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ABSTRACT

There are more than 60 million U. S. adults who lack a high school diploma. Their employability is decreasing, due to the upswing in white collar occupations. Also, they are often barred from the skilled and unskilled labor market; on-the-job training is increasingly academic; General Educational Development (GED) examinations are rigorous and the material irrelevant for most adults; and GED is primarily a credentialing program. All these factors indicate a need for alternative approaches to adult diploma programs. A synopsis of the history of American adult education reveals its marginal place in the educational scene in terms of legal status, administration, facilities, and funding. Today's public school adult programs often have a vocational emphasis while adhering to secondary school practices and administrative patterns. Awareness of the inflexibility of GED programs led to broadening of diploma programs; yet data received in a survey of 45 states and over 50 local agencies showed little or no imagination in the adult programs of 29 of the 37 states offering them. Adult educators must respond to demands other than enrollment economy and develop a curriculum philosophy of their own, as California has done. (Fifty-three pages of appendixes give descriptions of programs in nine states). (MDW)

# ADULT HIGH SCHOOL DIPLOMA PROGRAMS:

# AN EMERGING ALTERNATIVE

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It is one of the unfortunate and startling facts of life in the United States today that, while there are vast numbers of people without a high school education, and while the holding of a high school diploma is increasingly becoming a necessity for continued employment, our educational institutions continue to produce legion numbers of drop-outs, and we fail to provide realistic alternatives to a significant number of adults who would like to complete their once-interrupted secondary education. Many states and communities have for too long seemed to have the attitude that people deserve only one chance at education; that if one fails at high school the first time around, there is no use in expending resources and effort in providing facilities and opportunities to a proven failure. What alternatives have been available have generally required an inordinate amount of initiative and effort on the part of the prospective student, providing generally merely a credentialing agency but leaving the preparation in the hands of the individual to work out for himself.

It is the purpose of this paper to examine in detail the few alternatives available to those adults who would like to complete their secondary education with particular critical emphasis on the very recent growth of the concept of the Adult High School Diploma as a possible means of opening up high school completion to a vastly increased number of people. It is the thesis of this paper that a major reason for the as yet inadequate development of that concept lies in the philosophical problem of self-definition with which adult educators

have been struggling for half a century. The first step in such an examination, however, is the establishment of the context within which these alternative completion approaches are operating. That is, what is the need of high school completion alternatives for adults, and how effectively have such needs been met in the past as well as the present.

At first glance, it would appear that the high school completion picture is quite rosy. After all, have we not, over the course of this century, been continually increasing that proportion of our youth population that graduates from high school? Has not the last decade, in fact, seen the largest such increase in our history such that at this point 77.5% of our youth complete their secondary education.[1] All true. But such percentages tend to eclipse the fact of the existence of a large and increasing pool of people in our society who are without their high school credential, and who have little opportunity to obtain it. If we are graduating 77.5% of our youth, then we are producing drop-outs, nationwide, at the rate of 712,666[2] per year. And if projections indicate an increase in our graduation percentages to 82.6 by 1981,[3] we will also have produced, by that time, an additional pool of 5,537,771[4] drop-outs. We must also remember that, while the effects of an increase in our percentage of graduates is immediate, that is there will now be

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[1]U.S. Bureau of the Census, Statistical Abstract of the United States: 1972, 93rd ed., (Washington, D.C., 1972), Chart 197, p. 127.

[2]Ibid., combination of statistics, Chart 33, p. 30; Chart 179, p. 118.

[3]Ibid., Chart 197, p. 127.

[4]Assuming an even rate of progression to 82.6.

more graduates, the effects of producing more drop-outs will be with us for half a century or more. It is altogether too easy to look at these figures on a year-to-year basis and be proud of our accomplishments. It is somewhat more sobering to recognize the implication of the accumulation of 23% every year into a pool of uncredentialed members of our population (over age 25) that now numbers over sixty million.[5] The fact is that even if our present rate of increase in the portion of our youth completing high school were to continue to the point of 100% completion by the year 2008,[6] (a highly unlikely possibility in any case), we would still have on our hands a sizable portion of our population without high school diplomas until well a ter the half-way mark of the 21st century.

High school completion figures can be misleading for another reason as well. There is a tendency to view only nationwide or regional figures that ignore vast variations in achievement by state and local areas. Thus, for example, while the nationwide median number of years of schooling was, in 1970, 12.2, in the states of Alabama, Tennessee and Kentucky it was 10.7,[7] 10.6,[8] and 10.3,[9] respectively.

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[5]Ibid., application of median number of years of school completed (over age 25), Chart 168, p. 112, to population by age, Chart 33, p. 30.

[6]Linear extrapolation of present rate of increase in proportion of youth completing secondary education.

[7]U.S. Bureau of the Census, Census of Population: 1970 Detailed Characteristics, Final Report PC(1)-D2, Alabama, (Washington, D.C.: GPO, 1972).

[8]U.S. Bureau of the Census, Census of Population: 1970 Detailed Characteristics, Final Report PC(1)-D44, Tennessee, (Washington, D.C.: GPO, 1972).

[9]U.S. Bureau of the Census, Census of Population: 1970 Detailed Characteristics, Final Report PC(1)-D19, Kentucky, (Washington, D.C.: GPO, 1972).

Local variation can be so great that, in two census tracts in Boston that are within one mile of each other, the median level of school completion changes from 7.5 to 15.3.[10] Some states and local areas, thus, have a particularly large adult population in need of educational service: a population the size of which is often eclipsed by the leveling effect of national percentages.

Such a leveling effect also tends to ignore differences in levels of achievement among racial and national groups in the United States. Only 33.8%[11] of our black population, for instance, has completed high school, and the median level of educational achievement of that group is but 9.9[11] years.

A close look at the figures, then, indicates that, while there has certainly been a significant increase in the number of youths graduating from high school, nevertheless there remains a very large portion of our youth who drop out, and who are thus added to an already gigantic number of people who are without their secondary school credentials. We have, in fact, at this point, a pool of 60,339,120[11] people in this country over the age of 25 who are in that situation.

A legitimate question to ask at this point is what is the effect of dropping out. Is there in fact a need to provide a high school completion alternative for the adult who chose in his youth to ignore his secondary education? And is there any more of a need today than there has been in the past?

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[10]Melvin R. Levin and Joseph S. Slavet, Continuing Education: State Programs for the 1970's (Lexington, Mass.: Heath Lexington Books, 1970), p. 49.

[11]U.S. Bureau of the Census, Statistical Abstract, Chart 168, p. 112.

The U.S. Bureau of Labor Statistics provides us with an idea of what the effects of dropping out are on a typical youth today. A glance at Figure I gives one the picture: Employment statistics indicate that the high school drop-out has almost twice the chance of a graduate to be unemployed, and that the outlook is worsening every year. Thus, while in the six-year period from 1965-1971 the unemployment rate among high school graduates increased by 2.9 points to 11.3, during the same period the unemployment rate among drop-outs increased a whopping 50% from 14.9 to 21. Dr. James Kuhn, Professor of Industrial Relations at Columbia University, comments that

> In the half century since 1920, white-collar occupations have rapidly replaced blue-collar jobs. White-collar employees now outnumber blue-collar workers by ten million; among them, professionals and technicians have increased their numbers faster than any other group. By 1975, the economy will need thirteen million of them, a 20 percent increase over today's requirement. In preparing our youth for this growing number of white-collar jobs, still more years of schooling are added ...[12]

The fact is, however, that Dr. Kuhn's observation as to the increase in the number of white-collar jobs is but one factor contributing to the vast increase in the number of jobs requiring a high school diploma. There are other, somewhat more subtle, causes as well. If the above quote indicates changes in technical requirements for jobs, there have, in addition, been changes in hiring requirements, and changes in training procedures that have effected the need of the prospective employee for a high school credential.

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[12]James W. Kuhn,"Would Horatio Alger Need a Degree," Saturday Review of Literature, 19 Dec. 1970, p. 54.

| | Graduates | | | | Dropouts | | | |
|---|---|---|---|---|---|---|---|---|
| | 1965 | 1969 | 1970 | 1971 | 1965 | 1969 | 1970 | 1971 |
| Civilian Noninstitutional Population | 4898 | 5339 | 5823 | 5973 | 2986 | 2683 | 2757 | 2812 |
| Not in Labor Force | 1129 | 1115 | 1257 | 1357 | 1123 | 1096 | 1146 | 1097 |
| In Labor Force | 3769 | 4223 | 4566 | 4716 | 1863 | 1588 | 1611 | 1715 |
| Unemployed | 318 | 326 | 528 | 534 | 278 | 230 | 347 | 350 |
| Percent of Labor Force | 8.4 | 7.7 | 11.6 | 11.3 | 14.9 | 14.5 | 21.5 | 21.0 |

FIGURE I.[13]

High School Graduates and School Dropouts, 16 to 21 years old - Employment Status: 1965 - 1971.
[In thousands, except percent, as of October 1971. Data for high school graduates relate to those not enrolled in college and include those who attended college prior to survey date; data for dropouts relate to persons not in regular school and not high school graduates. Based on samples and subject to sample variability.]

[13]U.S. Bureau of Labor Statistics, Special Labor Force Report, Nos. 66, 121,(Washington, D.C. : GPO, 1972).

It is certainly true that technical advances have, in many cases, resulted in stiffer qualifying requirements. But often hiring requirements have been raised to reflect the increasing availability of high school graduates, while job requirements have remained unchanged.[14]

> The more schooling a job-seeker has had, the more likely he is to be hired for almost any steady, well-paying job. ... Dropouts are the last to be considered. With ample supplies of well-schooled applicants appearing on the job market each year during the 1950's and 1960's, the hiring standards became fixed. When older workers retired or left the job, they were replaced by high school graduates. In earlier times, factory employees who needed skilled workers to operate metal lathes, precision drills, forging presses, or other complicated industrial machines could not choose the high school graduate or college man from among the job applicants because there were too few of them to meet the job needs.[15]

Thus, in the early 1960's the New York City Civil Service Commission established formal educational requirements for jobs such as maintenance men and janitors. The regulation called for the holders of such positions to have a high school diploma, even though no such requirement had been made in the past, and the job descriptions of the positions had not changed in half a century.[16]

The effect of such changes, of course, is to virtually exclude the high school dropout from a large portion of both the skilled and unskilled job market. And the situation is expected to get worse before it gets better. A 1969 Manpower Report of the Secretary of Labor tells

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[14]U.S. Department of Labor, Office of Manpower Policy, Credentials and Common Sense: Jobs for People without Diplomas, Manpower Report No. 13, (Washington, D.C.: GPO, 1968), p. 5.

[15]Kuhn, op. cit., p. 54.

[16]Irving Kristol, "The Negro in the City," in A Nation of Cities: Essays on America's Urban Problems (Chicago: Rand McNally Co., 1967). p. 62.

us that even to work in semiskilled trades, "a high school education or prior skill training (or both) is likely to be increasingly necessary as the supply of persons with such preparation becomes larger."[17]

A third reason for the increase in number of jobs requiring a high school diploma as an entrance-level requirement is a shift in the method of job training prevalent in many manufacturing and service vocations. In recent years there has been a decrease in the use of on-the-job training methods, with an increase in formal, classroom-oriented training instead.[18] Thus, policemen and firemen are no longer hired and put to work to learn their trade. Rather, they are expected, upon being hired, to complete a rigorous training program provided through a formal course of study at an academy created for the purpose.

> Presumably, the newly hired graduate comes to his job with more relevant knowledge and more finely attuned abilities than the drop-out. The presumption is seldom examined by employees or by personnel administrators.[19]

In any case, the effect, again is to shut out the high school dropout from another sector of the job market.

A quick review of these three causal elements indicates that the trend over the coming years is going to be one of increased pressure for the high school dropout. As our technology increases, so will job requirements. As a greater portion of our youth graduates from high school, the desireability of hiring the dropout will be correspondingly less. As more institutions, public and private, provide formal training

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[17]U.S. Department of Labor, Office of Manpower Policy, Manpower Report No. 21, (Washington, D.C.: GPO, 1969).

[18]Levin and Slavet, op. cit., p. 50.

[19]Kuhn, op. cit., p. 55.

programs for their personnel, their personnel directors will naturally be looking for those candidates who have demonstrated their ability to complete a course of study.[20] It is essential that we as a society provide for our high school dropouts a number of alternatives for completion of the work once interrupted.

## G.E.D.: The High School Equivalency Alternative

In 1945, the American Council on Education, concerned over the large number of men who had interrupted their high school education to serve in the armed forces, produced a battery of tests known as General Educational Development, or G.E.D. The purpose of the series of examinations was to determine if the prospective graduate had accumulated the proper information to be considered to have a knowledge equivalent to a high school product. The examination was, and is, almost entirely cognitive in its demands, and ruthlessly adheres to a traditional, academic view of instructional preparation.

In the early fifties, the armed forces transferred administration of the G.E.D. to the Educational Testing Service (ETS) of Princeton,

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[20] Ivar Berg, in a study entitled Education and Jobs: The Great Training Robbery, (Published for the Center for Urban Education, Praeger Publishers, New York, 1970), examines this assumption (and others) and brings a large amount of data to bear on the question. He concludes that schooling and job performance are, at best, only remotely related to each other. He points out that the effect of using school completion as a "screening device" is to "effectively consign large numbers of people, especially young people, to a social limbo defined by low-skill, no-opportunity jobs in ... the peripheral labor market." The author has no argument with Mr. Berg and his statistics. He is in agreement with him that school credentials should not be a determinant in hiring. The fact is, however, that they are, and that there is extremely little likelihood that that situation will change for a long time to come. The author does not agree that the answer is less schooling; but rather, to make such credentialing available to all, including adults, and to credential on a wider basis than having "endured the prescribed number of hours in classroom."

New Jersey. Since that time, control over examination content and requirements have rested with that firm. At this time, the test is regarded by most states as meeting their standards for a High School Equivalency Certificate. It has, however, taken a long time for some states even to come this far. Massachusetts, for instance, only validated the test in 1967--over twenty years after its inception. Until that time, that state had no formal procedure or policy whereby an adult could obtain a high school diploma or its equivalent.

The G.E.D. is an extremely difficult examination by anyone's standards. The series of five tests, administered over a two-day period for a total of ten hours, deals with

a). Correctness and effectiveness of expression

b). Interpretation of reading material in the Social Sciences

c). Interpretation of reading material in the Natural Sciences

d). Interpretation of literary materials

e). General mathematical ability.

Some indication of the awesomeness of the examination is indicated by the first-year statistics for Massachusetts (1967), when over 100,000 people filed applications with the State Board of Education to receive their Equivalency Certificate. Fewer than five thousand passed the test.[21]

Even though most states have recognized the G.E.D. as either the sole or partial fulfillment of their requirements for high school equivalency, even though in most cases it is the only route available

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[21]Levin and Slavet, op. cit., p. 49.

for adults to achieve high school certification, yet it is falling woefully and miserably short of the mark:

> Unless there is a drastic improvement in this pattern, there will be 150,000 - 200,000 high school dropouts in Massachusetts during the next decade. This number far overshadows the high school equivalency certificates which will be granted to Massachusetts adults over the next ten years when other factors, including the current backlog and the continuing immigration of educationally deficient adults, are taken into consideration. The gap between high school equivalency needs and programs seems to be enormous.[22]

The reason for the failure of the G.E.D. to really reach its intended population is a combination of the difficulty and irrelevance of the examination material for most adults, and the essentially passive nature of the G.E.D. option. The G.E.D. is no more than a credentialing agent, a means for the state to evaluate the knowledge accumulated by an individual. By itself, without promotion, without general and widespread availability, and, most importantly, without specific training and preparation programs to back it up, it remains for the most part unknown and beyond the reach of those adults in our country who need it. While individual adult learning centers and evening schools, as well as social service, welfare, and religious organizations of various sorts, have attempted in their own way to provide training and preparation for the examination, these services are at best scattered, and are hampered by the nature of the examination material.

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[22]Levin and Slavet, op. cit., p. 51.

An Emerging Alternative: The Adult High School Diploma

In reviewing the history of adult high school programs one can distinguish 4 distinct periods in its development. The first period might well be termed the "continuation school". While the nineteenth century was the legitimization of publically-supported elementary education, it was not until the first twenty-five years of the twentieth century that there was the development and establishment of public commitment to secondary education. From the middle of the 19th century until the time of the first world war, a number of states and individual communities recognized that, in the process of transition to secondary education availability for all, it would be necessary to establish a flexible schedule for those youths who found it necessary to find employment before completing high school. Thus, in 1856 in Cincinnati, and 1857 in California, evening classes were begun for adults. The classes in both cases were oriented mainly towards adolescents and taught the same academic and vocational curricula as the day schools. In 1907, Los Angeles established its first separate evening high school, taking the German continuation schools as a model, with part-time instructors and an orientation towards providing a continued education for youths who had dropped out of school. Courses were primarily for vocational and business training, or the completion of elementary or secondary school subjects (history, arithmetic, english).[23]

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[23]Los Angeles School System, Board of Education Files, Minutes, 8 Oct., 1906, as quoted by Burton R. Clark, Adult Education Transition: A Study of Institutional Insecurity, (Los Angeles: University of California Press, Berkeley, 1968), p. 47.

> In this early form the evening school was linked to elementary and secondary education by its programs. Some of our first evening schools were actually called boys' schools or girls' schools, with enrollment concentrated in pupils from twelve to sixteen years old.[24]

It was not until World War I and thereafter, however, that evening programs began to proliferate and take on the character that they were to assume for the next forty or more years. With secondary education by then a requirement for most youths (or at least the continued attempt until age 16 a requirement), and with the need to assimilate the large number of immigrants of the late nineteenth and early twentieth centuries (spurred by the patriotic fever of the Great War), evening classes took on a characteristically adult clientele.[25] "With this strong, if temporary, national urgency behind it, immigrant education played an important role in the evolution of evening school functions, providing a public supported bridge from the early continuation school, with its age-group limitations, to the expansions in purpose, programs, and clientele that took place after 1920."[26]

The final element that completed the transition from youth-oriented continuation courses to adult evening schools came in the form of the Smith-Hughes Act of 1917, providing large sums of money to state and local governments for vocational education directors and vocational classes on a matching-fund basis. The scene as it was now set provided

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[24]Clark, op. cit., p. 47.

[25]T. J. Wooftes, Jr., "The Status of Racial and Ethnic Groups," in Recent Social Trends in the United States, (New York: McGraw-Hill Book Co., 1934), pp. 585-86.

[26]Morse A. Cartwright, Ten Years of Adult Education, (New York: MacMillan Co., 1935), p. 161.

for a composition of three elements: vocational training, citizenship and americanization, and a secondary academic curriculum as a hold-over from the days of the continuation schools. But what is significant is that, in most cases, when new programs were initiated during and after World War I, the strongest elements were those of vocational training and citizenship education. While secondary academic subjects were often offered, there was rarely a provision for the attaining, through the evening school, of a high school diploma. While there were exceptions (Worcester, Massachusetts and Philadelphia, Pennsylvania, for instance), in most cases the academic program was vestigal.

Most programs, thus, did not have an extremely active academic component during this second phase. However, those programs that had grown directly out of the continuation school, and particularly those in California, would embark on a course that was to provide a model for the rest of the country during the next phase of adult evening school development, and that was to create a philosophical schizophrenia in adult education that exists to this day. The State of California took the lead in this development in 1931 with the redefining of their funding structure for adult evening classes to stimulate growth along certain lines:

> This was an administrative bonus granted to evening schools for maintaining courses in a grades-sequence pattern similar to day schools, and for establishing separate administrative posts, positions not filled by day administration. Local districts were immediately stimulated to redefine their evening schools in order to qualify for state funds.[27]

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[27]Clark, op. cit., p. 53.

The significance of this move by the State of California is in its intention to force the evening adult schools into the same pattern as the day schools in their organization of curricular materials. The effect was immediate, as within one year over 85% of that state's evening schools had adopted the traditional, day-school, grade-level system of student and course classification.

What was developing here was a basic philosophical ambiguity concerning the nature and purposes of adult high school programs. The conflict was, and is, one between what might be called the "service" aspects of such programs, and the "legitimacy" of such programs. In order to fully explain this conflict, it is necessary to review the observations made by Dr. Burton R. Clark concerning the basic insecurity of adult education institutions. Dr. Clark, in his review of adult education facilities in the State of California, identifies adult education institutions as "marginal institutions". His observations are directed toward the California system of adult education organization. It is the belief of this author, however, that his observations apply with equal validity to adult education facilities across our nation and that they form the basis for the present-day uncertainty and lack of innovative direction in adult high school programs. The following observations concerning the marginality of adult education programs are based on Dr. Clark's thoughts, but are applied to the broader spectrum of adult education institutions.

As a generalization, education in the United States is primarily concerned with the young. Our means of financial support for educational institutions, and the existence and organizational stress placed on the normal grade-level sequence in instruction and administration

produce a structure that defines legitimacy for pedagogical enterprises. As one finds one's place within that structure, so one has demonstrated validity as an educational institution. Elementary education won acceptance as a legitimate, tax-supported enterprise during the 19th century, and secondary education was added to the sequence during the early part of this century. During the last ten to fifteen years we have seen the growth of the community college as a third link in the instructional chain, in many existences offering course work from the tenth to the fourteenth levels, and increasingly legitimized through the creation of junior college school districts in a number of states.

Adult education, on the other hand, is peripheral to this major educational system in the United States. Its administrators preside over no legal jurisdiction, its programs must contend with elementary and secondary administrators and school boards for funds and facilities, and its clientele fall entirely outside the range of compulsory attendance age limits. The extent to which adult programs may be identified as marginal varies, of course, with the acceptance afforded those institutions locally and state-wide, the nature of funding sources, and the history of the programs. Nonetheless a number of factors may be identified which determine the extent of a program's marginality, and which apply, in varying degrees, to adult education facilities across the country.

1). Legal status. In most states, there are at least two types of legal entities that preside over educational facilities on the local level: these are elementary and secondary school districts, with boards of education or school committees in control. In some states, California and Minnesota for example, there are, in addition, junior college

districts with boards of regents to preside. These school districts are, in most cases (Illinois being the largest exception), separate legal, jurisdictional entities, with the power to tax and control local educational activities responsible only to the State Lesiglature (or other state institution, such as Governor, depending on the individual state's constitution). Adult education has no such constitutional status in any state in the union. Without such status, it must continue to be viewed as an unstable and marginal institution.

2). Part-time administration. Although the situation is increasingly changing in this regard, the administration of the vast majority of adult education programs and facilities across the nation are on a part-time basis with the administrator's major responsibility and organizational allegiance being to, usually, an institution of secondary education.

3). Lack of permanent facilities. Although the adult learning center is increasingly coming into its own and although the State of California has pioneered efforts in establishing physical plants for adult high schools, for all practical purposes adult education takes place in borrowed surroundings.

4). Funding sources for adult programs are a strong indication of their essential marginality. The large proportion of state and federally supported programs, and the relatively small amounts of local contributions, as well as the tuition-based nature of many local programs, indicates that local financial and institutional support for adult education may be little more than a response to the availability of funds from state and federal sources. One wonders what would happen to many local programs if state and federal monies were to be suddenly

withdrawn. A partial answer to that question may be forthcoming in the not-too-distant future, when revenue-sharing will put increased responsibility in local hands to allocate federal education funds as seen fit by local administrators. As Dr. Clark comments:

> To the extent that the program's educational value is ranked low relative to other uses of school funds, the position of the adult school is insecure. Organizational marginality is the basic source of insecurity*for the administrative branches of adult education. The long-term problem of adult-school administration is to achieve a 'peer' position. They badly need a parity level, clearly defined and respected by all. The search for acceptance is a struggle for security.[28]

The effect of the marginality of adult education institutions is to cause adult-school administration to look to traditional educational practice, organizational patterns, and curricula to provide a sense of identification with the legitimate, constitutionally-sanctioned, grade-level-oriented educational institutions. The result, as will be shown later, is to adhere rigidly to secondary school patterns in designing high school programs for adults.

The marginal nature of adult schools provides the first half of the formula for the philosophical schizophrenia alluded to above. The second half of the equation is a result of the nature of adult education programs as they developed through this second stage of their evolution after World War I, and may be refered to as their "service" nature. That is, adult programs have generally been regarded as existing to meet specific social or economic and vocational needs of adults; as providing a number of instructional services not generally available. This service

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[28]Clark, op. cit., p. 60.

* his italics

nature of adult programs has been strengthened and perpetuated by what Clark refers to as the enrollment economy: the justification for the continued existence of virtually every adult education program in the country is continued high attendance rates. Funding for a public school adult program can come from any one of three sources: the local secondary board of education, the state, (or the federal government, always administered through the state), or tuition, or a combination of these three. Local funding is certainly and obviously dependent upon continued local support through enrollment, tuition-based financing depends entirely on adequate enrollment, and state funding formulas for any coming year are usually based on enrollment figures for the year preceeding. The consequence is that public school adult programs are extremely sensitive to the demands of the local consumer. What the people who attend classes want is what they get, as that is the means by which programs will continue to be financed.

Thus, the service ideology is combined with the enrollment economy to produce an instructional curricula that does not always work to reinforce the adult-school administrator's need for increased legitimacy.

> The adult program is expected to be 'educational' and worthy of public funds. And what is educational and valuable is defined by historically derived norms and values. The behavior of teachers and administrators at other school levels is governed by relatively stable expectations in the school and in the community. Although these norms arose from and are centered around the education of the young, they are generally transferred to the adult school. A course is expected to have an educational rationale; teachers should transmit knowledge; teachers should not be too adaptive to student demands; history and mathematics are more legitimate than hobbies as subject matter; administrators are to be professional program builders, articulating and integrating courses into meaningful patterns.

> The adult-school administrators cannot ignore these traditional norms, no matter how much they may feel their work misunderstood. Since it is so important to them that marginality be reduced, the judgement of established groups on proper behavior becomes a critical matter. It is not surprising, therefore, that the work of the adult administrators must be aligned with a logic of respectability, as defined by existing norms of proper educational practice. To put it bluntly, the service program must face up to the school context.[29]

It is thus that the adult school administrator finds himself in a philosophically ambiguous position. Is he to adhere to the needs of a service-oriented program, spurred on by the demands of his enrollment economy, or is he to seek greater legitimacy through strict adherence to traditional, secondary-school norms of curricular behavior. The question has certainly not been resolved to this day, as the two elements of adult education programs exist juxtaposed. But the effect of the philosophical struggle has been tremendous on the development of adult high school programs through their third and fourth stages.

After World War II and the development of the G.E.D., the existence of secondary school opportunities for adults took on a new dimension, what might be called the "G.E.D. phase" of development, that has been the norm until very recent years. As discussed earlier, the various states have adopted the G.E.D. as a high school equivalency to varying degrees, from accepting it in its entirety as certifying high school achievement, to applying it toward partial fulfillment of high school requirements. The G.E.D. was a useful tool for adult school administrators and state boards of education for a number of reasons:

1). It required no effort or upkeep on their part to administer the examination. The entire process was handled, and even paid for

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[29]Clark, op. cit., p. 123.

(through test fees) by the Educational Testing Service, Inc.

2). It enabled the states to say that they had a high school route for adults, while requiring virtually no financial or organizational outlay on their part beyond receiving and certifying test results from ETS.

3). It satisfied the longing of many adult educators for a link to legitimacy. The G.E.D. is the academician's dream: an examination based almost entirely on traditional, subject-matter-oriented material, rigidly adhering to standard high school curricular requirements and putting a high premium on literary comprehension skills.

In recent years, since the mid 1960's, there has been a move by a large number of state legislatures and state boards of education to develop more fully the opportunities available to most adults to complete high school. Apparently, there is an increased awareness among many that the G.E.D. alternative is not sufficiently flexible to meet the needs of the vast majority of adults without a secondary education. A recent survey, by the author, of state laws and regulations and of a number of local programs, indicates that a large number of adult educators and legislators are seeking to broaden the alternatives available to the adult learner in this fourth phase of development, which might be called the "Diploma" phase. In the survey conducted, information was received from 45 state departments of education and over fifty local programs. Of those forty-five states replying, 37 indicated that they now granted on the state level, or had delegated authority to grant on the local level, an Adult High School Diploma. The purpose of such a move is to provide a means other than the G.E.D. whereby an adult may receive, either from his own school board, or from the state, a high

school credential. Such diplomas are not equivalency certificates, they are an indication of completion of a secondary school curriculum.

The survey also indicates something else, however. With very few exceptions, those states that had opted for such an alternative had once again relied on traditional formulae for defining adult high school curricular requirements. Using little or no imagination whatsoever, twenty-nine of those thirty-seven states simply transferred secondary course requirements into an adult program, and indicated that credit for having completed the work might be obtained from a limited variety of sources. It would obviously serve little purpose to review here each of those twenty-nine programs, so similar in their essentials. Appendix A provides a typical example of the curricular make-up of such a program and the possible sources of credit. Eleven of those twenty-nine states, or about one-third, allowed the granting of a limited amount of credit for life or work experiences given certain conditions, and most allowed limited credit for coursework completed in the armed forces. Various programs differed slightly in the proportion of required to elective credit required, and the total number of credits required, the range of graduation prerequisites being 16-18 Carnegie units, and Mississippi allowing the least amount of elective credit at 4 out of 16.

An interesting by-product of the study was the indication that many state departments of education have very little notion of what local districts are actually doing to implement and interpret state rules and regulations. In one case, the state wrote that its requirements for the adult diploma were quite traditional in scope. Correspondence with one local board of education in the state, however, indicated that they

were either unaware of stringent state requirements, or had chosen to ignore them.

Of the thirty-seven that indicated that they had endorsed or were promoting an adult high school diploma program distinct from the adult equivalency certificate program, eight state plans had aspects which differed in some way from the norm supplied by the other twenty-nine. Three of these states, North Carolina, Texas, and Kansas, have developed delivery systems for the traditional curriculum materials that differ enough from the norm to be of special interest. Two others, Idaho and Wyoming, have organized their delivery systems in such a way as to encourage local uniqueness in program and curriculum design; and California, New Hampshire, and Maine have each taken the preliminary steps in establishing a curriculum especially designed for the adult student. Appendices B thru I present material gathered from each of these eight states, with introductory comments on the nature and usefulness of the particular aspect of the program being considered.

## Conclusion

It is not likely that adult education institutions will be able to escape from the administrative bonds of a marginal organizational existence for some time to come. Such a change would take major legislative or constitutional changes in many states. Nor is it likely, on the other hand, that adult education programs will be funded on other than an enrollment-economy basis for some time to come: as long as local educational funds are scarce, and state and federal sources rely on attendence figures as an indication of program success (and what other indication, after all, do they have?).

What is necessary, however, is that adult educators escape from the psychological bonds imposed by those two administrative considerations, and seek to avoid making philosophical, pedagogical decisions in reaction to them. Adult education program decisions tend to be "other-directed." That is, they are made in reaction to conditions, demands, or assumptions made by other groups of people or institutions. In general, there exists no curriculum philosophy for adult high school programs. Such programs have merely reacted to the pedagogical assumptions of secondary education. On the other hand, non-academic adult education programs have reacted merely to the demands of the enrollment economy, with adult educators making little or no effort to determine what offerings may be in the public interest and deserve offering and support in spite of any lack of immediate financial return. And if such offerings for the public good are not now financially possible, at least adult educators can be philosophically aware of their desirability and fight for local and state material support for their existence.

In other words, adult educators must speak with their own voice on matters of program design and curriculum, not merely repeat obsolete shibboleths, not merely react fo financial demand. The California guidelines for an adult high school diploma curriculum is a healthy and important step in that direction.*

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* See Appendix I.

## APPENDIX A

The State of Virginia provides a reasonably typical example of an adult high school program. Following are:

1). A copy of state regulations regarding adult high school diplomas.

2). A copy of correspondence and materials from the Roanoke, Virginia program.

3). A copy of materials from the Richmond, Virginia program.

The last paragraph of the letter from Roanoke speaks of a co-operative work-training program under development. If such a program is developed, it would be atypical. Advanced placement by examination usually refers to credit for completion of the G.E.D.

## APPENDIX B

## LOCAL SCHOOL AUTHORITIES ARE RESPONSIBLE FOR EVALUATING AND AWARDING CREDIT FOR EDUCATIONAL ACHIEVEMENT, OTHER THAN THAT EARNED IN THE REGULAR SCHOOL PROGRAM.

### *Adult and Evening Schools*

Secondary school programs for adults, not a part of the regular day school program, shall meet the following minimum requirements:

1. *Age:* A student shall be at least 19 years of age. Under circumstances which local school authorities consider to be justifiable, the age limit may be lowered. Only in exceptional circumstances should local authorities permit a regularly enrolled day student to earn credits toward high school graduation in adult classes. (In such cases, 160 hours of classroom instruction shall be required for one unit of credit.
2. *Credit:* (a) Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit. Where accelerated or other innovative instructional methods are employed, credit may be given in less time when required achievement is evident.

   (b) When, in the judgment of the superintendent and the principal, a student or adult not regularly enrolled in the day school program is able to prove, by examination or other objective evidence, satisfactory completion of the work, he may receive credit in less than the time usually required. When credit is to be granted for a subject(s) in which the work is completed in less than the time usually required, it is the responsibility of the school issuing the credit to document the amount of time spent on each course, the types of examinations employed, the testing procedures, and the extent of progress in each case.

   (c) Sixteen units of high school credit are required for a diploma. These units must include ninth, tenth, eleventh and twelfth grade English, Virginia and U.S. History, Virginia and U.S. Government, World History and/or World Geography, ninth grade science and mathematics, plus electives above the eighth grade.

   (d) No student may be issued a diploma, by earning credits in adult or evening classes, prior to the time that he would have graduated from secondary school had he remained in school and made normal progress.

   (e) Credits actually earned in approved adult secondary school programs shall be transferable.
3. *Minimum Qualifications of Teachers.* The minimum qualifications of the teachers in the adult and evening school shall be the same in all respects as those required for the regular day school.
4. *Library Facilities:* The library facilities available for the regular day school shall be available for the adult and evening school.
5. *Science Laboratory Facilities:* If science is offered, the laboratory facilities also shall be available.
6. *Administration and Supervision:* The adult and evening school shall be under the supervision of the secondary school principal, assistant principal, or a qualified staff member approved by the Superintendent
7. *Guidance Services:* The adult and evening school should have appropriate guidance services available.

# Roanoke City Public Schools

Division for Educational Programs
Department of Vocational and Adult Education
P. O. Box 2129, Roanoke, Virginia 24009

40 Douglass Avenue, N.W.
(703) 981-2661


January 10, 1973

Mr. Karl Borden, Research Associate
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Borden:

Information which you requested regarding our diploma granting high school for adults is enclosed.

Roanoke City Evening High School is a diploma granting institution for adults. Authority for granting the diploma is vested in the Roanoke City School Board. Classes are held in the evenings at senior high schools in the city school district. Diploma granting authority has only existed for a little over one year, so the program is in its infancy now. Thirteen persons received diplomas in June 1972.

We envision this program reaching many adults in the Roanoke Valley as the school grows and develops. Statistics show that 48% of the people over 25 years of age residing in the area have less than a high school education. Our challenge is to recruit people for this program. We have the financial support from state and local sources which is coupled with a tuition fee.

We are now in the process of developing a cooperative work-training program in Industrial Cooperative Training for adult students whereby they can earn high school credit for work experience. Advanced placement by examination is also just getting under way. So, we see healthy growth.

We hope that this information is helpful to you. If we can be of further assistance, let us know.

Sincerely yours,

Lloyd W. Enoch

Lloyd W. Enoch, Director
Vocational and Adult Education

LWE:jw

Enclosures

Roanoke City Evening High School
Roanoke City Public Schools
Roanoke, Virginia

PROPOSAL

This plan outlines the program under which the Roanoke City Evening High School proposes to issue a high school diploma to its students who have fulfilled the requirements for graduation. The plan is drawn to meet the requirements which are set forth in the Standards for Accrediting Secondary Schools in Virginia.

The evening high school is intended to provide for the educational needs of adults who wish to earn the high school diploma. Students enrolled in the Roanoke City Evening High School must be at least 19 years of age except under justifiable circumstances. Only in exceptional circumstances shall regularly enrolled day students be allowed to earn credits toward high school graduation in this high school for adults and then they must complete 160 hours of classroom instruction in order to earn one unit of credit.

The requirements for credit and graduation are listed below:

1. One unit of credit will be earned upon successful completion of 108 hours of classroom instruction.

2. The superintendent of schools may approve the granting of credit for an adult student in less than the time required (108 hours) when the student shows evidence by examination of other objective evidence that he has satisfactorily completed the work required for the course. In such cases the Roanoke City Evening High School will document the amount of time spent on each course, the types of examinations employed, the testing procedures, and the extent of progress in each case.



(Retyped at the ERIC Clearinghouse in Career Education due to the non-reproducibility of the original.)

3. Sixteen units of high school credit will be required for a diploma. These units will include ninth, tenth, eleventh and twelfth grade English, Virginia and U. S. Government, World History and/or World Geography, ninth grade science and mathematics, plus electives above the eighth grade.

4. No student will be issued a diploma, by earning credits in the Roanoke City Evening High School, prior to the time that he would have graduated from secondary school had he remained in school and made normal progress.

The class schedule and time sequence is listed below:

1. Classes will be scheduled to meet 3 hours per night 2 nights per week, either on Monday and Wednesday or Tuesday and Thursday evenings for 18 weeks.

2. Individual classes will meet from 7:00 - 10:00 p.m., 2 nights per week for 18 weeks for a total of 108 hours.

3. One unit of credit for each class is to be awarded at the end of the 18 week period (1 semester) or upon successful completion of the course.

4. Credit shall be given in whole units or in half units, but no credit is to be allowed for less than one-half unit.

The faculty members of the Roanoke City Evening High School shall be regularly certified teachers who meet the minimum qualifications as set forth by the State Department of Education. Library facilities will be available for the use of the students enrolled in the Roanoke City Evening High School. The library used in the regular day program at Patrick Henry High School will be used for this purpose. Laboratory facilities for science and other courses requiring laboratory equipment and facilities will be available for use in the evening high school.



(Retyped at the ERIC Clearinghouse in Career Education.)

A principal will oversee the daily operation of the Roanoke City Evening High School. Teachers will be appointed based on enrollment in each individual class. The evening high school will be housed at Patrick Henry High School and at other branch school locations where specialized facilities may be available. Guidance counselors will be added to the school as it grows and develops. Secretarial assistance is now available for the school. It is also anticipated that the Roanoke City Evening High School will operate during the summer months. The summer school program will be equal in quality to that offered by the Roanoke City Evening High School during the regular school term.

Proposed course offerings will include the following areas:

1. Social Studies
2. Language Arts
3. Mathematics
4. Science
5. Physical Education (Lifetime Sports - non credit)
6. Business and Office Education
7. Home Economics
8. Music
9. Industrial Arts
10. Distributive Education*
11. Industrial Cooperative Training*

*The Distributive Education and Industrial Cooperative Training programs will be operated in a manner similar to the regular day school program in those areas. Students will be enrolled in a regular classroom phase of the program for 108 hours to earn one unit of credit and an on-the-job training phase of the program for a total of 540 hours of related work experience for one unit of credit.

12. Trade and Industrial Education Classes

a. Automobile Mechanics
b. Welding
c. Machine Shop
d. Printing
e. Sheet Metal Fabrication
f. Cabinetmaking
g. Carpentry
h. Masonry Trades
i. Electronics
j. Cosmetology
k. Barbering
l. Drafting

Enrollment Standards:

At least 8 - 10 persons should be enrolled before a class is offered. The state funding standards specify an average attendance of at least 8 persons. Courses should be offered with the right reserved to cancel if the enrollment is not sufficient for any individual class.

Fees:

Fees for adults enrolled in the Roanoke City Evening High School during the 1970-71 session will be $3.75 per week for each course.



(Retyped at the ERIC Clearinghouse in Career Education)

# Roanoke City Evening High School

Roanoke, Virginia

## Sample

*having satisfactorily completed the required units prescribed for Graduation in the*

**ROANOKE CITY PUBLIC SCHOOLS**

*is awarded this*

**DIPLOMA**

**In Witness Whereof** *our signatures are hereunto affixed this ninth day of June 1971*

*Superintendent*

*Principal*

*Chairman School Board*

Richmond Public Schools
Department of Adult Education
- Graduation Requirements -
Effective September 1970

Persons enrolled in adult education classes in the Richmond Public Schools may earn credit toward a high school diploma. This credit is generally transferred to the individual's home school and the diploma is awarded by that institution. In the few cases where this is not possible, the Department of Adult Education of the Richmond Public Schools may award diplomas to those meeting the following requirements as outlined by the State Department of Education:

AGE -- A student shall be at least 19 years of age. However, no student may be issued a diploma, by earning credits in adult or evening classes, prior to the time that he would have graduated from secondary school had he remained in school and made normal progress.

CREDIT -- Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit. Where accelerated or other innovative instructional methods are employed, credit may be given in less time when required achievement is evident.

Sixteen units in grades 9 through 12 are required for a diploma:

| SUBJECT | UNITS |
|---|---|
| English | 4 |
| Mathematics (9th grade) | 1 |
| World History & Geography | 1 |
| Virginia & U.S. History | 1 |
| Virginia and U.S. Government | 1 |
| Science (9th grade) | 1 |
| Electives | 7 |
| | 16 |

Credits may be recommended for educational experiences in the Armed Forces. A serviceman who has earned eight units (exclusive of health and physical education) in a Virginia

secondary school program may be awarded secondary school credit for the satisfactory completion of acceptable courses taken from any of the following sources:

Coast Guard Institute Courses
High School courses offered through USAFI by cooperating colleges
Marine Corps Institute Courses
Service School Training
United States Armed Forces Institute
United States Armed Forces subject examinations

When a person wishes to enroll in classes for credit leading to a high school diploma, the diploma will be awarded under these conditions:

The Department of Adult Education will evaluate the transcript of previous work done. A program of study, based on this transcript and credit requirements for a diploma will be prepared and submitted to the school in which the student will enroll.

As courses are completed a copy of the student's progress report will be submitted to the Department of Adult Education. This report will become a part of the student's permanent record.

Upon completion of all courses needed, as outlined in his individual program of study, a diploma will be issued by the Department of Adult Education.

## APPENDIX B

The State of North Carolina has developed a unique delivery system for its high school diploma program, relying on community colleges and technical institutes to provide opportunities for individualized, independent study ("Prescribed courses are offered in either regular classroom work or supervised individual programmed learning," see letter), leading to measurement by the Cooperative Achievement test battery.

A perusal of the outline of the program offered by the Durham Technical Institute reveals that, while the means may be unique, the program content is identical to that typically offered the high school youth.

Following is:

1). Correspondence from the North Carolina State Board of Education.

2). Correspondence and program outline from the Durham Technical Institute.

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27602

December 13, 1972

Mr. Karl Borden, Research Associate
School of Education
University of Massachusetts
Amherst, Mass. 01002

Dear Mr. Borden:

Your letter of November 30, 1972 to Mr. Charles M. Barrett, Dean of Continuing Education, was referred to my office for reply.

I believe you might be interested in our adult high school diploma program since it is an alternative to the GED procedure for adults to acquire a high school credential.

The adult high school diploma program is offered for those citizens who are 18 years of age or older who would like to have a high school diploma rather than an equivalency certificate. It operates under an agreement of affiliation between a local institution of the Community College System and a local board of education. The program of instruction is at the secondary school level, grades 9-12. It is adult oriented and must be sufficiently extensive in duration and intensity within a scheduled unit of time to enable the adult to develop the competencies necessary to complete the class or program. Prescribed courses are offered in either regular classroom work or supervised individual programmed learning. When the entire program is completed, a person is required to take a standardized test and score at the twelfth grade completion level (12.9) to qualify for the adult high school diploma.

A copy of the contract for agreement of affiliation is being submitted for informational dissemination purposes. More information concerning this program may be secured by writing to the director of

# DURHAM TECHNICAL INSTITUTE

1637 Lawson Street
Post Office Box 11307
DURHAM, NORTH CAROLINA 27703

January 23, 1973

Mr. Karl Borden
Research Associate
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Borden:

The Adult High School Diploma program offered by Durham Technical Institute is part of a cooperative effort between the public schools of Durham County and Durham Technical Institute. Our institute provides the instructional program for adults who have not completed their high school education, and the public schools award the diplomas based upon our recommendation.

The State of North Carolina requires 16 Carnegie units for the high school diploma. Most local boards of education require additional units; however, our adult high school diploma program requires only the 16 basic units, thus allowing for life and work experiences.

Our program is totally individualized. All materials are programmed and students may enroll at any time, consequently, they work at their own pace. The criteria for successful completion of a course is a 20th percentile minimum score on the Cooperative Achievement Test battery. The program is offered at no cost to the students. Students usually spend from four to six hours a week with their teachers who evaluate, counsel, and select materials for them. Of course, they may work on their own any other time during the week.

Once each year diplomas are awarded at the annual commencement of Durham Technical Institute. Adult High School Diploma recipients march in the same graduation as Associate Degree recipients.

Enclosed is a brochure which describes in detail our Adult Basic Education program and Adult High School Diploma program. If I may be of help please let me know.

Cordially,

Robert L. Barham

Robert L. Barham
Associate Dean

RLB:mc

CC: Dr. W. A. Martin
Dean of Instruction

# EFFECTIVE-- JULY 1, 1971

Department of Continuing Education
DURHAM TECHNICAL INSTITUTE

Adult Basic Education Program
Adult High School Diploma Program

PROCEDURES for the OPERATION of
the ADULT BASIC EDUCATION PROGRAM and
the ADULT HIGH SCHOOL DIPLOMA PROGRAM

Durham Technical Institute and the participating school systems in our service area have an agreement which states that students who enroll in either the Fundamental Learning Laboratory or the Adult High School Diploma classes will be awarded the Adult High School Diploma by the school system of the county in which he lives, upon completion of the prescribed courses of study.

The following is a general description of the program offered by Durham Technical Institute. Beginning with Adult Basic Education, this outline shows the sequence of programming through high school graduation. Teachers are urged to become familiar with the information contained herein. As teachers become more closely akin to guidance counselors and work with individual learning problems, it behoves everyone in this role to know all the options open to the students served by this program.

C. Adult High School Diploma Program

1. Students who are admitted into the Diploma Program may, if they choose, take a series of "Entering Battery Tests." These "Entering Battery Tests" are as follows:

   a. Cooperative General Science (9)
   b. Cooperative Biology (10th)
   c. Cooperative Arithmetic (9th)
   d. Cooperative U. S. History (11)
   e. Cooperative Government (11)
   f. Cooperative English (9, 10, 11, 12)

   Students who score the 50th percentile or above on the grade level as indicated in parenthesis for any of these tests will be given credit for these courses. The Entering Battery tests may be taken only once except by special permission of the coordinator or teacher.

2. Upon presentation of his transcript, a student may receive credits for those courses he has completed in high school.

3. Every student must complete at least one subject in the Fundamental Learning Lab or the Adult High School Diploma classes before he will be granted an Adult High School Diploma, regardless of transcript credit or performance on the Entering Battery tests. This course of study will be decided upon by the coordinator or teacher.

4. Listed below are the courses of study and the tests that a student must complete before receiving his diploma. (See page 5)

5. When a student has completed the material for any course, the appropriate end-of-course tests for that course will be given. A student must score at or above the 20th percentile for the grade level in order to receive credit for a course. The tests are <u>not</u> to be used as unit tests; they are for end-of-course only, and, as nearly as possible, they should be given on a quarterly schedule. The accepted tests are as follows:

   a. Cooperative General Science (9th)
   b. Cooperative Biology (10th)
   c. Cooperative Arithmetic (9th)
   d. Cooperative U. S. History (11th)
   e. Cooperative Government (11th)
   f. Cooperative English (9th, 10, 11th, and 12th)

   The English test may be given when the student has completed the material required for the tenth grade, or the teacher or coordinator may elect to give the English test only once, when the student has completed the materials at the 12th grade level.

## Adult High School Diploma Program

| Grade | Subject | Textbook |
|---|---|---|
| Ninth | English | 2200 (Programmed) |
| | Math | Book I - Algebra I |
| | General Science | Select I-A or I-B<br>I-A Engine Unit - Temace<br>Mechanic Unit - Temac<br>I-B TMI Work and Machine<br><br>Must complete TMI Biology and Chemistry Vol. I & II<br>TMI Sound, Light, Electricity, and Communications, Vol. I & II<br>TMI Measurement, Meterology, and Astronomy |
| Tenth | English | 2600 (Programmed)<br>Steps to Reading Literature, Book 1 |
| | Biology | BRL Biology, Vols. I through IX or GLC Biology Vols. I-IX, Lessons 1-9 |
| Eleventh | English | Sullivan (Programmed)<br>Book II - Steps to Reading Literature |
| | U. S. History | U. S. History Study Lessons, Vol. I-IX |
| | Government | The Consitution or Documents of American Freedom, Follett Series on Civics<br>Introduction to American Government, Vols. I and II |
| Twelfth | English | 3200 (Programmed)<br>Book III - Steps to Reading Literature |

6. Teachers and Coordinators should not give a student the same form of a test more than once unless it is absolutely necessary. Since many of the Entering Battery Tests are the same as the end-of-course tests, the Coordinator or teacher should make every effort to give the student a different form of the test each time. All tests have at least two (2) forms, and some have three (3). If it is necessary to give a student the same form of a test as he has taken before, then please do not give the same form consecutively.

7. When the student completes the requirements for the Diploma, the Student Record Sheet and the student folder is turned in by the teacher or supervisor to the Department of Continuing Education, Durham Technical Institute.

8. The Student Record Sheet then will be carried to the appropriate Superintendent of Schools in order to get the diploma.

9. Diplomas will be awarded at either the spring or summer graduation held by Durham Technical Institute. Persons not wishing to participate in the formal graduation ceremonies may obtain their diplomas (either by mail or pick them up personally) after the commencement exercises.

## APPENDIX C

The Texas Education Agency has devised a system of instruction which they hope will meet the unique needs of their state. Following is a letter from that agency outlining the basic philosophy of their correspondence-based program for bringing a high school education to the 60% of their population that is without one.

Once again, however, there has been no departure from standard curricular requirements. All that has changed is the delivery system.

**Texas Education Agency**

201 East Eleventh Street
Austin, Texas
78701

•STATE BOARD OF EDUCATION
•STATE COMMISSIONER OF EDUCATION
•STATE DEPARTMENT OF EDUCATION

December 27, 1972

Mr. Karl Borden
Research Associate
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Borden:

I have been requested to answer your letter of November 30 to Mr. Bob Allen, Director of Adult and Continuing Education at the Texas Education Agency, in which you requested information concerning programs offering adults a high school diploma. In a survey of this state by the agency, completed in November, 1971, only 32 out of 1,045 school districts replying to the survey reported offering evening classes for adults for credit toward obtaining a high school diploma. Clearly, with a known 60% of the adult population in Texas, 16 years of age or older, lacking a high school diploma at that time, some action had to be taken. The State Commission on School Accreditation was presented with a plan in July, 1972 which proposed an alternative for out-of-school youth and adults who needed to complete requirements for a high school diploma. It was proposed that they do this through supervised correspondence study programs which allowed for an many units as needed for graduation to be taken by correspondence, and for the issuance of a regular high school diploma upon satisfactory completion of requirements. The State Commission on School Accreditation and the State Board of Education went further adding two additional changes. One of these is of interest to you: it is that a school district is no longer required to receive prior approval from the Texas Education Agency for the granting of credit or advanced standing by examination or performance test. The granting of credit or advanced standing by examination or performance test means that the state, for adults and out-of-school youth, has departed from the Carnegie unit in the time required to complete a course. This means that the time required, too, to complete a course in the regular day school program has been waived and a student may work at his own rate, finish a course quicker, or if the student is prepared, he may even not attend class at all but take an examination or performance test. My understanding is that the granting of credit by examination or performance test applys only to the evening school program, and not the new high school diploma through correspondence course program, for adults and out-of-school youth.

I am attaching to this letter a letter that was mailed to superintendents throughout the state on October 3, 1972, entitled: "Revision of Accreditation of Standards," which explains the new approach in Texas to alternative high school programs. In addition, we had developed some administrative procedures by which a school district may apply for the correspondence study program. These are also attached for your information.

These new changes in the accreditation standards are permissive with the local independent school districts and are on pilot project for one year. To date, we have only the correspondence school program operating, and it is operating in Fort Worth and Galveston. These two programs in Fort Worth and Galveston were the original pilot programs for the correspondence study programs and have been in operation for two and a half years. To date we have no knowledge of any school district initiating any of these changes in the accreditation standards, but there is much interest, and we expect by next Spring to have some smaller school districts involved especially in the correspondence program. It will be difficult to implement the high school correspondence programs in the larger schools since large school administrators seem to be convinced that this program will hurt their nighttime adult education high school program and most of these school administrators seem to be convinced that it will cause drop-outs who will then take advantage of this program.

If you have need of any further information, please don't hesitate to drop us a line.

Sincerely,

Elwyn C. Williams

Elwyn C. Williams, Consultant
Program Planning
Division of Adult and Continuing Education

ECW:dm

## APPENDIX D

The State of Kansas appears to be in a state of transition, as they are hoping to develop, in Wichita, an Adult High School. In the meantime, however, they have provided a unique system of delivery for their traditional curricular requirements: contractual arrangements between students and individual school administrations. The letter following outlines the contractual system, and delineates the contractual obligations incurred by both parties to the agreement.

# Kansas State Department of Education

*Kansas State Education Building*

120 East 10th Street Topeka, Kansas 66612

**Division of Accreditation, Teacher Certification, Adult Education**


December 13, 1972

Mr. Karl Borden
Research Associate
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Borden:

Several adult educators in Kansas have been working on a proposal requesting federal funds for planning an Adult High School in Wichita, Kansas. The initial proposal was sent to the USOE for evaluation. They requested a full-blown proposal. This has been done.

There is not, in Kansas, a state plan as such. We do have an operating policy accepted by the revisor of statutes. The policy is one based on completion of achievement and it is not based on the Carnegie Unit. As an example, a student named X needs one full unit of credit in American History. The student may enter into an achievement contract with the school's administration for achieving a unit of credit in American History and the contract specifies the responsibilities of each party.

The following may be some of the items contained in a contract:

School Administration

1. Provide a certified teacher.
2. Direct the procedure.
3. Supply assignments, tests, and instruction.
4. Assign a grade or score symbol to work completed.
5. Award unit of credit when contracted achievement has been reached.

Student

1. Appear for instructional sessions agreed upon.
2. Complete all tests, essays and other assignments required.

The above system is on a voluntary basis. The student may contract for a grade in the course. It is assumed to be a C or better grade. If the instructor feels that the student can fulfill the contract without further study or any assignments, the instructor may administer tests to be known of valid weight of interm and final tests, then such tests may be administered and if the score or grade is equal to or exceeds the contract score, the course is finished.

The present plan for the Wichita Adult High School is to develop a curriculum comprehensive by construction. Only minimum vocational courses will be offered at the adult high school. Wichita has a very well developed vocational education curriculum at a nearby location.

Units of credit will be offered in compliance with State Guidelines, already established. Both credit and non-credit courses will be offered.

It is my hope that this will give you some idea of what we are doing in Kansas. We sincerely hope we are allowed funds to develop an adult high school model.

Sincerely yours,

W. W. Lee, Director
Adult Education

WWL/alh

## APPENDIX E

The following materials from the State of Wyoming present the picture of a State Department of Education which, due to constraints imposed by state statue, has allowed considerable local flexibility in program design.

In establishing a program, any unified or high school district in the state may implement its own program for adults and set whatever standards that seem desirable. (See following materials.)

Unfortunately, information has not been available concerning the extent of local program individualization. One would hope that local school boards have taken advantage of the opportunity to design meaningful experiences for their adults.

THE STATE OF WYOMING
DEPARTMENT OF EDUCATION
CAPITOL BUILDING
CHEYENNE, WYOMING 82001

ROBERT G. SCHRADER
STATE SUPERINTENDENT

February 8, 1973

Mr. Karl Borden
Research Associate
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Borden:

I am enclosing a copy of a guide that was developed by Superintendents and other people interested in Adult Education which is a guide outline utilized by school districts in the state of Wyoming for offering an alternative solution to the GED program for adults who desire to receive a high school diploma from the state of Wyoming.

This program guideline that I have enclosed is being used by various school districts throughout the state of Wyoming in order to grant a high school diploma, which by state statutes in Wyoming, is a responsibility of the secondary school of local school districts to issue such a diploma rather than the State Department of Education.

I am hopeful that the plans that I am sending you on programs that deal with the development of a high school diploma will be useful to you as you attempt to gather this information for a project for regional and U.S. Office of Education.

Sincerely,

Richard W. Rowles

Richard W. Rowles, Coordinator
Program Services for Adult Basic
and Continuing Education

RWR:dm

Enclosure

GUIDELINES FOR A HIGH SCHOOL PROGRAM FOR ADULTS
LEADING TO THE DIPLOMA IN WYOMING HIGH SCHOOLS

## Preface

The primary goal of the proposed High School program is to provide an opportunity for any adult to acquire a high school diploma through an integrated and individualized process involving a combination of demonstrated competencies and experiences. These will be determined through the utilization of testing, courses completed successfully, work experience, accomplishments in the military, and competencies in secondary education.

Emphasis will be placed more upon achievement and competencies than upon the amount of time spent in a classroom, although it is not the intention of anyone to provide a substandard or "easy" access to a high school diploma. In fact, the suggested guidelines may in most cases require greater determination and persistence in order to acquire the diploma, a goal that most adults, not possessing it, desire.

It is anticipated that resulting programs will demand a cooperative endeavor on the part of the public schools, community colleges, and other agencies in the community concerned with education for all citizens.

## Introduction

The concept that a high school education must be completed before the young person reaches age 18 is not as prevalent today as it was 20 years ago. Today administrators of public schools have generally recognized an obligation to provide education for the total community and not just for the children. This has come about for several reasons, among which are:

1. Today the person who stops his education is obsolete.

2. The public school is the one local agency equipped to furnish the community educational leadership.

3. The public school can no longer remain aloof from community problems and pressures.

Because adults are returning to school in great numbers, because Wyoming public school administrators have begun to explore ways of meeting adult needs for a high school education and because more than a fourth of our young people who start high school in Wyoming interrupt their programs, the following provisions and suggestions are made for consideration by those Wyoming school administrators who may be interested in initiating a high school program for adults leading to the diploma.

## Definitions

The General Objectives are the development of educational opportunities through which any adult may continue to learn after the more or less formalized aspect of schooling has been terminated.

The Immediate Objectives are to provide people an opportunity to continue their education and to acquire a high school diploma.

The Adult High School encompasses an instructional program for out-of-school adults and is under the supervision of the local district, with a member of the local administrative staff responsible for the organization and administration of the program. Transcripts and records of the adult students are stored and administered in the Adult High School.

The Adult High School Committee is appointed by the local board of education of the district and consists of the person responsible for the program, a person concerned with and responsible for curriculum, and one or more persons selected

at large. This committee shall be responsible for recommending policy pertinent to the organization and operation of the Adult High School. This committee, in conference with the adult student, shall review transcripts and applications for credit and determine appropriate programs of testing and study for each student on an individual basis. Credits will be awarded according to the recommendations of this committee.

The Adult Student is any person 18 years of age or older who has interrupted his formal secondary education for longer than one year and whose social role is something other than going to school full time. He is entitled to all the educational facilities, resources, and benefits of the school normally accorded a full-time student.

The Entrance Requirements allow persons under the age of 18 years to enroll in the Adult High School only after they have secured the permission of the principal or the superintendent of the high school they would normally attend. No student is to graduate until his class graduates. A student's class shall be calculated on beginning school age.

The Director of Adult Education and/or the Principal of the Adult High School is the person or persons assigned the specific responsibility of all adult education programs or of the Adult High School. The principal is to meet the North Central Association requirements for that position.

The Adult High School Staff includes administrators, teachers, and counselors. Staff members should be certificated and should exhibit qualities appropriate for working with adults. An in-service preparation program for all staff members should be designed through the cooperative efforts of the selected school representatives, the Department of Adult Education and the Division

of Adult Education of the University, and the State Department of Education. The Evaluation System to be employed is one indicating satisfactory proficiency in the subject.

## Recommendations and Procedures

In establishing a program, any unified or high school district in the state may implement its own program for adults and set whatever standards that seem desirable; but for those seeking help in establishing guidelines and in order to encourage some uniformity in requirements for the diploma, the recommendations, procedures and definitions are herein proposed. All suggestions made are the result of surveys, analyses and/or observations of adult high school programs throughout the United States. These suggestions are not to preclude any district from cooperating with another or with several districts in the inauguration of an adult high school program.

The minimum requirements for a high school diploma for adults shall be those prescribed by the North Central Association for adult high schools, the statutes of Wyoming, and the Wyoming State Department of Education. In line with these minimum requirements the following guidelines are recommended:

### Means for Earning Credit

1. Participation in the areas of study in the Adult High School.

   Upon enrollment or soon thereafter, adult students shall complete achievement or performance tests which are designed to assist in the proper placement of each candidate in the high school program. The candidate shall then be enrolled in a formal study course, an individual study program utilizing programmed instruction, or in a self-directed program using work-study guides and tests of achievement, depending upon his goals and capacities. A minimum of two credits must be earned in the high school awarding the diploma. For example an adult who previously completed satisfactorily some high school credits in Cheyenne and later moved to Lovell from which school he desired to receive the diploma, he would have to complete satisfactorily at least two credits in the Lovell program.

2. Transcripts from other high schools, trade and business schools, approved correspondence schools, or military schools.

In accepting transfer credit from other accredited schools, only those courses which complement one or more of the study areas shall be accepted, in accordance with regular school district policy. In all cases some evidence must be provided which indicates or verifies successful completion. Those adults who have successfully completed courses in vocational, technical or trade schools may receive credit for such work up to a maximum of three, provided such courses fit into the high school diploma program for adults.

3. Credit through military experiences

Adult high schools may, in accordance with the established policies of the State Department of Education, grant not more than four credits toward graduation for the following types of educational experiences received while in military service:

a. United States Armed Forces Institute courses
b. United States Armed Forces Institute subject examinations
c. High school courses offered through USAFI by cooperating colleges and universities: Credit upon transfer from the school offering the course.
d. Marine Corps Institute courses
e. Coast Guard Institute courses
f. Basic or recruit training accepted in lieu of required courses in physical education and health
g. Service school training

4. Credit by examination

An adult high school may grant credit through the administration of examinations (standardized or teacher-made tests). These examinations should cover the knowledge and skills ordinarily included in the adult high school diploma program. For example successful completion of the GED Tests or similar standardized tests may suffice for high school credit.

5. Demonstrating competencies in a course (alternative to testing)

Credit may be awarded to adults who have, through out-of-school experiences and study, acquired skills that can be related to the local district's adult high school program. Adults must be prepared to demonstrate, in some way to be determined by the local district, that they have achieved the level of competency compatible with the granting of high school credit.

FOR EXAMPLE:

An adult who has had experience as a journalist with a military base newspaper or a local newspaper might possess the expected knowledge and skills in adult high school journalism courses.

An adult who has actively participated in Toastmasters Club might possess the expected knowledge and skills in an adult high school speech course.

An adult who has been successfully employed in the building trades might possess the expected knowledge and skills in an adult high school vocational or industrial arts course.

An adult who has actively participated in organized civic activities and community affairs might possess the expected knowledge and skills in an adult high school course in problems of democracy or civics.

## Conclusions

The suggestions and recommendations made herein are based upon the assumption that school administrators are desirous of serving the total educational needs of the community and that those teachers who may be creating the learning environment will be competent in their subject areas and experienced enough to adjust their teaching strategies and tactics to the interests and needs of every adult who comes to learn. In support of these suggestions the following quote seems pertinent,*

> "The changing social and technological climate of our society mandates high levels of understanding and technical skill for many of our people. Since educational experiences which are meaningful in the regular secondary school program are not always suited to the needs of adults, the North Central Association endorses and encourages the development of adult learning opportunities to accomplish diploma completion and other desirable adult educational goals within limits prescribed by local governing boards."

* Policies and Criteria for the Approval of Secondary Schools
North Central Association of Colleges and Secondary Schools

## APPENDIX F

Idaho seems to have combined the contractual arrangement system of Kansas and the freedom of local program definition of Wyoming in designing their adult high school diploma requirements. The following outline of state regulations clearly indicates that students may design their oun sequence of instruction, in concert with local school authorities, and determine how that sequence will be completed.

Once again, as with Wyoming, one hopes that local school authorities have seen fit to take advantage of such flexibility to offer adult-oriented high school experiences.

STATE OF IDAHO
DEPARTMENT OF EDUCATION

## REHABILITATION PROGRAM FOR STATE HIGH SCHOOL DIPLOMA

It shall be the policy of the State Board of Education to encourage the further education of students not attending the public schools of this State according to the provisions of Sections 33-205 and 33-2005, Idaho Code, or for any other reason acceptable to and approved by local school districts. To that end the following rules and regulations shall govern the use of correspondence and/or instructional courses, credits, and the application of the same toward the program required for graduation from the high schools of this State.

1. Any student, parent, or court may present, through the local school district to the State Board of Education for approval, a program which will enable the student to complete the number of units required for graduation from the local high school. Student must be a legal resident of the State.
2. Any program presented may consist of, or include, either correspondence courses or instructional courses.
3. Correspondence courses must be taken from the University of Idaho. In the event a course is not offered by the University of Idaho, it may be obtained from any other college or university, in or outside of Idaho, which is accredited by one of the regional college accrediting associations recognized by the State Board of Education. Schools accredited by the National Home Study Council are not acceptable.
4. Any student may be instructed by a teacher qualified to teach in the course being taught, or by a person qualified by training in the subject field which is to be taught. All instructors shall be required to have the approval of the local school district.
5. Any prescribed program of study (correspondence or instructional) submitted for approval of the State Board of Education shall:

   a. Be planned and approved by the local school district of which the student is a resident, or by the high school which has the student's records.

   b. Indicate how the costs shall be borne--tuition, fees, textbooks, etc.

   c. A transcript must be submitted with the program and must show: dates of attendance, subjects taken, grades received, credits earned, units required for graduation from the local school.

   d. List the courses which must be completed and credits earned to complete the graduation requirements of the local school in effect at the time of the request.

   e. Indicate the willingness of the school district to provide assistance to the participating student and to administer all correspondence work tests.

6. Work completed (regular, correspondence, and/or instructional) shall be recorded in the district where the program originated.
7. Upon completion of the program, the local school district shall submit a transcript to the State Board of Education indicating the additional credits earned.
8. Upon receipt of the transcript, the State Board of Education will issue a State High School Diploma, designating the credits earned in residence at the high school and the additional credits earned.
   No diploma will be issued prior to the regular graduation date of the class.

## APPENDIX G

The New Hampshire Adult High School Program appears to be in a state of transition. As can be seen from the cover letter attached, there is a strong move to implement the program materials developed by the state of Maine (see Appendix H), but until that is done curricular requirements remain standard.

The one extremely unique aspect of the proposed New Hampshire program is the "Volunteer Work for High School Diploma Credit" concept.

> This is a concept which will allow adults to expand their learning opportunities through direct involvement in a voluntary activity to benefit both themselves and some aspects of the community. Volunteer work in the community will not only provide the participating adult an opportunity to learn through involvement with agencies dealing with people to people services, but it is hoped that it will also give him a sense of pride in knowing that he has made a contribution to the welfare of others.

The author considers this to be a major curricular innovation which might well be looked upon with favor by other states concerned with developing relevant high school diploma programs for adults.

NEWELL J. PAIRE
COMMISSIONER
ROBERT L. BRUNELLE
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
STATE HOUSE ANNEX
CONCORD, 03301

February 12, 1973

Mr. Karl Borden
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Borden:

My associate, John Sideris, has asked me to respond to your letter of January 30th. Enclosed is a copy of the working papers we have drafted to implement some Adult High School Diploma programs in New Hampshire. We hope to begin a few such programs in the Fall of 1973.

Our model is based upon the State of Maine design for Adult Diploma programs, as I was a Director of Adult Education in Southern Maine prior to joining forces with John last summer.

New Hampshire currently has two Adult High School programs operating - one in Rochester and one in Manchester. These programs are patterned after traditional secondary day school programs. Discussions with the directors of these programs indicate they wish to follow the guidelines we propose in our paper. In various discussions with Superintendents, it is clear they favor establishing such programs in their districts.

As you continue your research, please keep me advised. As I have indicated to Mark Rossman of the University of Massachusetts, I would like to participate in meetings on this subject and keep abreast of your efforts. In short, we in New Hampshire are in the planning stages for alternative secondary programs and want to dialogue with others on the subject.

Sincerely,

Roy E. Whalen
Consultant
Adult Basic Education

REW:nr
Enclosure

(g) Volunteer Work for High School Diploma Credit for Adults

The Concept

This is a concept which will allow adults to expand their learning opportunities through direct involvement in a voluntary activity to benefit both themselves and some aspects of the community. Volunteer work in the community will not only provide the participating adult an opportunity to learn through involvement with agencies dealing in people to people services, but it is hoped that it will also give him a sense of pride in knowing that he has made a contribution to the welfare of others.

The program of direct involvement on the part of the adult student in the real problems of living together should bring both meaning and a sense of purpose to him. In brief, the program is aimed at involving the adult in the world in which he must live with the hope that he will become more compassionate and more understanding of others.

Time Commitment and Agency Selection

Adults who elect to become involved in this program for high school credit should think in terms of spending a minimum of 45 hours in some kind of volunteer service in their community. They may participate in existing programs at public or private non-profit social service agencies; they may work in environmental agencies combating pollution or promoting conservation; or they may create their own service activity and pursue it for the term. In all cases, the focus of the students' activities should be on the community. All non-profit activities in both public and private sectors should be eligible for participant sponsorship.

Planning The Project

The benefits derived by the learner from being involved in the community will depend on the creativity and planning which the local director of Adult Education and his staff, in conjunction with the participating agency or organization, are willing to devote to the concept. Of utmost importance to the success of the experience is the degree of commitment of the community sponsor. Sound local planning, sincere effort by the sponsor, and the right learner for the correct learning experience could result in a new dimension in Adult Education.

Adult students who are interested in participating in a community activity should begin planning their experiences for a length of time preceding the semester in which he desires to participate. Considerable latitude should be allowed a student in the selection of an activity which will be most meaningful for him as an individual. The student should then develop a proposal completely describing how he intends to become involved as a volunteer worker. The proposal description should answer the following questions:

(1) What is the proposed project?

(2) What are the adult student's goals?

(3) How will it benefit his community?

(4) How will it benefit the adult student presently and in the future?

(5) Where and with whom will the adult student be working?

(6) What will the adult student specifically be doing?

(7) How will the adult student know if he is succeeding in his goals?

(8) What preliminary planning and information will the adult student need to prepare himself for the project?

(9) How will the adult student share his experiences with others at the evening high school who wish to become involved in a volunteer work project?

In reviewing a proposal for acceptance, the local director and staff should consider the definition of the proposal, its feasibility, and its potential benefit to the institution or organization with whom the student will be associated, to the community, and to himself.

Assessing The Project

Each participant in this approach to earning high school diploma credits should have his efforts evaluated continuously during and after completion of the volunteer work period so that he feels the continuous presence of interest in his endeavor by the adult school staff and so

that the agency or institution sponsoring the adult can provide input to improve program quality. Frequent assessment of a diploma candidate's work will increase his chances of receiving maximum benefit from his interaction with the community.

The post program evaluation sessions should be kept informal and include sponsoring agency representatives, adult school staff, and participants. The evaluation session should be designed to determine the degree of change which took place and its effect on the people who were served. The evaluation should be personal, constructive, and never graded by conventional methods.

Approval Procedure

Local directors who feel that their diploma candidates could gain from participating in their project and desire to make this additional out-of-school approach to earning credit available to their enrollment need only to advise the State Consultant of Adult Basic Education of the names and addresses of the students and the names and addresses of the sponsoring agencies. A copy of all student proposals should be on file locally prior to the start of the program.

## APPENDIX H

Maine is one of the very few states that has ventured into the area of curriculum design for adult high school programs. The philosophy expressed by the following paragraph perhaps gives some indication of the direction in which that state is going:

> In planning a curriculum for adults, consideration should be given to those areas which will supplement the skills and knowledge that the adult needs in his present employment or to assist him in obtaining employment and in planning further education. Those areas that will enhance the life of the adult should also be considered.

The following outline is the most comprehensive attempt extent to produce an adult high school curriculum.

# ADULT

# HIGH SCHOOL DIPLOMA

# CURRICULUM GUIDE

JOHN P. MORAN – Consultant – Maine State Department of Education

RICHARD C. ADAMS – Consultant – Maine State Department of Education

## SUGGESTED ADULT HIGH SCHOOL DIPLOMA CURRICULUM GUIDE

In planning a curriculum for adults, consideration should be given to those areas which will supplement the skills and knowledge that the adult needs in his present employment or to assist him in obtaining employment and in planning further education. Those areas that will enhance the life of the adult should also be considered.

Regulation # 3 of the Secondary Adult Education Regulations covers the subject adequately.

> The adult student's individual program must be planned with the assistance of an advisor selected by the director. The curriculum for adult students leading to a diploma is to be consistent with State Law as to required subjects, established educational policy, and the needs of the adult served. A course outline must be completed by each teacher and evaluated by the local director of the adult school, prior to the opening of classes. Each subject pursued in this program will meet not less than 45 clock hours with a comparable amount of work accomplished as would be found in a similar course in the regular day school. All students will not be able to complete all courses satisfactorily in this time period. In such cases additional time should be arranged.

It is felt that English I, II, III, and IV should be dropped from our high school curriculum vocabulary and be supplanted by the four areas of reading, writing, communication, and literature and poetry. By using the latter it becomes easier to place adult students in an English program because concern is placed not on the number of years of English a student has completed but rather on basic language needs that enable adults to more adequately cope with the world in which they live and work.

I. Four 45 hour segments in Language Arts

A. Reading

1. Editorials
2. Magazines
3. Newspaper articles (critical analysis)
4. Legal documents (interpretation of)
5. Analyzing political arguments
6. Interpretation of advertisements
7. Dictionary skills
8. Vocabulary building
9. Phrase reading
10. Sentence reading
11. Words and their weights in sentence
12. Improving comprehension
13. Speed reading
14. Using tachistoscope
15. Using speed reading machines

B. Communication

1. Hear and speak the everyday language
2. Help the student overcome stiffness and formalism with our language.
3. Use sample dialogues built around one or more grammatical structures.
4. Imitate sentence patterns easily and automatically
5. Practice stress and intonation
6. Review some of the basic English grammar
7. Work on oral introductions, thank-you's, telephone etiquette
8. Extemporaneous talks
9. Monologues
10. Short poems
11. Short descriptions
12. Plays
13. Tell humorous situations in life
14. Leading discussions
15. Listen to records of known speakers
16. Tapes of known readings or story telling
17. Using tape recorders, video tape recorders
18. Study of style of news commentators

C. Writing

1. Friendly letters
2. Business letters
3. Social notes, letters of thanks, letters of appreciation, letters of praise
4. Letters of application
5. Autobiographies - biography of a friend
6. Descriptions - mental scenes - pictures - photographs
7. Using adjectives
8. Sentence structure
9. Paragraphing
10. Vocabulary building
11. Putting vocabulary to use
12. Study of effective words
13. Wordiness in writing
14. Punctuation
15. Report writing
16. Relating humorous incidents
17. Selling an idea
18. Short study of style of columnists in daily paper

D. Literature and Poetry

1. How literature affects the times
2. Study of authors
3. Style of authors
4. Poetry - basic - intermediate - advanced
5. Humor
6. Short stories
7. Novels
8. Drama (one and two acts)

9. Parodies
10. Tragedies
11. Records
12. Slides
13. Tapes
14. Movies (in class and at local theaters)
15. Plays produced locally

II. One 45 hour segment in United States History

The content of the U.S. History course should be flexible. It should be determined according to the interest, ability, and motivational level of the class.

It is impossible and perhaps undesirable to cover all aspects of U.S. History in an adult education course. Selected topics should be taught.

Emphasis should be on teaching concepts rather than facts, personalities, and dates.

Recent trends and development should be emphasized.

The historical basis of current political, economic, and social scene should be studied.

A. Construct a time line and fill in important dates on line.

B. Fill in important times.

C. Study famous American Documents.

1. Mayflower Compact
2. Constitution
3. Declaration of Independence
4. Bill of Rights
5. Monroe Doctrine

D. Study major American Institutions

1. Executive Branch
2. Legislative Branch (checks and balances)
3. Judicial Branch

E. Current American Scene

1. Select four or five pamphlets from the Grass Roots Guide and the same number from Vital Issues to study in detail. The selections should be left to the student and what he considers relevant for him.

GRASS ROOTS GUIDE

Center for Information on America
Washington,
Connecticut 06793

Presidential Disability and Succession
The Citizen and Political Parties
The Right to Vote
The Fundamentals of Freedom
Community Action: How to get it successfully
Why you should vote Republican
Consumer's Primer on Money
Money for Politics: The getting and spending
Our State Legislatures: They are at a crossroad
Why you should vote Democratic
The Electoral College
The Employer-Employee Relationship
Public Authorities
Money in the United States
Who, me a Politician?!?
Arbitration in the United States
Political Party Platforms, 1968

VITAL ISSUES

Center for Information on America
Washington,
Connecticut 06793

Labor-Management Relations
Manpower Programs: What Direction Should They Take?
The National Government and Urban Affairs - How Best to Take Care of Their Needs?
Profit Sharing - Does or Doesn't it Pay Off?
Africa -- East or West?
Food for Peace: What's the Program?
International Cooperation in Space: What's Being Done? What of the Future?
Accidents to Children: How to Cut Down the Toll?
A Guaranteed Family Income?
Our Human Resources: How Best to Use Them?
The Vietnam Tangle: Are There Clues to Help Unravel It?
Urban Transit: What's the Situation? Where Is It Heading?
The United Nations in its Peace Keeping Role
Asia and the Communist Challenge: What is the Background?
Fringe Benefits
Our Population Explosion: Can We Cope With It?
The Soviet Union's New Economic Policy
The Arab World and U.S. Foreign Policy: What's the Situation?
Disarmament: What are its Problems and Prospects?
Air Conservation
Jobless Youth - What Makes Them That Way? - Where Will the Jobs be Found?
When Mothers Work: What About Child Care?

III. Three 45 hour segments in Industrial Education

A. Three 45 hour segments in Industrial Education divided into two categories as shown below.

1. Vocational Education

Vocational education should be somewhat specific in nature and deal with a skill. Lab work and practice should be stressed.

2. Industrial Arts

The student should cover a variety of small areas under one general heading. A demonstration method with reinforcement should be used. Students may accumulate part credit from a number of courses.

a. Specific -- Vocational Education - Two 45 hour segments

| | | |
|---|---|---|
| Welding | Automotives | Small Engine Repair |
| Cabinet Making | Building Constr. | Blueprint Reading |
| Architectural Drafting | Machine Shop | Sheet Metal |
| Auto Body Repair | Electrical | |

Some courses might have two parts - 45 hours for each part.

b. General - Industrial Arts - One 45 hour segment

| | | |
|---|---|---|
| Woodworking | Home Maintenance | Drafting |
| Metals | Gen. Automotives | Basic Electricity |

IV. One 45 hour segment in a cultural area:

A. Art, oil, painting, charcoal, water colors, etc.
B. Pottery, ceramics, etc.
C. Chorus, instrumental music, etc.
D. Drama
E. Rug Braiding
F. Knitting
G. Leather Craft
H. Chair Caning
I. Antiquing and Stenciling

V. Two 45 hour segments in Practical Creative Living

A. One 45 hour segment in Consumer Education - how to spend your dollar wisely, shopping for credit, buying a used car, where to borrow money, how to shop at sales, knowing can sizes, knowing meat grades, etc.

B. One 45 hour segment in Social Living - how to get a job, how to hold a job, how to change jobs - getting along with your family, sex education, participating in community life, importance of voting, where to find a job, where to get welfare, personal hygiene, etc.

C. One 45 hour segment in Home Management - food preparation and buying, budgeting, caring for the home, health and safety, clothing construction, caring for the family, family unity, interior decorating, remodeling home, growth and development of children, etc.

VI. One 45 hour segment in Math

VII. One 45 hour segment in Social Studies

VIII. One 45 hour segment in a Foreign Language

IX. One 45 hour segment in Science

X. Three 45 hour segments in Man's Environment

A. Pollution

1. Causes and sources
2. Water, air, land
3. Legislation (national and state)
4. Costs to industry
5. Government controls on polluters
6. Abatement programs
7. Types of facilities needed
8. Cleanup costs to municipal, state, and federal governments
9. Future of man's environment
10. What man should expect his environment to be

B. Space Exploration

1. Why needed
2. Exploration designs
3. Spin-off benefits of space research
4. Training period for astronauts
5. Projected costs of space exploration
6. Ground controls
7. Launching space craft
8. Achievement of orbit and forces involved
9. Role of mother ship
10. Moon landing
11. Problems of man living in space
12. Mechanical difficulties encountered by man in space
13. Gravity or lack of it
14. Lack of atmosphere
15. Homeward flight
16. Quarantine
17. Evaluation of flight
18. What the future holds for man in space

C. Urban Affairs

1. Problems of youth
2. Problems of transportation
3. Changing urban scene

4. Minority groups
5. Flight to the suburbs
6. Open housing law
7. Employment opportunities
8. Tax base in the core city
9. Recreation
10. Education

    a. Desegregation
    b. Bussing
    c. Financing

11. Pollution
12. Human Rights Commission
13. Urban renewal
14. Model Cities
15. Urban capitalism
16. Law and order

XI. One 45 hour segment in Health

A. Health

1. Drugs

    a. Marijuana
    b. Amphetamines
    c. L.S.D.
    d. Barbituates
    e. Heroin
    f. How to recognize users

2. Smoking

    a. Damage to heart and lungs
    b. May cause cancer
    c. How to stop smoking

3. Alcohol

    a. Damage to internal organs
    b. Alcoholics Anonymous

4. Transplantations

    a. Heart
    b. Lungs
    c. Kidneys
    d. Eyes
    e. Who will be selected for transplants
    f. Effects of transplants on aging

5. Mouth to mouth resuscitation

    a. How to prepare patient for resuscitation
    b. Steps in administering resuscitation

5. Middle age and its consequences

   a. Deterioration of hearing, eyesight
   b. Need for more rest
   c. Diseases for this age group.

6. Diseases unconquered by science

   a. Cancer
   b. Heart disease
   c. Colds
   d. Multiple Sclerosis

7. Dental care

   a. How to properly clean teeth
   b. Dental checks
   c. Partial bridge
   d. Braces

8. Sex education

   a. Venereal disease
   b. Contraceptives
   c. Family planning

9. Safety at home, at work, and play

10. How to protect your child

    a. To and from school
    b. While playing
    c. At public events

XII. Guidance and Counseling

A. Group guidance with students - To assist the adult students in planning and making decisions concerning:

   1. His present employment needs
   2. Obtaining employment
   3. Further education in his present vocational area of interest

B. Small groups meeting at the beginning of the term with information available concerning

   1. Maine's Adult Education Program
   2. Credit information
   3. Alternative programs--- GED, Basic Education, etc.

C. Arrangements made for individual appointments with Guidance Counselor for students needing more detailed information concerning their individual credit status.

D. Group Guidance with staff -- In-service workshop to draw together individual educarion philosophies -- to try to draw together some ideas of where adult education fits into the community and future goals, etc.

E. Group counseling --- to work with students on a regular basis for discussion of their problems.

1. Identify problems -- non-graduates in a diploma-conscious culture.
2. Self-evaluation on personal growth resulting from involvement in Adult Education.
3. Curriculum changes, revisions, etc., to better meet their goals.
4. Problems in defining their goals.
5. Alienation from school as the "Establishment."
6. Alternatives to education?

F. Record Keeping

1. Transcript interpretation
2. Recording grades
3. Applications for high school credit to State Director

Credit for typing should be awarded on the same basis as other subjects in the adult education curriculum. Differentiation should not be made for personal or vocational typing as it relates to awarding credit.

It is recommended that one (1) unit of credit be given for successful completion of a minimum of 45 hours of work in typing.

It is understood that there will be many subject areas not offered in the day school for which adults will be working toward credit in the evening schools. These will be approved on an individual basis as application forms are submitted.

If an adult desires to attend college, the regular day school college preparatory program should be followed. Age, future plans for employment and life and how the adult is presently living should be factors considered as a curriculum is designed for high school completion.

## APPENDIX I

If Maine has developed the most comprehensive adult diploma curriculum guide, then California has developed the most enlightened and farsighted.

> Since the adult student is self-motivated and possesses a wealth and variety of information gained in educational and life experiences, he needs a flexible program of instruction uniquely different from that of traditional elementary and secondary schools.

Between California and Maine, physical opposite extremes but philosophical companions, adult educators have been provided with the beginning outlines of a comprehensive adult curriculum.

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
217 WEST FIRST STREET, LOS ANGELES 90012

December 26, 1972

Mr. Karl Borden, Research Associate
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Borden:

Mr. Roy Steeves has referred your letter regarding high school diploma programs to me.

You will be interested in learning of new guidelines for high school graduation developed by a committee compose of administrators throughout the State of California. While practices vary in the assignment of credits and use of the Carnegie Unit, we encourage the use of these guidelines. You will note that the guidelines are very flexible and permit maximum service to the student.

Sincerely,

Robert C. Calvo

Robert C. Calvo, Consultant
Bureau of Adult Education
(Phone: 213 620-4848)

RCC:hs
Enc.

# RECOMMENDED ADULT HIGH SCHOOL

# GRADUATION REQUIREMENTS

Prepared by the State Committee on High School
Graduation Requirements for Adults

California State Department of Education
Max Rafferty-Superintendent of Public Instruction
Sacramento--July, 1970

Approved by the State Advisory Committee
on Adult Basic Education: May, 1970

## RECOMMENDED ADULT HIGH SCHOOL GRADUATION REQUIREMENTS

### Definition of the Adult High School Diploma

The high school diploma issued by an established adult school certifies the completion of the requirements for graduation from grade twelve (12) as prescribed by the Education Code of the State of California and the regulations set forth by the California State Board of Education.

### A Model California Adult High School Diploma Program

Adult education is a distinct level of education. It provides an opportunity for adults and others who can profit from the instruction to pursue a program of education leading to the high school diploma.

Adult education programs provide the learner with the educational opportunities necessary to develop his potential to the fullest extent possible; to acquire the training and skills needed to be a successful wage earner; and to gain the knowledge necessary to become a competent and effective parent, consumer, and responsible citizen.

Since the adult student is self-motivated and possesses a wealth and variety of information gained in educational and life experiences, he needs a flexible program of instruction uniquely different from that of traditional elementary and secondary schools. Thus, the following course of study is recommended for a model adult high school diploma program.

| Course of Study | Semester Periods |
|---|---|
| I. ENGLISH COMMUNICATION<br>To include instruction or equivalent experience in the following areas: reading, writing, speaking, and listening. | 20-40 |
| II. BASIC AND FUNCTIONAL MATHEMATICS<br>To include instruction or equivalent experience in the following areas: computational skills, consumer mathematics, and personal and family finance. | 10-20 |
| III. CITIZENSHIP<br>To include instruction or equivalent experience in the following areas: United States history; federal, state, and local government; contemporary problems; and responsibilities and rights of citizenship. | 15-30 |
| IV. SCIENCE<br>To include instruction or equivalent experience in the following areas: practical sciences, health, ecology; basic concepts, theories and processes of science, and the inter-relatedness and interdependence of the sciences. | 10-20 |

## Course of Study

| | Semester Periods |
|---|---|
| V. HUMAN RELATIONS<br>To include instruction or equivalent experience in the following areas: self-understanding, interpersonal relationships, individual and group decision making, and family life. | 5-20 |
| VI. ELECTIVES<br>To include instruction or equivalent experience in the following areas: occupational skills, fine arts, homemaking, or other areas to meet individual needs. | 30-100 |
| Total Semester Periods (Exclusive of P.E.) with 10-15 in residence | 160 |

## Sources of Credit as Evaluated by the Local Adult School

I. Previous high school(s)

II. Trade or business school(s)

III. Armed forces schools and/or programs

IV. College credit courses

V. Correspondence courses (California Education Code Approved)

VI. Adult school credit courses

VII. Work achievement credit may be granted for occupational experience and competence to a maximum of 40 semester periods.

VIII. Testing to 80 Semester Periods Maximum
- A. G.E.D. Tests
  1. Miminum age 18, or class has graduated
  2. Average Standard Score of 45 with no Standard Score below 35
  3. Retesting after six months or after remedial coursework
- B. Standardized Achievement Tests

IX. Subject Matter Tests

X. Other elective credit as approved by local authority



(Retyped at the ERIC Clearinghouse in Career Education.)

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