This left questions three and five to deal with in the next group meeting.

The meeting adjourned.

Group 1B, 9:30 (by evening)

March 16, 1969

The following material was on the blackboard (put on by Mr. Petty) when the group convened. Fourteen members plus two resource people were present.

**STUDENT VARIABLES**

- Personality Characteristics and Dynamics
- Developmental Needs
- Understanding of individual differences.

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abilities

Self Concept

Cognitive  
Attitudinal  
Value SystemNeeds  
SystemConcept of Behaving Self  
in Behavioral Space  
(Perceptual Field)

These are inferred variables--we don't actually see them--  
Teacher should have abilities to infer these.

**TEACHER VARIABLES**

- Personality Characteristics
- Professional Role
- Human Relations Dynamics--caring for the other person etc.

**LEARNING EXPERIENCE VARIABLES**

## 1. Social Milieu

Socio Economic System  
Cultural Characteristics  
Social Organization

## 2. Subject Matter

Knowledge and Understandings of specific Content  
Skill in selection and application of content

## 3. Methods and Materials

Concepts on how specific adults learn  
Application to specific individuals  
and need--based on developmental level,  
personality dynamics and group dynamics

Time

Pacing

Order

Reinforcement

Exercise

Transfer

## 4. Classroom Environment

Dynamics      Individual Perceptual Fields  
Group Dynamics of Specific Groups  
Knowledge and understanding of Facility arrangement  
and structure.

**BEST COPY AVAILABLE****EDUCATIONAL OBJECTIVES**

As Learning Outcomes, Behavior Change.

\*\*\*\*\*

The above was presented as a taxonomy from which we could draw competencies needed by ABE teachers which would be stated in behavioral terms.

Minnis suggested we develop, perhaps individually, the behavioral outcomes and perhaps the specific methods (treatments) for getting such outcomes accomplished--assume the taxonomy is OK as it is and get busy on the outcomes and the way in which they can be accomplished.

Petty suggested that this procedure would also lead us into some statement of the kinds of research which are needed and Minnis added that it would also lead us to be aware of some of the assumptions we must make.

Attwood pointed out that we had dealt, to some extent, with the question (#2) on the report outline, by agreeing that there is not adequate research available and that the second part of that question follows logically from the answer to the first part. Discussion added the points that there is some research available which is not used adequately because persons responsible for programs do not search the literature adequately and because some of them are not fully aware of the dissemination procedures.

Atwood brought the group back to the question of developing the list of competencies needed based on the Petty material. It was pointed out that this procedure did not speak to the question of whether courses would be necessary--and was really irrelevant to the idea of courses--the question is not what goes into a course, but what needs to be accomplished.

Larson suggested the group split into sub groups, each to take one of the areas of the Petty material and work on developing statements of competencies in behavioral terms and means of attaining such competencies. Other suggestions regarding the nature of the sub groups to be formed were to break into four groups, three being the same as those suggested by Larson and one to deal with the "whole picture". The group finally broke into three groups.

Some discussion of whether this was a useful way to spend the group's time was instituted by Hathaway who indicated that the competencies had already been discussed in the general sessions and to go over them again was simply "spinning wheels".

Mr. Griffith (who had been visiting the group for the last half hour or so) suggested that if the group developed priorities for the competencies needed that this would not have been done before and that it would be a useful contribution in terms of the needs which several group members had been indicating for concrete ideas to take home regarding program development. The group agreed to break into three groups to work on the Petty model and to develop behaviorally stated competency statements, suggest ways of accomplishing these goals, and list the competencies in priority order.

The following groups were formed by persons volunteering to participate in whichever group they preferred.

Learner Variables

Adams  
McGuy--responsible for coordinating  
Dutton  
Jack  
Thomas

Teacher Variables

Minnis--Coordination responsibility  
Burricher  
Larson  
Foley  
Uber

Learning Experience Variables

Petty--Coordination responsibility  
Hathaway  
Atwood  
Blake  
Cortright

Small groups got together immediately following the meeting's adjournment and set their next meeting time. (It is my understanding that they all continued to meet Sunday evening and worked on the task.) They agreed to meet in 1B at 8:30 a.m. Monday morning to make a decision regarding whether to use the Monday morning meeting time to continue to meet in sub-groups or to bring together the sub-group output.

March 17, 1968

The group met at 8:30 a.m. with about 12 members present (I didn't count them).

Atwood made some housekeeping announcements regarding the change of schedule for Tuesday morning (asking if there was any objection and receiving none.) He also explained the length of the group reports and suggested that they be shorter if possible.

A member of the group asked if Atwood had received any further information in the steering committee meeting regarding whether the other groups would be following the outline in their reports or would each be going their own way. Atwood replied that he had no additional information from this morning's steering committee meeting but his general impression from other meetings was that they would mostly be following the report question format.

Hathaway asked each of the sub-groups to provide him with at least four "problems that need additional research". He indicated that he envisioned the group report taking the following form:

An initial introduction of the report by Hathaway which would summarize the group's answers to the questions on the report outline provided by Griffith. Followed by a brief (4-6 minutes) report from each of the coordinating members of the sub-groups regarding what they have come up with in their sub-groups, followed by a summary by Hathaway. He suggested the use of a visual aid.

The group discussed the format presented by Hathaway and there was some feeling that he should present the report himself--"that's what we elected a reporter to do." There was also some concern that the same information, fed to Hathaway by the sub-group coordinators, could be presented in much more economical ways by one person and thereby save time. The group did not really resolve this question but there seemed to be agreement that Hathaway's plan would be acceptable. He asked the group coordinators to provide him with

1. A statement of a minimum of four problems needing research
2. The sub-group's comments on the items included in #5 of the suggested group report format.

In addition to the above discussions Mr. Atwood had explained that I would be asking group members to take the evaluation form and would be catching them as I could. I described the nature of the questions and their purpose as well as I could and he added that the evaluation was only one part of the total evaluation. There was considerable hostility expressed regarding the evaluation. Some people had seen it and there had apparently been some real problem in the way it had been presented in some groups the night before. I tried to be honest about the nature of the questions, explaining that they were developed directly from the papers, before the presentations had been discussed, and that they were on a cognitive "factual level". I was questioned as to the anonymity of the evaluation by Hathaway (who indicated that because the questions were answered in

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an interview setting; they were not anonymous). I indicated that I had already done five of them and that I honestly did not know who had done which one. A couple of other people seemed concerned about the evaluation format but did not want to pursue it further. All indicated either willingness to do it, because it was "my job" to get their responses, or because they were willing to cooperate generally (some did not indicate either willingness or lack of willingness). Atwood explained that I would not take group time to get the evaluations filled out, and several people, particularly Hathaway, indicated that there was opportunity for additional evaluation comment in the group report. This was partially the reason for Hathaway's second request of the sub-groups (comments on #5 in the report format).

The group agreed to break into sub-groups and to reconvene this afternoon to determine the next steps.

GROUP 1B

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March 17, 1969  
P.M.

The group met to decide whether to meet again in sub-groups or to determine "next steps". It was suggested that the sub-groups did not need to meet again but that their coordinator-spokesmen should get together to pool their material into a report so that they could report it to the group before making the report tomorrow.

Atwood reminded the group of its obligation to provide Hathaway with the material he had requested and several individuals and one group submitted suggestions regarding the two questions he had asked for information on. It was agreed that the comments regarding research needed and comments on the workshop structure etc. would be accepted by Hathaway up until dinner or the start of the evening session tonight for those who had not yet submitted their comments. Anyone not submitting comments by that time will be assumed not to have any.

Atwood also reminded the group of their responsibility to assist me in getting the evaluation forms filled out by the end of the day.

Minnis raised a question of the group regarding "clearinghouse connective links." "Are't there connective links that can be developed re demonstration projects, staff roles, etc.?"

1. One method is close relationship with ERIC
2. Office of Education take responsibility for 309B specifically and feed back to states and institutions.

Cortright reported that there is a project in to do this but he doesn't know if it will be funded or not.

Minnis pointed out that the staff is already available and the question he was raising was whether or not such a clearinghouse function required a new agency or project (expensive) or could be done by existing agencies. Hathaway suggested that this function could be performed with one university taking responsibility for abstracting and distributing material. This raised the question of who gets the material, who uses it, even though it is easy to use. Cortright indicated that the clearinghouse services available are not used and that many people are not familiar with the services which are available. The clearinghouses that are currently in existence send out material on request but no-one sends material on a regular basis. Atwood pointed out, in response to a question about the AEA publications, and ERIC that the Summer Issue of Adult Education that used to review the research in the field has been taken over by ERIC and distributed as a separate book of research in adult ed. to be done annually.

The group agreed to recommend that more availability of existing materials was important.

Burrichter suggested that it would be a possible recommendation to suggest that a special review section be included in AEA and NAPSAC journals. A poll of the group was taken to see how many were members of these organizations and about half of the members of the group were members of one or both organizations.

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It was pointed out that if we were thinking of annotations that finding someone to write the annotations would be a problem -- it takes skill and costs money.

Burrichter pointed out that as members of AEA or NAPSAC it was the group members responsibility to indicate the need for review of this kind of information as a priority for AEA.

Cortright proposed the following recommendations:

Ask ERIC, the NEA-AE Clearinghouse, and any other organizations involved in dissemination of research information and reports of projects get together to try to plan how Adult Education documents could be disseminated regularly through AEA's journal Adult Leadership and to request Richard Cortright to institute this procedure.

Other comments regarding whose responsibility this action was included suggestions that the President Elect of AEA, and other members get together at this conference; that the Council of Adult Education Organizations take responsibility for it, and the Griffith's conference report to the Office of Education would be one way of passing on the recommendation.

The meeting was adjourned with the coordinator-spokesmen from the three sub-groups getting together to organize their material for the group report tomorrow and an agreement that the total group would meet following the evening presentation to hear what that report would consist of.



## CRITIQUE OF WORKSHOP

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1. The objectives of the Workshop should be clearly stated and most important - adequately focused.
2. Too much time should not be spent on the ABE workshop aspect of at the expense of other aspects ABE teacher training.
3. Small group discussions should reflect the direction and focus of the conference.
4. Time should be allowed at the beginning of the Workshop to arrive at common objectives between the participants and the planners. Planners must learn to use good ABE techniques for adult learning.
5. Small groups could have been structured before the conference and charged with certain task-projects to be completed in Chicago.
6. Resource people should be given better information about the nature of the group they are to talk to in order that they may be more relevant.
7. An over abundance of resource people is not an adequate substitute for quality.
8. An abstract of each paper showing the major tenets, the bases for the author's stand, and the major conclusions would have aided on the understanding of the paper.
9. Prospective participants might have been surveyed before the program was finalized to be sure their needs were going to be met.
10. A technique for interaction between consultants should be utilized. The panel moderator should be trained so that a maximum of verbal interaction occurs and there is a process of continual constructive turmoil.
11. Materials.
12. The best exchange of ideas came around the tables in the T.V. room on floor 3, after the regular evening sessions were over.

It is the recommendation of this group that all materials reproduced as representative of this conference be strictly labeled;

"Possible suggestions relating to the development of teacher training programs in ABE as proposed by Workshop participants."

It should be clear in all dissemination of information that if editing was done, it is without the knowledge of the participants. These materials should be labeled as coming from participants to the conference - not from the U. of Chicago and/or Dr. Griffith.

Group 1C

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March 10, 1969

James Hall - Recorder  
Clark Esarey - Chairman  
Anthony Paecelli - Reporter

The group session began with self introductions.

The group decided not to limit their discussion to ABE as defined by federal law but to use the target audience of ABE programs as its focal point.

One member suggested formation of a subgroup of those who were in the process of creating graduate programs in adult education. The suggestion of the subgroup was not picked up by the group, but there was some discussion of the various merits of graduate versus undergraduate programs and the possibility of including the option of adult education as a minor in undergraduate degree programs.

The point was made that the amateurs in adult education and ABE are the persons who need help most. Amateurs seemed to be those who had not had prior experience in teaching adults although they may have had experience teaching children. There was some agreement that this kind of help was not now available. One group member suggested that the curriculum for this kind of training might be based on data resulting from interviewing persons who have had experience teaching adults. The interview would in effect get at what the experienced teachers felt was needed to teach adults effectively.

Someone asked how many of the programs were restricted to certified instructors. Most were. It was suggested that certification itself might be very desirable but that the current grounds for certification might not be appropriate. Certification by performance on the job was suggested as a more appropriate base for certification of ABE teachers. This practice currently exists in some states.

Voluntary groups seem to be causing some trouble for publicly supported adult basic education programs in some areas. The major problem is that the people in the group or at least some of them felt that these programs were not soundly based and some felt that these programs were creating unnecessary competition for their own programs. There was also some concern about the long term commitment of the voluntary programs in that they

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might not have the resources to deliver to the student the program which they initially promise him. At least one person in the group, however, suggested that the established programs might at least look at the programs run by voluntary organizations to see if they were doing things better than the public programs.

The fact that a great proportion of the staffs of ABE programs are moonlighters was discussed. The fact that if one is going to have training programs for part-time workers in ABE one is going to have to realize that the training will be directed toward an area which is at least of secondary interest to the person being trained.

Some one suggested that full-time instructors might not be the ideal and that training programs for everyone involved in ABE which would be held at the university level are unrealistic. The person proposed that the university programs might aim at training master teachers who in turn could train and supervise the many other classroom teachers.

At this point one of the resource people suggested that the group was simplifying the problem by only asking the question how can we train good ABE teachers. The problem he said was how can we train large numbers of ABE teachers immediately to meet the current, expanding need for such persons. Also, how can we expect to make good ABE teachers out of the same people who were instrumental in causing the target audience of ABE to drop out of school in the first place?

There was some agreement that what we currently needed was a training program more analogous to first aid than long term medical aid. It was decided that the M.A. level teacher was not the answer to the current problem but that the judicious use of master teachers and regular teachers and para-professional teachers might be.

Someone else added that most of his success in training teachers for ABE has been in off campus programs in which the instruction was brought to the teachers who needed training rather than expecting them to come to on campus programs. This was seen as a first step in developing interest in on campus programs ultimately.

At this point the temporary chairman, Clark Esarey, was made permanent by acclamation and the temporary reporter was also chosen, but not by acclamation. The reporter for group 1C is Tony Pacelli.

The group adjourned.

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Group 1C

March 11, 1969

Tony Pacelli began as acting chairman since Clark Esarey was a few minutes late in arriving.

The following questions were posed for the panel members.

1. What is the meaning of "consumptive component" in Scharles' two by two?
2. How can we better utilize economic statistics to sell our ABE programs to business, boards of education, advisory committees and other involved parties?
3. How can we use without misusing, the economic factor or promise of economic gain to motivate ABE students?
4. Do we have enough hard data on which we can justifiably base a rationale for ABE? Does ABE make enough of a difference on the individual level economically?
5. How can we use the non-professional in ABE? By non-professional was meant anyone who is not certified as a teacher whether or not his educational level is high or low.
6. How can institutions such as the junior college be used to house or facilitate ABE?
7. How can we hope to break the "vicious cycle" of poverty with ABE?
8. What are the cooperative organizations on the federal level and how do these organizations relate if at all to CAMPS?
9. Since teacher unions in most large cities will not allow para-professionals to be involved in direct teaching, and since this has caused some programs to be contracted to business through MDTA, how can we influence business-oriented people to use effective teaching methods and the result of our long experience in the field of ABE?

Since Herb Lehmann was present, someone in the group asked him to tell the group what he thought it should look for on its visit to Hyde Park High Evening School. Lehmann said he would suggest looking mostly for the way the teacher relates or fails to relate to his students since the program and

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materials and setting will otherwise resemble what the groups will be familiar with in their own programs.

There was also some background given or volunteered by another group member on what Hyde Park High had been historically and what it was today.

Some group members expressed a desire to have some time free when the downtown stores would be accessible to the participants. Saturday afternoon seemed to be the most desirable time but the participants also seemed ready to consider Thursday night.

Mr. Rancier suggested that he had some films with him that documented the Canadian experience in setting up a system for the development of ABE and vocational programs in especially rural Canada. It seemed that Sunday morning might be most appropriate for his presentation which would be, of course, suggested as an optional event.

In connection with the question posed about cooperation on the national level the point was made that it seemed a shame that funds were dispensed at the national level by a multiplicity of agencies to different organizations which at the local level were all attempting to reach the same target audience. There was a strong feeling that some coordinating mechanism should be set up which would channel all the funds which were being spent on the target audience of ABE to one agency at the local level if not placing all the funds at the federal level with one agency in the first place. CAMPS was suggested as an informal organization through which this might hopefully have been done. CAMPS, however, has been less than successful.

The group adjourned for the plenary session.

GROUP 1C

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March 13, 1969  
Afternoon

The chairman began by announcing that he intended to play a more directive role this session. He suggested that the group should spend 1) no more than ten minutes discussing the bus tours, 2) should then turn to a few questions on conference housekeeping and 3) should return to discussion of the bus tour if there were time and interest.

Wayne Otto and Jack Crabtree were introduced as new resource people.

The question was asked about whether the Doolittle school was as lock step as it appeared? Herbert Lehman responded with a brief history of the school and its development which squared with the history told by Mr. Miller when my group visited Doolittle.

One group member expressed dislike for the condescending manner of one of the teachers toward her students. It had to do with the teacher calling her students "girls". One of the ladies in the group said that women often refer to each other as girls; another lady stated bluntly that the teacher's tone of voice did not suggest that she was using this convention at the time of the incident.

There was inquiry into the role of the employment service in Illinois and other states vis-a-vis ABE students. Illinois presented a varied picture, we were told, with large differences between upstate and Cook County as compared to downstate.

Nine or ten people indicated an interest in having coffee at Griffith's home on Saturday.

Conference evaluation was mentioned. There was some confusion about what questions would be asked and by whom; the questions would be asked. The recorder volunteered to clarify the matter at the next session.

The question of the Friday and Saturday schedules was raised and the group decided to meet as scheduled. Someone in the group asked Rancier if he was still planning to describe his program planning process as applied to the Canadian program on Sunday. He said he was if there was any interest.

The Chairman outlined the following questions for the group:

- 1) Should additional training programs be developed for full-time paraprofessionals, part-time professionals, day school teachers or ABE teachers? If there should be additional training then what kind of training should it be? Non-credit, undergraduate credit, graduate credit?
- 2) Is there adequate research available on ABE and do we wish to base our decisions on this research?
- 3) If further research is necessary, on what should the research be focused?
- 4) What information exists on ABE and how can the information be best disseminated?

The chairman suggested some general resources with which everyone setting up ABE teacher training programs should be acquainted.

Someone raised the question of whether or not the group or perhaps the whole conference ought to produce a bibliography of useful documents.

We decided to meet tomorrow on March 14 at 9:00 a.m.

Meeting adjourned.

The group briefly discussed the evaluation.

The chairman again posed four questions:

1. Should additional training programs be instituted? If so, for whom and what kinds?
2. Is there adequate research in ABE? If not, what are the pertinent questions?
3. How is information now disseminated and how could this be improved?
4. Are these the questions that should be asked?

Someone suggested that the current conference was fine for people who were experienced in ABE but that a conference was needed for those who were brand new in the field. He felt that the spread of experience at this conference was too wide. Perhaps a subgroup of newcomers would have been useful at this conference. Newcomers need to know simple things, such as how to work with the state director; they need to catch up with the oldtimers.

Someone else suggested that, if this was a problem, the newcomers should arrange to talk with the oldtimers. However, this person felt that the gap between the two groups was not as wide as all that.

The question was asked: is this conference research oriented or program oriented? When you go home what are you going to do?

One person suggested that there was a great need for full-time teachers and that, although ultimately he would want a specialized degree program in ABE, at present he was willing to retrain degree holders for ABE work.

It is difficult to professionalize ABE because adult education is still not a profession. We need to do some research on what is necessary to train staffs for ABE programs.

Another person then gave the following speech:

We seem to take the easy way out by saying since we don't know everything we don't know anything. Some things we have done work. If we want to train for ABE there are four broad areas of knowledge:

1. We should include an introduction to the characteristics of the adult learner especially the disadvantaged adult learner. This component would be psychologically based.
2. Instruction in the standard methods as they can be applied to adults should also be included.



3. We should include an introduction to the history and philosophy of adult education. This would be done to increase pride and respect in adult education as a career.
4. We should include some information on new developments in adult education especially on new hardware and how to use it.

Another group member was asked what he would do or what he has done to train ABE staff members. He prefaced his statement by saying he was biased in favor of summer institutes. He said he would put the greatest emphasis on sensitivity to the students' needs. We have done about what we can individually and now we need national and regional workshops of people who are involved in order to share information. We also need to draw on the experience of ABE teachers in planning workshops. We should ask them what should be included. Teachers need to be trained through practical experiences in the classroom. Lectures and textbooks are not the answer. If we are looking for a program of teacher training, we are going to fail. What we need is a broad plan and then we need to localize that plan through involvement of the teachers being trained in their own program. In order to localize the training, we can use academies to theorize on the teachers' practical experiences. In this way we can give the teachers applied theory.

Perhaps what we need to meet the immediate needs of ABE are institutes which are held off campus to make them more accessible to more people.

Summer institutes are only designed to reach one clientele. What about people other than public school teachers such as persons teaching in prisons or YMCA teachers?

How far should we go in sensitivity training?

NTL training is too far; what we need to teach is "knowledge of the other guy."

Should we include practice teaching?

Yes, as part of the methodology section.

Was there a difference between our two program models?

Yes, the second suggested that we involve our clientele in planning and that we work from our local experience.

The first model presenter objected: My experience began thirty-five years ago with the W.P.A. I am thus used to involving students in planning their own programs. However, that was not the same as teacher training; teacher training involves training for a professional and with a purpose and a body of knowledge. We need to listen to the teachers in planning the programs but we should not build programs exclusively on what they say. There comes a point at which I need to use my own knowledge.

Then there was actually no disagreement said the presenter of model two.

Meeting adjourned.

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Group 1C

March 15, 1969  
P.M.

The Chairman opened the meeting by suggesting that we look at the schedule and especially at the Sunday schedule for suggested changes. The group decided not to decide on Sunday's schedule until we saw how far we got today.

The Chairman distributed the "Guidelines for Group Reports."

We began at question one and someone suggested that we decide what a paraprofessional is.

An alternate suggestion was made that we begin with question four and work up the list to question one because question four seemed to be much easier than one. The suggestion was accepted by the group.

Re: question four. It was generally decided that the present system for the dissemination of information is inadequate.

Suggestions on how it could be made more adequate and what information is most needed were as follows:

1. The members of the group need to receive copies of the summary reports of institutes such as this one and those held at the various universities during the summer.
2. Copies of these reports should be sent to ERIC as well.
3. After agreeing that NAPSAC AND ERIC are at present the best sources of information, it was decided that the Office of Education needs to develop a system by which reports and literature which they hold can be disseminated to the field. A special desire was expressed to receive copies of evaluative reports.
4. It was also suggested that the institutions which are involved in conferences and institutes which would be appropriate to the field of ABE should send to a central clearinghouse reports and materials so that they would be available on request. It was not clear whether this should be a specialized clearinghouse for the use of people interested in ABE or whether ERIC might be the appropriate place for such material.

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5. It was noted that the Office of Education is experiencing staffing problems which preclude most often their being able to adequately process and disseminate current information. Thus it was suggested that some direct mailing of reports from the offices of the state directors of ABE to a prepared distribution list be instituted. The information mentioned here was information on pilot programs and demonstration programs which are held within the states.
6. It was suggested that other states follow the example of Illinois in making reports and evaluations available automatically to all public libraries within the state.
7. Since it was generally agreed that ERIC's catalogs are cumbersome and difficult to use, the group felt that ABE might in some way be organized into a special interest file within ERIC which would be helpful in making ERIC's information more readily available to those interested.
8. Annotated bibliographies were seen by the group to be much more desirable than simple bibliographic listings. This comment seemed to be aimed most directly at ERIC documents.
9. In order to facilitate a system such as that suggested in number five above, it was suggested that dissemination of reports and evaluations of programs be included in the initial funding of the programs.

The group then moved to question two after deciding that the individuals in the group would list what they believed to be important research questions. These lists will be shared in Sunday's meeting.

Re: question two. There seems to be one central issue, what are the competencies of a minimally qualified ABE teacher?

It was suggested that the group members should each jot down what they considered these qualifications should be. Someone countered that suggestion by saying that the group did not need to list the competences but should simply say that this is one of the questions that research might answer.

It was also suggested that we do not at present have and that we need a definition of ABE which can be generally accepted.

Finally someone suggested that he would be interested in what factors seemed to be useful in interesting an institution in making a commitment to ABE and training people to work in ABE.

The meeting was adjourned until Sunday night.

Group 1C

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March 16, 1969

The Chairman reviewed the group's decision on handling the questions in reverse order.

A member suggested that the Canadian model for a clearing house be read into the record as a recommendation for how information might be disseminated. The Canadian member of the group reiterated that the Canadian clearing house was not yet in existence and he would want to wait until it is operating before he used it as an example.

The group then moved to specific areas in which it felt research is needed. These suggestions will be presented in the order that they occurred. They have been reordered and classified for the groups final report.

1. We need research on the role of an instructor, counselor, laboratory aid, and others within the context of a learning center. There was some discussion on possible new roles that such persons might find themselves in within a flexible center.
2. Research is needed on rural poverty. Currently there is much research being done on urban poverty but the rural population is being left out.
3. Research is needed on the involvement of teacher trainers after they have completed institutes which are meant to train them so that they can in turn train teachers. The question is, do they train teachers, how often and how well?
4. Assuming that there is a continuum of teachers from those who retain classes well and those who have great difficulty retaining classes, it would be helpful to determine what helps one teacher consistently keep his students while another seemingly cannot.
5. It might be useful to contrast the retention, performance, and success of "walk-in students" and students who are recruited or referred to programs.
6. Further research is needed in adult learning especially research using ABE populations as subjects.
7. Research is needed which might indicate why some materials and techniques seem to work well with some groups of adults in ABE classes but not with others.

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8. What institutional settings are most effective for ABE and with what groups of ABE students are they most effective?
9. What effect do program goals and objectives have on success of the ABE students? If a student's goals and a program's goals are in conflict, does this reduce or improve the student's chances of success?
10. Does the awarding of a stipend to ABE students seem to have any predictable effect on his rate of progress, success, retention or learning?
11. How effective are learning laboratories and centers as compared to other settings of ABE teaching? If learning centers and laboratories are more effective what makes them so?
12. How effective is ETV for teaching ABE?
13. How effective is micro teaching as a technique for training ABE teachers?
14. How effective has the core curriculum suggested by the Office of Education been in structuring teacher training programs? And how effective have these programs been?
15. The function of ABE in a total program of rehabilitation needs to be researched. This might be done in a number of settings ranging from the penal system to the urban and rural ghettos.
16. A comparison between ABE programs with vocational components and those without vocational components should be made.
17. Assuming that the problems faced in teaching and learning basic skills are complex, research done should reflect this complexity. Thus studies which attempt to compare only one technique with another or one setting with another should be avoided since the probability of their uncovering any significant differences from which inferences could be made are minimal.
18. How does age affect performance in ABE classes?
19. How does teacher behavior and supportive services relate to retention in ABE programs?
20. What is the function of the "out reach" worker in terms of recruitment and retention? How can he best be used? Is he appropriate for one program and not for another?

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21. What are the main differences between a successful ABE teacher and any other kind of teacher who is successful?

22. Research in ABE should not be thought of as limited only to the work done specifically for ABE policy decisions. Other research done in the social sciences should be followed to see what from it may be useful to ABE in either the form in which it exists or in some modified form. For example, research on community power structure may be appropriate when considering setting up a recruitment procedure within a specific community.

Group 1C

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March 17, 1969

The Chairman moved the group on to question one, after commenting on last night's discussion. He suggested that there were two kinds of research: (1) institutional research, and (2) program research. If we have time, he suggested, we might wish to again consider them as they apply to teacher training.

An additional research area was mentioned: How do we develop empathy for the student in prospective and current ABE teachers? If sensitivity training is appropriate, what kind of sensitivity training would it be?

The question of what an internship is and whether or not it is better than other kinds of teacher training was asked. One group member responded that an internship seemed to him to be simply an in-depth kind of student teaching which might include such things as experience living in ghettos or other sensitizing elements.

How closely supervised should an internship be supervised? Someone suggested that it made sense to supervise very closely at first and then slowly relax supervision over time so that by the conclusion of the internship the trainee would be virtually on his own.

Someone else suggested that supervision is an old term which may not be appropriate for the concept of an internship. He suggested that evaluative support might catch the flavor of the interaction between the trainer and trainee in an internship program.

Someone also suggested that an interagency visitation program might be an effective way of refreshing current teachers and administrators. They felt that seeing a program which was away from home might allow the objectivity needed to bring forth fresh ideas. The function of these people who make visits might be to help evaluate the programs which they are visiting.

This concept of facilitating creativity through visits and exchange programs, it was suggested, might be effective for both teachers and administrators.

Getting back to the questions, someone asked what was the difference between a para-professional and a teacher aid. One response was that a para-professional could be defined as anyone who was not a certified teacher. This definition would then include both the teacher aid and others who performed

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functions different from the teacher aid. Someone added in agreement that para-professionals were used as "out reach" persons in some programs.

The Chairman again asked the group to address itself to the training needs of teachers and the role of universities in this training.

Someone suggested that what we really need is to have someone define through research what the competencies are which a master teacher needs to be successful with ABE students.

A suggestion was made that we should all try to think if ABE job positions from teacher aids through administrators as a career line and that our problem was to define how all of these various jobs could be articulated into a career.

There was a suggestion to describe the training needs of the career line in the form of a system which could be expanded to meet the needs of the individual. This might avoid the necessity of repeating training on already learned skills when and if a person wished to move up the line.

The question of how such a career line and its training could be introduced in a university was then put forth. No one responded.

It was suggested that speaking of degrees in ABE was foolishness since there was currently no indication that such degrees would attract any students or that such degrees were marketable on a full-time basis. The response was that we will need such people in ten years so we should start training them now.

The difficulty of writing job descriptions from which curricula would be developed was mentioned. The problem seemed to be that before the descriptions could be finished the jobs had expanded beyond the descriptions.

The possibility of an analogy between the development of special education as a degree program and the development of ABE as a degree program was explored. One critical variable in the development of curricula in special education seemed to be the providing of funds by the Office of Education for faculty and students. It was mentioned that it seemed that section 309 was very restrictive and thus was not very helpful for creating university commitment to ABE. One suggestion was made that perhaps what would help would be the establishment of a position of "field professor" which would be attached to a consortium of universities, none of which could afford such a person by itself. This person would act as an itinerant instructor for both on campus and off campus programs in ABE.



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Some of the group members also felt that there was a need for some direct funding to universities for student fellowships and faculty positions if we were to facilitate the development of programs in ABE.

It was also suggested that given the state of programs or single courses that are currently available to teachers in universities, perhaps it would facilitate training and the future development of programs if the state departments of education would provide funds for individuals who are currently involved in teaching ABE. The individuals would be encouraged to take courses at various institutions throughout the state which had courses which appeared to be in some way relevant to ABE. In this way the institutions might be encouraged by the mere fact of student demand and thus begin to offer more related courses. The students also might benefit in their education even if they were not able to be granted a degree on the basis of their work at multiple institutions. In addition to their personal gains in education, the students might also be given incentive by figuring any courses taken in this way into their salary increments based on number of credits they have earned.

Other teaching specialties have been "professionalized" by the input of federal funds given to universities and students. One of these is the special education curriculum now in existence in many universities. The suggestion was made that those interested in professionalizing ABE might look into the process by which special education or some other program had moved into university curricula and attempt to replicate this process for ABE. In terms of funding this process seems to be that the Office of Education provides funds to the states which in turn fund programs at the universities within the various states. The group felt that development of programs for ABE might be greatly facilitated by this approach.

The meeting adjourned rather abruptly.

Group 1C

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March 17, 1969  
P.M.

The Chairman brought the group up to date on our progress in answering the five questions. He suggested that we work on question one.

The following is a summary of the discussion and recommendations on question one:

In answer to question one, we do need all types of programs: workshops, institutes, on-going in-service programs, undergraduate and graduate programs. However, there is no need nor is it seen as desirable that any one institution attempt to provide all of these types of training.

In order to implement the development of diversified training programs, it was concluded that the number of Program Directors (formerly University Resource Specialists) be increased especially in regions which cover great geographical distances or have high populations. These new positions might be created on a state by state basis. The persons could be connected to the state universities and might serve as a part time teacher and part time consultant to the programs in the states.

The group felt that the Office of Education may be tending toward the funding of long term credit programs in ABE. If this is so, the group would concur so long as the funds would not be completely cut for other kinds of programs.

The comment was made that ABE should take care not to separate itself from other forms of adult education. Programs of ABE might best be appended as subspecialties to other programs of adult education at the graduate and undergraduate level.

Finally, some of the professors in the group expressed an intent to interject adult education as a concept into general education courses and to attempt to institute practice teaching programs for general education students which would be held in ABE classes as part of their regular teacher training program.

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March 10, 1969

Group 2A

Peggy Guerin - Recorder

Ronald Sherron - Chairman

Sister Mooney - Reporter

Mr. Neff entered the group later than most participants in the group. Upon his entry he stopped the round-table introductions that were 2/3 through on the grounds that it was not a legal procedure and not the plan he had in mind. He proceeded to tell us his plan, put it into action and left the group to finish his supper. Upon his return to the group, Mrs. Blum insisted that he also be "interviewed" and introduced to the group whereupon Mrs. Blum interviewed Mr. Neff.

Following the introductions, Mrs. Blum stated the belief that we need experimental programs, approaches to adult education which are exciting, stimulating, challenging. Mentioned Head Start and Upward Bound as two programs beyond the institutionalized programs presently existing. Such a program as Head Start opened the primary grades to outside influence.

Mr. Wasson joined Mrs. Blum in her thinking on creating new programs and stated that that is one reason why he is here: to learn about such programs.

From the general talking that emerged, Mrs. Blum asked to air one major "bitch", i.e.--the wasting of manhours involved in the morning program. She believed that the housekeeping chores could have been compressed into an hour's talk; that many of the points could have been xeroxed and passed out.

There was general agreement to these remarks whereupon Mr. Neff attempted to explain some of the rationale behind the program. From this point on, the "conversation" was a series of attacks on Mr. Neff by Mrs. Blum vocally and by a few others less vocal but nevertheless as strong in their reactions.

At one point the point of electing a chairman and recorder again came up. (Mr. Neff had refused to do this at the beginning of the meeting). Mr. Neff was agreeable to this motion so immediately, without much further conversation, the group members nominated Mr. Sherron as chairman and Sister Mooney as recorder.

Following the elections at 8:25 p.m., Mrs. Blum expressed the wish to discuss Mr. Neff's paper. The rest of the gr. wished to dismiss. Mr. Neff informed Mrs. Blum that his paper would be distributed whether she

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liked it or not, that she was only a counselor and had no authority. Mr. Neff jumped out of his chair and stalked out of the room whereupon Mr. Sherron called the meeting to an end.

(As I understand it, Mrs. Blum having talked to some of the men who remained in the room, went down to the bar to apologize to Mr. Neff).

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Group 2A

March 11, 1969

Mr. Sherron opened the meeting by stating the points brought up at the steering committee luncheon. Four points shared by the group.

1. Group functions clarified: recommendations for future of program and evaluation of all papers.
2. Visiting trips, conditions set. Still, group could make recommendations.
3. Group decision as to what the final report form should be. Should there be a total evaluation of the conference? The groups would be provided with short instrument, objective questions on paper, which the group would answer as a group.
4. All papers would be revised before publication based on group recommendations.

The point was raised that it would be more beneficial to the group to meet after each presentation. Meet before hearing the resource persons since the papers are there to read beforehand, formulate questions or discussion and later, discuss his reactions to the group presentation.

Another member wanted to push farther back than that. She wanted to know what are the implications for basic adult education given to the person speaking beforehand. It was felt that the resource person had one intention in mind in preparing the paper and then discovered that the participants have another purpose in mind. She believed that the resource person could be more helpful to the groups meeting them in their small groups, that the resource person could then answer the questions more adequately than having questions or remarks from the group beforehand was most beneficial to the speaker.

Some felt that such an approach would demand better preparation from the resource people. Others felt it would give them an opportunity to defend themselves.

A few of the group members felt that this was an excellent opportunity to test the flexibility of the administrators of the conference. A discussion followed about how best to restructure the time schedule to allow more time for reading and preparing as a group for the papers to come on Friday and Saturday.

The Wednesday trips came in for considerable discussion. Some felt that those who had been exposed to this type of trip before should not have to go.

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Some felt that it should either be mandatory for all or else cancelled. One person stated that all ghettos are alike, having seen one, you have seen all. One gentleman wanted to know what the trip would consist of, what would be visited. No one had any specific answer. I told what I knew would be seen on the trip and why I thought the trip had been planned when the group asked me. Mr. Neff offered no ideas or suggestions on the problem at any time during the prolonged discussion.

There was a desire to know how the neighborhood was structured in relation to ABE and just how helpful this trip would be for them in practical terms.

One gentleman expressed the thought that going as a group would give us something that we would lose if the trip were optional and only some of us went. And after all, it was only a few hours.

A few who came from rural areas were anxious for the experience and said so. Someone said it could be done through a film and panel.

Ideas for using the time Wednesday for reading and group meeting came again to the foreground. However, the point of the trip from the viewpoint of the black people evolved into heavy discussion. From this point, it was stated that Thursday's trips were less relevant than Wednesday's. (Nobody seemed to recall that the Chairman had stated in his opening remarks that the trips were organized and set nor did the Recorder bring this to his attention.) After a prolonged discussion on the relevance of Thursday's trips, the group voted on Wednesday's trip. The voting was 18-2 in favor of the trip. Some men openly said that they had changed their minds after listening to the discussion and the points raised by those who felt they wanted the trip.

The idea of reading and discussing as a group was still a vital question. Suggestions were made as to how this could be done, having accepted Wednesday's trips and thus "losing" that time slot. The suggestions were made to divide the group and the papers but this won no response from the group. At this point Thursday's trips came in for a heavy barrage of criticism.

The point was made by several that they couldn't talk in the general session for several reasons: recognized too late to connect with previous questions; anger at remarks of resource person or participant.

At 3:30 recognizing that the group wanted time schedule restructuring, I recommended at this time that the chairman take our recommendations to the

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steering committee and Mr. Griffith and that, for the remaining fifteen minutes, the group consider the material we had heard that afternoon whereupon Mr. Sherron said that we had three questions to formulate for the panel at 3:45. The group therefore set aside its remarks on the schedule at this time and formulated three questions before breaking up spontaneously, without waiting for the chairman to say another word.

The three questions formulated were:

1. Should somebody develop economic research documents that would be valuable to ABE?
2. What questions should be asked of the departments of economics and social sciences of the various universities to involve them in ABE and then utilize their contributions in communications with community, national and regional?
3. How take into account the emotional characteristics mentioned in Scharles' paper?

Group 2A

March 14, 1969

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Chairman Report to group regarding place of guide lines in the conference work schedule. (Group atmosphere gradually forced gay members into silence and seriousness).

The purpose of the guidelines was discussed. Individual copies were requested. Ann Hayes visited our group at that time and promptly supplied the needed copies.

The general comment was that the evaluation procedure was too difficult and timeconsuming. It left no time for group discussion except Sunday. This point was later recognized to be false in its assumptions.

The papers were recognized as feeding into the totality of the individual backgrounds; that evaluation of the papers was not meant for the individual author or reader but for the improvement of the individual papers; that the papers are merely tools. However, it was pointed out that the evaluation would take time away from the groups. Some members questioned the validity and relevance of the evaluation.

At this point the group decided to break into sub-groups to accomplish that which they deemed important: a model program for teacher training; a broad, over-all model.



Group 2A

March 15, 1969

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Having compiled the idea sheet on Friday from the sub-groups, the group realized that their ideas were similar to the guidelines; that the guidelines was a better method for dividing the group into interest groups.

There was a general feeling among the group members that the last two days have been realizing their objectives more closely. Lack of time was still considered a major problem but a greater appreciation for the planning of the conference and an understanding of what was being accomplished was beginning to grow.

Group decision was to meet from 6:00 - 7:30 p.m. Sunday evening and again after the general session with Mr. Regan, and on Monday from 8:30 - 9:45 a.m.

Group discussion then centered around the model established for a teacher-training model. (Found below)

Feedback from the individual sub-groups will be given by the Reporter, Sister Mooney.

	Grad.	Undergrad.	Para-Prof.	Ancillary Services	Adminis.
Curriculum					
Research					
Philosophy					●
Administrator					
Ancillary Services					

Group 2A

March 17, 1969

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Concern was expressed by all members of the group that the work of the group, based on the guidelines, was superficial and would result in unprofessional recommendation. Therefore, the group intends to make tentative suggestions (not formal recommendation) with introductory remarks regarding their subgroup and group work.

A lack of time and hurried conditions were the major reasons given for not fulfilling the guideline tasks requested of each group. The group was both willing and able to perform but the massive brain-feeding and the "bush-fire" approach overloaded and buried the logical sequence of the program which left them dangling out in left field as to where they should start and where they should go.

Points were made as follows: the potential present in the group as a whole went unrecognized, untouched; that the different levels of experience were overlooked; that it was a missed opportunity to interact so that newcomers to the field who have no previous experience could have been enriched by the interaction of the group members; that the establishment of goals and objectives should have been a group project; that, handled differently the conference could have been an opportunity to discover weaknesses in specific areas of ABE; that early in the conference, having misunderstood the conference objectives, the group spent too much time criticizing, not knowing exactly what to do.

It was strongly recommended that whatever are the end results of the conference, a committee be appointed of best qualified people to return to pull the information together. This committee membership should be balanced, representing the various levels of the participants. Having drawn up a rough draft, this committee should submit the rough draft for participant reaction before publication.

Deep concern was evident about the final report.

The subgroups of curriculum, research, philosophy and administration gave a run-down of their statements. The group decided to work again in subgroups and refine these statements.

Group 2A

IDFA SHEET

I. Need to define:

- 1. Objectives
- 2. Phil of Ed.
- \*3. Roles, Function, performance of
  - a. Para-prof.
  - b. Teacher
  - c. Administrator

II. Observations on Curriculum & Personnel

- Course patterns\*
- Relate methods to actual teaching
- \*Problem of attitude change in teachers
- \*Selection of teachers:
  - 1. Sensitivity
  - 2. Self-perception
  - 3. Other characteristics
  - 4. Course requirements
- Re-teaching elementary and secondary teachers

III. Proposed Programs

Para-Prof.  
Assoc. Degree

Undergrad.  
Major?  
Orientation?  
Elective courses in ABE  
Internship & Practicum  
Anthropology  
Methodology  
(Comparative?)

Grad.  
Related areas  
Administration  
Adult Ed. Core  
Field experience  
Research  
- Action  
- General  
Flexible requirements  
Experience in knowing people  
Nuts & Bolts  
Program development (proposals)

Phil. of Ed. & Study of Society - present & future  
Pre-service and In-service training  
Guidance & Voc. Ed.  
Student Clubs  
Programs related to and sold to school of Ed.  
Development of individual in ABE  
Study of present course requirements\*

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IDEA SHEET (Cont'd.)

Some Additional Problems Raised:

1. Funds and resources available
2. Study of best that had been done in child-study in order to relate to adult learning\*
3. Education of existing ABE practitioners
4. Study or development of instruments for attitude change\*

\* Specified for research

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Group 2E

Phyllis Cunningham - Recorder

Russell Kleis - Chairman

Jack Parker - Reporter

The group introduced themselves and told of their expectations in the Workshop. Russell Kleis was elected Chairman and Jack Parker elected reporter.

The group expressed their particular interests in the following ways:

Involved in/or committed this summer to teacher training	8
Represented university potentially interested in teacher training	3
Paraprofessional training	1
Office of Education	1
Resource persons	2

The discussion started with the questioning of Sara Motta on the procedure the Washington Office had for reviewing proposals. Questions on why NDEA was no longer an agency for developing summer workshops was discussed. The funding of Teacher training at present and in the future was also discussed.

The Greenleigh Report was then discussed. Few persons in the room were able to contribute much to the discussion.

The walking tour of Woodlawn was then debated. Several participants expressed reservations about the activity, although the group came to the consensus that the tour was worth taking for the purpose of evaluating its effectiveness.

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Group 2D

March 11, 1969

Discussion of Blum's paper was the first item of business with several participants expressing their opinion as to its irrelevance to the conference. One member stated that he did not understand the paper or her conclusions.

Following this short critique attention was turned to developing questions for the panel whose statements we had just heard.

Discussion was mostly task-oriented with out much critical thinking evident among participants. Since Henry Scharles is a group member, much of the interaction was directed towards his paper and he was able to answer a number of questions. Several members questioned the strong emphasis on vocational training in ABE.

Questions evolved for the panel were as follows:

1. What are the objectives of ABE and how are these objectives related to vocational training?
2. Does ABE lend itself to a systems analysis? Comment particularly on "soft outputs" and "value engineering,"?
3. Would Mr. Scharles fill in his four cell model more completely giving particular attention to negative components in the investment cells?
4. What implications do the forecasts of enforced leisure have for ABE especially regarding vocational education related ABE?
5. What can be done in analyzing micro educational needs in the classroom as opposed to macro structural analysis?

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Group 2D

March 13, 1969

There was no discussion of the field trips conducted today.

Discussion centered on procedural problems with a high degree of frustration expressed by all group members. Their questions centered around the following:

- When are we going to discuss teacher training?
- Why don't we have more time in our work groups?
- Must we discuss the institutionalized questions or what we have on our minds?

The group then developed the following outline for what they considered to be the task before us.

1. What is ABE?
2. What personnel must be trained?
3. What is required by way of training?
4. Do we have an adequate fund of knowledge to do the training?
5. If not, what research is required?

Discussion of Collard's definition of Basic Education was the starting point of the thinking.

"Basic education is the training and development that makes it possible for a person to survive leglyly in a technological society.?"

It was decided to break up into task forces to get the work done and to call extra meetings for the group.

Group 2D

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March 14, 1969

The group divided, with seven members working on the narrower question of training personnel, while the remainder of the group decided to work through the broader questions.

Two more questions were added to the five areas for discussion decided on yesterday.

6. What criteria should govern the allocation of men, money and material for research?
7. How should research dissemination be improved?

Henry Scharles also developed a model to help the group to focus on particular areas for discussion. (See attached sheet)

Another model to help the group look at personnel more analytically was also produced. (See attached sheet)

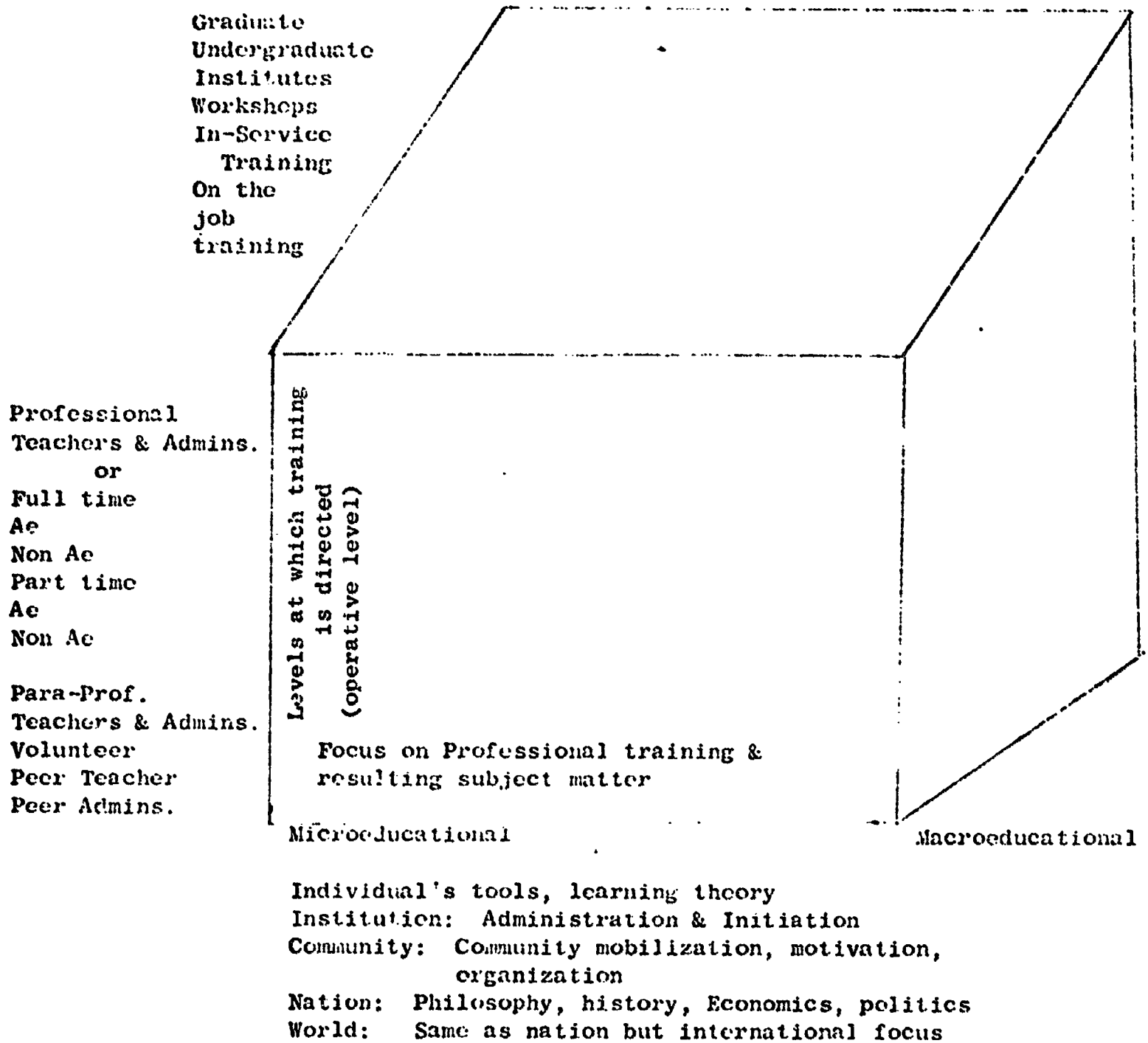
The group addressed itself first to defining ABE. The discussion bogged down on attempting to define the concept; either becoming too broad to operationalize or becoming a narrow definition of computational and communication skills.



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Three dimensional matrix for the analysis and development of adult basic education teacher training programs:

(Subgroup of Group 2D)



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PARA-PROFESSIONAL		PROFESSIONAL		
Part-time	Full-time	Part-time	Full-time	Full-time
<p>Workshops Institutes O-J-Training Assoc. of Arts Program</p>	<p>Undergrad. Programs Workshops Institutes O-J-Training Short Courses &amp; Seminars</p>	<p>Undergrad. Programs Workshops Institutes O-J-Training Short Courses &amp; Seminars</p>	<p>Undergrad. Programs Workshops Institutes O-J-Training Short Courses &amp; Seminars</p>	<p>TEACHER</p> <p>Graduate Programs Undergraduate Programs Institutes Workshops Short Courses &amp; Seminar</p>
<p>Workshops Institutes O-J-Training Assoc. of Arts Program</p>	<p>Undergrad. Programs Workshops Institutes O-J-Training Short Courses &amp; Seminars</p>	<p>Graduate Programs Undergrad. courses Institutes Workshops</p>	<p>Graduate Programs Undergrad. courses Institutes Workshops</p>	<p>Administrator</p> <p>Graduate Programs Institutes Workshops Short Courses &amp; Seminars</p>
<p>Workshops Institutes O-J-Training Assoc. of Arts Program</p>	<p>Undergrad. Programs Workshops Institutes O-J-Training Short Courses &amp; Seminars</p>	<p>Graduate Programs Undergrad. Programs Institutes Workshops</p>	<p>Graduate Programs Undergrad. Programs Institutes Workshops</p>	<p>COUNSELOR</p> <p>Graduate Programs Undergrad. Programs Institutes Workshops Short Courses &amp; Seminar</p>

Group 2D

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March 14, 1969

The entire group met for this session. A report was given by the task force to the larger group.

The discussion then turned to the ABE definition again.

worker	(family) Relational Skills	Citizen	Consumer	Self Actualizing person
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(minimum of what one needs to know - ABE)

After much discussion the group accepted two definitions.

1. The guideline definition. Communication and calculation skills as defined by an equivalent to an 8th grade education.

(The consensus of the group was that this should be 12th grade instead of 8th grade)

2. The Collard definition. Those skills (consumer skills, health, competency, civic and community knowledge) necessary to survive legally in a technological society.

Henry Scharles then showed how all these models related to his investment-consumer economic model discussed in his presentation. He also discussed what was being done in basic literacy in other countries and pointed out the need for comparative studies.

It was suggested that the commitment to adult literacy was higher in other countries than in the U.S. The competitiveness of self interested institutions was considered a factor in the U.S.

We then moved on to the idea of how ABE could be defined in behavioral terms. No decision was made on this point.

It was pointed out that the school bureaucracy was a negative factor of ABE. It was felt that Congress limited the definition of ABE to functional

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illiteracy as being below 6th grade level, in order to force ABE people to work with the hard core poor.

It was generally felt that having many organizations competing for ABE students, in one way would be good to overcome bureaucratic inertia. The idea of a school as a domesticated organization and OEO as a wild organization (Carlson) was projected as a way of conceiving the various roles of institutions input.

Group 2D

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March 16, 1969

A short discussion of Mr. Regan's presentation started this session. The supportive evidence for his conclusions were considered to be weak.

There then followed some discussion as to how the report would be made to the larger group Tuesday.

The remaining time was given over to the discussion of personnel, especially the paraprofessional.

1. Is administration different than supervision? If so, how are these people trained? Instructional leadership as management function was looked at by the group. A decision that schools training school administrators should be made aware of ABE and the skills required by such a program.

2. Should administrators and teachers be trained together? Not much discussion here.

The group then got into a discussion of whether we should be dealing with specifics or more general ideas. The concensus was that we should work on a practical sequential model which could be adjusted as new inputs came in but could be used as a guideline, even though the field lacked a great deal of information.

Group 2D

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March 17, 1969

The group started work on personnel again. The role of the "recruiter" was discussed and then added to our personnel model. Thinking of whether the recruiter should be a paraprofessional or the teacher, there was varied opinions. It was generally conceded that in ABE there should be one central person who related directly to the student. It was pointed out that disadvantaged adult learners did better when change was minimized in personnel.

From here the discussion extended to teachers, counselors, and researchers. Many felt that it would be best not to define roles too rigidly in general but to define roles and professional responsibilities in line with the specific situation. In general the group felt that paraprofessionals could be trained in all the functions listed across the model.

We then moved to discussing the advocate role of the ABE personnel. It was generally felt that ABE programs often did not articulate well with other community service agencies.

The University's role in taking leadership in this area was then discussed. It was felt that universities must have the integrity and initiative to study this problem objectively and not be swayed by the practical assessments of governmental agencies.

It was felt that the university had a role in training professionals and paraprofessionals. It was also felt that some way should be explored by the university in humanizing the bureaucrats that it already is training. There was some discussion on how to get universities to legitimize field experience for doctoral credit. In general there was seen a need to help universities define career development in all these areas.

Group 2D

March 17, 1969  
P.M.

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How do we define roles of personnel was the first subject under discussion.

Disadvantaged	or	Social services
community	or	Educ-Welfare Health
	or	"good life"

It was suggested that the traditional approach of subject matter curriculum was being replaced by a desire for more sophisticated knowledge of getting information.

It was generally felt that a profession of ABE should be established with career lines for full time professional and paraprofessional.

One suggestion was made that the USOE should fund full time professors of ABE to implement the above recommendation.

We then moved to the research topics for discussion.

A. What kind of research is needed?

1. More quality and less quantity
2. More attention to multi-variable studies.
3. Subjects needing research:
 

Adult learning	the nature of involvement
Communication skills	Pathologies of disadvantaged
Dynamics of group interaction	Operational analyses
4. Encourage NAPSAC and Committee of the Professors of AE to give awards to deserving research.
5. The government agencies should make sure variables proposed to be measured are actually measured by instruments.

B. Improvement of dissemination

1. Encourage allocation of funds by a central agency.
2. Get privately funded projects into circulation.
3. An ABE research journal.
4. Grade research to show its usefulness.

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**C. Allocation of money for research**

1. Federal agencies should concentrate on projects which have further reaching effects.
2. Tools for different sources of money besides Federal agencies as they tend to determine what research gets done.
3. Attempt to get research done without grants.



Group 2D

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Summary Statement

The group met at all regularly scheduled times with some parts of the group meeting at additional times.

Only one low point in the group's general feeling of well being was noted. This was on Thursday evening when much frustration was apparent because of the immense tasks before us, with very little schedule time to accomplish the task.

Attendance of all group members was the norm except for Saturday night when only 10 were in attendance.

The group could be characterized as highly motivated, hard working, and cohesive.

All resource persons attended regularly except for Mr. Botwinick, Mr. Nichols and Mr. Clayton.

Phyllis Cunningham, Reporter

Group 20

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Report on Task Force

Personnel:	Easley	Dobbs
	Trent	Clarke
	Sullivan	Motta
	Lewis	

The subgroup convened without an organized structure and directed itself to its task.

The questions:

1. What kinds of training are needed and
2. Who are we training was the basis of the discussion.

Some suggested that we look at communication in training and then move on to specifying what would be needed for various personnel we need to train.

A suggestion was made that we consider the ADE program in relationship to other federal training programs such as APDA, HUP model cities program and to state offices training programs.

Two models were then suggested and discussion centered about these models. Subgroups met to add to the findings.

Steering Committee Minutes

March 13

1A Adair - 8:30 a.m.

Meeting - No problems. "Pleasantly surprised" by walking tour.

1B Atwood

1/2 of group (about 8) showed up. Last minute arrangements for 1/2 day tour - left afternoon for other activities.

Friday morning wanted general session first.

(1) Reaction to tours (2) "status business" of what they had done in their institutes. School tours take too long. But discussed student's complaints. ABE teachers needed to know student's complaints.

1C Esarey

3/4 (12) present approximately. Apathetic - utter fatigue. Some discussion of tours. Concern for time in group session to deal with tasks in guidelines.

Rewording of questions: Wish to develop list of helpful information in field - e.g. curriculum projects, state plan, federally assisted program, etc. Discussion of evaluation and how to be done adequately.

2A Sherron

Best meeting - addressing items in morning.

What to do as scheduled.

Want more time as group.

2D Kleis

Attendance perfect

Group up tight about (1) time, (2) agenda conflict - came without personal orientation toward research.

Steering Committee Minutes

March 14

2D Kleis

2 groups to discuss

(a) personnel development

(b) rest of guidelines

Meeting Saturday night, addressing selves to paper

2A Sherron

Groups grouped by interest.

Reporters' 30 min/each.

Procedures for evaluation.

1C Esarey

Questions from yesterday - First one only good discussion.

1B Atwood

Group involved. Don Brown helped a good deal. Need some individual work. Going to spread out work Sunday night.

1A Adair

Largest attendance. Five subgroups. Selected areas. Dealing with issues. Morale good.

Steering Committee Minutes

March 17

2D Kleis

Put field in perspective  
Should have communicated what workshop is not Workshop characterized by order.

1C Esarey

Will change national ABE teacher training.  
Criticized heavy schedule, minority's goals not met.

1A Adair

Thought special projects should have been mentioned more and other research currently underway in nation.

## Guidelines for Group Reports

On Tuesday morning, March 18, the reporters from each of the five groups will be expected to make oral reports to the entire Workshop reflecting the conclusions and recommendations of their respective discussion groups on the following matters:

1. Should additional training programs be developed for the preparation of (a) paraprofessionals, (b) part-time professionals, and (c) full time teachers in adult basic education. How many?

If additional programs should be established, should they be (a) short term workshops, (b) college credit courses, (c) undergraduate degree programs, (d) graduate degree programs.

2. Is there adequate research available relevant to the training of teachers in adult basic education so that programs can be developed on the basis of tested knowledge, or must the majority of teacher training be based on judgments drawn from experience and intuition or logically derived from data describing the target population for adult basic education?
3. What are the most important questions requiring research if adult basic education teacher training programs are to be made most effective? It may be desirable to draw up a list of research questions in order of their perceived importance in improving the effectiveness of adult basic education. If the groups wish, they may recommend that the Office of Education use certain specified criteria in assessing the research proposals submitted in adult basic education.
4. How adequate is the present system for the dissemination of research findings in adult basic education? If the present system is judged to be inadequate, what specific practical recommendations would you suggest for improving the system?
5. Each group should feel free to comment on any of the papers read at the Workshop, any part of the Workshop design and execution and any other matters which the group members may wish to bring to the entire Workshop membership.

Please be certain to include the reasons or the data the group would use to support whatever conclusions or recommendations are reported.

Group reports should be submitted in writing. Oral delivery should be planned not to exceed thirty (30) minutes per group.

Group Report

1A - Luther Black  
Reporter

The five (5) guideline questions plus recommendations and priorities serve as a basis for this report.

1. Additional training programs should be established in all levels-- from para-professionals to doctoral programs and both formal and informal pre-service and graduate.
2. Research in teaching training is relatively limited; however, due to the rapid change in knowledge of our modern age previous research may be considered invalid. Current research is needed to up-grade the teacher-training curriculum. It is the expressed judgment of the group that the institutions draw from available research and from recent experience as they relate to ABE teacher programs and regular in-service programs.
3. Research findings are often difficult to obtain because there is no definite agency charged with the responsibility of gathering findings, abstracting pertinent information, and digesting it for the field. It is understood that the bases for dissemination of information are harnessed in ERIC, USOE, and NAPSAE.

UNIVERSITY OF CHICAGO  
WORKSHOP TO INCREASE AND TO IMPROVE UNIVERSITY TEACHER  
TRAINING PROGRAMS IN ADULT BASIC EDUCATION  
CHICAGO, ILLINOIS  
March 9-18, 1969

GROUP 1A

Chairman - J. B. Adair  
Reporter - L. Black  
Recorder - K. Reagle

Questions-Recommendations for Future Research

A. The Adult As An Individual and a Learner

What are the personal factors that if adjusted lead to changed student behavior? (Health, attitudes, interests, etc.)

What individual characteristics of the adult have the greatest relationship to self-motivation to learn?

What individual characteristics can be adjusted so that the desire to learn becomes more positive?

B. The Adult Response to Social and Cultural Phenomena

What factors in the environment of the disadvantaged have the greatest positive and/or negative affect on motivation to learn, to seek employment, etc.?

What are the affects of different types of aid programs on the self-image the disadvantaged adult has of himself as a learner?

What is the nature and extent and outcomes of non-verbal communication between teacher and students?

C. The Adult Education - Enterprise

What are the most effective means of (a) recruiting adults in an ABE program? (b) organizing programs? teaching?

What types of ABE programs with (1) employed? (2) employment-seeking? and (3) other adults? Show the most satisfactory outcomes for (a) employer in job performance (b) society in the development of literacy? (c) the individual in self-pride?

D. What are the characteristics of educational programs that elicit the most positive attitudes toward acceptance of continued learning?

What personal, social, and professional factors influenced the effectiveness of teachers, teachers-trainers, and volunteer leaders in ABE?

What resources does the ABE teacher need in order to effectively translate for her use the concepts from other disciplines and fields of study?

Where are the potential ABE students and to what extent are their needs being served?



Recommendations and Priorities

- \* 1. provide cooperation with dissemination system(s) in USOE through a funding project.
- \* 2. establish an ERIC system for listing dissemination and studies.
- \* 3. develop responsibility for inter-agency publication with USOE and ERIC.
- 4. strengthen the field in terms of input into collection, storage and retrieval system.
- 5. study the possibility of establishing a National Adult Basic Education year book.
- \* 6. the impact of the sixteen (16) and seventeen (17) year old should be studied and information made available.
- 7. the 1970 census should be a priority research study.
- 8. a definite position be established for the para-professional, i.e.:
  - (a) the role they are to play in the instructional process,
  - (b) the minimum and maximum educational norm developed prior to participation.
- 9. research the most effective means of (a) recruiting adults, (b) organizing programs, and (c) teaching.
- 10. determine the types of ABE programs involved employed, employment seeking and other adults which show the most satisfactory outcome for the employer (job performance), society (development of literacy) and the individual (self pride).
- 11. research on the personal, social and professional factors influencing the effectiveness of teachers, teacher-trainers and volunteer leaders in ABE.
- 12. future workshops receive the following recommendations:
  - (a) contents of program should be related only to ABE problems, etc.
  - (b) use of resource persons directly involved with ABE programs to disseminate first hand information rather than gathered data being the primary source of information presented.

Conclusion

We feel that the Workshop Conference these ten (10) days has made a tremendous step in bringing together the various levels of higher education into a full unity. This has not been the objective nor accomplishment of previous workshops. The articulation and inter-action of this heterogenous group will, we feel, serve to thrust the cause of ABE teacher preparation in our colleges and universities. May I recommend continued workshops of this nature.

Chairman's Report  
IB - William Hathaway

I. Training Programs

1. Continue Offering:
  - a. College credit course - on and off campus. For part-time adult educator and undergraduates.
  - b. Graduate courses and degrees for Pro's.
2. No emphasis on undergrad degree programs until Adult Ed. (AE) becomes a full time job for more people. (Demonstration)
3. Short term workshops should be continued.

II. Training Research

There exists enough research about teaching training in general but not enough about the teacher training for ABE.

At the present state of the art most training must be done by guess and by God. And some directors are poor guessers and never talk to their God.

III. Research Needed

Attitudes:

1. Factors involved in change.
2. Behavioral changes that might be expected from attitude changes.
3. Delineation between symptoms and actual change.
4. Perception of student attitudes as interpreted by ABE personnel.
5. Characteristics for a good ABE teacher.

Sensitivity Training

1. Follow up studies to indicate the effectiveness of sensitivity training for ABE teachers.
2. Studies to indicate the effectiveness of sensitivity training of ABE students to enhance self-image and self motivation, motivation to learn.
3. Methods of sensitising ABE teachers to student needs.

Motivation

1. Motivating ABE students.

Testing

1. How to test for achievement and diagnosis in each subject area of ABE concentration.
2. How to discover the most effective learning method for ABE students.

Materials

1. Research in other areas than reading - such as computational skills, family life education, etc.

Learning

1. What kind of classroom environment physical and psychological will most effectively enhance the learning process.

Dissemination of research material

The present system is inadequate, for the purposes of improving the system we recommend that the U.S. Office take immediate action.

We suggest an immediate conference with all agencies concerned with the dissemination of information about ABE or related research. Suggested participants include ERIC and NEA, AEA, U.S. and Southwest Regional Lab, and others.

1. Scots
2. Experiment
3. Buildings & temple
4. Near sight & far vision

The adult basic education program has nothing to sell. It is an institution supplying only one thing - the American birthright - opportunity. Throughout America people have recognized that the education of adults is closely allied with efficient business, good government and with an effective community.

Nothing other than this massive effort can build the wisdom indispensable to the preservation and strengthening of our society. This is a front line movement toward the attainment of broad human literacy, which should not only be in the 3R's but in understanding the human condition, recognizing the humanness of every man, and the beauty of man and nature. It has become increasingly important that men learn how to live together. Cooperative action is at the very soul of the democratic process, and cooperation involves the intelligent use of knowledge and skills in social fields, in economic life and family relations.

It is important the learning in ABE should make a significant difference in a person and in his behavior.

Change must become the central aim and element of ABE. It is important if we are to have a self-renewing society that this element be one of continual change, of fluidity, not changes from one static state to another. It must be a process of continual constructive turmoil. That is self-chosen, and self directed for the individual, group or society.

We believe all individuals have within themselves a capacity for moving and growing in a socialized and self-fulfilling direction provided that they can be exposed to a growth promoting climate of personal relationships, a climate of realness, caring, and empathic understanding.

ABE TEACHER COMPETENCIES BASED ON INPUT VARIABLES

Student Variables

Teacher Variables

Learning Experience Variables

- I. Social Milieu
- II. Classroom Environment
- III. Subject Matter
- IV. Methods and Materials

Student Variables

- I. Abilities
- II. Needs System
- III. Self-Concept
- IV. Cognitive-Attitudinal Value System
- V. Concept of Behaving Self in Behavioral Space

I. Abilities

- A. Varying Levels of Intelligence
- B. Probably Below Average in Scholastic Aptitude
- C. Unusually Sensitive to Non-Verbal Forms of Communication.
- D. Tendency to Lose Interest
- E. Performance and Learning Variations with Advancing Age
- F. Functional and Dysfunctional Consequences of Previous School Experience

II. Needs System

- A. Living in Conditions of Poverty
- B. Weak Motivation
- C. Need Status
- D. Time Factor in Older Adults
- E. Emotional Needs, e.g. Support, Acceptance
- F. Be Aware of Motivation in Students

III. Self-Concept

- A. Lack of Self-Confidence
- B. Feeling of Helplessness.
- C. Research the Realities of Self-Concept of the Disadvantaged.
- D. Capitalize on Students Previous Performance
- E. Research Possible Approaches in Improving Self-Concept.

IV. Cognitive Attitudinal Value System

- A. Culturally Deprived
- B. Values, Attitudes and Goals Differ from Those of Upper and Middle Class
- C. Live-For-Today Philosophy
- D. More Research into Specific Differences Between Classes
- E. More Research Into Means of Sensitizing Oneself to Another Set of Values.

- V. Concept of Behaving Self in Behavioral Space
  - A. Fear of School
  - B. Hostility Toward Authority
  - C. Unacceptable Behavior
  - D. Reticence
  - E. Use of Defense Mechanisms
  - F. Research More Positive Student Characteristics, Such As, Work Experience, Travel Experience, Family and Other Social Experiences, Which Predispose the Students to More Positive Learning Experiences.
  - G. Research Personality Characteristics, and the Dynamics of Personality Interaction in ABE Setting

I. SOCIAL MILIEU VARIABLES

- A. Family Structure
- B. Characteristics of Community
- C. Power Structure
- D. Values Held by Reference Group
- E. Vocabulary of Reference Group
- F. Problems of Multi-Ethnic Acculturation
- G. Historical Roots of Social-Economic Problems
- H. World of Work and Economic System
- I. Constraints Operative in the Reference Group
- J. Nature of Problems as Perceived by Students and Others
- K. Racism and Race Relations

II. CLASS ROOM ENVIRONMENT

- A. Physical Features for Learning
  - 1. Spacial Requirements
    - (a) Size
    - (b) Shape
  - 2. Arrangements of Facilities
    - (a) Seating
    - (b) Materials
    - (c) Design Established
  - 3. Location
    - (a) Class Room Proper
    - (b) Extended Class Room - Life Experience Field
  - 4. Sensory Requirements
    - (a) Light
    - (b) Sound Level
    - (c) Proper Temperature
- B. Socio-Psychological Climate for Learning
  - (1) Student-Teacher Relationships
  - (2) Student-Student Relationships
  - (3) Student-Class (Large Group) Relationships
  - (4) Student-Small Group Relationships

**III. SUBJECT MATTER**

**A. General Teacher Competencies**

1. Knowledge and Application of Subject Matter Field
2. Skills and Understandings in Selecting Appropriate Content to Meet Developmental Needs and Specific Interests of Adults.

**B. Basic Skills Curriculum**

1. Communication Skills (Language)
  - (a) Listening
  - (b) Speaking
  - (c) Reading
  - (d) Writing
  - (e) Non-Verbal
2. Computational Skills (mathematics)
  - (a) Addition
  - (b) Subtraction
  - (c) Multiplication
  - (d) Division
3. Citizenship
4. Family Life
5. Consumer Education

**C. Model Based on Reading Skills**

1. Use of Reading Skills Sequence
  - (a) Word Recognition
  - (b) Comprehension
  - (c) Study Skills
  - (d) Self-Directed Reading
  - (e) Interpretive Reading
  - (f) Creative Reading
2. Task of Adapting Reading Sequence to Adult Learners
  - (a) Develop Assessment Instruments at Adult Interest Level
  - (b) Identify Gaps in Individual Adult Skill Development
  - (c) Systematically Organize Materials and Techniques

**IV. METHODS AND MATERIALS**

**A. Materials**

1. Teacher Produced Materials Related to Interest Level and Specific and Immediate Goals
2. Teacher Adapted Materials - Commercial but Used to Meet Specific Needs of Adults (High Interest, Low Reading Level)
3. Student Prepared Materials

**B. Methods and Techniques**

Lectures	Information Giving
Discussions	Problem Solving
Questioning	Clarification
Demonstrations	Model of Performance Process
Laboratory Experiences	First Hand Experiences
On-the-Job Experiences	Life Experiences

1. Matching Method to Purpose of Learning Activity and Need for Kind of Experience
2. Student-Teacher Planning-Establishing Objectives - Setting Up Learning Experiences - Individual Involvement
3. Use of Programmed Instruction Particularly for Exercise (Practice) and Reinforcement
  - (1) Less Acute Sight and Hearing
  - (2) Slower Paced
  - (3) Less Flexible
  - (4) Self-Conscious -- More Anxiety
  - (5) Specific and Immediate Goal Oriented
  - (6) Wider Range of Experiences

**INDIVIDUAL DIFFERENCES**

- A. Age
- B. Experience
- C. Environmental Differences
- D. Intellectual Differences
- E. Emotional Differences
- F. Economic Differences
- G. Physical Differences
- H. Social Differences
- I. Motivational Differences
- J. Aspirational Differences
- K. Language Differences
- L. Ethnic Background

**TEACHER VARIABLES**

(Personality Characteristics)

1. Understanding of Basic Drives (love-recognition-emulation-security-happiness)
2. Understood Rapport Abilities
3. Evidenced Sincerity
4. Perceived genuineness
5. Clear System of Values
6. Transmission of Positive Attitudes
7. Communication Responsiveness
8. Security in Performing Teaching Functions
9. Openness to Alternatives
10. Established Self-Concept

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PROFESSIONAL ROLE CHARACTERISTICS

1. Content Knowledge Competency
2. Methodological Knowledge Relationships and Effectiveness
3. Ability to Evolve the Curriculum from the Situation
4. Ability to Develop Sequential and Ordered Learning Experiences
5. Ability to Utilize "here and now" Resources
6. Application of Social Behavior on the Job
7. Knowledge and application of Concepts from the Professional Literature
8. Knowledge and Application of Horizontal and Vertical Relationship Concepts
9. Ability to Develop Community Linkages

HUMAN RELATIONS DYNAMIC CHARACTERISTICS

1. Technics for Participative Leadership Skills
2. Communicative Understanding and their Application
3. Development of Sensitivity to all other Humans
4. Knowing and Utilizing Knowledge of Self

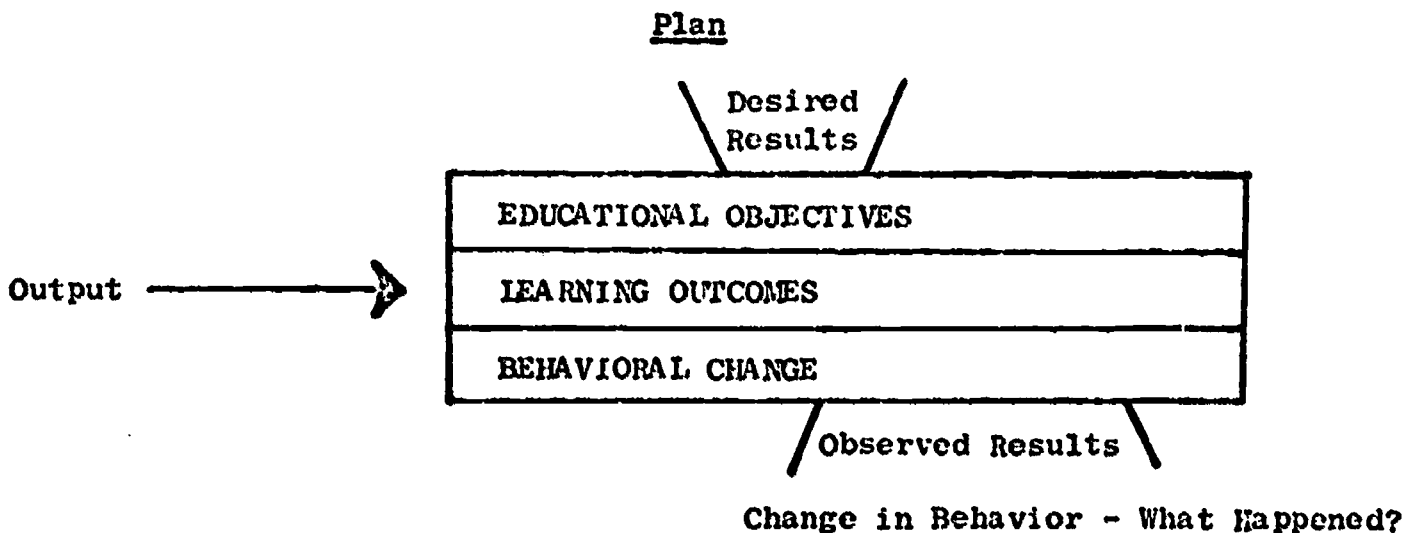
ADULT BASIC EDUCATION PERSONNEL

What does  $\left\{ \begin{array}{l} \text{Research} \\ \text{Experience} \end{array} \right\}$  have to say to us?



1. What competencies should they have?
2. How can we educate them to develop these?

DEPENDENT VARIABLES





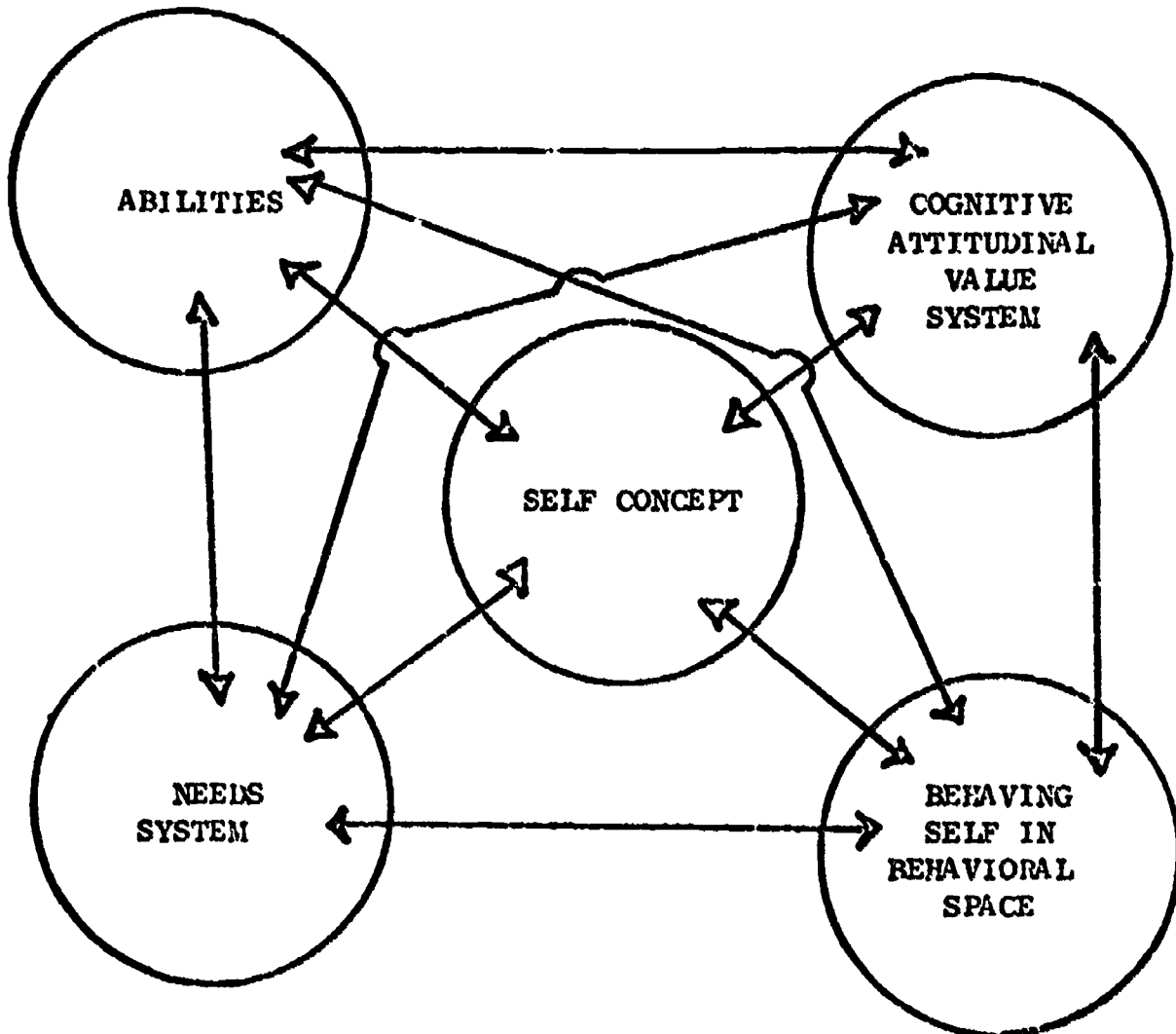
INDEPENDENT VARIABLES

STUDENT VARIABLES → INPUT

TEACHER VARIABLES → INPUT

SITUATIONAL VARIABLES  
(Learning Experience) → INPUT

MEDIATING VARIABLES  
(The Person)



The Social Milieu Variables

The teacher should have understandings and appreciation, of the following aspects of the social milieu in which the adult learner lives as they have meaning for learning experiences.

1. Family structure of the clientele.
2. Characteristics and cultural aspects of the clientele that are poor.
3. Community power structure.
4. Value systems of the clientele
5. Vocabulary of the clientele.
6. Problems of multi-ethnic acculturation.
7. The historical roots of the problem besieging the clientele as a member of the collective unit.
8. Constraints operative in the clientele as they make efforts to learn.
9. The worth of work and economic systems.
10. The nature of the problem as perceived by clientele, educators, sociologists, economists, psychologists, politicians, and others.
11. Racism and the problems of race relations.

The Classroom Environment

The teacher should have understandings and skills in the use of physical and socio-psychological climate in setting up learning experiences for the adult learner.

- A. Physical features for learning.
  1. Special arrangements for given learning experiencing
  2. Sensory needs aspects: for proper visual-auditory attention adequate light, temperature level, and sound level.
  3. Location variables: The most adequate place for learnings of various kinds the centre, industry, the community, the home, the park as other space.
- B. Socio-psychological climate for learning.
  1. Use of teacher-student relationship to create effective readiness for learning through psychological feedback.
  2. Development of a climate through use of small group dynamics of sharing in learning experiences.
  3. Establishing teacher-student and student-student, as well as class relationships which reinforce the particular learning.

The Subject matter

Subject matter variables for the ABE teachers fall in one of the two categories (1) Knowledge and application of the subject matter to be learned by the adult student, and (2) skills and understandings in selecting appropriate content based on developmental levels and specific interests of adult students.

In general ABE subject matter consists of the basic skills areas of language or communication which involves the specific skills of reading, writing, speaking and listening. The skills of quantification or computation dealing with basic number functions of adding, subtracting, dividing, and multi-

plying. Added to these may be skills specific to science, home management, (family life), social relationships, such as those needed for citizenship or human relations situations.

The general areas of teacher skills should include the following:

1. Finding and devising a suitable curriculum.
2. Use of procedures for fitting instruction to the background of of the individuals.
3. Budgeting time in the schedule to work on curriculum development.
4. Making use of approaches to the diagnosis of strengths and to the prescription of instruction.

Understandings from research and experience needed by the ABE reading teacher are:

1. Work experience and the learning of manipulative skills can provide exciting motivation for learning language and computational skills. A student in reading a manual in order to fix a motor or a cook book in order to cook a meal is more likely to do the reading voluntarily appreciate the "uses" of reading, and acquire "life skills" in the process. A reading teacher in ABE classes is a "life skills educator" concentrating on "job language." This means the "area of interests" approach to reaching students with reading content and skills gives a basis for extrinsic motivation in learning the reading skills as "life skills" or tools.

2. The first division of our model will center the reading skills around special needs of the adult learner:

- (1) Since adults may be less acute than younger learners in the senses of sight and hearing, visual and auditory screening instruments are needed for adults. Therefore, the teacher should be able to establish minimum levels required to respond to regular instruction, develop adapted programs for adults with visual and/or auditory defects that can not be completely corrected.

- (2) Since adult learners are usually slower than young learners in the learning process, the teacher should establish guidelines for realistic pacing of instruction and level of content required.

- (3) Since the adult learner is usually less flexible, the teacher should devise instructional programs that strike a balance between structure and self direction.

- (4) Since the adult learners are likely to be more self conscious, apprehensive, and feel more anxiety, the teacher should make initial placements in reading at a comfortable level for success and positive feedback should be used to reinforce success experiences in learning to read. Materials of reading should be on a high adult interest level but low reading difficulty level (usually to 2 1/2 years behind level attained in school).

- (5) Since adults are usually more pragmatic, have specific goals and needs which are immediate and concrete, the teacher should determine interests and appropriate materials and learning experiences

Then establish motivational techniques which will not push to anxiety; and assist the adult in developing study skills necessary as the content requires and provide for application to useful situations, such as on the job, in the home or in personal relationships which are meaningful to the adult. Thereby making transfer of learning natural.

(6) Since adults have usually had a wider range of experiences than younger learners, the teacher should develop check lists along with other techniques that will permit optimum use of prior experiences; develop adult materials which capitalize on the experience base; establish guidelines in development of materials based on experience.

3. The second division of the model focuses on the Sequence of Reading Skills for Adults:

(1) The teacher should understand and be able to apply an acceptable sequence of reading skills, such as word recognition, comprehension, study skills, self-directed reading, interpretive reading and creative reading to learning situations for adults.

(2) The task of adapting this sequence will include such teaching skills as:

- (a) Developing assessment instruments at an adult interest level.
- (b) Identify gaps in the individual adults skill development.
- (c) Systematically organize materials and techniques specifically with the adult needs in mind.

(3) This should provide the teacher information necessary to:

- (a) establish a students beginning level of skill development.
- (b) make subsequent checks on his skill development.
- (c) focus attention upon specific instructional needs in terms of specific skills.

### Methods and Materials

It may be encouraging that, except for those emanating from vested interests, statements about methods and materials for ARE tend to be of a less authoritative nature than they were a few years ago. A willingness to question claims, assertions, etc., and to demand evidence in the form of research findings and tested knowledge is a sign of increased maturity in the field.

This is not to say that there are no guidelines for the choide of methods and materials. There are such guidelines and there is some understanding of the competencies desirable for the ARE teacher.

### Materials

#### Teacher-Produced Materials:

There is now, and it is thought that there will continue to be, need for teacher-produced materials for instruction. Such materials should be of high quality and should be (as they usually are) specifically related

to the needs of students who will use them. The report of the Basic Education Program, Detroit, 1967, as reported by Otto (p. 7) concludes that "teacher-developed materials--can meet immediate needs better than published materials."

Teacher-made materials often are needed to adapt commercially prepared materials.

Some subjective observations suggest that making instructional materials encourages innovative practices. (Perhaps this is a topic for research).

#### Commercial-Prepared Materials:

There appears to be an abundance of commercially-prepared instructional materials and systems. Though they may be expected to be of unequal quality, no evidence seems to be available as to which are most effective. The limited research in this area indicates no significant difference among several kinds of materials or systems. (Greenleigh study and Stewart paper, p. 7).

"High-interest, low-reading, level supplementary reading materials are needed." (Otto, p. 25).

Instructional reading materials should be meaningful to the ABE student. (Brown, entire paper). It seems logical that the same thing should be true in other areas of instruction.

#### Methods

There are a variety of educational methods and techniques for use with adults, e.g. lecture, discussion, questioning, demonstration, laboratory. The choice of technique or method depends largely upon the purpose of the learning, activity, e.g. information giving, problem solving, clarification. In general, the use of a variety of methods is thought to be preferable to dependence upon a single method. Standard methods very often must be adapted to the experiences and needs of students.

The teaching of reading, although traditionally concerned with children, has developed a body of knowledge including methodology. The adaptations of the methods to the teaching of adults has received considerable attention and some tested knowledge is available. Of special concern in some areas is the teaching of English as a second language. (Mangano paper).

The attention given to the teaching of reading needs to be expanded to other communications skills, as well as to teaching in other areas, such as mathematics.

Increased attention has been called to the individualizing of instructions and to the involvement of students in the planning of their educational programs. These will call for new or adapted methods (Ast, Mangano).

The use of programmed instruction, with or without hardware are beginning to form significant aspects of instruction. Teachers must understand and be able to select, adapt, and use programmed materials if they are appropriate.

Computer assisted instruction will call for new or adapted methods.

Group Report  
IC - Anthony Pacelli, Reporter

QUESTION ONE

The concensus of Group IC can be summarized, at least for Question One, quite simply. We do need all types of programs: workshops, institutes ongoing in-service programs, undergraduate, and graduate programs. However, the group sees no need nor would it recommend that any one institution attempt to provide all of these types of programs.

In order to implement the development of diversified training programs, it was decided that the number of Program Directors (formerly called University Resource Specialists) be increased especially in regions which encompass large geographical areas or regions which have high populations. These new positions might be created on a state-by-state basis. The expanded numbers of Program Directors could be connected to the state universities and might serve as a part-time teacher and a part-time consultant to the programs in the states.

The group detected what it concluded to be a trend or tendency on the part of the Office of Education to fund long-term credit programs for the training of ABE personnel. The group would not object to such funding providing that funds for other types of programs would not be subsequently stopped entirely.

As a result of the discussion of funding by the Office of Education, one of the group members took the time to draw up a scheme of how the Office of Education might revise its funding procedures. This scheme is shown as an attachment.

In discussing how the universities might become involved in ABE training, the comment was made that persons involved in ABE should take care not to separate ABE as a field of study and work from other kinds of adult education. The suggestion was made that programs of ABE training might best be appended as subspecialties to other programs of adult education at the graduate and undergraduate level.

Finally, some of the professors in the group expressed an intent to interject adult education as a curricular unit into general education courses and to attempt to institute practice teaching in ABE classrooms as part of the practicum for all students who are being trained as teachers. This was seen as one immediate means of broadening education students' awareness of ABE as a work opportunity and as a means of at least initially introducing students to the problem of working with adults.

QUESTION TWO

The group did not feel that there was adequate research available relevant to the training of teachers in Adult Basic Education. However, it was generally agreed that many aspects of the programs have been recognized through experience as meaningful, necessary, and successful. This is not to say that research

should be eliminated in these areas in an effort to improve them. Rather, the group felt that one should not completely disregard all experience-based judgments as being unsound practices on the basis that there is no tested knowledge supporting them.

### QUESTION THREE

Group 1C raised many questions requiring research if Adult Basic Education teacher training programs are to be made most effective. These questions have been categorically divided under four major headings with numerous areas of specific interest in each.

A. The first area involves major research dealing with the motivation, retention, and learning rate of ABE students. Several specific areas of interest dealing with this major topic are as follows:

1. Research on the effect of the use of student stipends on student retention and performance.
2. Do formal goals as established by the program impinge upon the student's performance.
3. The importance of the academic program of ABE in insuring success of pre-vocational or vocational programs.
4. The effect of the physical setting of ABE classes.
5. The uses of educational T.V. for ABE instruction.
6. The differences found in the effectiveness of various ABE materials with ethnic groups in certain geographic areas and their ineffectiveness with other ethnic groups.
7. The relation of retention, motivation, and learning rate in regard to ethnic groups, age, geographical location, economic status, etc.
8. The qualities of and techniques employed by those ABE teachers with a high student retention rate.
9. The effectiveness of the learning lab or center as compared to other facilities and methods (for ethnic groups and geographical locations, rural and metropolitan areas).
10. The effectiveness of guidance and counseling services as offered by the ABE program.

B. The second major area of needed research concerned defining the role, characteristics, and/or qualities possessed or implemented by the successful Adult Basic Education teacher. Studies or research related to this area are as follows:

1. The role of an instructor, counselor, or laboratory aide within the context of a learning center.
2. The definition and characteristics of teacher empathy and how it may be developed.
3. Teacher recruitment and selection.
4. The predictability of the success of ABE teaching in comparison with other levels of teaching.

5. The career line or the lack of it for ABE teachers.
6. The background and employment longevity of ABE teachers. (Where does the ABE teacher come from? How long does he stay? and where does he go if he does not stay in Adult Basic Education?)
7. The effectiveness of the use of paraprofessionals in ABE in what capacity and in what situations.

C. The general image, role and definition of exactly what the Adult Basic Education program is was regarded as the third area of needed research. Specific areas of concern in relation to this are:

1. Research to contrast the "walk-in" student with the recruited student.
2. Research on rural poverty and rural educational deficiencies.
3. Research in the social science discipline which is pertinent to ABE or may be modified for ABE.
4. Research regarding the role of ABE in the rehabilitation of persons in corrective institutions and in society at large.
5. Research on testing instruments to determine their strengths and weaknesses in the hope of developing an acceptable measurement technique.
6. Research to indicate whether or not ABE problems vary greatly with regional differences across the country.
7. Research on the development of teaching specialties for ABE such as special education has done (i.e., ABE for deaf, blind, handicapped, etc.).
8. Research on how jobs can be articulated into a career line within ABE.
9. Research regarding the function of outreach persons in terms of recruitment of students and their retention.

D. The last major topic deals specifically with analyzing the teacher training programs in existence. The subareas of this concern are:

1. The effect of funding teaching positions in universities and financing fellowships for other teaching specialties (with the possible use of this as a model for ABE professional development).
2. What institutional settings are most effective and for what groups.
3. The effectiveness of micro-teaching as a method of training ABE teachers.
4. The definition of an internship and its comparison with other forms of teacher training.



Question Three, Contd...

5. The updating of the core curriculum suggested by the Office of Education for teacher training programs.
6. The type of training programs that are most effective in preparing administrators for their service in ABE programs.
7. Need for longitudinal research on the involvement of teacher trainers in training other teachers in their locale after completion of their institutes.
8. The development of an effective evaluation technique or guide for use in evaluating ABE programs and teacher training programs.

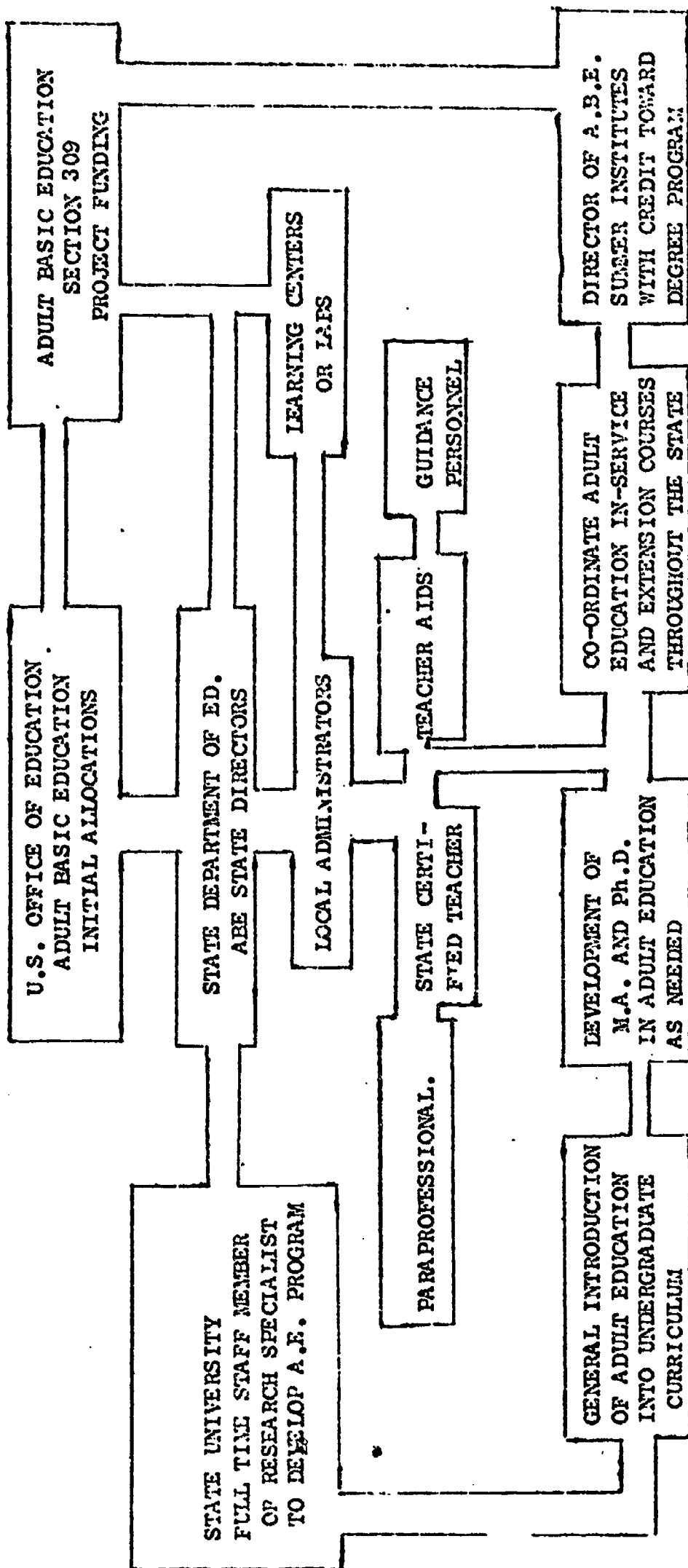
One criterion is suggested for research in ABE. This is that most of the research questions that are mentioned in this report might be most productive if they were considered in terms of complex configurations of techniques, materials, and formats. Similarly, the complexity of the ABE population might be better attacked by research on specified sub-samples of the target population.

QUESTION FOUR

Distribution of Information and Research

- A. The group felt there was a general lack of an adequate system of distribution of information and research.
- B. Workshops and teacher training programs are particularly weak in this area. We recommend that the U. S. Office of Education and state departments of education not fund this type of thing without being sure that an adequate, well-financed system for distribution of information and proceedings is included.
- C. It is agreed that NAPSAC and ERIC are at the present time the most effective systems.
- D. The U. S. Office of Education should build an internal system for making information and research findings available.
- E. Annotated bibliographies were noted by the group as being more helpful than simple bibliographies.
- F. In some states it is required that all published reports, policies, and evaluations be filed through the state library system.

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GROUP 1C - FUNDING DIAGRAM

GROUP REPORT  
2-A, Sister Mooney, Reporter

In its first session, Group 2A set up a preliminary organizational scheme and made some recommendations to be presented to the steering committee. (3-11) On March 13, the group met to discuss the guidelines proposed by the planning committee, the evaluation procedures suggested as well as their intent and decided upon the goals of the group in the light of the discussion and the means by which the goals could be met. On March 14, in a brainstorming session the group determined:

- a. the need to define objectives and philosophy of ARE;
- b. the need to design programs differing in length, depth and approach at specific training levels and/or for specified job needs, e.g. administration;
- c. identification of areas in need of additional research;
- d. the need to describe a role and training for supportive services.

The plan which developed from the brainstorming session was a cellular model showing: (See diagram)

	GRADUATE	UNDERGRAD.	ASSOC. DEG.	IN-SERVICE
PHILOSOPHY	←-----→			
CURRICULUM	←-----→			
ADMINISTRATION	X			
SUPPORTIVE SERVICES	←-----→			
RESEARCH	←-----→			

Sub-committees were formed by choice of an area of interest and it was the task of the subcommittee to develop a suggested program in that area. The programs developed by the sub-committees covered all levels of training for each of the areas studied except administration which developed a program at the graduate level and suggested institute-type training. (Our oral report did not envision a detailed description of the programs developed but we will be happy to answer any questions you might have in a specified area.)

After the subgroup had completed their designs, these were discussed by Group 2A as a whole and refined in accordance with conclusions reached by the whole group. The final session of the group was used for evaluation of the institute.

Philosophy

There are many components of Adult Education, one of which is basic education.

The education of adults in basic literacy skills is not to be a terminal activity for we consider learning to be a continuing need through out life.

The needs and experiential backgrounds of adults requires recognition in the learning-teaching process.

Adult basic education must address itself to a modern and changing society providing the educational climate and professional skills in which an individual may be able to improve his position and expand his options as a citizen, a worker, member of a family and community group.

The Adult Education movement must solicit and involve the resources of the groups and individuals outside the mainstream of American society. Once sought, the adult educator must have the proper responses to meet the broad educational needs of the community.

Adult education should help provide man with the opportunity to achieve dignity, self-worth, economic and social mobility.

In an ever-changing society, adult education must be action-oriented.

Given the rigidity of the universe and the mobility of the community, a new structure which straddles the academic community and the society at large needs to be developed for meeting the needs of Adult Education and especially Adult Basic Education. This requires an increasing professional posture for adult education.

Adult Basic Education must not alienate the student (client) from his social and cultural group. Rather, it must make the American system work for all by developing skills and attitudes which give the individual and in combination with others a measure of control over his own destiny. This will enable all citizens to function and participate in the power equation that is America and cause the American experiment in democratic government for a free society to be a reality.

The pluralism which exists in this society must be recognized accepted and encouraged. Indeed, differences appreciated for their beauty and contributions to the larger society add vitality to life and dignity to the self.

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<u>GRADUATE</u>	<u>UNDERGRAD.</u>	<u>ASSOC. DEG. (P.P.)</u>	<u>IN-SERVICE</u>
<p>I. Foundations (Nature, Scope)</p> <p>II. Program development (Management, (Admin.) Planning (Instr. Curr.) Improvement (Super.)</p> <p>III. Methodology Community: Leadership Socio. Anthrop.</p> <p>IV. Adult Learning</p> <p>V. Electives (Seminar, internship, practicum, courses in other disciplines)</p>	<p>I. Foundation (Nature, Scope)</p> <p>II. Methodology</p> <p>III. Adult Psych.</p> <p>IV. Electives Seminars Practicum Courses in other disciplines.</p>	<p>I. Foundation</p> <p>II. Sociology of ABE</p> <p>III. Instructional methods</p> <p>IV. Teacher Behavioral styles</p> <p>V. Management</p>	<p>Any of those kinds of training, based on needs of the locality at moment of need.</p> <p>Up-grading of concepts from pre-service level.</p>

## Group 2A

Scheme

For purposes of convenience, the curriculum committee has followed the scheme developed by Group 2A for developing program at Grad., Undergrad and Associ. or Para-Prof. levels, all supported by in-service programs.

While it is indeed evident that there will be some overlapping in training needs, we have attempted to conceptualize these areas.

Graduate Level Program: Training and education would be broad or narrow depending upon individual program objectives or determined by student's experiential background and his expectations.

Undergraduate Program: Currently short-term programs, training will be dependent on student's exposure to ABE. A long-range program is envisioned as career lines develop and therefore universities' planning should consider creating opportunities for ABE majors with ABE specializations.

Associate Degree (Para-Prof.): Program should provide flexibility and mobility, specific learning experiences for technical specialization. Responsive to particular needs of an area at a particular moment in time.

In-Service Programs: Dependent on need. General goal of upgrading and/or making current pre-service experience and training.

We believe that there is a core of content areas that need to be included in AE programs at the Grad., Undergrad., and Assoc. Degree levels. In service programs have no essential core but are responsive to different content areas in different localities and times dependent on needs.

Graduate ProgramCore

- A. Foundations: Philosophy, History, Nature, Scope, etc.
- B. Program Development: Program planning (Instructional curri.) management (Admin. & Organization) program improvement (Supervision & evaluation.)
- C. Adult learning: Psychology of Adult, Sensitivity Training.
- D. Methodology: Instructional Techniques (Indiv. & Group) community-centered approach to Cont. Ed., Guidance & counselling of adults.
- E. Electives: Internships/practicums: other disciplines.

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1. Flexibility aimed at individual student needs.
2. Students aiming at ABE should be guided to individual development re ABE concerns in core and elective program content.

**Bases for Recommendations:**

1. "Survey of Graduate Programs in Adult Ed. in the United States and Canada", Ingham, R. & Qazilbash, H., FSV, 1968.
2. "Educating the Adult Educator, Part I, Concepts for the Curriculum," Bulletin 573, Univ. of Wisconsin, 1965.
3. "Professional Preparation for Educators of Adults: A Survey of the Status and Content of Grad. Training Programs in AE," Summary of Doctoral dissertation, Scates, A.Y., George Washington U., 1962.
4. Recommendations of sub-committee in Curriculum, Group 2A.
5. Recommendations of Committee .8 the whole 2A

**Undergraduate Program****Core**

- A. Foundations
- B. Methodology
- C. Adult Learning
- D. Electives: Special related studies, practicums, other disciplines.

**Suggestions**

1. Exposure to adult education for all teacher certification majors by requiring A & B above be added to professional sequence.
2. Students should be exposed to ABE as part of their adult ed. preparation.

**Bases for Recommendations:**

1. Moonlighting practices of elem. & second. teachers. Until full-time ABE positions develop, need to provide preparation.
2. No requirement for elem. & sec. ed. students to be exposed to ABE, to take first step.
3. Interested students in AE would achieve interest goals by
  - a. special studies
  - b. practicums
  - c. seminars
  - d. participation in "low-level" grad. curriculum as appropriate.

**Assoc. Degree (Para-Prof.)****Core**

- A. Foundations
- B. Sociology of ABE - as related to ABE teaching & Learning situations; sensitivity training.

- C. Instructional methods: applied spec. to ABE
- D. Teacher behavioral styles -
- E. Management.

Recommendations:

- 1. Para-Prof. should be trained to serve in supporting roles.
- 2. Universities should consider need for special "assoc. degree" programs or special "institutes" at non-degree level for preparation of para-profs.

Administration in ABE

- A. Suggestions for background of candidate
  - 1. B.A.
  - 2. Two-years teaching in ABE or its equivalent
- B. Program areas
  - 1. Background areas
    - a. Philosophy and history
    - b. Psychology of adult learning
    - c. Research-interpretation and techniques
    - d. Anthropology
    - e. Sociology
    - f. Current educational trends
  - 2. Techniques as they relate to Adult Education
    - a. Organization and administration
    - b. Curriculum development
    - c. Supervision

Supportive Services

Adult Basic Education teacher training programs should include the learning experiences that will provide the opportunities for obtaining the following awareness and understanding.

- 1. Guidance or adult personnel services include those ancillary services that complement the instructional program and facilitate the accomplishments of viewing and developing the individual as a whole person.
- 2. Adult personnel services include the following:
  - a. recruitment
  - b. analysis of the individual in order to provide:
    - 1) a student profile
    - 2) placements in programs
    - 3) measures of achievement
    - 4) data for curriculum revision
    - 5) information for counseling
  - c. Student Orientation
  - d. Student Counseling
    - 1) personal problems
    - 2) occupational and educational opportunities
    - 3) interpretation of test information to the student to provide him with additional or necessary information to make realistic decisions.



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- e. Student Placement
    - 1) additional educational opportunities
    - 2) initial job or up-graded job
  - f. Follow-up studies
    - 1) holding exit interviews
    - 2) evaluating or gathering information about subsequent student activities on the job or in additional educational programs.
3. In the ABE teacher of the role, duties and responsibilities of the counselor and other adult personnel workers within an ABE program.

Research

The following are recommended topics for research in the specific area of teacher education for adult basic education. This list suggests a variety of experimental studies and descriptive studies:

1. What are the motivating conditions for people choosing to teach adult basic education classes in the public schools in preference to other types of teaching assignments?
2. What are the effective ways to orient teachers to types of behavior which result in effective interaction between teachers and students of adult basic education?
3. What are effective ways to orient an adult basic education teacher to the target culture?
4. What are effective ways for adults to learn to read?
5. How are various patterns of adult basic education program staffing related to program outcomes?
6. What are effective ways to orient adult basic education teachers about the world of work?
7. What are effective ways to prepare para-professional personnel in adult basic education?
8. What are the cognitive, affective and skill requirements for adult basic education teachers?
9. What is the nature and effectiveness of internships designed for adult basic education?
10. What is the nature and effectiveness of in-service teacher education programs conducted by sponsoring agencies of adult education?
11. What effect does introduction of various procedures for individualizing instruction to meet individual needs of adult basic education students have on the organizational structure of the total adult basic education program?

12. What are effective ways to get adult basic education teachers to use multi-media approaches effectively?
13. Under what kind of circumstances should multi-media be used in adult basic education classes?
14. What are the combinations and sequences of instructional modes and materials that maximize educational outcomes for adult basic education students having selected aptitude patterns?
15. What are the advantages and disadvantages of bi-lingual teachers in English as a second language?
16. What are the characteristics of students participating in adult basic education teacher training programs?
17. What combination of teacher roles and instructional strategies lead to maximal educational outcomes for ABE students?
18. What are the differences in educational outcomes for ABE students who select their own education programs vs. those who are placed by others?
19. What are the inhibiting factors at colleges and universities for implementing teacher training programs in adult basic education?
20. What are the psychological characteristics of adult learners?
21. What combination of instructional materials results in increased permanency of adult basic education outcomes?
22. What are the long-term effects of teacher training institutes in other related input on (a) teacher behavior, and (b) ABE student behavior?
23. What is the best way for teacher education institutions to help teachers to acquire understanding and sensitivities about the real needs of undereducated adult learners?
24. What is the most appropriate mode for teaching ABE students with various aptitude patterns for given educational outcomes?
25. What is the nature and effectiveness of graduate teacher education programs conducted by teacher education institutions?
26. What are effective ways to teach English as a second language?
27. What are the recommended procedures for converting an elementary teacher to an adult basic education teacher?

28. What are the characteristics and problems of students who drop out of adult basic education classes?
29. What are the effective procedures for evaluating in-service and pre-service teacher education programs?
30. Finally, there is a requirement (need?) for codification and analysis of existing research which identifies both implication for adult basic education and areas where further information is needed.

**Group 2A recommends:**

1. That the behavioral objectives of the institute be clearly specified at the beginning;
2. That the expertise of the participants be utilized more effectively;
3. That the interests and sophistication of the participants be considered in grouping;
4. That more time be allowed for smaller group involvement;
5. That a more appropriate system for evaluation be established;
6. That papers include abstracts;
7. That questions for resource people on the content of papers be prepared by small groups assigned to that task;
8. That if participants are to make general recommendations of a professional quality they should be allowed adequate time to do so.

**Group 2A commends the conference:**

1. For providing an excellent opportunity to meet with others active in ABE;
2. For the practice of having papers available in advance for reading and study;
3. For the excellent quality of papers as valuable resource materials;
4. For the organization and structure of the general meetings and discussions which maximized interaction;
5. Finally, for Mr. Griffith and staff for their hard work and sincere efforts.

Group Report  
2D - Jack Parker, Reporter

**Introduction:**

After the initial session in which the main order of business involved getting acquainted through general discussion and the choosing of chairman and reporter, the group focused its attention on identifying its functions.

After considerable amorphous discussion about various aspects of Adult Basic Education in general, the papers we had read, and the discussions in the general group, an atmosphere of anxiety seemed to develop that was apparently related to feelings of frustration about a lack of focus in our deliberations. A night's sleep, probably some introspective activity on the part of several members of the group, and some talented cognitive activity by the chairman and one or two other members of the group led to the emergency of several tentative conceptual models which proved to be highly facilitating to the group's work.

The first of these was in the form of a group of questions that, while differing some from the form of the guidelines for reporting that were developed by the Workshop's steering committee, encompass the substantive content of those guidelines. The questions are as follows:

1. What is Adult Basic Education?
2. What personnel does it require?
3. What are the nature and extent of the training needed by these personnel?
4. Is our fund of knowledge adequate to the task of developing the needed training programs?
5. What further research, if any, is needed?
6. What criteria shall govern the allocation of men, money, and materials for research?
7. How should the research dissemination system be improved?

It can be noted that these questions are sequential and cumulative. The answer to the second depends on how the first is answered, the third on how the second is answered, and so on through the list of seven.

Since the primary mission of the workshop centers on the function of universities in providing training for personnel who will be needed to man adult basic education programs, another conceptual model was suggested to give structure to our thinking about the specific personnel types needed. It is shown on the next page:

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ABE: The Personnel Component

COMMITMENT

Functions		Teaching	Admins.	Counseling	Research	Recruiting
Professional	Full Time					
	Part Time					
Para Professional	Full Time					
	Part Time					

In view of the basic mission of the Workshop, the group decided that it would be appropriate to assign a subgroup to give specific attention to question number three on the list previously. The remaining members of the group devoted themselves to developing responses to the other six questions. Although the responses to the questions are interdependent it seemed to us that the group dealing with question number three could safely make assumptions about the responses to the other questions sufficient to enable them to proceed with their separate deliberations.

What follows are sections, each of which has as its heading one of the questions on the list of seven.

#### WHAT IS ADULT BASIC EDUCATION?

A rather substantial amount of time was devoted to discussion of this question. In the beginning it seemed that defining ABE would be relatively easy. Each individual in the group came to the workshop with some concept of what ABE is or ought to be, and it appeared that minor compromise among these would lead to quick consensus. As the Workshop evolved and as members of the group reacted in their separate patterns to the activities in which they participated, developing consensus about response to the question seemed to become more difficult. We found that as we discussed the question and sought to limit the definition, we invariably reached the point of believing that our definition was too narrow in scope in terms of the needs. On the other hand, as we tried to develop a more inclusive definition, we found difficulty in keeping it from becoming a global list of the general objectives of public education. At one point we considered the possibility of not giving much attention to this question on the assumption that a general definition of ABE is implied in the deliberation of the entire workshop, and that each person might well develop his own notions as to its specifics in relation to the peculiarities of his role in ABE. Further discussion led us to the conclusion, however, that the definition of ABE is an important issue in the formulation of legislation at both national and state levels and in the development of ABE programs at the local level. Furthermore, we felt that the recommendations of this Workshop might well have considerable impact on whatever redefinition might occur as governmental bodies deliberate.

Although we feel that global definitions are not very helpful in planning programs either for training teachers or for ABE itself, they are helpful in providing general perspective. The group was favorably impressed by the definition given by Mr. Collard that "adult basic education is the training and development that makes it possible for people to survive legally in a modern, technological society."

The group gave consideration to what would be involved in such training and seemed to conclude that it would encompass at least the following:

1. That training which would enable a person to function adequately in a job that is meaningfully related to the employment needs of contemporary society.
2. That training which would enable a person to function effectively in the appropriate family role.

3. That training which would enable a person to behave sensibly as a consumer.
4. That training which would cause a person to develop motivation coupled with competence to fulfill his responsibilities as a citizen in a democratic society.
5. That training which would enable a person to develop a life style that he could perceive as meaningful and self-fulfilling.

The group feels that the means to these ends include at least the following:

1. Education that results in the acquisition of communication and computational skills equivalent to that which is considered adequate for one who has completed twelve years of formal schooling.
2. General education that focuses on developing skills as citizens, consumers, and participants in the family.
3. Education which will contribute to improving the quality of the life style of the students.

#### WHAT PERSONNEL DOES IT REQUIRE?

The group felt that at least the following functions must be adequately performed in order for defensible ABE program to exist:

1. Teaching
2. Administering
3. Counseling
4. Recruiting
5. Research

At different times and in different circumstances, those who will be performing these functions, either partially or fully, will be professionals in the sense of having participated in long-term training programs, certification, etc., and various kinds of paraprofessionals. In both of these categories of people, some will be fulltime in the ABE program and others will be only part time.

Although we are aware that most personnel manning ABE programs are part time, it is the view of our group that progress in ABE specifically and adult education in general is not likely to be great until some kind of discipline of adult education is established. In our opinion emphasis on the development of fulltime personnel through university training at both the undergraduate and graduate levels will contribute to the establishment of such discipline.

For this reason and a number of others, even though we acknowledge that progress in increasing the number of fulltime workers in ABE may be slow, we urge that adult educators do whatever they can to promote commitment on the part of able people to fulltime careers in adult education. At the same time, it is clear that much must be done to promote the establishment of fulltime positions in ABE programs so that those who make commitments can find meaningful roles to fill.

The group spent considerable time discussing the problems surrounding administration as it relates to ABE programs. It was suggested that many who hold titles such as Director of ABE fill roles that correlate more closely with what is generally referred to in education as supervision rather than administration. There certainly is no intent to minimize the importance of the supervisory role, but at least some members of the group believe that attention should be directed to the need for personnel who have some understanding of the implications of ABE programs and have in addition both competence and authority in administration per se. It appears to us that many crucial decisions having either negative or positive import on the quality of ABE programs are made at points higher in the administrative hierarchy than the Director of ABE. In many instances these decisions do not take account of the contrasting nature of ABE and elementary and secondary education. ABE differs organizationally from elementary and secondary education and requires different administrative considerations in the same way that teaching techniques appropriate for the elementary school frequently are not useful in the teaching of adults.

The group recognized the need for counseling personnel having unique qualifications to deal with students in ABE programs. Again, it is obvious that special knowledges and skills that can probably be obtained only through additional training at the university level are needed for this work.

As the group discussed the recruiting function, it became obvious that most saw the need for persons who might be called "advocates" for the prospective students of ABE. They would likely be paraprofessionals and indigenous to the areas being served. It was further suggested that such persons should be broadly competent to serve numerous needs of a relatively small number of clients. This would be in contrast with what seems to prevail in many instances now wherein one family might be served by as many as 12 different specialists in such areas as education, health, welfare, etc., and each has responsibility for a large number of clients.

Whatever they may be called and however they may be organized, personnel who serve as liaison between the ABE program and prospective students are necessary.

The group discussed in some detail the general question of the use of paraprofessionals in ABE. The conclusion seemed to be that paraprofessionals will play an increasingly important part in ABE as well as in education in general. The members of this group do not believe, as others have expressed during the week in various presentations, that paraprofessionals offer a real threat to professionals, the Greenleigh Report notwithstanding. We therefore advocate the use of paraprofessionals in whatever functions they can serve to enhance the quality of ABE programs. The more obvious examples center on the use of those paraprofessionals who can help the teacher overcome language and cultural barriers between herself and her ABE students. Several members of the group, however, believe that considerable investigation and research is needed in the defining of roles of teachers in relation to paraprofessionals and vice versa so that the increased complexity of the teaching-learning situation can be better understood. This may well lead to the introduction of elements in the training programs of both professionals and paraprofessionals that will facilitate establishment of relationships that will enhance rather than detract from the instructional situation.



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The group believes that many of the papers, discussions, and activities of the Workshop support the positions we have taken regarding the personnel needed for ABE. The additional inputs have come from members of the group on the basis of their experience and their special fields of interest. Although it may be that hard research data supporting the validity of our views would be difficult to come by, we believe that most of our positions could be documented rather substantially in the literature pertaining to ABE as well as the literature of education in general.

**WHAT ARE THE NATURE AND EXTENT OF  
THE TRAINING NEEDED BY THESE PERSONNEL?**

The Material in this section was developed by the subgroup identified earlier in this report. It is attached at the end of this report, just as it was submitted by the subgroup.

**IS OUR FUND OF KNOWLEDGE ADEQUATE TO  
THE TASK OF DEVELOPING THE NEEDED TRAINING  
PROGRAMS?**

There was virtually unanimous agreement in the group that the answer to this question is basically "no".

The most direct evidence supporting the above response is what we have experienced in this Workshop. Although we read and participated in the discussion of many excellent papers by some competent, and some perhaps not so competent, researchers, the most striking conclusions deriving from these experiences were that they raised more questions than they answered.

If training programs are to rest on firm foundations of defensible research, then much more work must be done.

Even though we do not believe knowledge is adequate, we do not advocate delay in establishing training programs until such time as a really adequate fund of knowledge is developed. Actually, it seems unlikely that knowledge production will accelerate until such time as more people are committed to adult education as a discipline. Therefore, training programs should be established now that are based as completely as possible on the knowledge that is now available.

**WHAT FURTHER RESEARCH, IF ANY, IS NEEDED?**

The group identified a number of broad categories in which they felt research should be done. These are listed first and a comment is made about each. Following these are several specific research projects that were suggested by various members of the group.

**BEST COPY AVAILABLE**Broad Categories

1. Curriculum --It seemed apparent to the group that what should be taught in ABE programs is a many faceted question to which the answers are limited and few. This is especially true when consideration of content goes beyond what is sometimes referred to as the "core."
2. Personnel-- It appears that little research has focused on identifying specific roles in relation to ABE. Some of the group members saw evidence of extremely poor role identification in some of the papers in the Workshop. The group also identified other more general areas of research needed relating to personnel associated with ABE.
3. The Administrative Situation-- This was identified as a separate category from personnel because it seemed to us that research is needed concerning organizational elements having to do with ABE. An example of what is alluded to is demonstrated by Richard Carolson's taxonomy involving "wild" versus "domestic" organizations. It would appear that ABE fits the "wild" category, but that it often exists in the context of a "domestic" organization, a public school system.
4. The Characteristics of Adults--The group wishes to emphasize that in suggesting research in this area it does not mean further research into the characteristics of "poor people." However, anthropologically based research relating to cultural factors relevant to teaching ABE is needed. The Workshop discussions pertaining to cultural factors involved in the teaching of English as a second language is an example.
5. Methodology--Specific research into teaching methods in terms of what are the most appropriate methods of teaching the target population of ABE is needed. Further attention should also be directed to how adults learn.
6. Communication--Although there has been much research relating to communication in general, more that pertains to communication among those variously involved in ABE is needed.
7. Dynamics of Group Interaction--There was emphasis in distinguishing this type of research from what is usually referred to as group dynamics. What is intended here is research concerning the interaction between different groups with different cultural and other bases for existence.
8. Dynamics of Involvement-- There was considerable discussion of the need for greater knowledge about the nature of what we call involvement and exploring various approaches to gaining involvement to determine which might be most effective.

\* \* \*

Specific Research Suggestions

1. One member proposed a project of exploring role definition and role conflict as it pertains to various kinds of workers in neighborhoods where there is high concentration of people who are in the target population for ABE.

2. Another suggested a project of studying the role of the extension departments of universities. He raised the question of whether or not its function of extending the university into the community has become anachronous and that instead, perhaps extension departments should serve as advocates for the people in trying to bring to bear disparate parts of the university to deal with important social problems.

#### WHAT CRITERIA SHALL GOVERN THE ALLOCATION OF MEN, MONEY AND MATERIALS FOR RESEARCH?

The group did not feel that it had either the time or perhaps the competence to propose criteria for determining the allocation of resources for research. There was indication, however, that it might well be that criteria should be established through the development of conceptual models that could lead to the identification of research priorities that would contribute to the establishment of adult education as a defensible discipline.

It was suggested that perhaps a group of professors of adult education might work towards the development of theoretical construct that could serve as a guide in assigning priorities for research.

Views were also expressed in the group that research relevant to empirical data from the field about needs should receive highest priority. Although there is the possibility of some conflict between what was suggested above and this latter approach, it seemed to several in the group that the two approaches could be reconciled.

Other statements pertaining to criteria for allocating resources to research had to do with the funding of those projects which have broad implications and that high standards should be maintained with respect to the research methodology.

#### HOW SHOULD THE RESEARCH DISSEMINATION SYSTEM BE IMPROVED?

The group was in general agreement that there should be greater coordination among and perhaps some centralization of research dissemination agencies concerned with adult education.

One suggestion was that the professional organizations of adult educators such as NAPSAE and the Commission of Professors of Adult Education should identify and recognize research projects with unusual merit and thus enhance the dissemination of information about such projects.

It was also indicated by several members of the group that there should be effort to separate meaningful and defensible research from that which isn't. One way this might be done is through the establishing of a working relationship between the ERIC system and SDI.

\* \* \*

Although the final sentence of the report does suggest the establishment of a working relationship between the ERIC system and SDI, the chairman of the group, after examining the report, felt that greater emphasis should be given

to the groups concern for some system of selection and interpretation of research information so that it might be more widely and effectively disseminated in forms that would be meaningful to both researchers and practitioners in the field of ADE. Whether a combination of ERIC and SDI is the best approach to accomplishing this, the group did feel strongly that some means should be vigorously sought to achieve this end.

STATEMENT ON ABE TEACHER TRAINING NEEDS

Within the cells of the design that is attached are the opportunities for all teacher, administrative, counselor, para-professional and supportive personnel training needs. They are schematically described below:

<u>Teacher</u> (Core Subjects)	<u>Administrator</u> (Core Subjects)	<u>Counselor</u> (Core Subjects)
Reading Computational Skills	Administration Supervision	Counseling Structure of Society (Sociology)
Consumer Education & Social Skills	Curriculum	

(Subjects of Vital Personal Need)-----

Psychology of Adults Und. the Disadvantaged	Public Relations Behavioral Sciences	Psychology of Adults Und. the Disadvantaged
Methods of Teach. Ads.	(Group Dynamics)	Testing & Evaluation
Curriculum Development Testing & Evaluation Organiz. of Ad. Ed. Philosophy of Ad. Ed. Audio-Visual Ed.	(Inter-Personal Dynamics) Public Relations Ed. and the Political Process Philosophy of Ad. Ed.	Organiz. of Ad. Ed. Vocational Inform. Philosophy of Ad. Ed.

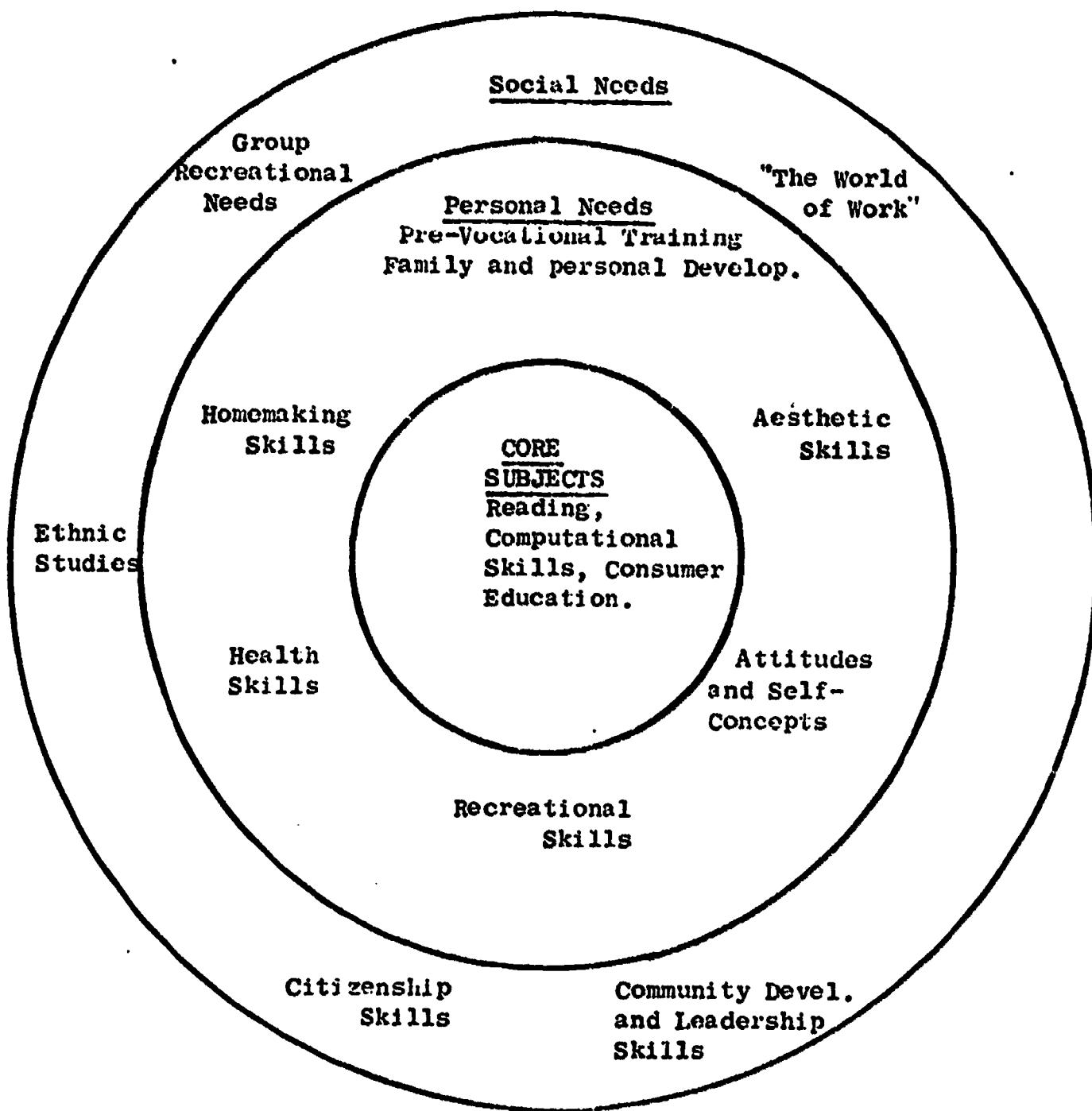
(Subjects of Special Interest and for Special Needs)-----

Adm. Supervision School & Commun. Rel.	Psychology of Adults Sociology of the Disadvtd. Methods of Teaching Ads.	Adm. Supervision School & Comm. Rels.
Vocational Inform. Research in Ed. Behavioral Sciences	Testing & Evaluation Research in Ed. Educ. Technology Vocational Inform.	Research in Ed. Behavioral Sciences

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This model will fit the needs of the full time and part-time person both professional and non-professional in that it provides a framework built around the needs as determined by the ABE student curriculum. It does not attempt to develop a structured outline for each area, but suggests such training as is needed to provide the maximum in educational merit to the programs provided for students in ABE.

The model for the student curriculum is attached and closely follows the three levels outlined above.



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**REPORT OF THE BLACK CAUCUS TO THE  
WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY TEACHER TRAINING PROGRAMS  
IN ADULT BASIC EDUCATION.**

It is the common belief that increases in teacher training competence hinges on the maximum development of each person involved in the educational process, whether that be on the campus of a university or in the local school district, or within the community. The needs of the millions of racially disadvantaged persons is such that special consideration must be given to the types of teachers trained to work with them, and the needs to increase their inputs into the educational process.

For too long the educational community has been "color blind" and as a consequence has allowed itself to ignore the increasing polarization of color. This must be changed by addressing ourselves to the fact that color has made significant differences in both the development of our students and the development of the teachers who teach them.

Every segment of the educational process must be involved in this reassessment and since this workshop is addressing itself to both the academic community and the United States Office of Education these recommendations are directed to both the world of academia and the world of practical politics. It is our belief that these recommendations are of such prime consideration that they must be addressed before we can speak of relevant teaching, training needs for the over one half of the target population that is black, brown, red and of racially differing background from the dominant majority group.

**WE THEREFORE PROPOSE AND RECOMMEND:**

1. That teacher training programs be provided in institutions that have special competencies in racial studies, whether these competencies are in having had a large number of such students, or in the development of special programs. This should encourage training programs in colleges that have had a history of training leaders in the communities.
2. That a system be devised for utilizing the black and brown participants of existing teacher training programs in upgrading training programs and staff development. This system should be monitored by both the universities doing the teacher training and the U.S.O.E. in such cases as programs funded under their grants.
3. That there be a greater utilization of consultants of minority racial background in teacher training programs, especially those skilled in identification of minority cultures. This should be in the nature of encouraging the use of such persons from the minority community on the basis of their knowledges, rather than sole reliance on degrees and academic research.

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4. That there be a redefinition of teacher training and the ABE core curriculum to include the study of the self-concepts of minority peoples and the means by which these self-images may be enhanced. There should be a definite requirement in such teacher training grants as are funded by U.S.O.E. that this be a requirement for all such programs so funded.

In light of the four statements in this report;

I MOVE THAT THIS REPORT BE THE BASIS FOR THE CONSIDERATION AND ACCEPTANCE OF ALL REPORTS OF THIS CONFERENCE.

E. M. Easley  
3/18/69