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The Contributions Of Selected Recipients Of The
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John Kouzoujian

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Harold F. Dillon
Major professor

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THE CONTRIBUTIONS OF SELECTED RECIPIENTS OF THE
FUND FOR ADULT EDUCATION GRANTS IN PRODUCING
NEEDED LEADERSHIP IN THE PROMOTION
OF LIBERAL ADULT EDUCATION

By

John Kouzoujian

AN ABSTRACT OF A THESIS

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ABSTRACT

THE CONTRIBUTIONS OF SELECTED RECIPIENTS OF THE FUND FOR ADULT EDUCATION GRANTS IN PRODUCING NEEDED LEADERSHIP IN THE PROMOTION OF LIBERAL ADULT EDUCATION

By John Kouzoujian

In 1951 the Fund for Adult Education was established. One of the specific purposes of the Fund was geared toward the promotion of both lay and professional leadership. The emphasis in this study centered in the area analyzing the contribution made by the Fund for the promotion of professional leadership in liberal adult education.

The study was therefore designed to answer the following questions:

- I. What are the characteristics of the selected recipients of the Fund for Adult Education grants and what were their subsequent relationships to the problem of providing the leadership necessary for the adult education movement?
- II. What is the relationship between the intended purposes of the Fellowship program sponsored by the Fund for Adult Education and the actual outcomes realized by the selected individuals who received the grants?
- III. How well were the selected recipients academically prepared to fulfill the roles of leadership needed

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to promote the objectives of the liberal adult education movement?

The recipients selected for this study were restricted to 142 individuals who were on degree programs or who had earned doctoral degrees but who were in need of further training or study.

The investigator, after completing a thorough search of the literature pertinent to the study, designed an evaluative instrument to be used in surveying the population. The writer submitted the questionnaire to the research bureau at Michigan State University for assistance in any refinements that would be necessary to make it effective in identifying information required for the study. The questionnaire was approved by the investigator's guidance committee and was sent to each of the 142 recipients. Ninety-two questionnaires were returned in completed form and constituted a 65 per cent sample of the original population.

In interpreting the findings of the study, it was found that the selected recipients contributed to the needed leadership potential in the promotion of liberal adult education. The distributional spread according to age was balanced between the early years of adult maturity -- from thirty-one to fifty. Individuals were selected who were either male or female, single or married.

They reflected a cross section of the major disciplines in relation to undergraduate majors. Sixty-one per cent of the recipients completed their most recent graduate work in

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adult education. All of the respondents have earned master's degrees; fifty-seven per cent have earned doctoral degrees.

A review of the professional roles, community roles, attitudes, self-appraisals, contributions, and distinctions of the selected recipients supported the contention that the grant program was extremely successful in promoting adult education leadership.

The respondents reflected a positive self-appraisal of their academic preparation in adult education. The basis of this assessment reflected the recipients' training in understanding the philosophy of adult education, merchandizing the adult education program, programming the adult education curriculum, understanding marketable skills or techniques in directing adults, understanding the psychology of adult learning, and in the utilization of lay and professional leadership within a given community.

Implications of the data indicated that further study is needed in correlating the contributions of both lay and professional leadership provided by the Fellowship Program of the Fund for Adult Education, re-examination of the adult education curriculum in selected universities, follow-up study of recent adult education graduates, and a study and analysis of adult education leadership in terms of current and projected needs.

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He is also indebted to the Fund for Adult Education. The Fund sponsored many publications, reports, pamphlets, and other written materials describing in detail the philosophy, objectives, and activities of its programs. This information was vital in developing an overview of the Fund's activities and assisting in shaping the general framework for this paper.

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CHAPTER I
THE PROBLEM

Introduction:

The continual problem of providing financial assistance for the promotion of educational opportunities on all levels of educational organization is not new. A cursory review of the historical development of our American educational patterns repeatedly reflects this need. The importance of this support was perceived by such prominent educators as Benjamin Franklin, Horace Mann, Henry Barnard, Charles Eliot, and James Conant. The pressing need for financial support for higher education has constituted but one aspect of this total problem. The need for financial aids, especially at the level of higher education, has mushroomed during the past two decades. This impetus has been nurtured, in part, by the dramatic increase in the population of this country, by the steadily increasing numbers of high school graduates, by the proportionately greater numbers of high school graduates enrolling in our universities and colleges, and by the imbalance of selected, trained specialists needed in our social order as opposed to the availability of sufficient numbers ready to fulfill these occupational roles at the present time.

Various approaches have evolved to meet this critical need. The G.I. Bill was introduced following World War II.

It was extended by the Korean G.I. Bill after 1950. There was a dramatic increase in the number of scholarships and fellowships provided by industry, community agencies and the universities and colleges. Federal grants and aids, also, increased as evidenced by the Fulbright and the National Defense Educational Programs. Foundation grants and aids to both individuals and institutions multiplied greatly during this period. Although each of these programs had its own unique and distinct set of purposes, it is perhaps true that from a societal frame of reference a universal or general purpose is common to all of them: to provide the means of improving the opportunities for individuals to play more worthwhile roles in our society by reducing the occupational lag of sorely needed and highly trained personnel in proportion to the existing human resources.

The increased numbers of young adults flocking to institutions of higher learning have forced an expansion of the size and scope of the entire university complex. A corresponding parallel is apparent with another segment of our population: those adults who have concluded their formal education but now find a need or desire for additional educational experiences. With the return to school of considerable numbers of adults for a variety of reasons, there has been a concomitant demand for the general improvement in the entire administrative organization of adult education activities: improvement of general facilities for special skills,

improvement of course offerings to meet the diversity of adult needs, improvement of guidance services available to adults, improvement in the quality of instruction, and improvement in the administrative personnel needed to direct such programs. Consequently the adult education movement has experienced a significant transformation. A. A. Liveright alludes to eight factors which appear to be responsible for this development.¹

1. The growth in total population and in life expectancy, which accounts for a vastly increasing number of adults who constitute a market for educational programs.
2. Continuing developments in industrialization, mechanization, and automation provide for more leisure time, thus making it possible for more adults to enroll in adult education programs.
3. A continuing improvement in the standard of living and in the incomes of all workers, which make it possible for adults to pay for programs in adult education.
4. The impact of World War II and the Korean War in terms of: bringing more adults to college campuses (for engineering, science, management and technical programs financed by the Government) and thus instilling the importance of continuing education for the students, and making colleges aware of the opportunities; proving to college faculties the challenge involved in teaching highly motivated adults -- such as the veterans; emphasizing the need for different kinds of education about international and world affairs.

¹. Liveright, A. A. Adult Education in Colleges and Universities, Chicago: Center for the Study of Liberal Education for Adults, 1960, p. 4.

5. A major movement of our population from farm to city, with accompanying needs for new kinds of adult education concerned with urban renewal and redevelopment, and with needs for new kinds of remedial education.
6. Large scale proliferation of the mass-media with consequent possibilities for bringing enlarged and more imaginative educational programs into the homes and living rooms of adults.
7. Vast increase in the number of voluntary organizations and in the educational programs carried on by them, thus involving in adult education hundreds of adults who might never register for a formal program.
8. The eighth factor, in reality a dual one, is first that more and more people in the United States are accepting the need for a college education as part of their standard equipment for a job and for life and that, therefore, there has been a staggering increase in the number of adults who now hold college degrees. (216,521 degrees were conferred in 1940 as compared with 440,304 in 1958.)

Subsequently the scope of liberal adult education was expanded, and the organizational machinery and programs became more complex and heterogeneous. But most important was the critical need for greater numbers of highly skilled and trained professional adult educators.

Plato seemed to capture the essence and worth of each man in his contribution to the improvement of his social order. His old refrain, "Like man, Like state; we cannot expect to have better government until we have better men," seems to be applicable to our problem. Although there are many important structural factors to consider for improving

adult educational opportunities such as administration, operation, or program; we cannot expect to have better liberal adult education opportunities until we have enough well-trained and adequately prepared adult educators. Three prominent adult educators have cited this need in their professional writing: Paul Essert² of Columbia University, Cyril O. Houle³ of The University of Chicago, and Paul McGhee⁴ of New York University. Ralph A. Beals and Leon Brady⁵ stated their position in this way:

The attributes that have been singled out as requisite to successful leadership in adult education are coextensive with the qualities of scholarship and character admired by the critics. In effect, these attributes may be reduced to two: knowledge capable of affecting favorably, according to some reasonable scheme of values, the personal and social developments of the individuals who compose a society; and the ability to communicate that knowledge in terms that are comprehensible and acceptable to a particular clientele. The effectiveness of adult education will be commensurate in quality and extent with the purposeful enlistment and training of such constructive minds.

2. Essert, Paul L. "The Future of Adult Education," Teachers College Record, Vol. 49, Nov. 1947, pp. 92-3.

3. Houle, Cyril O. "Education for Adult Leadership," Adult Education, Vol. 8, Autumn 1957, p. 3.

4. Mezirow, J. D. and Berry, Dortha. The Literature of Liberal Adult Education, 1945-1957, New York: The Scarecrow Press, Inc., 1960, p. 55.

5. Beals, Ralph A. and Brady, Leon. The Literature of Adult Education, New York: American Association for Adult Education, 1941, p. 106.

But the task is not a simple one. Note the prerequisites which each adult educator should possess as described by Harry A. Overstreet and Bonaro W. Overstreet.⁶

The adult educator cannot be simply a person of good will and generous impulses -- and large ignorance. He must know something well. Neither can he be simply a person who knows something well but who is profoundly ignorant about the mental and emotional make-up of the adult human being and of the society in which he resides. Nor can he be simply a schoolman in the traditional sense of that word, a person trained in pedagogy and in not much else. To train anyone, including oneself, to become a genuine adult educator is a large order. For the adult education expert must be in a sense two or three experts rolled into one. He must have specific and accurate knowledge about something. He must know people and human society. And he must know the special hopes and problems of his educative profession.

Both of the previous sources were written with vision in 1941. Yet in 1959, some eighteen years later Edmund des Brunner et al. wrote the following statement:⁷

The field is so large and varied, and its professionalization so recent and, indeed, incomplete, that there has been mounting interest in the qualities and training needed by those who serve the adult education movement as employed leaders with professional status in the field.

6. Overstreet, Harry A. and Bonaro W. Leaders for Adult Education, New York: American Association for Adult Education, 1941, p. 38.

7. des Brunner, Edmund; Wilder, David S.; Kirchner, Corrine and Newberry, John S. An Overview of Adult Education Research, Chicago: Adult Education Association, 1959, p. 178.

This point of view must have been shared by the Directors of Fund for Adult Education, a Fund supported by the Ford Foundation and organized in 1951. Not since the Carnegie Corporation had contributed some three million dollars from 1926-1936 in the establishment of the American Association for Adult Education, had a foundation accepted to support the adult education movement in such depth and with such extensive financial support.

The activity of direct concern is the Fellowship Program of the Fund for Adult Education from 1951-1961. Over 292 grants were distributed during this period for study directed to lay and professional leadership training. Specific purposes were defined, criteria for selection were determined and organizational machinery was established. Financial assistance was distributed to the selected recipients, and a diversity of programs were initiated. It seems plausible, then, that a descriptive survey and analysis of selected recipients can reveal significant data relating to the basic problem of increasing the numbers of highly qualified, well-trained adult leaders needed to perpetuate and extend the basic objectives of a liberal adult education movement.

Statement of the Problem:

The purpose of this study is to describe and analyze the performances and attitudes of selected recipients of the Fund for Adult Education in terms of:

- I. The characteristics related to the recipients of the grants.

- A. Age
- B. Sex
- C. Marital Status
- D. Formal Education
- E. Years of the Grant
- F. Occupation at the grant
- G. Purpose of applying for the grant
- H. Occupation at present time

II. As assessment of the outcomes of the grant programs.

- A. The purposes of the Fund for Adult Education grants as defined by the Board of Directors.
- B. The recipients self-appraisal of the realization of the Fund's purpose.
- C. The recipients present professional role.
- D. The recipients professional participation and contribution.

III. An appraisal of the academic preparation for leadership in adult education.

- A. Self-estimate of the recipients in relation to those experiences essential to the academic preparation of adult educators.
- B. Experiences which should be included and extended to better qualify future adult educators.

Factors Considered in the Formulation of Questions:

In 1951 the Fund for Adult Education was established. This was a newly formed organization directing itself to a multi-phase approach in the support of adult education. It formed a statement of general purposes to direct the activities and functions of the Fund. These purposes were refined, clarified and specified during the ensuing years of the Fund's maturity. One of the paramount and specific purposes of the Fund which endured both the test of time and the re-restatement of purposes was geared toward the promotion of both lay and professional leadership. The emphasis in this study shall be centered in the area of that purpose which sought to

promote professional leadership for the adult education movement.

In order to appraise the success of the grants issued by the Fund for Adult Education, it becomes imperative to identify the stated purpose or purposes underlying the grant program in relation to the actual outcomes realized by the recipients. Frequently, the contribution toward a stated purpose is incidental rather than direct. The grant may be utilized for a diverse number of personal motives as differing from the intent of the Foundation issuing the grant. If this becomes the case, the Foundation may never fully realize its intended purposes to any significant degree. It may also lead to a dissipation of vast sums of support monies sorely needed in a specified area vital to our society. Hence, the real value of any Foundation grant can only be measured by the evaluation of the subsequent outcomes of the products in terms of how they relate to a specific purpose outlined by the Foundation. Therefore, the purpose defined by the Fund for Adult Education underlying its grants will serve as the criterion for appraising the outcomes achieved by the recipients of the grants.

The scope and nature of the Fund for Adult Education was, indeed, both extensive and varied. The purposes as a result were multiple. To focus upon the entire program from a macroscopic point of attack would be a prodigious and overwhelming endeavor and impractical to the basic problem. But

to view one aspect of the program from a microscopic perspective would be germane to the essential problem -- that of increasing the number of highly qualified professional adult educators and leaders. The controlling factors of this study will be limited to those individuals who were given grants for the purpose of advanced study on degree programs and/or those individuals who had earned doctoral degrees but were in need of further academic study or field training. This eliminates those recipients who were given grants for the promotion of lay leaders in adult education. It also eliminates those adult education leaders with less than a doctoral degree who were not on a special or degree program of academic study. It also reduces the scope of the Fund for Adult Education program to the general fellowship program and excludes the activities and grants provided in the area of the Mass Media fellowship program.

One final consideration must be directed to the academic training received by the recipients. Since no one institution or institutions had a monopoly on the training programs offered to the recipients, it is impossible, except in the most general sense, to appraise the nature and depth of the educational experiences provided by any one educational institution. What is of direct importance is the judgment of the recipient in terms of the adequacy of his preparation to be an effective adult education leader by both direct and indirect means of self-appraisal.

Basic Questions for this Study:

The following questions will define the sphere of this study. It is through the analysis of the data as it reveals the pertinent answers to these questions that any final evaluation or interpretation of the Fund for Adult Education Fellowship Program can be made. With this perspective in mind the following questions are presented:

- I. What are the characteristics of the selected recipients of the Fund for Adult Education grants and what were their subsequent relationships to the problem of providing the leadership necessary for the adult education movement?
- II. What is the relationship between the intended purposes of the Fellowship program sponsored by the Fund for Adult Education and the actual outcomes realized by the selected individuals who received the grants?
- III. How well were the selected recipients academically prepared to fulfill the roles of leadership needed to promote the objectives of the liberal adult education movement?

It is through the resolution of these questions that a final appraisal will be made assessing the contributions made by the Fund for Adult Education Fellowship Program.

Assumptions:

- I. That a reasonably accurate appraisal of the Fellowship Program of the Fund for Adult Education can be gleaned from a follow-up questionnaire of the selected recipients from 1952 to 1961.
- II. That adult educational leadership can be adequately defined and measured by the occupational status, by the professional roles and by the contributions of the selected recipients.
- III. That the selected recipients could provide pertinent data through the process of self-analysis and self-appraisal.
- IV. That the questionnaire used in this study as a data collection instrument has been so devised and implemented as to secure an adequate sample necessary to test the essential questions of this study.
- V. That the items on the questionnaire will be understood and interpreted similarly by the selected recipients participating in this study.

Delimitations:

- I. That this study will be confined to those selected recipients of the Fund for Adult grants in the general fellowship program from 1952-1961.
- II. That the selected recipients will be restricted to those individuals who were on degree programs or those individuals who had earned doctoral degrees but who were in need

of further academic study or field training.

III. That pertinent relationships and interpretations will be discerned only as they are significant in relation to the stated purposes of this study.

Definition of Terms:

FUND -- The organization called the Fund for Adult Education.

FUND FOR ADULT EDUCATION -- The organization which was chartered in 1952 with its established Board of Directors and statement of purposes.

GRANTS -- Sums of money dispersed to selected individuals.

RECIPIENTS -- Those individuals who received the grants as awarded by the Fund for Adult Education, 1952-1961.

LEADERSHIP ROLE -- A role whereby an individual comes into contact with one or more individuals, either by direct or indirect means and can stimulate, motivate, educate, and/or direct them to a more constructive course of action than if the association or interaction had not existed.

LIBERAL ADULT EDUCATION -- A process of education concerned with the total development of the individual needed to become a more useful member of his democratic society. It does not seek to educate a single aspect of man's needs but is committed to the educational experiences necessary to the manifestation of the whole man.

GENERAL ADULT EDUCATION -- The definition applied to liberal

adult education shall extend to general adult education. The two terms shall have the same meaning and be used interchangeably throughout this paper.

Significance of the Study:

The significance of this study seems manifold. With the apparent increase in adult population accompanied by an evolution of a more heterogeneous, complicated and technically oriented social order; the pressures, needs and problems confronting our adult citizens are going to continue to increase in scope, dimension and intensity. It seems that the catalyst in the resolution of this dilemma finds its core in the continual adult educational process. If the depth and quality and number of adult education experiences are going to expand and increase in an organized and purposeful manner, it seems that such a realization is directly dependent upon an adequate number of highly trained adult education leaders.

Perhaps this study can indicate how a Foundation through its active support promoted this end. If the Fund for Adult Education grant program succeeded in the achievement of its stated purposes, then it made a major contribution toward the preparation and promotion of adult education leadership.

The characteristics of the selected recipients can give some assistance to the resolution of the overall problem. It may also help form an image of the potential or actual adult educator and help identify the characteristics of individuals

who could profit from advanced training in adult education. These data may reveal a composite picture of the available leadership for the next decade of those individuals who received grants from the Fund for Adult Education. It is with this goal in mind that the accumulation of data pertaining to the characteristics of the selected recipients seems immediate.

Another factor which merits our attention deals with the preparatory experiences vital to the training of adult education leaders. Mere numbers are not enough. Quantity without quality foreshadows a declining of the adult education movement. Therefore an estimate of the background of the recipient's formal training in liberal adult education has, at least, two positive levels of contribution. These data may assist in identifying areas where inadequate preparation resulted and may help reshape the basic curricular experiences needed by our adult educators. In essence, the data collected in this study could assist in shaping the nature of the academic training needed by our adult educators now and in the future.

Finally, this study could be of value in the promotion of further grants by foundations to individuals interested in preparing for the role of adult educator. If the data collected indicate a reflection of positive growth in increasing the number of adult education leaders through its grant program then it seems worthy that such an endeavor should be

continued. Adult education leaders are not manufactured for eternal use. The flow of available leadership is in direct proportion to the numbers of adults being prepared for this venture on a continuous basis -- a need which by nature must continue to increase in quality and quantity or adult education will suffer the pangs of despair and be a mere appendage to the total educational process. The heart of the adult education movement is rooted in the availability of professional leadership. This appears to be an inescapable fact. Harry A. and Bonaro W. Overstreet perceived this same problem and echoed their sentiments.⁸

But nothing -- organism or institution -- can stay just as it is and continue living. To survive, the adult education movement has to grow. It has to grow in size, influencing more and more people, reaching into more and more communities. It has to grow in its range of activities, touching the lives and hopes of people at more and more points. It is not going to grow, or survive, unless it can equip itself with more leaders, and more effective leaders, than can be expected to come its way by happy accident. If we are to put next things next, we must turn our concentrated attention now to problems of leader training.

8. Overstreet, Harry A. and Bonaro W., op. cit., p. 25.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to present the literature related to the specific aspects characteristic of this study. The intent is to provide a body of essential information which may serve as a frame of reference needed to formulate and understand the presentation, analysis, and interpretation of the data contained in this study. The term "related" has been interpreted by the author in a very strict and narrow sense. Therefore, those bodies of information which are incidental and indirectly related to this study have been omitted. The collection and presentation of the related literature is divided into five segments.

The five major subdivisions of this chapter are: (1) a candid review of the inadequacy of trained leadership in adult education; (2) a brief historical review of the Fund for Adult Education; (3) an overview of the adult education fellowship program of the Fund for Adult Education; (4) an evaluation of the Fellowship Program of the Fund for Adult Education; and (5) the inadequacy of university and college training programs in adult education.

Lack of Adequate Leadership in Adult Education:

The initiation, organization, and development of the basic institutions of our society have been dependent upon a

vigorous core of inspired leaders. The successful evolution of these institutions is affected not only by the leadership available at one period of time, but by the continuous supply of leadership needed to perpetuate the goals of any organization. Although many variables may be cited as probable causal factors which have affected the success or failure of our social institutions, the inescapable relationship of adequate leadership to the outcomes of any movement cannot be denied. Historians have assessed George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Woodrow Wilson, and Franklin D. Roosevelt as our seven greatest political leaders. If a cursory purusal of the industrial development in the United States were made, the names of Dupont, Carnegie, Rockfeller, Fisher, and Ford would be readily discerned. The history of the labor movement in America would quickly reflect the magnitude of the leadership of such men as Samuel Gompers, John L. Lewis, and Walter Reuther.. And in the history of our educational development the significant contributions of Thomas Jefferson, Benjamin Franklin, Thomas Mann, Charles Eliot and James B. Conant can be perceived. The origin of an institution may begin with the vision of a charasmatic figure and be nurtured by the political, social, and economic forces operating at that time but the perpetuation of any institution over a prolonged period of time is dependent upon an adequate and continuous supply of trained leaders.

Paul Essert reflects upon this point of view when he said, "On the other hand, there probably has never been a period when the world was more anxious to find creative leadership for its institutions."⁹ The need for leadership was also echoed by Florence M. Hornback when she wrote:

Intelligent and conscientious leadership is our greatest need today as always. The success of any group undertaking depends upon the quality and sincerity of its leaders -- those persons who are filled by force of ideas, character, will power, or special ability to arouse, direct, and guide their fellows.¹⁰

The infant of our educational family, adult education, is in need of this kind of leadership. The type of leadership needed to integrate the maze of adult educational activities in an orderly purposive design; the type of leadership needed to promote the dynamic nature of the adult education movement to the point that the shackles of financial limitations are removed; the type of leadership which inspires community participation, so that each individual contributes to his society by actively accepting his responsibilities of citizenship; and the type of leadership which will provide a program of adult education geared to the total development of the individual with an emphasis upon process and product.

9. Essert, Paul L. Leadership of Adult Education, New York: Prentice-Hall, Inc., 1951, p. 6.

10. Hornback, Florence M. Leadership Manual for Adult Study Groups, Patterson: St. Anthony Guild Press, 1934.

The general need for adult leadership is identified from a variety of perspectives. Paul Sheats, Clarence D. Jayne, and Ralph B. Spence wrote:

A serious block to the rapid growth and development of adult education in the United States today is that presented by the lack of adequately trained people and the absence of professional standards to guide their professional behavior. Except for isolated instances, little has been done thus far in providing effective leadership training.¹¹

Leland P. Bradford described his point of view by writing:

The many problems facing adult education are further complicated by lack of leadership. Because of increasing demands there is a dearth of trained and experienced leadership in adult education. To date adult educators have had to develop thru experience with a minimum of opportunity for training.¹²

Gordon J. Aldridge cites the increased need of trained personnel to deal with the expanding numbers of older adults by writing:

With adult education accepting the appropriateness of its increasing responsibility concerning problems and opportunities in aging, the role in the training of workers to develop and carry out educational programs for older workers becomes of first importance. The shortage of trained persons to work with older adults in all fields is steadily

11. Sheats, Paul; Jayne, Clarence D. and Spence, Ralph B. Adult Education, New York: Dryden Press, 1953, p. 486.

12. Bradford, Leland P. "Report of the Division of Adult Education Services of the National Education Association," Adult Education Bulletin, August 1947, 11:168-9.

increasing as more services are developed for growing numbers of older adults. Efforts to meet this expanding need have been made by some universities and other agencies, but generally on a sporadic, and expedient basis.¹³

J. R. Kidd emphasizes the problem by indicating that many adult education activities are in the hands of people trained in other specialized areas.

Adult education, than has become an extensive activity, and it seems that we are just at the beginning. A great many people are engaged full time in work directly related to the learning of adults, -- for example, teachers in night school, librarians, managers, foreman, coaches, counselors, agricultural extension agents, trade union educational officers, program directors in social agencies. These practitioners have been trained usually in some field other than that of adult education, but they are expected to display superior competence in many skills and fields of knowledge.¹⁴

The lack of adequate leadership in adult education was observed by officials of the Fund for Adult Education. Charles H. Percy, Chairman of the board, the Fund for Adult Education, reflected upon the problem by writing, "One severe problem was the shortage of well educated, imaginative and skillful

13. Aldridge, Gordon J. Education for Later Maturity, New York: Whiteside, Inc., and William Morrow and Co. Inc., 1955, p. 301.

14. Kidd, J. R. How Adults Learn, New York: Association Press, 1959, p. 10.

liberal adult educators. The work did not attract really capable educators, neither teachers nor administrators."¹⁵

C. Scott Fletcher, President, The Fund for Adult Education, wrote in the preface of Able People Well Prepared:

Individuals strongly committed to the idea and able to advance the practice of continuing liberal education are always in short supply. They were especially scarce in 1951 when the Fund was established. Moreover, it was then clear, that as liberal adult education activities increased and as educational television came into being, their numbers would be even less adequate to meet the need unless there was a vigorous effort to increase them.¹⁶

Ronald Shilen, executive secretary of the Fund for Adult Education wrote:

A critical scarcity of well prepared people in liberal adult education was evident in 1951. Many of the practitioners in the field lacked the equipment that professional training helps provide. Few of the entrants came with significant knowledge about the field or with solid grounding in the goals, techniques, and methods of this branch of education.

Fund-commissioned surveys of various segments of adult education in the United States were bringing forth additional evidence of a scarcity of able

15. The Fund for Adult Education, A Ten Year Report, 1951-1961, New York: Fund for Adult Education, 1962, p. 4.

16. Shilen, Ronald. Able People Well Prepared, New York: The Fund for Adult Education, preface.

leaders at all levels -- administrators and trainers, teachers and discussion leaders. The Fund's activities, then beginning to burgeon, and plans in the making underscored and added to the need for more and better-equipped educators.¹⁷

The problem of inadequate numbers of trained adult leaders could not be evaded. One of the purposes of the Fund for Adult Education was to bridge this gap.

Brief History of The Fund for Adult Education:

Shortly after World War II the Ford Foundation was engaged in a process of redefining and reshaping its activities. A study committee was appointed in 1948 with the expressed purpose of recommending policies, programs, and practices which should direct the actions of the Ford Foundation. In 1949 this study committee defined and outlined the following five specific areas worthy of serious attention and support: (1) to contribute to the establishment of peace; (2) to strengthen democracy; (3) to strengthen the economy; (4) to strengthen, improve and expand education, and (5) to increase knowledge of individual behavior and human relations. These recommendations were submitted to and adopted by the Ford Foundation in 1951.¹⁸

17. Ibid, p. 1

18. The Fund for Adult Education. A Ten Year Report, op.cit., pp. 8-10.

In 1951 the Ford Foundation established two independent organizations to advance its commitment as defined in area Four: to strengthen, improve, and expand education. The Fund for the advancement of education was established with its primary concern centered in formal educational activities "from elementary grades through college levels." The Fund for Adult Education was established with its primary concern centered in those educational activities "which begins when formal schooling is finished." To be engaged on all levels of adult education was beyond the scope of the Fund. The essential concern of the Fund was directed to those activities which would promote and extend the objectives of a liberal adult education. The emphasis was directed to the continuous education of adults in preparing them to accept those responsibilities of citizenship emerging in a free and democratic society.¹⁹

Sheats, Jayne, and Spence further clarify the Fund's position concerning the nature of a liberal education:

In the Fund's definition "education" stands in contrast to training on the one hand and indoctrination on the other. It is concerned with the development of the whole person, not merely specialized functions. It is concerned with developing the ability to think independently and well, not with the passive acceptance of ready made, prescribed opinions. Teaching how to think, not what to think, is the aim. It is a life long process with education only the initial phase.

The liberal characteristic of education the Fund considers to adhere in

¹⁹. Sheats, Paul; Jayne, Clarence D. and Spence, Ralph
op.cit., p. 267.

processes and product rather than in content or material. The process is free thought and communication; the product is the mature and responsible citizen in a free society. The Fund recognizes that achieving education of a liberal character depends mainly upon the skill and imagination of the educator.

Education of a liberal character is no longer class education. Formerly its objective was to prepare the few for both the rights and duties of freedom -- freedom from the necessities of labor and for leisure; freedom for the privileges and obligations of rule. In the United States today almost no one is free from labor, but almost everyone has increasing opportunities for leisure. Almost all adult citizens share the responsibilities of rule. Liberal education, therefore, should now apply to the many and not merely to the few.²⁰

Further attention is directed by the authors to the relationship of liberal adult education to the preservation of our free society.

From the fact that the Fund operates within, and in the service of, "a free society" stem additional determining factors. The free society of the United States in the mid-Twentieth century is based on the assumption that the fullest development of the individual is the end in view and that the same individual is the means for its preservation. It is necessarily a self-examining and self-improving society. With universal suffrage the political base of the society, an enlightened adult citizenry is a fundamental requirement. . .

Given the contemporary fact of worldwide interdependence, any educational program looking to mature and responsible

20. Ibid., p. 268.

citizenship must recognize that the citizens of the United States face the danger of war and loss of freedom. If these perils are to be averted, the American people must act with knowledge, courage, and wisdom in a host of complex situations. Therefore, it is to education in world affairs, political affairs and economic affairs that the Fund directs its primary effort. At the same time there is recognition that these affairs must be understood broadly, in relation one to another and in the perspective of time. Accordingly, it is assumed that genuinely liberal thought and action in these spheres require a continuing attention to the heritage of humane insight and wisdom embraced within the humanities. In short, what is incontestably urgent must never blot out what is permanently important.²¹

C. Scott Fletcher, President of the Fund for Adult Education, describes both the purpose and the methods employed by the Fund for Adult Education.

The purpose of the Fund for Adult Education during its ten years of existence from 1951-1961, was to support 'programs of liberal adult education which . . . contribute to the development of mature, wise, and responsible citizens who can participate intelligently in a free society.' The key to better, more varied and more extensive programs consists of people -- able, well-prepared and strongly committed -- to plan, create, promote, administer and provide educational opportunities for adults to continue their liberal education:

_____ through such methods as study, study and discussion, lectures and discussions, broadcasts, telecasts and films, institutes, conferences, and workshops;

²¹. Ibid., pp. 268-9.

_____ through such institutional channels as universities and colleges, public libraries, agricultural organizations, labor unions, business corporations, a wide range of voluntary organizations, and the media of mass communication.²²

The means taken by the Fund to achieve its purpose were both extensive and varied. The unmistakable need of providing an adequate supply of trained liberal adult leaders could not be denied. This need had to be fulfilled if the greater purposes of the Fund were to be realized. As a result a program of scholarships and fellowships were established and evolved throughout the life of the Fund. The remainder of this review of the Fund for Adult Education shall be limited to the general fellowship program 1951-1961. The general program was primarily involved in the preparation of lay and professional liberal adult education leadership.

Fellowship Program, 1951-1961:

Ronald Shilen, executive secretary of the Fund, wrote a comprehensive analysis of both the adult education and mass media fellowship programs. Mr. Shilen had at his disposal the files of the Fund which contained many documents, letters, and memoranda which which complemented his actual experiences with the Fund in providing him with essential insights to describe this adventure. A summary of those details which

22. Shilen, Ronald. op.cit., preface.

reflect upon the purposes, objectives, and character of the adult education fellowships shall be of primary importance.

Early Years (1951-1953)

A great deal of preliminary investigation, contemplation, and analysis was necessary before the actual grant program could be initiated. Mr. Shilen refers to specific recommendations made to the Fund by two authorities in adult education. In August of 1951 Paul Sheats who was Director of Extension of the University of California at Los Angeles "proposed that ten fellowships of \$2,500 each, renewable for one year be offered 'to permit graduate study at an institution of recognized standing offering work toward a graduate degree with a major in adult education.'"²³ Mr. Sheats further recommended a statement of objectives for the general grant program:

. . .to encourage more institutions to offer this kind of training, to dignify and add prestige to the offering where it already exists, to provide needed financial help to qualified candidates, and to give national focus to the need for more professionally trained persons in adult education.²⁴

Mr. Cyril O. Houle who was Dean of University College at the University of Chicago wrote a series of statements in September of 1951. Excerpts from this letter are presented as follows:

23. Ibid., p. 2.

24. Ibid., p. 2.

The Fund should select an initial group of universities and make up its policy committee from representatives of those institutions, of the Adult Education Association, and of the National University Extension Association.

It should be contemplated from the beginning that the number of institutions will be expanded as we find additional universities which are doing high-level graduate work in training adult educators.

The Fund should ask the Committee to establish the policies governing award of the grants. These policies should. . . include a clear statement of the prerequisites which would be expected before other institutions are admitted into the scheme. . .

Each person who receives a grant should decide which institution he wishes to attend. . .

My general conception of a scholarship holder is of a relatively young person, usually without extensive experience in adult education, who wishes to work for a Master's degree in the field. Whenever possible, he should have some clear idea of how he hopes to work into the field.

My general conception of a fellowship holder is of a person somewhat older, perhaps in his middle thirties, who holds a position in adult education from which he can take leave of absence in order to do advanced study, probably toward a doctorate. . .

The scholarships and fellowships should be designed to produce administrators of adult education rather than teachers of adults.²⁵

25. Ibid., pp. 2-3.

In October 1951 the staff of the Fund made its initial proposal to the Board of Directors. It was proposed that \$10,000 be allocated for fifteen scholarships of \$2,500 or less to qualified applicants interested in making adult education their career choice, and fifteen fellowships of \$4,000 or less to qualified applicants who had already embarked upon a career in adult education. The Board approved and appointed a Scholarship Committee from its own members to assist in planning the formulation of the policies and procedures necessary to award the grants.

After three months of consultation between the Fund's staff and the Board's Scholarship Committee with prominent adult education leaders, specific recommendations were presented to the Fund in January, 1952. They adopted a resolution which read:

The Board of Directors of the Fund hereby approves the recommendation of the Scholarship Committee and authorizes it to appoint a Development Committee for Internships, Scholarships, and Fellowships representing 8 or 9 organizations in the field of adult education, the functions of which committee will be: (1) to plan and supervise several studies needed in the field; (2) to select up to 15 persons to receive internships for the first year with grants up to \$5,000 for each recipient; (3) to cooperate with the interns and with the organizations where the internships would be served in planning the individual programs of training; and (4) to make recommendations concerning the final structure of the Internship-Scholarship program.²⁶

26. Ibid., p. 3.

In March, 1952 invitations were extended to those individuals who were to become the members of the Development Committee. It was their responsibility to grant the initial internship awards, plan for a permanent committee, and gain experience in order to recommend a permanent program. The Development Committee utilized the next five months to have both its second meeting and subsequent sub-committee meetings. During this time the Development Committee proceeded to appraise forty-nine applicants for the grants. Thirty-six applicants were chosen by the sub-committee of which two withdrew prior to the beginning of the grant.

The "internship grants," as all were then called ranged from \$500 to \$3500, except for five lesser sums granted to persons engaged in a two-week group laboratory experience. The majority of the awards were for full-time study-observation-visitation programs of from three months to five months duration. Others were for part-time study-work programs for periods up to twelve months.

The 34 interns ranged in age from 23 to 61; 25 were men and 9 were women. Twelve were in volunteer adult educator capacities; for instance, the president of a state League of Women Voters. The remaining 22 were in career positions in adult education, ten as administrators and twelve as teachers and practitioners.²⁷

The Development Committee then made recommendations to the Fund for Adult Education. Part I served as an introduction

²⁷. Ibid., p. 10.

on the initial phase of the grant program. Part III recommended a plan of operation for 1953-1954. The Committee proposed the formation of a permanent National Selection Committee. This group was not to exceed twelve members; it was to be represented by both professional adult educators and by individuals who had contact with on-going adult education activities. The 1953-1954 year was to be the first year of a proposed three-year program with membership rotated in the National Selection Committee. Also included were the means of communicating with the grantees, their advisors, and their superiors in terms of a continual process of evaluation. And finally the Development Committee recommended a budget of \$400,000 for grants in 1953-1954 and \$100,000 for operational expenses.

Part II of the Development Committee's recommendation for the proposed three year training program included a comprehensive statement of the theoretical framework necessary to define the scope, philosophy, purpose, and objectives of the program. These statements were reinterpreted and were instrumental in the formulation of future policies and practices of the Fellowship Program.

Every citizen of our free society has. . .both the right and the responsibility continually to improve himself as a person and as a citizen. Education, like government, is both an expression of regard for individual worth and a means for realizing it. Many factors today make the past and present levels of performance of the American people inadequate to the need. Both as

individuals and as a people they must drastically improve their understanding and express this improvement in wiser and more responsible action. This is the Committee's concept of the kind of adult education for which this program of grants for training is designed.

For want of better terms, we call this liberal or general education. It is education for the rights and responsibilities of freedom, personal and social. It is concerned with the continuing development of each individual and the encouragement of his participation, through the use of his unique capacities, in the creation of an increasingly democratic society. It is aimed at as many people as possible, ideally everybody. . .

Leadership training in adult education has suffered from two unwarranted assumptions. One is that no training is necessary. Many who see clearly the need for systematic training of management in industry do not appreciate a similar need in adult education. The second assumption is that training for formal education can be directly applied to adult education.

In the development of a program for training in adult education three levels of tasks should be distinguished. On the basic level is the adult learner, whose task is to improve himself. On the second level is the adult leader, whose task is to diagnose the learner's needs and to discover, adapt, design, invent and enrich situations in which the adult learner may learn. On the third level is the educator of the adult leader, whose task is to facilitate the adult leader's diagnosis of needs and his creation and use of learning situations.

The recommended program is aimed primarily at the third level -- that of the educator of leaders -- and secondarily at the second level -- that of the leader. It is recognized, of course,

that skill in creating learning situations must precede the skill training of others, that the leader of today is the educator of tomorrow and that most educators of leaders are themselves leaders part of the time. But to multiply its results the program of grants should stress the educator of the leader.

The educators and the leaders are both professional and lay. Whether they are professional or lay, the job in adult education lies in making learners out of non-learners, leaders out of learners, and educators out of leaders.

The first objective of this plan is to provide training opportunities both pre-service and in-service, for adult educators, both professional and lay.

The second objective is to encourage hospitality to improvement in the practice of adult education, both formal and informal.

The third objective is to improve the quality of training for adult education, both formal and informal.

These three are all of a piece, of course. Well trained, flexible persons in key posts of practice and training will be hospitable to further improvements. A field hospitable to improvement will result in better trained persons and better training. And good training will take into account the problem of introducing improvements in practice. But the point is that all three factors and their relationships must be kept constantly in mind. . .

The subject matter of the training programs. . . can be either the elements of general education or the elements of specialized education so that the educator can learn how to introduce general significance.

The techniques of training should be those which are common to all adult

education and not those peculiar to a particular audience or content, except when it is necessary for an educator to learn a specialized technique in order to introduce a general significance.²⁸

The contributions of the Developmental Committee's proposal were significant factors in the general program of grants from 1953 to 1956.

Middle Years, 1953-1956

In January, 1953 the Board of the Fund for Adult Education approved the recommendations of the Developmental Committee. A committee from the Board was selected to work with the staff in approving the National Committee for the program. The National Committee was charged with the responsibility of outlining a suggested program. The committee of the Board was to review and appraise it and then make specific recommendations to the entire Board. An appropriation of \$500,000 was made by the Board "for the Internship-Scholarship-Fellowship Program of the Fund for the development of general leadership in adult education."²⁹

The new National Committee was established in April of 1953. In May, 1953 the National Committee prescribed the policies and procedures to initiate the activities of the program. Public announcements were dispersed throughout the country announcing the details of the grants in June of 1953.

28. Ibid., pp. 12-13.

29. Ibid., p. 21.

Deadlines for application were established and the formation of various sub-committees appointed to execute the various functions of reviewing the applications and allocating the funds. In February, 1954 the National Committee reported to the Fund through a series of recommendations. It approved a total of 120 grants: sixty study awards, thirty-three fellowships, and twenty-seven scholarships. The report also contained the following data:

A total of \$341,425 is committed in grants for the 120 recipients. The smallest award is for \$395, the largest for \$6,900, with \$2,845 as an average. . .

The time span for grants ranges from forty days to one year, full time. Thirty-two awards are for part-time study and visitations. Wide latitude in the time arrangements enables persons who could not absent themselves from their posts for several consecutive months to take grants. They will participate in study and training and visitation for shorter periods, with intervals on their jobs.

Grants were made to eighty-five men and thirty-five women. The age range of the grantees is from 24 to 57 years. The formal educational attainments range from high school graduation through doctoral degrees. . .³⁰

A part of the National Committee's report contained recommendations concerning future grant programs. It recommended to continue the policies and procedures utilized in the selection of the recipients in 1954, increase the amount of funds

30. Ibid., p. 23.

for the second year of the grants, include more civic leaders interested in adult education and reduce the number of institutional representatives on the selection committee, improve means of dispersing information and improve means of evaluation of the grant program by the National Committee, and suggested changes in length of meeting time, regional organization, and time intervals between the various steps involved in announcing the opportunities of the grant program and the actual beginning of grant work.

A series of recommendations proposed by the National Committee were presented by the staff to the Board of the Fund for Adult Education. It contained the time intervals from the initial announcement of the application dates to the last day to be used in completing the study. This information was directed for the grant program of 1955-1956. The financial appropriations requested to effect the 1955-1956 grant program was \$450,000. Although the Fund's Board approved in general with the recommendations, final approval could not be asserted until further financial appropriations were forthcoming from the Ford Foundation to support this program. The Ford Foundation, however, elected to withhold further appropriations until an analysis of a long-term Fund program could be considered.

Since time limitations prevented the practicality of a publicly announced grant program for 1955-1956, the Fund suggested and approved in October of 1954 an alternate program with \$150,000 made available for Leadership Training Awards

in adult education. Only four individuals received these "special" grants. The characteristics and direction of the alternate plan are clarified by the following excerpts:

It was the Fund's intent to help provide liberal adult education with more and better-trained leaders. This intent must now take into account certain changes in the amount of and the conditions governing resources available for the purpose. Whereas the program designed in 1952-53 and administered in 1953-54, dealt with liberal adult education broadly, including but not limiting itself to Fund-sponsored activities, the new grants must be sharply focused on the activities sponsored by the Fund. . .

Fund officers and staff, and, to an extent, the principals, in its grantee organizations and operations, as well as outstanding persons in adult education who are sympathetic to the Fund's endeavors, should be on the lookout to bring to the grant office's attention the most promising persons for grant consideration.

. . .the relatively few grants (are) to be given only to individuals of unquestionable superiority where the gamble is minimal and where a genuinely custom-built training design will quite clearly upgrade the participant to the point at which he or she can take on greater responsibility in liberal adult education. . .

The training experiences received by the recipients of the grants must be individually designed to the needs of the recipients and to the work in Fund-sponsored activities which is anticipated.

The primary objective of advancing a small number of persons so that they are uniquely prepared for responsible positions in liberal adult education leaves little in the way of resources

for such objectives as "encouraging hospitality to improvement in the practice of adult education," and in "improving the quality of training for adult education."

Therefore no consideration should be given to any projects save those involving a special individual in a chosen internship or study situation. No efforts should be made to distribute grantees so as to involve more institutions or to "balance" grants across various segments of the field. Most, perhaps all, of the recipients will be prepared for career work in liberal adult education; and most, perhaps all, of the training situations will be of the nature of internship, rather than of a purely academic nature. . .

. . .the staff should be limited to an Executive Secretary with a secretary reporting to the Director of this Fund operation. . .

All senior staff members of the Fund will be drawn upon in the nomination of candidates, in the consideration of training situations and in maintaining liaison with the recipients and the training situation.³¹

After nearly a year of operation under the conditions of this alternate plan, the staff of the Fund re-assessed the outcomes of the closed "special grant" program and discerned its effects and limitations. Subsequent discussions led to the presentation of a point of view on the agenda of the Fund's Board in October of 1955. The essence of this point of view is contained in the following statements:

31. Ibid., pp. 24-5.

Experience during the past year suggests the need for a further modification in procedure. A public announcement is necessary to discover a larger number of persons and opportunities of the kind and quality desired. A selection committee is necessary both to give the Fund the advantage of the wisdom and experience of important persons in the field, and to share with these persons the understanding and development of philosophy which take place as a result of considering candidates. Moreover, giving all interested persons an opportunity to apply for the awards, and calling upon outstanding figures to make the selections, strengthen the relationships of the Fund with the field and help the adult education movement toward maturity.

What is sought for now is a combination of the advantages of (1) choosing from a wide field of persons and job opportunities and of (2) the sharper focus on liberal adult education and matching individuals and jobs.

. . .the following measures are proposed: (1) a public announcement specifically defining the purposes, nature, and criteria of the program; (2) a preliminary weeding-out of inappropriate candidates by the staff of the Fund on the basis of application blanks, letters, and interviews; and (3) the appointment by the Fund of a committee to make the selections.

For the recipients to begin their study and training for the year 1956-57, selection must be made by spring, and the announcement of the program should therefore be made as soon as possible.³²

The Fund's Board approved the recommendations in October, 1955 for the return to a publically announced grant program. An appropriation of \$150,000 was made available for the grant

32. Ibid., pp. 25-6.

program of 1956-57. After the screen procedures were completed, the National Selection Committee decided in February, 1956 that forty-two fellowships be granted.

Final Years, 1957-1961

During the remainder of the Fund's existence a stabilizing effect of procedure and policies was evident. The Fund maintained a publicly announced open grant program. Concurrent Fellowship Programs, the general and mass media, were allocated an annual appropriation of \$250,000 -- \$210,000 was divided equally between the General and Mass Media Fellowships. The National Selection Committee maintained the responsibility of selecting individuals for the grants; the screening of applications, however, was conducted by Fund staff members.

The "special grant" system used in 1955 was maintained in concurrence with the publicly announced grant program. The Fund still possessed the opportunity to choose individuals for grants. During the four years 1956-1959, \$40,000 was allotted annually by the Directors for "special grants." These monies were directed to several individuals as Fund Fellowships; \$15,000 was delegated annually to the Canadian Adult Education Association for sub-grants in Canada; and \$26,000 was allocated to the Center for the Study of Liberal Education for Adults to provide internships for selected individuals from university extension divisions and evening colleges.

The patterns of procedure were uniform during the grant programs of 1957-58, 1958-59, 1959-60, and 1960-61. The

operating procedures involving the initial announcements, the applications, the filing of applications, screening, interviewing, and final selection became routinized for both the general and mass media fellowship program. Each year approximately \$105,000 was designated as available grant money in each of the four years and between seventeen and twenty-two grants were awarded.

The objectives, purposes, and goals of the Fellowship Program of the Fund for Adult Education were clear. The leadership training awards were deemed essential as a means of increasing the number of trained, qualified individuals needed to perpetuate the objectives of the liberal adult education movement. From 1951 to 1961 a total 292 grants were awarded to individuals to enhance this goal. The impact of these awards in relation to their stated objectives becomes the next step in our inquiry.

Evaluation of the Fellowship Programs:

A review of the literature relating to the Fellowship Program of the Fund for Adult Education revealed a dearth of evaluative studies. The scarcity of evaluative assessments was not limited to the Fellowship Program itself; the available literature describing and evaluating any aspect of the Fund's activities is extremely rare. The majority of the literature is published by the Fund itself or by its former staff members: annual report, ten year report, and special report. Evaluations of the Fund's activities and the Fellowship Programs were conducted as an on-going process by the

Fund itself. It is assumed that these data are on file in the permanent records of the Fund. Therefore the appraisals of the Fellowship Program contained in this paper will be limited primarily to candid judgments of representatives of the Fund.

Charles H. Percy, Chairman of the Board, The Fund for Adult Education, described the limited availability of skillful imaginative adult educators prior to the organization of the Fund for Adult Education. In reviewing the contributions of the Fund to resolve this inadequacy he said, "Now again through timely and determined efforts of the Fund, there is a large and rapidly growing supply of excellent personnel who will inevitably earn for adult education its rightful place in the American educational scheme."³³

C. Scott Fletcher, President, The Fund for Adult Education, appraised the contributions of the Fellowship Program to the liberal adult education movement.

As president of the Fund, I have been in a position to make my own evaluation, and simply stated, it is that these awards have done much to advance the idea and practice of continuing liberal education in the United States; and, furthermore, to advance the concept and reality of continuing liberal education as a field of education and participation worthy of the best talents and the best preparation.³⁴

33. The Fund for Adult Education, A Ten Year Report.
op.cit., p. 4.

34. Shilen, Ronald. op.cit., preface.

Ronald Shilen, Executive Secretary of the Fellowship Program from 1951-1959 and its director in 1960, comments upon the difficulty inherent in evaluating fellowship programs, the contributions of the Fellowship Program, and the need for continuing a grant program to individuals.

Fellowship programs are notoriously hard to evaluate, because essentially they are gambles on, and investments in, people, and the human equation is the most complex of all. The Fund made such evaluations as it could in order to achieve a constantly finer focus in areas that do not permit neat boundaries because they deal with the breadth, variety, complexity and dynamism of the lives of self-governing adults.

By all the measurable criteria, the Fellowship programs were and continue to be effective -- such criteria as advancement in recognition and responsibilities; the judgments of employers, supervisors, and the recipients themselves; and achievements in publications, programming and other activities.

But the Fund is convinced that the Fellowships programs have made and will make a contribution to wider, deeper and better opportunities for the American people to continue their liberal education.

Whatever contributions the programs make are due in large part to those many persons who, in many roles, helped in their conception, development and execution. Whatever appreciation the Fellows may feel is owed, not to the Fund, but to the idea and the cause the Fellowship programs were set to advance -- continuing liberal education.

As events make us more grim, the tendency for institutions and agencies, public and private, is to deal increasingly with plans, projects and programs. The

danger is that individuals will be ignored. Yet plans, projects and programs depend on able people well prepared. And the whole strength of a free society is the quality of the individuals it permits and encourages. Relatively small sums of money to the right persons for the right things at the right times can make much more difference than larger, more ambitious enterprises.

To plan and execute grants to individuals is neither easy nor inexpensive. There is no "mass production" method with education. Large numbers of persons must be educated, but each education is an individual process.

The Fund hopes that its programs of Fellowships in liberal adult education and in the media of mass communications will be but a prelude to other ventures in this field.³⁵

Thurman White, Editor of Adult Education, in appraising the contributions of the Fund said:

It (Fund for Adult Education) has been devoted to the development of scholarly leadership through fellowships, faculty seminars, thoughtful publications and leadership meetings; its concern for the professional growth of adult educators has been among its most conspicuous efforts.

The Fund was timely. It was a major influence in the increasing perfectability of our field during the fifties, and it has many truths to share with us. . .³⁶

It is readily perceived that these generalized evaluations are highly personalized opinions. General supportive

35. Ibid., pp. 42-3.

36. White, Thurman. "Editor's Notes," Adult Education, Spring 1960, 10:p. 192.

data for these assessments may no doubt exist; yet not one study could be discerned to substantiate the aforementioned positions. The bulk of the evaluative judgments available in print are by the former officials or staff of the Fund for Adult Education. It would be a natural reaction to question the difficulty of maintaining pure objectivity in assessing any program when the process is conducted by one of its own members.

Nevertheless, that available material which does allude to the evaluation of the Fellowship programs seems to indicate that a high degree of success was attained. It will be of particular interest to observe how the judgments of the selected respondents used in this study shall confirm or deny this position.

Inadequacy of University Training Programs in Adult Education:

The inadequacy of university and college training programs in adult education has been a continuous problem. The literature describing this condition is both plentiful and available. The principal limitations can be divided into two areas: (1) the number of institutions of higher learning offering degree programs in adult education is very small; and (2) the type of curricular experiences needed to prepare adult educators and leaders is inadequate. These two areas will then control the focus of our attention.

Limited university curricula and programs in adult education have received much criticism from prominent adult educators. Paul Sheats, Clarence D. Jayne, and Ralph B. Spence describe their position in this way:

. . .it is still a striking fact that only a comparative handful of institutions of higher learning in the United States are assuming any direct responsibility for the preparation of professional workers in adult education.

Cyril O. Houle, who for a period of years made a systematic effort to list the opportunities for training in universities and colleges in this country, identified in different years from 17 to 44 such training programs. Many of these offerings certainly could not be dignified as complete training curriculums. . . . It is probably no exaggeration to estimate that at present not more than ten to twelve universities and colleges offer a training program leading to a master's or doctor's degree with a major in adult education.³⁷

The authors continue by depicting the implications of inadequate training programs upon the on-going active adult education programs.

Administrators of adult education programs under both public and private auspices complain that because our educational institutions are not preparing men and women with special competence and training in adult education, they are forced to fill important professional jobs with people who lack understanding of the historical background, present scope, and unique problems of the adult education movement.³⁸

Andrew Hendrickson and John A. Spence reporting upon the limited university programs stated:

Responses from 75 per cent of the 96 institutions to which inquiries had been directed disclosed that 41 were

37. Sheats, Paul; Jayne, Clarence D. and Spence, Ralph B. op.cit., pp. 399-400.

38. Ibid., p. 400.

including professional adult education offerings in their regular 1952-1953 academic year programs. Fourteen offered degrees to persons wishing to specialize in adult education.³⁹

Cyril O. Houle indicates the limitations of university programs in adult education by citing the number of full-time professors who devote the majority of their efforts to promote the field of adult education.

At least twelve universities have one or more professors who devote all or most of their time to this (adult education) field and countless other universities and colleges provide at least a course or two.⁴⁰

The universities are only beginning to serve those who seek to build a career in the field of adult education. . . The universities must accept their share of the challenge presented by the new field. They can do so most significantly by broadening and deepening their efforts to educate its emerging leadership.⁴¹

Perhaps one of the more comprehensive studies which appraised the professional preparation programs in adult education is that of Elwin V. Svenson. His study is frequently quoted in an effort to depict the nature of the available adult education programs.

39. Hendrickson, Andrew and Spence, John A. "Professional Training Programs in Adult Education," Adult Education, September 1953, 3:p. 192.

40. Houle, Cyril O. "Professional Education for Educators of Adults," Adult Education, Spring 1956, 6:131.

41. Ibid., p. 141.

Fifty-three institutions were identified as offering some kind of professional study in adult education during the regular academic year. The 12 institutions classified as having the most fully developed curriculum offerings are all universities. They all offer introductory and advanced courses, opportunity for individual study, field work, graduate seminars, and thesis research which can be applied as a major field of concentration for the master's and doctor's degrees. Among these 12, however, there is variation in the quality and extent of their programs. Most of the institutions are developing programs for revision or expansion that when carried into effect should improve their training programs considerably.⁴²

Although some progress in professional preparation is being made, an air of skepticism still prevails. This doubt is alluded to by Elwin V. Svenson.

However, the fact that so many institutions are revising or expanding their adult education training programs leaves a doubt in one's mind as to how comprehensively and carefully these programs were developed by 1952-1953.⁴³

Edmund des Brunner et.al. gives, perhaps, the most current appraisal of the university programs in adult education by reporting:

The slow development of adult education as a methodological discipline in its own right, and as one needing to pay attention in all its aspects to adult psychology and to the implications of such social sciences as sociology and anthropology is shown by the small number

⁴². Svenson, Elwin V. "A Review of Professional Preparation Programs," Adult Education, Spring 1956, 6:163.

⁴³. Ibid., pp. 163-164.

of universities which include training in this field in their curricula. As of this writing /1959/ there are less than a score with programs in adult education, the first of which is less than thirty-five years old.⁴⁴

The position of inadequate numbers of university programs in adult education seems quite clear. Before any significant development toward increasing the available professional leadership in adult education can be made, the number and quality of university adult education programs must be greatly increased and dramatically improved. Our attention, then, will be directed to the literature which identifies weaknesses in the preparatory experiences afforded in limited numbers of universities.

One of the problems confronting the preparation of the adult educator is the need to develop a solid liberal education for each candidate. This means that the adult education curriculum must by necessity provide opportunities for each candidate to have direct experiences in other disciplines outside the school of education. A second concern is the relationship between the academic experiences provided at the level of the university and the actual experiences which are characteristic of the great number of adult education agencies. Elwin V. Svenson alludes to both of these needs by stating:

⁴⁴. des Brunner, Edmund; Wilder, David S.; Kirchner, Corrine and Newberry, John S. op.cit., p. 187.

If an interdisciplinary approach to the training of professional adult educators is accepted, many schools of education will have to change their present general departmental requirements before they can offer a well-developed adult education training program. . .

We should remember that professional training in adult education is still in the early stages of growth. But if it is to continue to expand better lines of communication between training institutions and adult education agencies must be established.⁴⁵

Edmund des Brunner, et.al., cites the need for classes in psychology and sociology as well as methods in adult education.

In terms of graduate work, nine-tenths of administrative and supervisory staffs urged that advanced training for this rural adult education group should include courses in sociology, psychology, and adult education methods. Even in 1938 the need for social science training stood high on the list of desirable courses for extension personnel as determined by an administrative questionnaire survey to which 7,000 responded, conducted by M. C. Wilson for the Department of Agriculture.⁴⁶

Growing interest in practical experiences seems evident in the preparation of adult educators. Paul L. Essert in directing his comments to deans, directors, and supervisors of adult education programs in education, industry, labor, or agriculture said: "Teacher training institutions should

⁴⁵. Svenson, Elwin V., op.cit., pp. 164-165.

⁴⁶. des Brunner, Edmund; Wilder, David S.; Kirchner, Corrine and Newberry, John S., op.cit., p. 188.

promote and develop more easily accessible, widely distributed workshops or short courses in which adult education leaders can do cooperative action-research."⁴⁷ Ralph C. Kendall supported the pragmatic approach in preparing future adult education leaders by stating:

How many "adult educators" do you know who accepted their positions without any realization of what was involved, without relevant experience, and with perhaps no potential ability to become proficient in any of these respects.

Would it be unreasonable to require a semester in the field for the doctoral candidate, and at least an experience in the field for the "master," before the professor and the institution bless the candidate.⁴⁸

Alan Booth conducted a study of field work programs in which he received responses from seventeen individuals who received awards from the Fund for Adult Education since June, 1956. He asked them, "which is or was more important to your professional preparation for adult education: field work, academic work, or both of equal importance? Field work was considered to be as important as academic work in sixty-four

⁴⁷. Essert, Paul L. Leadership of Adult Education, op.cit., p. 182.

⁴⁸. Kendall, Ralph C. "Internships for Adult Educators," Adult Education, Spring 1956, 6: p. 245.

per cent of the cases and more important in eighteen per cent of the cases."⁴⁹

The need for an intern program was advanced by James B. Whipple. "Also significant is the fact that many professors of adult education believe there is a pressing need for an internship -- in other words, not unlike medical school -- as a basic requirement for an advanced degree in adult education."⁵⁰

A final criticism of existing training programs is presented by Watson Dickerman, who states his position by writing:

The result is that candidates for advanced degrees not only spend an undue amount of time in formal courses but are also forced to take courses that are of no use or interest to them. . . The kind of training which would be most useful for me would be a combination of supervised practice, individual study, and plenty of opportunity to talk over my training experiences and study -- both with my supervisors and with other trainees.⁵¹

It seems clear, then, that the scope of adult education training programs is limited to a small number of universities and that the training programs are in dire need of curricular revision. If an increase in the numbers of well-prepared adult educators is to be effected, then it seems a fundamental

⁴⁹. Booth, Alan. "A Study of Field Work Programs," Adult Education, Autumn 1960, 11: p. 17.

⁵⁰. Whipple, James B. "University Training for Adult Educators," Adult Education, Winter 1958, 8: p. 97.

⁵¹. Dickerman, Watson. "Leadership Training Moves Ahead," Adult Education, May 1953, 3: p. 158.

necessity to expand and improve the base of adult education curricula in the many universities in our land and to reorganize the nature of adult educational experiences provided at each institution in practical as well as theoretical terms. This seems to be a direct challenge for each of our universities. Cyril O. Houle perceives the relationship of this need and obligation directed to each university as he states:

We need millions of leaders, of men and women who are competent to direct our society's affairs. We cannot wait until those now young can grow to maturity, particularly since they must rely on us to teach them.

Among the many new dimensions of learning in a free society, the need to create a far broader base of adult leadership is one of the most important -- and it is a need which the university like every other educational institution must face directly, and with creative imagination.⁵²

⁵². Houle, Cyril.O. "Education for Adult Leadership," op.cit., p. 3.

CHAPTER III
PROCEDURE AND METHODOLOGY

In Chapter I a brief overview of the problem and the design of the study was presented. Especial attention was directed to a statement of the problem, factors considered in the formulation of the questions, the specific questions defining the sphere of this study, the assumptions, the delimitations, the definition of terms, and the significance of the study.

In a procedural manner, this phase of the study has two purposes: (1) to outline the procedure and methodology employed to secure the necessary data essential to this study, and (2) to acquire from the selected recipients of the Fund for Adult Education that data which reveal the characteristics of the respondents, that data which would reflect upon the actual outcomes of the respondents, and the self-estimate of the respondents regarding their academic preparation in specific areas of training in adult education.

Selection of Respondents:

Initially, a review of the Ten Year Report of the Fund for Adult Education was conducted. The expressed purpose of this investigation was twofold: (1) to derive the specific purposes of the Fund for Adult Education as they related significantly to this study, and (2) to acquire the names and addresses of the recipients who corresponded to the delimited purposes of the programs supported by the Fund.

The purposes of the Fund were readily discerned. Although the names of the recipients of grants were provided for the recipients of 1960-1961, the detailed information of the names and addresses of the recipients of grants from 1952-1962 was not included. Consequently a letter of introduction was dispatched to the Ford Foundation, 477 Madison Avenue, New York, New York. The interest and purpose of the writer were explained. A letter was returned from the Ford Foundation stating the Fund for Adult Education was no longer in active operation. Much of the materials collected by the Fund over the ten year period was sent to the university library at Rochester, New York. Another letter of inquiry was sent to the main librarian at the University of Rochester. After a reasonable time had elapsed and no reply had been received, a direct call was placed to the university library in Rochester. The conversation which ensued briefly outlined the writer's need for the names and addresses of the recipients of the Fund for Adult Education grants from 1952-1961. After an intensive search, the librarian notified me that she could not find the data desired.

Then at that time, a ten year report was published and made available by Dr. Ronald Shilen, executive secretary from 1952-1959. It contained specific data relating to the Adult Education and Mass Media Fellowship Programs, 1952-1961 of the Fund for Adult Education. It contained the names and addresses of the 292 recipients of the fellowship programs.

Also included for each recipient were the degrees held and the nature of the grant. There were 142 recipients who had either earned their doctoral degree or were working on a planned program of study in pursuit of an advanced degree. These 142 recipients, then, were selected to be the population used for this study. The other 150 recipients who received grants did not seem to be an adequate representation essential to this study. Some of these recipients were lay leaders seeking advanced training through study awards, university training, or field observations. Others had earned a bachelor's or master's degree, but were using the grant for further university study or internship. Since, in general, the number of universities or colleges offering advanced training at the master's level is limited, and since there was no way of identifying the area of specialization of those who possessed a master's degree, this group, also, seemed inappropriate to be included in the population of this study.

The Questionnaire:

The next step in this procedure was to create an instrument which could procure that data which would relate directly to the questions defining the sphere of this study. Still further, it was of prime importance that an adequate instrument be constructed in agreement with the essential principles of research design. The primary sources of expert knowledge in research design were studied and analyzed. A direct

visit and conference was held at the educational research division of Michigan State University. Only after these two resources had been exhausted, was the tentative questionnaire developed. It was then presented to Dr. Harold Dillon for examination, item analysis, and critique. After the recommendations for improvement were outlined by Dr. Dillon, the final form of the questionnaire was constructed and is included with the letter of transmittal in Appendix A, page 144.

Then the questionnaire and the letter of transmittal were sent to the first ten of the 142 selected recipients. After a short delay, six of them were returned. The returned questionnaires were analyzed and it was concluded that the responses were indicative of a general understanding of the questions, similarity of interpretation, and pertinent to the basic questions of this study. Therefore the remaining 132 selected recipients were sent the questionnaire and the letter of transmittal. In both cases a self-addressed stamped envelope was included.

The Sample:

Out of the 142 questionnaires sent to the selected recipients of the Fund, ninety-two were returned in completed form; two of the recipients were deceased and seven were returned indicating that the recipients were no longer at that address. The ninety-two respondents constituted a sample of sixty-five per cent of the original population to be investigated. This relatively high response seemed to be the result

of the fact that the nature of the population studied reflected a highly selected group of individuals. It is upon the basis of the returns from the ninety-two respondents that all of the data and interpretations essential to this study will be made.

Tabulating the Data from the Questionnaire:

The data consisted of the responses to ninety-two questionnaires. Each questionnaire contained forty-seven items. Most of the items were recorded in distinct categories simplified by the objective nature of the questions.

In cases of the open-end type of questions the data were tabulated in categories designed by the author. Question six asked for the educational institutions attended in order of recent completion. Only the data applicable to the most recent educational experience were tabulated. Question twelve asked for a brief description of reasons for applying for the grant. After an examination and analysis of each response was made, the two following general categories were defined which gave equal access to the recipients' responses: (1) the grants were sought to provide opportunities of expanding the individuals' understanding of the liberal or adult education through further study or examination of actual programs, and (2) the grants were sought to provide the opportunities to complete the requirements for an advanced degree. Question thirty-six asked for those experiences which were not offered during the training or study program which would have enhanced your understanding of the basic concepts or

practices of a liberal adult education. The responses were classified into the following: (1) experiences involving practical application of theoretical principles and concepts; (2) a liberal education for adult educators; (3) the role of the universities and colleges; (4) classes in adult education; (5) preparation in sociology; and (6) preparation in psychology. Question forty-seven asked each respondent to list three practical ways the training of adult educators could be improved to fulfill the objectives of a liberal adult education program. The responses were placed into the categories indicated in the previous question. If there was duplication, however, and the respondent made the same response to each question then only a single entry was made.

Each question and the corresponding data were placed in three general divisions. These divisions corresponded to the essential questions governing the scope of this study. Several questions were eliminated because the questions and the responses to items seven, eight, thirteen, and eighteen did not directly influence the resolution of the basic question of the study or the questions and responses to items eleven, seventeen, nineteen, twenty-one, and twenty-three were vague and inconclusive and could not reflect significant data.

Tables and charts of the data were constructed to present a graphic illustration of the data.

Interpretation of the Data:

The final step in the procedure was the interpretation of the data. Each item of the questionnaire and the corres-

ponding response was carefully analyzed. The basis for this interpretation was centered upon how each of the responses reflected directly to the basic questions of this study. A final appraisal was determined by a comprehensive analysis of each set of items collectively. The conclusions drawn by the author are based solely upon the data collected and interpreted in this study.

CHAPTER IV
THE DATA AND INTERPRETATION

Chapter III described the method and procedure used to collect the data. The main purposes of this chapter are: (1) to report the findings of the data collected, and (2) to analyze and interpret these data. The basis for the analysis and interpretation of the collected data shall be the basic questions of this study: (1) What are the characteristics of the selected recipients of the Fund for Adult Education grants and their subsequent relationships to the problem of providing the leadership necessary for the adult education movement?; (2) What is the relationship between the intended purposes established by the Fund for Adult Education and the actual outcomes realized by the selected individuals who received the grants?; and (3) How well were the selected recipients academically prepared to fulfill the roles of leadership needed to promote the objectives of the liberal adult education movement?

This chapter is divided into three parts: (1) the characteristics of the recipients; (2) the attainment of the Fund's purposes; and (3) the preparation of the recipients. Each phase will include the data and the interpretation of the data. A summary will be included of the impact of the data and interpretation from a composite analysis.

The Characteristics of the Recipients:

The first item to be analyzed is the age of the respondents at the time the grants were awarded. Table I gives a graphic summary of the age distribution according to five year spans.

TABLE I. AGE OF THE RECIPIENTS AT THE TIME THE GRANT
 WAS AWARDED.

Age	Number
20 - 25	1
26 - 30	7
31 - 35	27
36 - 40	20
41 - 45	17
46 - 50	13
51 - 55	4
56 - 60	3
61 - 65	0
Over 65	0
TOTAL	92

The age distribution of the respondents indicates a normal, balanced curve. The greatest frequency is in the thirty-one to thirty-five year age group (27); the next highest frequency is in the thirty-six to forty year age group (20); followed by the frequency in the forty-one to forty-five year age group (17); and finally by the frequency in the forty-six to fifty year age group (13). These four age groups represent a total frequency of seventy-seven or eighty-four per cent of all the respondents. Although the greatest frequency is in the thirty-one to thirty-five year age group, the arithmetic mean is in the middle of the thirty-six to forty year

age group. Table I indicates how the pattern develops. The frequency is low in the first two age groups and then rises abruptly to the thirty-one to thirty-five year age group, and then tapers off gradually to the last group.

This pattern of age distribution can be attributed to a number of factors. Many of the respondents had earned a bachelor's and a master's degree at the time of the grant. Many were fully employed in leadership positions at the public school, university, and state levels. Therefore it seems apparent the years needed for the accumulation of degrees and the attainment of those experiences needed to qualify for responsible leadership roles would justify the absence of high numbers in the first two age groups. It would appear that, in general, most individuals use the early years of maturity, from thirty to fifty years of age, to select a field of specialization as their occupational choice and settle into it with relatively little change occurring in the years of full maturity from fifty to sixty-five.

Another consideration to be held in focus is that the frequency distribution reflects a pattern of consistency in relation to the general philosophic framework of adult education. Age does not and should not shackle the potentialities of any individual in the benefits and contributions he acquires or makes for himself, his career, or his society. The respondents seem to radiate this spirit although they had achieved a high measure of academic and occupational

success. Thirty-seven of the respondents or forty per cent of those represented were over forty years of age.

The Fund for Adult Education seemed to confirm this general position by selecting individuals for the grants who were representative of all age levels. The pattern formed indicates that age, as a single factor, was not a delimiting force. Since the trend of occupational shifts and changes is increasing within the life span of the individual and since this occupational mobility is indicative of the breakdown of the static occupational roles held by individuals in the past, it seems prudent to select recipients at all age levels. It is natural to expect greater numbers to apply in the thirty to forty-five year age groups. The age frequency distribution in Table I confirms the last two statements. In all, the selection process according to the age factor was sound and predicted an adequate and continuous flow of potentially qualified and inspired adult education leaders.

By comparison, it becomes important at this juncture to analyze the age of the respondents at the present time. Table II gives a graphic summare of the age distribution of the respondents. It also indicates a balancing effect of the distribution curve. This appears to be a natural outcome rather than one by design. The frequency distribution in Table II has leveled off and shifted in comparison to Table I. The concentration of frequency is in the thirty-six to fifty-five year age group with seventy-seven, or 84 per cent, of the

TABLE II. AGE OF THE RESPONDENTS AT THE PRESENT TIME.

Age	Number
20 - 25	0
26 - 30	0
31 - 35	3
36 - 40	21
41 - 45	18
46 - 50	18
51 - 55	20
56 - 60	9
61 - 65	0
Over 65	3
TOTAL	92

respondents represented. The total number and percentage of respondents in the thirty-six to fifty-five year age groups in Table II are identical to the four age groups in Table I representing the thirty-one to fifty year age bracket which accounts for seventy-seven or eighty-four per cent of the respondents. This occurred even though the frequency within each of the four groups changed. The concentration of frequency is in the thirty-six to fifty-five year age groups and is of relatively equal distribution within each respective age group. This phenomenon is explained by the fact that the recipients who responded received their grants from 1952 to 1961. Since the grants were distributed to the recipients at different levels according to years and since the recipients were of different ages within each level of the ten year span, the summary of age distribution at the time of the questionnaire accounts for the upward shift in age groups and the general balancing process which took place.

It is significant to observe that if the grants were continued and the selected recipients were similar to the pattern of the frequency distribution in Table I, and if the shift and leveling process would continue, then it is apparent that there would tend to be a consistent number of potential adult education leaders evolving within each age group. The selection process according to the age factor of the Fund is vindicated by a comparison of Table I and Table II.

- The second item of data deals with the marital status of the respondents. The responses were recorded as either single, married, or widowed. None of the respondents checked the categorical labels of separated or divorced. Table III gives the frequency and corresponding percentage of the marital status of the respondents.

TABLE III. MARITAL STATUS OF THE RESPONDENTS.

	Number	Percentage
Single	12	13
Married	77	84
Widowed	3	3
TOTAL	92	100

The frequency distribution reflected a normal and expected pattern.

Seventy-seven of the respondents, or eighty-four per cent, were married; twelve, or thirteen per cent, were single; and three, or three per cent, were widowed. These data do not indicate that any of the respondents were ever divorced or

separated but rather an identification of their marital status at the time the questionnaire was completed. It also indicates a willingness on the part of the Fellowship Program of the Fund for Adult Education to make awards regardless of the candidate's marital status in contrast to the conventionally conservative attitude reflected by many of our institutions in preferring individuals who are married and allegedly acknowledges a greater degree of maturity or stability.

The next item considered was the frequency distribution of the respondents according to sex. Table IV indicates the number and corresponding percentage of the respondents according to sex.

TABLE IV. FREQUENCY DISTRIBUTION OF RESPONDENTS ACCORDING TO SEX.

	Number	Percentage
Male	80	87
Female	12	13
TOTAL	92	100

Of the ninety-two respondents eighty-two, or eighty-seven per cent, were males and twelve, or thirteen per cent, were females.

The implications of these data are significant. The liberal adult education movement is extended to all whether male or female. The occupational roles needed to implement an adequate adult education program need to utilize the potential afforded by the female sex. If the ideal liberal adult education programs need counselors, librarians,

conference coordinators, directors, supervisors, and programmers, to cite only a few roles, then the number of leadership functions can be partially fulfilled by adequately trained women. Perhaps equally significant is the fact that many liberal adult education programs are after working hours and that each community could exploit the skills and talents of housewives or career women in other fields to play specific leadership roles. Therefore the number of female recipients who responded seemed, in general, quite adequate. In the future greater numbers of women may well be employed in adult education programs. If further grants or fellowships are forthcoming, some serious consideration could be directed toward the recruitment of increasing numbers of qualified female applicants with special emphasis leading toward degree programs in the field of adult education.

The undergraduate majors of the respondents gives a summarizing tabulation as to their primary field of study in the initial years of their academic preparation. By comparison, perhaps it is of greater significance to denote the respondent's most recent field of educational pursuits and their current degree status. From these data a partial image can be presented of the educational background of the respondents and by comparison of the nature of the most recent educational fields of study, a relationship of undergraduate majors to the final preparation as leaders in adult education can be described. Table V presents a summary of the frequency

TABLE V. UNDERGRADUATE AND GRADUATE STUDY MAJORS AND DEGREES RECEIVED.

Undergrad- uate Major	Fre- quency	Per Cent	Most Recent Field of Study	Fre- quency	Current Degree M.A. Ph.D.
Language Arts	14	15	Adult Education Library Science Speech Education	9 2 1 2	3 1 - 2
Social Science	37	40	Adult Education Education Social Science Bus. Administration Library Science	19 11 5 1 1	6 4 2 1 -
Science	9	10	Adult Education Education Science	6 2 1	1 1 1
Mathe- matics	5	5	Adult Education Education Speech	3 1 1	1 1 -
Practical Arts	8	9	Adult Education Home Economics Education	5 2 1	2 1 1
Business	1	1	Education	1	1
Agricul- ture	15	16	Adult Education Education Public Admin- istration	12 1 2	5 1 1

TABLE V. (Continued)

Undergrad- uate Major	Fre- quency	Per Cent	Most Recent Field of Study	Fre- quency	Current Degree M.A.	Ph.D.
Education	3	3	Adult Education Education	2 1	1 -	1 1
TOTALS	92			92	35	57

distribution, percentages in the various undergraduate areas, the most recent fields of study, and corresponding degrees currently held.

The highest frequency in undergraduate training was in three primary areas. Thirty-seven, or forty per cent, of the respondents were in the area of the social sciences which had the highest frequency. The second highest frequency was in agriculture with fifteen, or sixteen per cent of the respondents. The third highest frequency was in the area of the language arts representing fourteen, or fifteen per cent, of the respondents. The three areas of social science, agriculture, and language arts combined to a total of sixty-six, or seventy-two per cent, of the respondents. Since a broad liberal arts background is desirable for the preparation of adult educators, the response in the social sciences and language arts seems to be relatively normative. The relatively high frequency in agriculture or agricultural education is, also, readily understood. The position of agricultural education allows, at least, two interpretations. From a broad perspective some educators would classify agricultural education as a distinct segment of the adult education movement, especially at the undergraduate level. On the other hand, from a narrow perspective the field of agriculture would be considered, by some educators, as a related branch in the field of adult education.

It seems significant to observe the number of respondents who switched from their undergraduate training to major in the field of adult education. Perhaps of equal importance is the proportionate number of respondents who made this switch in relationship to the original number majoring in the special area during their undergraduate training.

Of those whose most recent advanced study was in adult education sixty-four per cent had an undergraduate major in the language arts, fifty-one per cent had an undergraduate major in the social sciences, sixty-seven per cent had an undergraduate major in the sciences, sixty-three per cent had an undergraduate major in the practical arts and eighty per cent had an undergraduate major in agriculture or agricultural education. The high percentage of carry over into further study in adult education by the language arts, social sciences, and agriculture majors has been referred to previously. The corresponding high percentages of undergraduate majors in the sciences, mathematics, and practical arts who continued their studies in adult education seem to destroy a myth. It may refute the significance of the assumption that only those who have strong liberal arts training in their undergraduate studies are qualified candidates for advanced study in adult education. The danger of over-emphasizing a single factor in any selection process seems to prevail. Other factors need to be considered in assessing the potential of any individual for training as a leader in general

adult education. Perhaps the data contained in this study do not provide an adequate sample to prove the point. However, it does seem to indicate that the sources for future adult education leadership can include those individuals who may lack a strong undergraduate background in the liberal arts. The totals of all the science, mathematics, practical arts, and agriculture majors who did their advanced training in adult education cannot be ignored.

It is also significant to note that of the ninety-two respondents, fifty-six did their most recent study in adult education which is sixty-one per cent of the sample. Another twenty-five respondents did their most recent study in related or various phases of education representing twenty-seven per cent of the sample. Hence, only fourteen per cent of the respondents continued their studies in special discipline areas outside the schools of education. This can be explained from several points of view. Some of the respondents had completed their final degree at the time they received their grants. Others were involved in educational programs or held administrative positions without graduate training in adult education. Others needed to strengthen their special discipline to qualify as educators in the liberal adult education movement. In the final analysis the data present an admirable picture and reflect well upon the ultimate decisions and actions of the Fund for Adult Education.

In summary, a series of characteristics of the respondents can be discerned. These data could be combined to form a general description of the respondents. At the time the grants were awarded eighty-four per cent of the respondents were between the ages of thirty-one and fifty years of age with the highest frequency in the thirty-one to thirty-five year age group. At the time the questionnaire was filled out in the fall of 1963, eighty-four per cent of the respondents were now in the thirty-six to fifty-five year age group. Eighty-four per cent of the respondents were married. Eighty-seven per cent were males. Forty per cent had undergraduate majors in social studies, sixteen per cent in agriculture or agricultural education and fifteen per cent in language arts. Sixty-one per cent did their most recent graduate work in pursuit of a degree in adult education. All of the respondents have earned a master's degree. Fifty-seven of the respondents or sixty-two per cent have doctoral degrees. Perhaps these data can project a partial image of these selected recipients of the Fund for Adult Education. It may also be significant in the development of insights or implications in the data and interpretations to follow.

Nevertheless, the general characteristics of the selected recipients seem to indicate that the Fellowship Program promoted a continuous supply of youthful adult education leaders representing both sexes who had, in general, a broad liberal

arts background, who extended their training in the specialized field of adult education and who possessed advanced degrees in graduate training.

Evaluation of the Recipients:

A second phase of this chapter deals with the evaluation and assessment of the outcomes of the grant programs. This endeavor necessitates a statement of the objectives of the grants providing a general framework of expectations, and a summary of what actually happened to the recipients and their productivity in relationship to the intended purposes. A number of preliminary statements are essential at this juncture.

The purposes of the Fund for Adult Education Grant Program were exact and defined in specific terms. They did, however, undergo a process of restatement as the nature of the entire grant program evolved through a period of transition. A summary of these purposes has been given in an early chapter. It should be re-emphasized at this point that those purposes have significance only in so far as they parallel or relate directly to the recipients selected for this study. Therefore, the overall statement of goals or purposes of the grant program supported by the Fund for Adult Education has been delimited as it applies directly to this study.

A primary objective of the grant program focused upon developing programs of training and study designed specifically toward the promotion and development of leadership necessary for the implementation of the liberal or general adult education movement. It was essential that this process begin

with the continuous development of the individual. Only when the individual extended his understanding of the character, needs, problems, and the complexities of his society, only when the individual experienced a process of continual development of his unique capabilities, could we then expect responsible action needed to nurture the perservation of our democratic way of life. From a narrower perspective it was the intent of Grant Programs to promote and support those activities which would expand the base of adult leaders needed to fulfill the objectives of the liberal or general adult education movement. Primary emphasis was directed to programs promoting the "educator of leaders" while the secondary emphasis was directed to programs promoting actual "adult education leaders." This cursory statement of the objectives will serve as the criteria by which the following evaluative judgments will be made. An analysis of the professional and community roles, attitudes, appraisals, contributions, and distinctions of the respondents will serve as one means of appraising the outcome of the grant program.

One final comment is necessary prior to the assessment. The author fully realizes the many variables which affect the progress of individuals. At no time should any inference be drawn that the failure or success of any phase of the respondents' development or comments is based solely on their experiences garnered through the means of the grants. Rather, the totality of human experience with its complex interplay

shapes the actions and behavior of individuals. It was not the intent of this author that each respondent would be judged by each question. It was apparent that the broad range of questions would seek to identify some means by which the respondents did or did not fulfill the stated purposes mentioned earlier.

A comparison of the recipients' occupational role at the time they received the grant and the occupational role they held at the time of the questionnaire may assist in appraising the fulfillment of the purposes of the grant program. Table VI gives a summary of these data.

TABLE VI. OCCUPATIONAL ROLES HELD BY THE RESPONDENTS AT THE TIME OF THE GRANTS AND THOSE HELD AS OF FALL, 1963.

Occupational Roles at Time of Grant	Fre- quency	Per Cent	Occupational Roles, 1963 Frequency	Per Cent
University and College	50	54	63	68
General Admin.	8		8	
Teaching	9		17	
Adult Education	30		36	
Librarians	3		2	
Public Schools	32	36	22	24
General Admin.	4		2	
Teaching	1		1	
Adult Education	10		5	
State & County Staff	15		13	
Librarians	2		1	
Other	10	10	7	8
TOTALS:	92		92	

Fifty-four per cent of the respondents held occupational roles at the university or college level at the time of the grant whereas sixty-eight of these respondents are now fulfilling occupational roles at the university level. This is an increase of fourteen per cent. Thirty-six per cent of the respondents were in occupational roles at the public school level at the time of the grant whereas twenty-four per cent of the respondents are now in occupational roles at the public school level. This is a decrease of twelve per cent. Ten per cent of the respondents held a variety of non-university, non-public school roles at the time of the grant. At present only eight per cent of the respondents are in this category. This is a decrease of four per cent. Although the shifts of occupational roles may not be overwhelming, the pattern established is quite clear. There was a slight increase in the occupational roles at the university level in the broad classifications of general administration, teaching, adult education and librarians. It would appear that these individuals are in more advantageous roles in relation to being "educators of adult education leaders" or the actual adult education leaders themselves. The number of teachers at university or college level increased from nine to seventeen and individuals involved in adult education programs from thirty to thirty-six. It is quite natural that many of the newer arrivals at the university level would be from the public school level. Although this facilitates the attainment of the primary

objective of developing educators of adult leaders it does create a drain on the adult leaders at the public school level. The recipients selected for this study confirm this kind of expectation. The recipients selected were using their grants for university study in the pursuit of an advanced degree or had already earned a doctoral degree. Therefore many adult leaders at the public school or university levels were not included in the sample used for this study.

Although the variables are many in attempting to discern the relationship of a single experience to one's present occupational status the attitude or image held by the respondents seemed significant. As a result, each respondent was asked: "To what degree did your Fund for Adult Education grant contribute to your placement in your present position?" Table VII gives a summary of the responses and the corresponding percentages.

TABLE VII. DEGREE THE FUND FOR ADULT EDUCATION GRANT CONTRIBUTED TO PLACEMENT OF RECIPIENTS.

	Frequency	Percentage
Very important factor	34	37%
Moderately important factor	23	25
Doubtful, undecided	11	12
Unimportant	24	26
	92	100%

An arbitrary judgment assessing the value of the grant was not intended. It was believed that many of the respondents returned to the same job held prior to the grant. What

was intended was the identification of the respondents' image regarding the relationship of the grant to his present position, especially when occupational shifts occurred. Thus it appears that a favorable image was conceived.

Thirty-four respondents, or thirty-seven per cent, denoted that the grants were a very important factor and twenty-three, or twenty-five per cent, stated that the grants were a moderately important factor. It is conceded that "very" and "moderately" are evaluative terms. Yet a total of sixty-two per cent of the respondents assessed a positive relationship between the grant and the placement in their present positions. Whereas the negative responses of "doubtful, undecided" were twelve per cent and "unimportant" twenty-six per cent. Therefore a total of thirty-eight per cent of the respondents considered the assistance of the grant to their placement in their present positions as doubtful, undecided or unimportant.

Another insight could be obtained by describing briefly the kinds of occupational mobility which did take place. All of the following comparisons were from roles at the time of the grant to the present. Respondent Number 2 was a foundry man who described his role as a molder in grey iron foundry. At present he is associate professor and head of a labor education department at a Midwestern university. Respondent Number 5 was a director of university extension. Presently he is a Dean of the College of Education in a Southern

university. Respondent Number 17 was a personal counselor for the Veterans' Administration prior to his status as a graduate student. At the present time he is Head, Department of Conferences and Program Consultation at a Western university. Respondent Number 27 was a director of adult education in a junior college. Now he holds the rank of Professor in a Southwestern university and teaches classes in administration and adult education.

Respondent Number 35 was a superintendent of a small public school system and now is Administrator of Collegiate and Adult Education Programs at a Midwestern university. Respondent Number 40 was a state county agent and became an associate professor at an Eastern university teaching classes in extension education. Respondent Number 41 was a director of adult education in a public school system. He became Coordinator of Extension classes at a Western university. Respondent Number 48 was a part-time research associate at the Center for the Study of Liberal Education for Adults and is now Dean of the Graduate School in an Eastern university. Respondent Number 53 was involved as a production engineer but is now a program administrator for adult education at an Eastern university. Respondent Number 55 was a welder in a truck assembly plant and is now Associate Professor of Sociology in a Midwestern university.

Respondent Number 69 was Director of Labor Education at a Midwestern university. At present he is Director, Center

for the Study of Liberal Education for Adults. Respondent Number 74 was a high school mathematics teacher but became Program Coordinator, Plans and Program Directorate for a private corporation in the West. Respondent Number 82 was a director of a voluntary health association. Now he is Assistant Director, Informal Instructional Services at a Midwestern university. Respondent Number 88 was a director of adult education in a public school system but is presently Program Administrator at an Eastern university.

Perhaps this presentation of changes in occupational roles portrays the increasing opportunities that these individuals have in being educators of adult leaders or adult leaders themselves. Considering the increase in mobility to the university level and the age distribution of the respondents falling heavily in the 36 - 55 year age groups, it is perhaps safe to expect them to advance into more important leadership roles with academic maturity and practical experience.

Another means of appraising the actual realization of the purposes of the Fund for Adult Education is through a process of personal assessment by the respondents themselves. The respondents were asked to explain briefly their reasons for applying for the grants. These responses were itemized and then grouped into two general statements. Grants were sought to provide opportunities of expanding the individuals' understanding of the liberal or general adult education

through further study or examination of actual programs, or grants were sought to provide the opportunities to complete the requirements for an advanced degree.

TABLE VIII. RESPONDENT'S PURPOSE IN APPLYING FOR THE GRANT.

	Frequency	Per Cent
To provide opportunities of expanding the individual's understanding of the liberal or general adult education.	66	72%
To provide opportunities to complete requirements for an advanced degree.	26	28%
Total:	92	100%

Seventy-two per cent of the respondents desired further opportunities to expand their understanding of liberal or general adult education, whereas twenty-eight per cent of the respondents were seeking opportunities to begin, continue, or complete requirements for an advanced degree. Both of these objectives have direct relationship to the over-all purposes of the Fund for Adult Education. Increased understanding of the field of adult education and/or the possession of advanced degrees, especially on the doctoral level, are indeed prerequisites to the preparation of educators of adults or adult leaders. A self-estimate by the respondent as to the attainment of his personal goals would indirectly relate to the broader purposes of the Fund. Hence, each respondent was asked, "How would you appraise the Fund for Adult Education grants as it facilitated the attainment of your personal goals?"

The responses are summarized in Table IX.

TABLE IX. RESPONDENTS' APPRAISAL OF THE FUND FOR ADULT
EDUCATION GRANTS IN TERMS OF PERSONAL GOAL
ATTAINMENT.

	Number	Per Cent
Very Helpful	79	86%
Moderately Helpful	11	12
Undecided or Doubtful	2	2
No help at all	0	0
Total:	92	100%

It is obvious that, by self-appraisal, the personal goals of the respondents were greatly facilitated. It was the intent of the writer to use a four point scale and employ relative terms so as to present a clear-cut, positive or negative response. The positive responses were "very helpful", eighty-six per cent, and "moderately helpful," twelve per cent. A total of ninety-eight per cent of the respondents considered their personal goals facilitated by the grants. The negative responses were "undecided, doubtful," two per cent and "no help at all" which was unchecked for a total of two per cent of the respondents who considered the facilitation of their goals by the grants as undecided, doubtful or not helpful at all. These data reflect an overwhelming positive assessment by the respondents of how the grants facilitated the attainment of their personal goals.

The respondents were asked to answer the following question: "One of the purposes, as outlined by the Fund for Adult

Education was to promote and/or develop leadership in implementing liberal adult education programs. In the light of your experiences, how do you appraise the fulfillment of these purposes?" Table X presents these responses.

TABLE X. RESPONDENTS' APPRAISAL OF THE FUND'S PURPOSE TO PROMOTE OR DEVELOP LEADERSHIP IN LIBERAL ADULT EDUCATION.

	Number	Per Cent
Very successful	57	62%
Moderately successful	32	35
Doubtful or undecided	3	3
Unsuccessful	0	0
Totals:	92	100%

The summary of the respondents' appraisal was, again, decisive. The positive responses were "very successful," sixty-two per cent and "moderately successful," thirty-two per cent. A total of ninety-seven per cent of the respondents considered the attainment of the Fund's purpose to develop or promote leadership in implementing liberal adult education programs as successful. The negative responses were "doubtful, undecided," three per cent and "unsuccessful" was left unchecked. This represented a total of three per cent of the respondents who appraised the attainment of the Fund's purpose as doubtful, undecided or unsuccessful.

One of the responsibilities of the adult educator is to be aware of the development of new points of view, techniques and programs. He must be aware of the changes taking place

within his own professional field. Equally important, he must translate these changes in terms of the practicability of application to his own professional environment which also is in a state of concurrent transformation. Keeping aware of the advancements in one's profession can be accomplished in a number of ways. Perhaps two approaches could serve as avenues of equating the professional progress of the respondent. One means is to identify the respondent's membership in professional organizations. The second approach would be to assess the respondent's participation in further academic study after the completion of the final degree. Perhaps these data could reveal insights vital to the assessment of the professional progress of the respondent, and which seems, as a result, to be a means of judging the continual preparation of adult educators. This element is essential to the kind of leadership needed to advance the objectives of adult education.

Each of the respondents was asked to list the professional organizations to which he currently belonged. Table XI indicates the range of membership in professional organizations.

Twenty-six per cent of the respondents belong to three professional organizations and twenty-three per cent of the respondents belong to four organizations. The balance was distributed relatively equally over the remaining groups. The respondents' membership represented a rather favorable

TABLE XI. NUMBER OF PROFESSIONAL ORGANIZATIONS IN WHICH
THE RESPONDENTS HOLD MEMBERSHIP.

Number of Profes- sional Organizations	Number	Per Cent
0	2	2%
1	7	7
2	10	10
3	24	26
4	21	23
5	13	14
6	5	7
7	7	8
8	3	3
Totals:	92	100%

participation in professional organizations. A total of eighty-one per cent of the members belong to three or more professional organizations. Although membership does not guarantee any measurable degree of professional growth, it does indicate a value commitment on the part of the member. It is the kind of information still sought in applications for jobs, promotions and in registering in placement bureaus.

The respondents were then asked if they held an office in any of the professional organizations to which they belonged. Of the ninety-two respondents, twenty-eight replied yes and sixty-four replied no. Therefore, thirty per cent of the respondents played leadership roles in professional organizations.

In addition, the respondents were asked, "Are you a member of any national, state, or regional committees of the professional organizations to which you belong?" Thirty-three

respondents replied in the affirmative and fifty-nine respondents replied in the negative. As can be seen, thirty-six per cent of the respondents indicated the degree of participation on regional, state or national committee levels within their professional organizations. The relatively high percentage of respondents holding office in a professional organization (thirty per cent) and the high level of participation on committees of professional organizations (thirty-six per cent) reflects a high degree of in-group acceptance of the leadership qualities of these respondents and an unselfish desire on the part of the respondents to contribute to the growth and development of these organizations.

The respondents were also asked two questions regarding their pursuance of academic study. The first of these questions was "Did you return to school for seminars, study groups or classes after your grant expired?" Fifty-seven of the respondents answered "yes" and thirty-five answered "no." Therefore, sixty-two per cent of the respondents continued some aspect of their formal training after their grant had expired. The response toward further academic study is quite favorable. Although a number of reservations or doubts could be raised about the significance of these data in terms of realistic outcomes, it cannot be denied that a high proportion of the respondents did avail themselves at some time after the expiration of the grant of exposure to the university environment. One obvious question must, however, be asked. Was this

a single exposure or does it still persist? Therefore, the respondents were asked a related question. "Have you enrolled in a university or college within the last year?"

Only twelve of the respondents replied "yes" and eighty replied "no." Only thirteen per cent of the respondents had enrolled in a university or college during the past year. Of the twelve respondents who answered "yes" five were still working toward a degree program. Consequently, only seven or eight per cent of the respondents who had completed their degree programs still sought further academic study. It seems pertinent that those who are the educators of adult education leaders or adult education leaders themselves should be imbued with the philosophy of adult education in both the theoretical as well as the practical sense.

It is easily conceded that continuance of one's education need not be at the formal level. It has been generally accepted that each individual can teach himself or receive training in the larger university of life. What better environment could those who are on university campuses find for the opportunity to select from an extensive variety of offerings? This is true whether the classes be geared to one's vocation or avocation. The concept of the liberally educated adult is not achieved by the completion of a prescribed number of classes whether it be at the graduate or undergraduate level. The philosophy and ideals of Cyril O. Houle have significance for all leaders of adult education. The concept of

the Alumni University should be perpetuated by those who should best understand its purpose, namely the leaders of adult education. Therefore, one of the future goals of any institution or organization interested in promoting adult education is to provide or support post-degree study programs and actively stimulate all adults to participate. Making education from the cradle to the grave a reality for all adults is a worthy goal indeed.

Perhaps additional insights can be gleaned regarding the leadership exerted in the total implementation of liberal education programs. This can be deduced, both directly and indirectly, through an analysis of the number of respondents who are teaching and the level of their function. The respondents were therefore asked, "Are you teaching in any capacity?"

Fifty-three of the respondents replied "yes" and thirty-nine answered "no." Fifty-nine per cent of the respondents indicated that they were teaching. Each respondent who answered the aforementioned question in the affirmative was asked to indicate this teaching level through the use of a checklist. Table XII summarizes the teaching levels of the respondents.

It should be noted that several of the respondents were teaching at multiple levels. Nevertheless, it seemed to indicate a positive response. Leadership in implementing the liberal education movement through teaching of adult educators

TABLE XII. FREQUENCY DISTRIBUTION OF THE TEACHING LEVELS OF THE RESPONDENTS.

Teaching Level of Respondents	Number
Full-time College or University	17
Part-time College or University	19
Adult Education Teaching	18
High School Teaching	2
Industry	4
Other	2

or teaching adults themselves seemed quite evident. Seventeen were teaching at the university or college level on a full-time basis. This would increase to thirty-six if the number of part-time university or college teachers were included. Most of the part-time university or college teachers were composed of those involved in administering adult education programs at the university and public school levels of education. This kind of leadership seemed immediate and in line with the objectives as outlined by the Fund for Adult Education.

It was still of primary concern to identify any other types of roles that the respondents were assuming which would reflect the utilization of their leadership qualities. Each respondent was then asked, "Are you active in any civic projects, studies, or committees?" Fifty-three of the respondents replied "yes," thirty-nine replied "no" indicating that fifty-eight per cent of the respondents actively participated in civic endeavors. These efforts were directed toward many worthy projects vital to the overall improvement of our society

both on local and national levels. The contributions made by these individuals were in educational, social, political, religious, philanthropic, charitable and health organizations. Although each effort cannot be cited individually, it may be of interest to cite a few: Board of Directors Chicago Committee for Sane Nuclear Policy, Chicago Commission on Human Relations, Chairman of United Nations Day, Chairman of Cancer Society Drive, Chairman of United Foundation Drive, Executive Council of Turn Toward Peace, and Director of American Cancer Society. These data seem to indicate that the efforts of fifty-eight per cent of the respondents were exerted in a variety of civic endeavors. Through this active participation a more penetrating reflection of the impact of the adult education movement is really manifested.

The respondents were also asked, "Do you belong to any service organizations such as Kiwanis, Rotary, etc.?" Thirty of the respondents replied "yes" and sixty-two replied "no." Thirty-three per cent of the respondents indicated active membership in service organizations and extended the names of organizations to include Lion's Club, Optimist Club, and the Junior Chamber of Commerce. Although thirty-three per cent of the respondents participating in service organizations may seem small, there are additional factors worth considering. The membership in the service organizations mentioned is limited to men. The respondents used as a sample

for this study included twelve females or thirteen per cent of the sample. If the number of females were subtracted from the sample of ninety-two respondents, the remaining figure would be eighty. Therefore, the participation in service organizations would be increased to thirty-eight per cent. Perhaps the regularity of luncheon or dinner meetings interfered with the schedules of some of the respondents. Several respondents did mention former membership. At any rate thirty-eight per cent participation in service organizations is not minute and can be considered as a substantial representation of effort.

Two final steps in this evaluative procedure will be to appraise the honors and distinctions bestowed upon the respondents and the contributions made by the respondents in the form of professional writing. Distinctions or awards bestowed upon individuals reflect some form of meritorious contribution. Perhaps of greater significance is that another social organization passes judgment upon an individual in light of the image it has formed of him. As a result the respondents were asked, "Have you received any special distinctions or awards following the completion of your grant?"

Twenty-six replied "yes." This number seemed high and a subsequent analysis was made regarding their explanation of the distinction or award. It was discovered, at this time, that because of previous questions and responses, many of the awards or distinctions had already been cited in the previous

data such as officers of professional organizations, election to honorary fraternities, and civic accomplishments. Therefore each distinction or award was re-examined by the author and eight distinctions or awards were selected as not having been used in the data to this point and which seemed worthy of notation. This constitutes nine per cent of the respondents. The distinctions of awards to be cited are: "Appointed Bishop of Latter Day Saints Church;" "Chosen Woman of the Year in Education, 1955;" "Appointed labor market expert, U. S. Department of Labor and selected by President Hancher as one of fourteen faculty who brought great distinction to the University of Iowa in 1961;" "Scarecrow Press Award in 1963 for outstanding contribution to library literature the previous year;" "Awarded L. H. D. Degree from Virginia Union University;" "Awarded Alumni citation of Trenton State College in 1959;" "Twenty-five Years Service Award to Vocational Agriculture;" "Received Kellogg Fellowship to work on doctoral program;" and "Received Superior Service Award of the United States Department of Agriculture." It seems clear that some institution or organization other than the Fund for Adult Education has appraised either the service, contributions, or potential of these nine individuals to their respective fields and, having done so, rewarded them through special appointments or awards.

Individuals can contribute to the development of their professional fields by writing of their experiences and

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observations. The recipients of the Fund for Adult Education grants are no exception. Each respondent was asked, "Have you had the opportunity to write any professional reports, articles, books, or studies since the completion of your grant?"

Fifty-three of the respondents answered "yes" to this question and thirty-nine answered "no" indicating that fifty-eight per cent of the respondents had written within their professional field after the grant had expired. This indicates a generous and quantitative amount of writing to a professional field by a number of selected individuals. Upon further analysis additional insights were received. Ten per cent of the respondents have each written a book. Twenty per cent of the respondents have written an excess of five articles each. Five per cent of the respondents have written in excess of ten articles. These data indicate that a substantial number of the respondents have written studies, articles, monographs and books which contributed to their professional field. It is through this type of demonstrated leadership that the goals, practices and outcomes of a liberal adult education program are publicized.

A final measure of estimating the contribution of the Fund for Adult Education grants in relation to its stated purposes is through the personal comments of the respondents. Some of the respondents returned the questionnaire with a short note. Others wrote in the margin of the questionnaire

an expression of their gratitude. The following statements are quoted directly from the communication of the respondents. "My experience at The University of Chicago was a rich one. It would not have been possible except through such financial assistance as that provided by the Fund for Adult Education." "When I started the one year's study I was making a salary of \$6,200 in a community of 300 people. With the completion of the degree I am privileged to have a job directing a campus of 1500 students with a faculty of forty full-time instructors. This opportunity was made available because of the Fund grant. I am forever grateful to the Ford Foundation." "At present I am directing an extension program with a staff of twelve. I needed my doctorate in order to be considered for this job. This was made possible only through the grant provided by the Fund for Adult Education."

One of the prolific writers of literature for the field of adult education and who currently holds the rank of an assistant professor sought his grant to gain "intensive training in Adult Education on a Ph.D." He also states, "I could never have completed my graduate work without it." Another respondent wrote, "I am greatly indebted to the Fund for Adult Education for a grant to do graduate study at George Peabody for Teachers, 1959-1960. In the process I was able to receive an Education Specialist Degree and to complete requirements for a Doctor of Education degree with the exception of examinations and dissertation. The real objective

for this study was to enrich my education background through this study program. Upon completion of this program, I returned to the same job. However, I hope that my contribution has been more effective in our teacher education program as well as our adult education program. I say this to point out how such programs have been very beneficial to me and I am sure they have been also to every other person who has been a recipient of a grant." Another respondent said, "Professionally I could not advance without the Ph.D. The F.A.E. grant made it possible for me to 'get over the hump' at a rough time in my career . . . Without the F.A.E. support, however, it is most unlikely that I would have remained in the field." These few personal expressions seem to indicate how these respondents perceived the value and significance of the grants to their personal progress; and indirectly to the leadership extended to the field of adult education.

The data collected and interpreted in this survey substantiates a comprehensive fulfillment of the purposes of the Fund for Adult Education. Table XIII gives a summary of these data.

TABLE XIII. SUMMARY OF SIGNIFICANT DATA REFLECTING THE ACHIEVEMENTS AND SELF-CONCEPT OF THE RESPONDENTS.

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1. Sixty-eight per cent of the respondents are currently fulfilling occupational roles at the university or college levels in comparison to the fifty-four per cent at the time of the grant.

TABLE XIII. (Continued)

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2. Sixty-two per cent of the respondents considered the Fund for Adult Education grant an important factor in the contribution to their present placement.
 3. Ninety-eight per cent of the respondents considered the Fund for Adult Education grants were helpful as they facilitated the attainment of their personal goals by (1) expanding one's understanding of liberal or general adult education, or (2) to complete requirements for an advanced degree.
 4. Ninety-seven per cent of the respondents considered the Fund for Adult Education grants as successful in the promotion and development of the necessary leadership necessary to implement liberal adult education programs.
 5. Eighty-one per cent of the respondents hold membership in three or more professional organizations.
 6. Thirty per cent of all the respondents are officers in their respective professional organization.
 7. Thirty-six per cent of the respondents are on regional, state or national committees within their respective professional organization.
 8. Sixty-two per cent of the respondents continued their academic study after the grant had expired.
 9. Thirteen per cent of the respondents have enrolled in a university or college within the last year.
 10. Fifty-nine per cent of the respondents are teaching at the present time at various educational levels.
 11. Fifty-eight per cent of the respondents have been active in civic endeavors.
 12. Thirty-three per cent of the respondents are members in such service organizations as Kiwanis, Rotary, Lion's, Optimist, or Junior Chamber of Commerce.
 13. Nine per cent of the respondents earned distinctions or awards from other social, educational, or political organizations.

TABLE XIII. (Continued)

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14. Fifty-eight per cent of the respondents have written in their professional field after the expiration of their grant; ten per cent have written one or more books; twenty per cent of the respondents have written in excess of five articles; and five per cent have written in excess of ten articles.
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It would be difficult to expect all of the respondents to reflect positive achievements, growths, and performances in relation to all the criteria defined and used as instruments in this evaluation. If this were the case, it would be attempting to define perfection. But at best it seems that the purposes were quite clear. Namely, to enhance individual understanding, to promote individual development of one's capabilities, to assist in the preparation of educators of adult leaders, and to develop qualified adult leaders. The record of the participants speaks for itself. If it seems plausible to appraise a measure of accomplishment through the various roles that the respondents are fulfilling, if it seems possible to estimate the relationship and value of the grants to the respondents' present occupational roles, if it seems conceivable to assess a pattern of achievement through the self-appraisal of the respondents' membership and participation in professional organizations, and attendance in centers of learning, if it seems comprehensible to identify professional performance through the respondents' contributions and distinctions, then it seems rational to conclude that an overall evaluation of these

selected respondents as measured against the stated purposes must be defined in positive terms. It is apparent that the respondents paint a rather vivid, clear, and constructive portrayal of adult leadership dispersed in the multiplicity of available avenues of the liberal education movement.

Evaluation of the Academic Preparation of the Grantees:

The third phase of this chapter deals with an appraisal of the academic preparation of selected leaders in adult education. The purpose was two-fold. It seemed essential to assess initially the preparation or training of the respondents through a process of self-appraisal. It was also necessary to identify the kinds of educational experiences which would enhance the preparation of adult educators. The latter approach could lead to an assessment based upon the limitations of the respondent himself, limitations of other adult leaders with whom the respondent interacts or inherent limitations in the general training programs of adult educators. The fulfillment of these purposes will reveal data by which a general estimate of the academic training of the respondents can be determined and a description of the preparatory experiences necessary for the improvement of the training of adult educators.

The subsequent data is significant for many reasons. The training by the respondents was obtained at a variety of educational institutions. The respondents have completed graduate study in adult education. The assessments reflect an evaluation of the academic preparation of adult educators in light of the practical application in on-going adult education activities or programs as revealed by the respondents' occupational roles. The appraisals of the respondents included both the opportunity to judge ones-self and to

judge others. The respondents' appraisal is based on their entire academic adult education training and not merely during the opportunities provided during the grants. A composite analysis of the academic preparation of the respondents can then be made.

Each respondent was asked a series of objective questions about the training and two open-ended questions. The data which follows are an analysis of the responses.

The respondents were asked, "How would you rate your training as it prepared you for a complete understanding of the philosophy of liberal adult education?" The data summarizing the respondents' responses are included in Table XIV.

TABLE XIV. DISTRIBUTION OF RESPONDENTS REPLIES IN TERMS OF TRAINING IN PHILOSOPHY OF LIBERAL ADULT EDUCATION.

	Number	Per Cent
Very Comprehensive	38	41%
Moderately Comprehensive	39	42
Doubtful, undecided	9	10
Incomplete	6	7
TOTALS:	92	100%

The positive responses were "very comprehensive," forty-one per cent and "moderately comprehensive," forty-two per cent for a total of eighty-three per cent of the respondents who considered their training in the philosophy of liberal adult education to be comprehensive. The negative responses were "doubtful, undecided," ten per cent and "incomplete,"

seven per cent for a total of seventeen per cent of the respondents who considered their training in the philosophy of liberal adult education to be doubtful, undecided or incomplete.

The respondents were then asked, "How would you rate your training as it prepared you with marketable skills or techniques for the management, motivation, or direction of adults?"

TABLE XV. RESPONDENTS' APPRAISAL OF TRAINING IN MARKET-
ABLE SKILLS AND TECHNIQUES.

	Number	Per Cent
Very Comprehensive	36	39%
Moderately Comprehensive	41	45
Doubtful, undecided	8	9
Incomplete	7	7
Totals:	92	100%

The positive responses were "very comprehensive," thirty-nine per cent and "moderately comprehensive," forty-five per cent for a total of eighty-four per cent of the respondents who considered their training to be comprehensive. The negative responses were "doubtful, undecided," nine per cent and "incomplete," seven per cent for a total of sixteen per cent of the respondents who considered their training in this area to be doubtful, undecided or incomplete.

Another question asked of the respondents was, "How would you rate your training as it prepared you to understand the programming of a liberal adult education curriculum?" The

data are presented in Table XVI.

TABLE XVI. RESPONDENTS' APPRAISAL OF THEIR TRAINING IN
LIBERAL ADULT EDUCATION PROGRAMMING.

	Number	Per Cent
Very Comprehensive	37	40%
Moderately Comprehensive	34	37
Doubtful, undecided	16	18
Incomplete	5	5
Totals:	92	100%

The positive responses were "very comprehensive," forty per cent and "moderately comprehensive," thirty-seven per cent for a total of seventy-seven per cent of the respondents who considered their training in the programming of a liberal adult education curriculum to be comprehensive. The negative responses were "doubtful, undecided," eighteen per cent and "incomplete," five per cent for a total of twenty-three per cent of the respondents who considered their training in this area to be doubtful, undecided, or incomplete.

The question was asked, "How would you rate your training as it prepared you to understand the techniques of promoting a liberal adult education program?" The positive responses were "very comprehensive," twenty-eight per cent and "moderately comprehensive," forty-five per cent for a total of seventy-three per cent of the respondents who considered their training in the promotion of a liberal adult education program to be comprehensive. The negative responses were "doubtful, undecided," twenty per cent and "incomplete," seven

per cent for a total of twenty-seven per cent of the respondents who considered their training in this area to be doubtful, undecided, or incomplete.

The next inquiry was in the area of psychology of adult learning. Each respondent was asked, "How would you rate your training as it prepared you to understand the process of adult learning?" The positive responses were "very comprehensive," forty-seven per cent and "moderately comprehensive," thirty-five per cent for a total of eighty-two per cent of the respondents who considered this training to be comprehensive. The negative responses were "doubtful, undecided," thirteen per cent and "incomplete," five per cent for a total of eighteen per cent of the respondents who considered their training in this area to be doubtful, undecided or incomplete.

Finally, each respondent was asked, "How would you evaluate your training as it prepared you to utilize the talents of lay and professional leadership within a community?" The positive responses were "very comprehensive," forty-one per cent and "moderately comprehensive," forty-one per cent for a total of eighty-two per cent of the respondents who considered their training to be comprehensive. The negative responses were "doubtful, undecided," sixteen per cent and "incomplete," two per cent for a total of eighteen per cent who considered their training in this area to be doubtful, undecided, or incomplete. Table XVII gives a summary of the respondents' appraisal of this training or preparation in adult education.

TABLE XVII. RESPONDENTS' APPRAISAL OF TRAINING OR PREPARATION IN ADULT EDUCATION.

Adult Education Area	Percentage	Percentage
	Positive Responses	Negative Responses
Philosophy of Adult Education	83%	17%
Marketable skills or techniques for the management, motivation, or direction of adults	84	16
Programming of a liberal adult education curriculum	77	23
Promoting a liberal adult education program	73	27
Process of adult learning	82	18
Utilization of lay and professional leadership	82	18

The results indicate a dichotomy. On the one hand the responses are, in general, indicative of a comprehensive preparation in the essential skills and understandings required for leadership in adult education. The areas of philosophy, skills and methods for management of adults, process of adult learning and utilization of lay and professional leadership were rated comprehensive by eighty-two per cent of the respondents. By relative comparison there was a sharp break in the preparation of programming a liberal adult education curriculum and the promotion or merchandizing of the liberal adult education program. In these areas seventy-seven per cent and seventy-three per cent of the respondents rated their training as comprehensive. Yet an air of skepticism prevails. For a group of individuals who were to qualify

further as adult educators or leaders of adults the doubtful, undecided, or incomplete responses cannot be overlooked. The general range of negative response was seventeen per cent. However, in the areas of programming and merchandizing of liberal adult education programs, the negative appraisal was as high as twenty-three per cent and twenty-seven per cent respectively. It would be expected that such a group of specialists would reflect a higher degree of preparation.

It is possible to speculate as to the variables which account for this development based upon the data examined in the questionnaire. The respondents were asked two open-ended questions in which they could describe experiences which were not offered during their grants or how the preparation of adult educators could be improved. These data will be subsequently evaluated. However, this aspect of the questionnaire lends some insights as to the limiting factors in the preparation of adult educators. Some of the university adult education curriculums were extremely extensive and specialized and the candidate could not find the means nor the time to be exposed to all of the areas listed in this questionnaire. Others indicated that the curricular offerings were somewhat limited which reduced the availability of opportunity to garner these experiences. Some of the respondents were not training themselves primarily in the field of adult education but only on an incidental or related basis. If these factors could account for several of the negative responses in the

areas considered, then a rationalization could be perceived as to the limitations indicated by the responses in the areas of training for adult leadership.

Two secondary questions were asked of the respondents. One deals with the point of view that the preparation of adult educators include training in the field of sociology. As a result, each respondent was asked, "It is the opinion of some educators that adult educators should be knowledgeable in the field of sociology. What is your opinion?"

The positive responses were "agree completely," sixty-seven per cent and "agree with some exception or limitation," twenty-six per cent. A total of ninety-three per cent of the respondents agreed that adult educators be knowledgeable in the field of sociology. The negative responses were "doubtful, undecided," three per cent and "disagree," two per cent. A total of five per cent of the respondents were doubtful, undecided, or disagreed. The implication for the inclusion of adequate exposure and understanding in the field of sociology in preparing leadership for adult education is immediate.

A second question was directed to the assistance provided by the candidate's advisor during the academic preparation. It was the assumption of the author that an advisor could play a decisive role in shaping the direction of the educational experiences of the candidate. Therefore each

respondent was asked, "In the light of your experiences, how would you appraise the guidance and leadership functions provided by college or university advisors to their candidates?" The responses are summarized in Table XVIII.

TABLE XVIII. RESPONDENTS' APPRAISAL OF THE GUIDANCE AND LEADERSHIP FUNCTIONS PROVIDED BY THEIR ACADEMIC ADVISORS.

	Number	Per Cent
Very Helpful	50	54%
Moderately Helpful	24	26
Doubtful, undecided	11	12
Of little Help	7	8
Totals:	92	100%

The positive responses were "very helpful," fifty-four per cent and "moderately helpful," twenty-six per cent. A total of eighty per cent of the respondents considered the assistance of their advisors helpful. The negative responses were "doubtful, undecided," twelve per cent and "of little help," eight per cent. A total of twenty per cent of the respondents considered the assistance of their advisors doubtful, undecided, or of little help. The implications of these data are two-fold. Since this question is based upon the interaction of a candidate to one advisor and since the respondents did their academic work at a variety of educational institutions, the general image of the candidates toward their academic advisor is very creditable. A positive response of eighty per cent based on the interaction of two individuals,

the candidate and the advisor, seems remarkably high. On the other hand a word of caution is needed. Since twenty per cent of the respondents did appraise their relationship to their advisor as negative, further analysis is necessary to deduce the causal factors affecting this attitude.

The respondents were then asked two open-ended questions. "What experiences were not offered during your training or study program which would have enhanced your understanding of the basic concepts or practices of a liberal adult education?" "In the light of your experiences what three practical ways could the training of adult educators be improved to fulfill the objectives of a liberal adult education program?" It was the intent of the author to get an objective assessment of the respondents' limitations, a limitation of other adult educators as perceived by the respondents, or the constructive means by which to improve the training of adult educators. Regardless of the respondents' motivation, these data should be of importance to all agencies, organizations, and institutions vitally concerned with the adequate training and preparation of adult leaders.

Since the responses to these questions were inter-related they were grouped into appropriate categories. If the respondent made the same statement to each question, then only a single entry was made. The data which follow are a result of this analysis.

Summary of Suggested Ways of
Improving the Training of Adult Educators

- I. Experiences involving practical application of theoretical principles and concepts. (93)
1. Include field practice during graduate work. (29)
 2. Subsidize internships for prospective leaders of adult education. (21)
 3. Organize in-service training program for present administrator and supervisors of adult education programs. (13)
 4. Sponsor visitations to adult education programs of several different institutions, agencies, or organizations. (13)
 5. Plan seminars or conferences designed for the exchange of experiences with other adult educators. (7)
 6. Create speakers' program where men in the field return to discuss specific programs. (5)
 7. Provide for maximum exposure in teaching of adults. (5)
- II. A liberal education for adult educators. (41)
1. Increase the number of inter-disciplinary experiences. (11)
 2. Select candidates to major in adult education who are well educated in the liberal arts. (11)
 3. Extend study in all phases of the humanities. (9)
 4. Stimulate greater encouragement and acceptance for more courses in the liberal arts. (6)
 5. Add further training in liberal arts in place of language requirements. (2)
 6. "Distinguish between liberal adult education and education of adults to become liberal." . . . (2)
- III. The role of the universities and colleges. (37)

1. Attempt to secure grants to provide funds for training individuals in adult education and related fields. (14)
2. Promote closer cooperation between the department of adult education and the active university extension divisions. (9)
3. Select better professional educators as teachers at university level. (4)
4. Utilize the adult education approach at the university level. (3)
5. Combine degree program in adult education with liberal arts college. (3)
6. Endow chairs of learning in adult education. (1)
7. Improve coordination between sociology and education department. (1)
8. Provide "balance on college or university staff between the theoretical and practical professors. What to do? How to do it?". (1)
9. Provide more library materials in field of adult education. (1)

IV. Classes in adult education. (37)

1. Provide course work in selling the adult education programs to the different publics. (9)
2. Add training courses in discussion and conference methodology and organization. (8)
3. Promote better understanding of liberal adult education programming. (6)
4. Improve the selection of appropriate subject matter needed to teach adults. (3)
5. Include classes in history and philosophy of adult education. (2)
6. Improve both the preparation and utilization of audio-visual resources. (2)

7. Increase courses emphasizing the administration and supervision of adult education courses. (2)
8. Expand the research in field of adult education. (2)
9. Structure courses using publications of Center for the Study of Liberal Education for Adults. (1)
10. Provide greater use of entire communication media during training. (1)
11. Utilize guidance techniques in program development to involve more adults who are concerned. (1)

V. Training in Sociology (26)

1. Focus more on theories, concepts, and practices of society. (11)
2. Add more courses in sociology. (6)
3. Emphasize the awareness of man's problems caught in the maze of conflicting pressures and purposes in a democracy. (5)
4. Develop the skills and understandings needed to improve teaching of human relationships to adults. (4)

VI. Training in Psychology. (15)

1. Explore in depth basic principles of psychology especially as it applies to adult behavior. (12)
2. Seek better means of identifying the unfilled needs of adults. (3)

The area of greatest concern was focused upon those experiences which would involve the practical application of theoretical principles, methods and concepts. The total number of suggestions in this category was ninety-three. A variety of approaches was suggested. They were to include field

practice during graduate work (29), subsidize internships for prospective leaders of adult education (21), organize in-service training programs for present administrators and supervisors of adult education programs (13), sponsor visitations to adult education programs of several different institutions, agencies, or organizations (13), plan seminars or conferences designed for the exchange of experiences with other adult educators (7), create a speakers' program where men in the field return to discuss specific programs (5), and provide for maximum exposure or contact in teaching of adults (5).

There appeared to be two strong undercurrents to these pragmatic suggestions. The training of adult leadership must include direct contact and experiences with reality. The prospective adult leader learns best "by doing." He should be involved in some experiences where he has to assist in program planning, merchandizing, teaching or some other phase of an on-going enterprise. He should be forced to draw upon his own resources in the executing of a specific function under the wise guidance of an experienced adult educator.

The second area of concern was directed toward the need for liberally educated individuals to play leadership roles in the promotion of the liberal adult education movement. The total number of suggestions in this category was forty. Several approaches were suggested as the means of achieving this goal. They were to increase the number of inter-disciplinary experiences (11), select candidates to major in adult education who are well educated in the liberal arts (11),

extend academic study in all phases of the humanities (9), stimulate greater encouragement and acceptance for more courses in the liberal arts (6), substitute further training in liberal arts in place of language requirements (2), and seek to distinguish the difference "between liberal adult education and education of adults to become liberal" (2).

Although the development of liberally educated adult leaders cannot be conceived through merely structural or mechanical programs of study during a specified period of time the promotion toward this goal can be initiated during the period of academic preparation. The development of a liberally educated individual begins in the early days of formal education and perpetuates itself as an on-going process throughout one's life. Rarely, however, is this process achieved in the same manner, in the same depth or at the same time for all individuals. Hence it seems fundamental that if this ideal, of promoting liberally educated adult leaders is to succeed, greater flexibility is needed in the planning of graduate programs of study. Since no two individuals have exactly the same backgrounds of experience, even when they major in the same fields of undergraduate study or attend the same university, the appropriate planned course of study at the graduate level will vary.

Perhaps it will be pragmatic to have some individuals who have done the bulk of their academic study on the undergraduate level in the sciences, mathematics, practical arts,

business or agriculture to have the major emphasis of their cognate work done directly in the schools of liberal arts. However, it does seem essential that all adult educators need diverse exposure to those inter-disciplinary experiences on a planned and organized basis rather than incidentally conceived. This implies that a sequence of study in the liberal arts, on a minimal basis, should form one part of the prospective adult educator's academic preparation. It seems flexible to expand this academic training in the liberal arts if the individual has previously been exposed to highly specialized or technical experiences through the area of cognate study. It also seemed to be an excellent and practical suggestion that if further liberal arts experiences were needed that the language requirements could be waived in lieu of specific course work in the school of liberal arts. It is apparent that we can't have better liberal adult education programs until we have a greater supply of liberally educated adult leaders. This was the general impression of a portion of the respondents.

A third area of concern was directed to the role of the university or college. The total number of suggestions in this area was thirty-seven. The suggestions were largely concentrated in two areas and the inter-relationships of the suggestions were not as cohesive as in the two areas mentioned earlier. The variety of suggestions included were to attempt to secure grants to provide funds for training individuals in adult education and related fields (14), promote

closer cooperation between the department of adult education and the active university extension divisions (9), select better professional educators as teachers at the university level, utilize the methods of adult education approach in the education of adult educators (3), combine degree programs in adult education with liberal arts colleges (3), endow chairs of learning in adult education (1), improve coordination between the sociology and education departments (1), provide balance on college or university staff between the theoretical and the practical professors (1), and provide more library materials in the field of adult education (1).

The need to acquire funds to provide for internships or fellowships in adult education is the primary concern in this category. It merits great consideration. The policy of recruiting individuals into special fields of occupational study is an increasing trend in the decades of the fifties and sixties. Until the university departments of adult and higher education gain in stature and status, until corresponding pressures can be exerted to match those in guidance and counseling, school administration, or any other sub-division of the school of education, can numbers of highly qualified candidates be solicited and supported by university fellowships proportionate to other fields. This approach could be expedited through the cooperation of the university extension divisions. Selected individuals would have the opportunity to extend their training and preparation in the theoretical

framework provided by organized sequences of study coupled with the practical experiences of performing actual functions within an on-going program. This kind of experience would be essential if the preparation of adult educators is to keep abreast with other segments of our educational needs.

The suggestions dealing with inter-departmental relationships, staffing the departments of adult education and providing adequate library materials in adult education, important as they are, reflect on particular rather than general conditions. Where they present themselves as delimiting factors, corrective measures should be initiated through the respective university divisions and their leadership.

A fourth area of concern by the respondents centers directly at the heart of the adult education curriculum. The total number of suggestions in this category was thirty-seven. The needs were defined in several areas. They were to provide course work in the selling of adult education programs to the different publics (9), add training courses in discussion and conference methodology and organization (8), promote better understanding of liberal adult education programming (6), improve the selection of appropriate subject matter to teach adults (3), include classes in history and philosophy of adult education (2), improve both the preparation and utilization of audio-visual resources (2), increase courses emphasizing the administration and supervision of adult education programs (2), expand the research in field of adult education (2),

structure courses using publications of the Center for Study of Liberal Education for Adults (1), provide greater use of mass media of communication during the training program (1), and utilize guidance techniques in program development to involve more adults who are concerned (1).

Since adult education curricula are diverse, heterogeneous, and of particular character and vary in degree according to the university and the section of the country it represents, these suggestions would be of greatest value if they were used as a checklist by which to appraise the individual offerings of any adult education curriculum. The limited frequency of many of the suggestions made it difficult to make general evaluations. However, one area did seem worthy of consideration. If programs of education are going to grow in scope and intensity, they must be sold to the various publics of our society. Adult education is no exception. Therefore, it seems warranted that somewhere in the preparation of adult leadership, concentrated analysis of the techniques, methods and approaches of the selling of the adult education programs to the various publics of our society must be made. Too often this task is performed haphazardly or by the elements of chance. If the development of adult education programs is to flourish and meet the critical needs of our ever expanding population, then those techniques which have withstood the test of time and proved successful must be utilized in a planned and systematic approach. Careful study and

understanding should be developed so as to give some measure of predicted success in dealing with the complex forces which direct the various publics of our society.

A fifth area of concern was directed to the academic experiences in sociology needed by adult educators. The total number of suggestions in this category was twenty-six. The approach generally referred to was to add more classes in sociology (6). However, several of the respondents were more specific. They wanted courses in sociology which would focus more on theories, concepts, and practices of society (11) and would emphasize the awareness of man's problems caught in the maze of conflicting pressures and purposes in our democracy.

The final area of concern was in the preparation received by adult educators in the field of psychology. The total number of suggestions in this category was fifteen. Although adult psychology belongs, and rightfully so, in the adult education curriculum, special attention is necessary. Again the concentration of responses in one particular area seemed to signify a carefully defined need. The approaches again included extensive exposure to classes in psychology. In most cases a qualifying statement was included and these were grouped in two general classes which required a need to explore in depth basic principles of psychology especially as it applies to adult behavior (12), and to seek a better means of identifying the unfilled needs of adults (3). The implication of these data is immediate. It does not seem that a

mere number of classes or units of study in psychology is at the heart of the matter. What is desired is an experience in adult psychology qualified by two factors. First, that the exposure be in depth and not treated superficially and, second, that the course be taught by a professor of psychology, preferably with a major interest in adult psychology.

CHAPTER V

SUMMARY AND CONCLUSIONS OF THE STUDY

The purpose, scope, and sphere of this study was restricted to the descriptive analysis and resolution of three basic questions. The final chapter will begin with a recapitulation of the essential conclusions to these questions. The second phase of this chapter will be directed toward those implications derived from this study which will contribute to the immediate task of providing adequate numbers of highly trained adult education leaders. The conclusion relates the contribution of the Fellowship Program of the Fund for Adult Education to the promotion of adult education leadership.

Resolution of the Basic Questions:

The first question of this study was "What are the characteristics of the selected recipients of the Fund for Adult Education grants and what were their subsequent relationships to the problem of providing the leadership necessary for the adult education movement?" The direction of the responses to this question was arranged according to: (1) the general characteristics of the selected recipients and (2) the relationships of these data in providing assistance in the much needed area of adult education leadership.

The general image of the respondents was formed through the identification of specific characteristics. The following

data refine and shape the description of this image:

1. Eighty-four per cent of all the respondents were between the ages of thirty-one and fifty years of age at the time of the grant; fifty-one per cent of the respondents were in the thirty-one to forty year age group.
2. Eighty-four per cent of the respondents were between the ages of thirty-six and fifty-five at the time the questionnaire was completed; the frequency distribution in the five-year intervals from thirty-six to fifty-five, however, was relatively even.
3. Eighty-four per cent of the respondents were married; sixteen per cent were single.
4. Eighty-seven per cent of the respondents were male; thirteen per cent were female.
5. Forty per cent of the respondents had earned undergraduate majors in social science, fifteen per cent in language arts, sixteen per cent in agriculture or agricultural education, and the remaining twenty-nine per cent in science, practical arts, mathematics, or education.
6. Sixty-one per cent of the respondents did their most recent graduate work in adult education.
7. Fifty-seven per cent of the respondents have earned doctoral degrees; all of the respondents have earned master's degrees.

The relationship of these data as it pertains to providing opportunities for increased adult education leadership is manifold. Perhaps it should be noted that at the heart of any grant program is the process of selecting the most worthy candidates. Having once defined the goals of any grant program, it is imperative that a selective process provide the means of identifying those candidates who can best profit from the experience so as to insure the ultimate realization of its goals. It is in this selective process that the Fund for Adult Education seemed to be so successful, at least as it applied to the selected recipients used in this study.

The concentration of the selected recipients was in the early years of maturity, between the ages of thirty-one and fifty. The distributional spread according to age was balanced rather than being skewed at one end of a continuum. At the time the questionnaire was completed this same balanced distribution extended into the advancing years of adult maturity, between the ages of thirty-six and fifty-five. If the process were continued it seems plausible to assume that the same general pattern of frequency distribution would continue. This rather even distribution of adult leadership according to chronological age, at least, seems to provide a broad base of potential leadership quite capable of asserting itself in a vital phase of the total adult educational scheme.

Another significant aspect of the selective process is discerned by the general objectivity in identifying the potential of individuals regardless of inherent traditional biases and cultural prejudices. Generally, in assessing individuals for leadership roles the male is given greater consideration over his counterpart. Similarly a married man or woman is usually preferred over the single one. The usual rationale for this decision is that a greater degree of maturity or stability is evidenced. The recipients selected for the grants used in this study seemed unaffected by this bias and therefore the overall potential of these individuals was not neglected. Although the numbers of adults between the ages of thirty to fifty years seeking grants earmarked to the promotion of adult leadership are seemingly married and male, the selected recipients used in this study included sixteen per cent as unmarried and thirteen per cent as female. This objectivity seems quite consistent with the general philosophy of the liberal adult education movement.

The selective process also reflected academic objectivity in determining the recipients. Although fifty-five per cent of the respondents received their undergraduate majors in the liberal arts, it is significant to note that forty-five per cent of them majored in fields or disciplines other than in the liberal arts. In addition there did not seem to be any significant relationship between undergraduate majors and the decision to pursue graduate training in adult education.

The import of this objectivity reflects the genuine understanding of the liberal adult education movement and the need to select those individuals who are capable of playing essential leadership roles regardless of academic background.

Finally, it is significant to note the high level of academic preparation of the recipients and the major fields of academic study pursued. All of the respondents had completed their master's degrees and fifty-seven per cent had earned doctoral degrees. Of even greater importance is the fact that sixty-one per cent of the respondents did their most recent graduate work in adult education. Although the criteria used to select the recipients of this study precludes the aforementioned conclusions, the academic backgrounds of the individuals who received grants and were identified as potential supplements to the ever increasing need of adult education leaders. Perhaps this is an important factor or variable to be considered in the selection of future candidates for adult education leadership.

It seems clear that the selected recipients used in this study afforded excellent potential in providing the leadership necessary to advance the goals or objectives of the liberal adult education movement.

The second question of this study was, "What is the relationship between the intended purposes of the Fellowship Program sponsored by the Fund for Adult Education and the actual outcomes realized by the selected individuals who

received the grants?" The direction of the responses to this question is two-fold: (1) to review the primary objective of the grant program and (2) to review and relate the roles, attitudes, and contributions of the recipients to the stated objective.

The primary objective of the grant program focused upon programs of training and study designed specifically toward the promotion and development of leadership talent necessary for the implementation of the liberal adult education movement.

A review of the professional roles, community roles, attitudes, appraisals, and distinctions of the selected recipients seem to support the contention that the grant program was extremely successful in promoting adult education leadership. An appraisal of this type is subjective and involves many undetermined variables; yet, the attitudes and recorded behavior of the selected recipients cannot be denied. The supportive data bearing upon this conclusion include:

1. Sixty-eight per cent of the respondents are currently fulfilling occupational roles at the university or college level in comparison to the fifty-four per cent at the time of the grant. Eighty-four per cent of these individuals are active in the teaching process or directing adult education programs.

2. Sixty-two per cent of the respondents considered the Fund for Adult Education grant an important factor in the contribution to their present placement.
3. Ninety-eight per cent of the respondents considered the Fund for Adult Education grants were helpful as they facilitated the attainment of their personal goals by (1) expanding one's understanding of liberal or general adult education or (2) to complete requirements for an advanced degree.
4. Ninety-seven per cent of the respondents considered the Fund for Adult Education grants as successful in the promotion and development of the needed leadership necessary to implement liberal adult education programs.
5. Eighty-one per cent of the respondents hold membership in three or more professional organizations.
6. Thirty per cent of the respondents are officers in their respective professional organization.
7. Thirty-six per cent of the respondents are on regional, state, or national committees within their respective professional organization.
8. Sixty-two per cent of the respondents continued their academic study after the grant had expired.
9. Thirteen per cent of the respondents have enrolled in a university or college within the last year.

10. Fifty-nine per cent of the respondents are teaching at the present time at various educational levels.
11. Fifty-eight per cent of the respondents have been active in civic endeavors.
12. Thirty-three per cent of the respondents are members in such service organizations as Kiwanis, Rotary, Lion's, Optimist, or Junior Chamber of Commerce.
13. Nine per cent of the respondents earned distinctions or awards from other social, educational, or political organizations.
14. Fifty-eight per cent of the respondents have written in their professional field after the expiration of their grant; ten per cent have written one or more books; twenty per cent of the respondents have written in excess of five articles each; and five per cent have written in excess of ten articles apiece.

It seems apparent that the respondents' attitudes and behavior describe a very positive assessment in relation to the stated purpose of the Fellowship Program.

The third question of this study was, "How well were the selected recipients academically prepared to fulfill the roles of leadership needed to promote the objectives of the liberal adult education movement?" Since an achievement test was not administered to the selected recipients,

the basis of this assessment was derived through a process of self-appraisal by the respondents. The self-appraisal was conducted in two ways: (1) direct responses to a series of objective questions and (2) indirect responses summarizing the limitations perceived by the respondent of his own training or in his assessment of adult educators in general.

The respondents, on the whole, reflected a very positive self-estimate of their academic preparation in adult education. The following data seem to support this contention:

1. Eighty-three per cent of the respondents considered their training in understanding the philosophy of adult education to be comprehensive.
2. Eighty-four per cent of the respondents considered their preparation in understanding the marketable skills or techniques for the management, motivation, or direction of adults to be comprehensive.
3. Seventy-seven per cent of the respondents considered their training in the area of programming a liberal adult education curriculum to be comprehensive.
4. Seventy-three per cent of the respondents considered their training in the promotion of a liberal adult education program to be comprehensive.

5. Eighty-two per cent of the respondents considered their preparation in understanding the psychology of adult learning to be comprehensive.
6. Eighty-two per cent of the respondents considered their preparation in the utilization of lay and professional leadership within a community to be comprehensive.

In answering the open-end questions summarizing their perceptions of the limitations in the academic preparation in adult education, a total of 249 responses were recorded. Although several areas of need and concern were expressed, the most noticeable need was in the area of providing experiences which would actively involve the application or utilization of theoretical principles, concepts, or skills in real life-like situations. Thirty-eight per cent of the responses were grouped in this category. The suggestions included planning field practice during graduate work, subsidizing internships for prospective leaders of adult education, organizing in-service training programs for present administrators and supervisors of adult education programs, sponsoring visitations to adult education programs of several different institutions, agencies or organizations, planning seminars or conferences designed for the exchange of experiences with other adult educators, creating speaker's programs where men in the field return to discuss specific programs, and providing for maximum exposure or contact in the teaching of adults.

The self-concept of the respondents about their own academic training was positive and their suggestions for implementing the means of improving the quality of academic preparation very current with present educational trends.

Implications Derived From The Study:

The first significant implication of this study was to cite the noteworthiness of the selective process employed in the Fellowship Program. Since the scope and dimension of the Fellowship Program were extensive and encompassed the geographic area of the entire United States, the patterns which were developed would be of invaluable assistance to other agencies confronted by similar tasks. It would be realistic to assume that the factors of utilizing capable, qualified leaders, devising the organizational structure and machinery, and establishing the selective criteria could be emulated by other groups embarking on similar projects. Therefore, it would be prudent to expect that future philanthropic and governmental agencies could profit from scrutinizing the essential nature of the selective process employed by the Fellowship Program in depth and by so doing devise a well-conceived, systematic selective pattern of their own.

The second implication of this study is to denote the valuable assistance and contributions provided by the Fellowship Program to the liberal adult education movement. It seems apparent to this writer that without the assistance provided by the Fellowship Program, the contributions and impact of the selected recipients upon the adult education

movement would have been deterred. The need for this leadership was clear in 1951. By the mid-1960's, this need has not been eliminated. Our adult population is continually expanding. The nature and essence of our social order are undergoing enormous transformation in size, character, and value orientations. Therefore, the need for adequate leadership in liberal adult education activities is increasing and becoming more complex. Although partial assistance was provided by the Fund's activities to this problem from 1951 to 1961, the task is not completed. It remains as an ongoing necessity until qualified, trained leadership is manifested for all the expanding and changing adult education programs.

The third implication of this study is directed to the universities and colleges charged with the responsibility of providing the preparatory experiences for our adult education leadership. Proper leadership begins with identifying the potential of an individual to complete a given task. It is nurtured by providing the experiential background needed to develop these latent talents. And it is essential to place these same individuals into those occupational roles in our social order where their developed potentialities can be realistically applied. The universities must, by necessity, increase the scope and depth of their adult education programs. This means increasing the budget, increasing the staff, reorganizing the basic curricula, conducting follow-up

studies of their adult education graduates, and systematically adjusting the university training program so as to provide the kind of adult education leadership to meet the real needs of a changing social structure. This prodigious task is the direct responsibility of our institutions of higher education.

The fourth implication of this study is directed to the needed research to facilitate the adequate training of adult education leadership. The areas of needed research include:

1. A study and analysis correlating the contributions of both lay and professional leadership as provided by the Fellowship Program of the Fund for Adult Education.
2. A study and analysis of the adult education curricula in selected American universities and colleges.
3. A follow-up study of adult education graduates from selected American universities and colleges.
4. A study and analysis of the adult education leadership in terms of our current and projected needs.

The resolution of these studies could assist in determining the means of reducing the leadership lag in adult education.

Conclusions:

The pressing need for adult education leadership was reviewed in the beginning of this study. The results seem to confirm the invaluable assistance and support provided by the

Fund for Adult Education Fellowship Program in meeting this need. Yet an essential and fundamental question remains. Are we developing adequate numbers of adult education leaders to fill the current vocational needs compounded by the many adult education programs and agencies throughout our land? Or are these leadership roles being assigned to individuals lacking in a thorough, practical preparation in the field of adult education? Serious doubt exists which would deter an affirmative response to these questions. But genuine skepticism or intuitive judgment is not enough. Research is needed in the enterprises of adult education to provide the data necessary for a scientific and accurate estimate of the status quo.

If these studies indicate that adult education leadership roles are being assigned without consideration of professional preparation, if these studies reflect that a gross imbalance exists between the need for adult education leadership and the professional personnel available, and if these studies substantiate that many adult education programs suffer because of the limited leadership effected, then a positive course of action seems obvious.

Foundation support could continue in its effort to provide extended fellowship programs in liberal adult education. Philanthropic organizations could subsidize intern programs for adult education leadership available to local communities. But this would not be enough. Any consideration of liberal

adult education must include the entire adult population of the United States. The enormity of this commitment demands a more cohesive relationship between local, state, and national agencies. Financial support could be provided through the National Defense Educational Act. Fellowships, internships, and scholarships could be extended to those individuals who demonstrate a strong commitment to liberal adult education. These opportunities would be available in every state. And as the NDEA programs in mathematics, English, science, guidance, and foreign languages have played vital roles in upgrading the availability of professionally prepared personnel, the same net outcome could be realized for leadership in liberal adult education. This opportunity deserves serious consideration.

The crises, conflicts, tensions, and dilemmas facing our society are prodigious in scope and dimension. They vacillate between local remonstrations and international hostilities. The most intelligible resolutions to these concerns necessitates an alert, active and responsible citizenry. Responsible citizens are not born. They are not educated in any one span of years. Responsible citizens are involved in a constant struggle to stay informed, they learn to understand the changing forces in our cultural orientations, and they learn the significance of parlaying information, knowledge, and understanding to resolve the basic issues of our day. A responsible citizen must, then,

develop the full extent of his potentialities. He needs a liberal adult education program which will provide the opportunities for this continual development. The best opportunities can only be initiated, organized, and promoted by adequate numbers of professionally trained adult education leaders. To provide this adequate leadership is a paramount responsibility of our greater society. It is one which cannot be neglected.

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AND

APPENDICES

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APPENDIX A
THE COVER LETTER

Dear _____:

We in the College of Education of Michigan State University are continually interested in the improvement of adult education programs and especially in the opportunities provided for graduate study in Adult Education. The Fund for Adult Education, through their grants for advanced study in this area, have done much to enhance and enrich the opportunity for such advanced study.

You, as a recipient of one of these grants, can provide us with information that will enable us to appraise our present programs of graduate study and strengthen those areas as a result of your reactions to the enclosed questionnaire. I am fortunate in having, as a doctoral candidate in Adult Education, John Kouzoujian of the Oak Park, Michigan, Public Schools. He has agreed, and his doctoral committee has approved, to assemble, evaluate and interpret information received in the questionnaire in the form of his doctoral dissertation.

You may be sure that I appreciate your help in this undertaking.

Sincerely yours,

Harold J. Dillon
Professor of Adult Education

Enclosure

APPENDIX B
THE QUESTIONNAIRE

1. Age: _____
2. Sex: Male _____ Female _____
3. Marital Status: Single _____ Married _____
 Divorced _____ Widowed _____ Separated _____
4. Number of children in family: _____
5. What was your undergraduate major? _____
6. List the educational institutions attended in order of recent completion and other data as indicated.

Name of Institution	Dates Attended	Major	Degree
	(in years)		

- | | |
|----|-------|
| A. | _____ |
| B. | _____ |
| C. | _____ |
| D. | _____ |
| E. | _____ |
| F. | _____ |

7. How were you first made aware of the Fund for Adult Education Grants to individuals? Please check one.

- | | |
|-------|----------------------------|
| _____ | Newspaper |
| _____ | Pamphlet or brochure |
| _____ | Magazine |
| _____ | Friend |
| _____ | College Professor |
| _____ | College Advisor |
| _____ | Other Name _____ |

8. Who motivated you to apply for the grant? Please check.

_____ Self
_____ College Professor
_____ College advisor
_____ Employer
_____ Organization Name _____
_____ Other Name _____

9. What were the years of your grant?

19 ____ to 19 ____

Please complete Question 10 or 10.A as it applies to you.

10. State the specific title or job classification you held at the time you received the grant.

Title _____

Nature of the position _____

- 10.A If you were a full-time student or unemployed, please check.

Full-time student _____ Unemployed _____

Please indicate the last full-time position held prior to the application for the grant.

Title of Position _____

Nature of Position _____

11. Did you supervise or direct other adults in the position indicated above?

Yes _____ No _____ How many? _____

Explain: _____

12. Explain briefly your reasons for applying for the grant.

13. Who was most influential in stimulating you toward the achievement of your goals as stated above?

_____ College advisor

_____ College professor

_____ Fellow student

_____ Other Identify: _____

14. What was the amount of your grant per year? \$ _____

15. Upon receiving your grant, at what institution did you matriculate?

16. At what institution did you receive your degree?

17. What type of grant did you receive?

_____ Study award

_____ Fellowship

_____ Scholarship

_____ Other

18. Who was most helpful in broadening your background and knowledge of liberal adult education during the time of the grant?

_____ College advisor

_____ College professor

_____ Member of professional organization

_____ Fellow student

_____ Representative of the Fund for Adult Education

_____ Other Name: _____

19. Indicate by checking and naming any of the following experiences encountered during your grant which have been most helpful in your present position.

- _____ Title of Seminar _____
- _____ Title of Course _____
- _____ Nature of Discussion Group _____
- _____ Nature of Conference _____
- _____ Other _____
20. Have you had the opportunity to author any professional reports, articles, books, or studies since the completion of your grant?
- _____ Yes _____ No
21. If yes, give the title.
- _____
- _____
22. Please state the specific title or job classification of your present full-time position.
- Title of Position _____
- Nature of Position _____
- 22.A If you are unable to answer Question 22 because you are unemployed or a full-time student, please check.
- _____ Unemployed _____ Full-time student.
23. In the position indicated in Question 22, do you supervise or direct other adults?
- Yes _____ No _____ How many? _____
- Explain: _____
- _____
24. List the professional organizations to which you currently belong.
- a. _____
- b. _____
- c. _____

d. _____

e. _____

25. Are you an officer in any of the professional organizations mentioned above?

Yes _____ No _____ Explain: _____

26. Have you received any special distinction or awards following the completion of your grant?

Yes _____ No _____ Explain: _____

27. Are you a member of any national, state, or regional committees of the professional organizations to which you belong?

Yes _____ No _____ Explain: _____

28. Are you active in any civic projects, studies, or committees?

Yes _____ No _____ Explain: _____

29. Do you belong to any service organizations such as the Kiwanis, Rotary, etc.?

Yes _____ No _____ Name or Organization: _____

30. How would you appraise the Fund for Adult Education grant as it facilitated the attainment of your personal goals?

_____ Very helpful

_____ Moderately helpful

_____ Undecided or doubtful

_____ Not helpful at all

31. One of the purposes as outlined by the Fund for Adult Education was to promote and/or develop leadership in implementing liberal adult education programs. In the light of your own experiences, how do you appraise the fulfillment of these purposes?

_____ Very successful
_____ Moderately successful
_____ Undecided or doubtful
_____ Unsuccessful

32. Did you return to school for seminars, study groups, or classes after your grant expired?

Yes _____ No _____ Explain the nature of the activity:

33. Have you enrolled in a university or college with the last year?

Yes _____ No _____

34. Are you teaching in any capacity?

Yes _____ No _____

35. If "yes" is the response to Question 34, please check.

_____ Full-time college or university
_____ Part-time college or university
_____ Adult Education
_____ High school
_____ Industry
_____ Other

36. What experiences were not offered during your training or study program which would have enhanced your understanding of the basic concepts or practices of a liberal adult education?

37. How would you rate your training as it prepared you for a complete understanding of the philosophy of liberal adult education?
- _____ Very comprehensive
- _____ Moderately comprehensive
- _____ Doubtful, undecided
- _____ Incomplete
38. How would you rate your training as it prepared you with marketable skills or techniques for the management, motivation, or direction of adults?
- _____ Very comprehensive
- _____ Moderately comprehensive
- _____ Doubtful, undecided
- _____ Incomplete
39. How would you rate your training as it prepared you to understand the programming of a liberal adult education curriculum?
- _____ Very comprehensive
- _____ Moderately comprehensive
- _____ Doubtful, undecided
- _____ Incomplete
40. How would you rate your training as it prepared you to understand the techniques of promoting a liberal adult education program?
- _____ Very comprehensive
- _____ Moderately comprehensive
- _____ Doubtful, undecided
- _____ Incomplete
41. How would you rate your training as it prepared you to understand the process of adult learning?

- _____ Very comprehensive
- _____ Moderately comprehensive
- _____ Doubtful, undecided
- _____ Incomplete

42. How would you rate your training as it prepared you to understand the learning process as it pertains to adults?

- _____ Very comprehensive
- _____ Moderately comprehensive
- _____ Doubtful, undecided
- _____ Incomplete

43. How would you evaluate your training as it prepared you to utilize the talents of lay and professional leadership within a community?

- _____ Very comprehensive
- _____ Moderately comprehensive
- _____ Doubtful, undecided
- _____ Incomplete

44. It is the opinion of some educators that adult educators should be knowledgeable in the field of Sociology. What is your opinion?

- _____ Agree completely
- _____ Agree with some exception or limitation
- _____ Doubtful, undecided
- _____ Disagree

45. To what degree did your Fund for Adult Education grant contribute to your placement in your present position?

- _____ Very important factor
- _____ Moderately important factor
- _____ Doubtful, undecided
- _____ Unimportant

46. In the light of your experiences, how would you appraise the value of the guidance and leadership functions provided by college or university advisors to their candidates?

_____ Very helpful
_____ Moderately helpful
_____ Doubtful, undecided
_____ Of little help

47. In the light of your experiences, what three practical ways could the training of adult educators be improved to fulfill the objectives of a liberal adult education program?

1. _____

2. _____

3. _____

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