

ABSTRACT

A COMPARISON OF THE OPINIONS OF ADULT EDUCATION LEADERS AND EMPLOYMENT SERVICE SPECIALISTS REGARDING THE RELATIONSHIP OF ADULT EDUCATION PROGRAMS TO EMPLOYMENT NEEDS IN SELECTED URBAN COMMUNITIES

by Kenneth E. Ripple

Statement of the Problem

The purpose of this study was to investigate the opinions of selected adult educators and employment service specialists:

(a) to determine how effectively current adult education programs conducted in selected schools in Michigan, Illinois, Indiana, and Wisconsin were meeting the educational and job preparation needs of the individual, and the community, and (b) to show the relationship of whether present adult education objectives are relevant to the needs and interests of the participants.

Method of Investigation and Analysis

It was decided to use the individual, structured interview as a method of gathering data. The interview contained 68 items asked adult educators and a total of 49 items asked of the employment service specialists.

Interviewees were asked to place each of the educational activities in one of the following response categories: imperative, very desirable, desirable, permissible, and undesirable.

Thirty-five interviews were held with adult educators in the twenty-four urban communities of four states: Illinois--Aurora, Cicero, Evanston, and Rockford; Indiana--Fort Wayne, Gary, Hammond, and South Bend; Michigan--Ann Arbor, Dearborn, Flint, Grand Rapids, Kalamazoo, Lansing, Livonia, Pontiac, Royal Oak, Saginaw, St. Claire Shores, and Warren; Wisconsin--Kenosha, Madison, Racine, and West Allis.

An additional 38 interviews were held in 19 employment centers in the four states.

Findings

1. No one activity was considered imperative by a majority of adult educators or employment service specialists.
2. Thirteen of the 20 activities were considered at least very desirable by the majority of adult educators, and 8 of the 13 activities were considered very desirable by a majority of employment service officials.
3. While adult educators generally approved of the 20 selected activities, an unmistakable priority was given to assuring adequate opportunity for continuous education to all adults of the community.
4. Adult educators are reluctant to be daring and innovative in preparing programs that would effectively prepare adults for salable positions.
5. The patterns of organization of adult education programs in the states of Indiana and Wisconsin are undergoing change. It is hoped that these changes will narrow the gap between the educational and training aspect of adult education.

6. Adult educators do not seek or solicit the aid and assistance of employment service specialists in planning programs to meet the educational and training needs of adults.
7. Guidance and counseling services offered by adult educators to participants in educational and training programs is being relegated to a form of "lip service" and is not identifying people in need of salable skills.

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by

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CHAPTER I

INTRODUCTION

Statement of the Problem

It was the purpose of this study (1) to seek opinions as to how effectively current adult education programs conducted in selected schools in Michigan, Illinois, Indiana, and Wisconsin were meeting the educational and job preparation needs of the individual and the community, and (2) to show the relationship of whether present adult education objectives are relevant to the needs and interests of the participants as revealed by the opinions gathered.

Importance of the Study

Today's educators state that the three major aspects of current adult education programs revolve around: (1) earning credits to fulfill formal requirements of some kind; (2) acquiring needed skills for specific vocational purposes; and (3) attending sessions for the general purpose of cultural enrichment. Thomas D. Baily verified the soundness of these needs when he remarked:

"Adult Education programs must recognize these broad areas of human interest and need by providing program activities designed to help adults improve themselves as individuals, as parents, as workers, and as citizens."¹

Because adult education covers all aspects of living, it

¹Thomas D. Baily, "The School Administrator's Responsibility for Providing an Adequate Program of Adult Education," School Life, (February, 1960), pp. 27-32.

enabled the writer to look at school problems as a whole. However, its extensive dimension does make the data cumbersome to handle in a single study. Knowles validates the breadth of education when he says:

"The term adult education is used to convey three meanings. In its broadest meaning it describes the process by which men and women continue learning after their formal schooling is completed. In this sense it includes all forms of experience, reading, listening, traveling and conversing--that are engaged in by mature people for the purpose of learning. In its more technical sense, adult education describes a set of organized activities for mature men and women carried on by a wide variety of institutions for the accomplishment of specific educational objectives. A third meaning combines all the processes and activities of adult education into the idea of a movement or field. In this sense, adult education brings together into a definable social system all the individuals, institutions and associations concerned with the education of adults and portrays them as working toward such common goals as the importance of improving the methods and materials of adult learning, the extension of opportunities for adults to learn and the advancement of the general level of our culture."²

Concerning aims and goals, different authors have somewhat varied ideas as to the tasks the adult education program should perform. Some aims of adult education as seen by Liverright are:

Widespread establishment of informal adult education . . . cannot reverse the trend but it can help people to live with bigness more intelligently.

. . . volunteer leaders can significantly help people acquire the wherewithall for informal intelligent decision making.

Instead of keeping up with the Joneses' (people) observe their neighbors and fellow workers carefully lest they step too far out of line, for with urbanization comes our accompanying drive for conformity and standardization. Individual differences, varying opinions and points of view are discouraged and frequently penalized.

The trend toward spectatorship is fostered and developed in traditional schools and colleges, where major emphasis is placed on classes in which students imbibe information from the teacher--there they are trained to be conformist spectators rather than thinking participants.

²M. S. Knowles, The Adult Education Movement in the U.S., (New York: Holt, Rinehart & Winston, 1962), pp. vi and vii.

Program goals fall on a continuum which moves from ego-involving and deep goals to simple and superficial ones. . . . The three kinds of programs which can be considered on a continuum are . . . attitudinal programs, understanding programs and skill programs.³

Some goals which will be examined in some detail are:

Adult Education Goal I:
Earning Credits for Formal Requirements

Wide use is made of adult education courses in order to obtain "paper credit" by which the adult may gain the privileges not otherwise obtainable to the individual.

High School Graduation

Adults from ages nineteen to seventy-five attend classes in local high school evening classes to gain diplomas because they have discovered that desirable promotions are unavailable without this distinction. Even more important, dropouts from high school have difficulty securing their first substantial position. If the supposition is correct that a high school diploma is mandatory for employment, then it should follow as an orderly sequence that the immediate minimal goal for out-of-school youth and adults should be a basic education through the twelfth grade.

To say this is easier than to get a program actualized. Both individuals and institutions need to work toward such ends. As was stated in the 1965 State Department of Public Instruction Publication:

The community, state, and nation should exercise strong leadership and urge local school districts to make basic education available, accessible, and flexible so that no matter where the individual may reside, he will have the opportunity for self improvement.⁴

³A.A. Liverright, Strategies of Leadership, (New York: Harper & Brothers, 1959), pp. 4, 7, 8, 9, and 10.

⁴Alexander J. Kloster, State Department Newsletter, (Lansing, Michigan, 1965), p. 4.

Another statement supporting the same view as previously stated was taken from a 1965 newsletter which was sent out to all Michigan Public School Superintendents by Acting State Superintendent, Alexander J. Kloster:

"One of the most exciting areas of education in which work will be done this coming school year is the Adult Education program. The figures in relation to adult illiteracy is staggering. There are about 11.5 million adults in this country who have less than a sixth grade education. There are over 2.7 million adults who have never been to school at all. It is estimated that there are over 23 million adults who have never finished grade school."⁵

An active campaign was carried on from the White House which followed the same pattern as that on the state level. The following excerpts reveal this relationship:

"In October 1965, more than 10 million sixteen to twenty-four year old youths were out of school and in the work force. Over 3 million of them lacked a high school diploma."⁶

"Another 900,000 plus youngsters will be added to this growing battalion of dropouts this year unless the Nation mounts its forces to prevent this from happening. This grim fact haunts the Nation: By 1975, it is estimated there will be some 32 million adults in the labor force who didn't finish high school."⁷

General Education Development Tests

Continuing on with the theme of fulfilling high school requirements, it should be noted that it is now possible to fulfill high school requirements without formal high school work. In many school districts, high school diplomas or equivalency certificates may be issued to adults who have previously attended

⁵Ibid., p. 7.

⁶Text of Memorandum From the President for the Vice-President on Summer Youth Opportunity Campaign, Office of the White Press Secretary, (San Antonio: August 15, 1966), p. 1.

⁷Youth Opportunity Back-to-School Campaign Fact Sheet, August 1966, p. 1.

high school. Credit is usually granted in those sections of the General Education Development Tests successfully completed with an average standard score of 45 or above. Either the high school diploma or the high school equivalency certificate will allow the individual an opportunity to pursue college entrance.

Licenses

Another way for adults to qualify for work positions would be for them to pursue courses of study whereby they are granted licenses as real estate agents, insurance agents, practical nurses, etc.

Adult Education Goal II: Acquiring Skills for Specific Purposes

One of the recognized goals of adult education is job upgrading; the learning of new skills for purposes of maintaining employment in the changing scientific, technological and automated era, and education leading to positions of greater responsibility in one's employment. As one can observe, this is not only beneficial to the individual, but to the state, the community, and the nation when citizens can perform services at a higher level of competency.

United States Department of Labor

Statements in Bulletin 1450 of the Department of Labor are:

1. Job opportunities generally will increase fastest in the occupations requiring the most education and training.
2. Unemployment rates are highest for young workers and for these with the least schooling.⁸

⁸United States Department of Labor, Occupational Outlook Handbook, 1966-67, Bulletin 1450, (Washington: Government Printing Office, 1966), pp. 16-18.

Programs Administered By the U. S. Office of Education, 1966

The following programs and purposes have been initiated on the federal level to meet the skill needs of individuals, communities, states, and the nation:⁹

<u>Program</u>	<u>Purpose</u>
<u>Smith Hughes Act</u>	Provide for vocational education and teacher training in agriculture, training and industry, and home economics.
<u>George Barden Act</u>	
a. Title I	Extend the Smith Hughes Act to include distributive occupations, fishery trades, and vocational guidance.
b. Title II	Develop training programs for health occupations.
c. Title III	Train highly skilled technicians
<u>Vocational Education Act, 1963</u>	Maintain, extend and improve vocational education programs. Develop research and training programs and experimental and pilot programs for special needs.
a. Research and Training	Provide part-time employment for young people to help them begin or continue vocational training.
b. Work-Study Programs	Prepare young people for employment.
c. Residential Schools	
<u>Manpower Development Training Act</u>	Train skilled workers in all sections of the nation.
<u>Title IV Graduate Fellowships</u>	Prepare more teachers.
<u>Title VB Counseling Institutes</u>	Importance of improving the qualifications of guidance workers and counselors in college and schools.
<u>Title VI Language and Area Centers</u>	
a. Foreign Language Fellowships	Training college teachers of modern foreign language and area studies.

⁹United States Office of Health, Education and Welfare, Federal Money for Education: Programs Administered by the U. S. Office of Education, Fiscal Year 1966, Superintendent of Documents No. FS 5210:10041, (Washington: Government Printing Office, 1965).

Title XI Institute for Advanced Study

Improve the qualifications of elementary and secondary school teachers.

Education of Handicapped,
PL-88-164, Title III
a. Teacher Training

Prepare teachers and others who work with handicapped.

NDEA related Fulbright-Hayes Fellowship

- a. Foreign Language training area studies for faculty members
- b. Elementary and secondary school teachers
- c. Seminars
- d. Curriculum Specialists

Improve the competence of prospective teachers of modern foreign language and area studies.

Improve the competence of faculty members of NDEA language and area study centers.

Improve the competence of elementary and secondary school teachers and area study centers.

Improve the competence of elementary and secondary school teachers.

Provide foreign curriculum specialists to United States schools to help strengthen language area studies programs.

Economic Opportunity Act, 1964

- a. College Work-Study Program
- b. Adult Basic Education

Provide part-time employment for college students.

Provide literacy programs for adults to help them obtain employment.

Cuban Refugee Program

- a. Professional Program of Training

Provide refresher courses for physicians and teachers.

Classes in Industry and Business

"The notion that education ends with a college degree is completely untenable in industry today."¹⁰ When human beings are properly prepared and motivated, productivity need cause little worry. As business sees it, their problems today demand an

¹⁰Harold F. Clark & Harold S. Sloan, Classes in the Factories, (Farleigh Dickinson University, 1960), p. 9.

understanding of history, literature and philosophy quite as much as technology and management. Most corporations now conduct an educational program entirely within the jurisdiction of the corporation as well as one carried on outside of its jurisdiction in one or more colleges or universities.¹¹

Classes in the Military

Near Port Washington, Long Island, is an almost fantastic institution, the Naval Training Device Center, employing some 600 engineers, psychologists, scientists, and educators, devoted entirely to the creation of devices to facilitate teaching. The center has pioneered in a system known as synthetic training, utilizing a synthetic training machine that simulates actual operating conditions. The annual budget at Port Washington is over 60 million dollars. Learning by doing seems to be the cardinal principle in the Armed Forces Training and Teaching.¹²

Adult Uses of Education

"For the first time in the history of civilization, the time of drastic cultural change has been telescoped into less than the life time of the individual. The current generation of mature adults now represents the first generation faced with managing a culture different in kind than the one originally transmitted to them. The consequences of this new fact of life is such that the well educated youth of today is an obsolete man tomorrow. The implication of this sudden turn in the tide of civilization is clear; a society

¹¹Ibid., pp. 9-14.

¹²Harold F. Clark & Harold S. Sloan, Classrooms in the Military, (New York: Teachers College, Columbia University, 1964), pp. 88-94.

that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its chances for survival."¹³

According to the National Opinion Research Center's recent survey of participation in adult education, the response to this new fact of living is already becoming impressive.

1. Of the 114 million adults that were identified in the survey, 34% of them took adult courses which were purely vocational;
2. Courses were more practical than academic and theoretical; dealt more with skills than knowledge or values;
3. Some 56% of the students attended classes for their education and job preparation;
4. Persons with higher social economic status were more likely to study for advancements on the job, and to improve leisure time; those with lower status more concerned with getting new jobs, and home and family living and less with leisure time;
5. Interest in adult education offerings increased with the amount of education;
6. It is estimated that there will be more than 50% more persons participating in adult education by 1982.¹⁴

From an examination of the various functions of adult education, it was apparent that the most current crucial needs of the individual, community, state, and nation were not being met by that institution.

Surely, there is little doubt that much of today's social unrest is the result of a steady decrease in the availability of jobs for the unskilled, and a simultaneous increase in the number of people who are totally unprepared to meet the demands of skilled employment in this technological age. The roster of reasons is

¹³Howard Y. McClusy, "Adult Education, Schooling and the Learning Society," Text given at Mott seminar, February 25, 1966, p. 3.

¹⁴Ibid., pp. 3-4.

familiar: the advance of automation on all fronts--business, industry, and agriculture; the disappearance of whole occupational categories; the increase of technical content in many surviving occupations; and the obsolescence of skills within occupational categories.

The need for adult education has taken on still another dimension in recent times. Jobs now require more mental capability to supplement and complement physical skills. More training is needed because there are higher educational standards required for entry into a field. And last but not least, workmen must be retrained at least three to six times during their working lifetime to meet the ever increasing changes in the industrial world.

These all tend to sharpen the line between idleness and employment, dependence and independence, hopelessness and fulfillment of life's purposes. The trouble with the analysis, however, is that it places the blame on the job, the market, society, everywhere but the schools where some of the responsibility must assuredly rest as well.

The primary reason that there are more unskilled people competing for fewer jobs within their capabilities is that the schools have failed to prepare them for today's world of work. Undoubtedly, there are other culprits that might be identified such as the failure of the apprenticeship system's instructional programs, obsolete content in preparation programs, restrictive union practices and the like. Surely, the primary responsibility for insuring that adults are prepared to function productively in adult life lies with the educational system, from kindergarten through adult programs.

Adult Education Goal III:
Cultural Enrichment

There is little question about the widespread use of adult education facilities for cake decoration, model construction, art, foreign language, sewing, literature, dance, music, etc.

Design of the Research

The intent of the study was to identify national, state, and local employment needs and opportunities and then seek to discover whether preparation programs are offered in twenty-four selected cities in the states of Illinois, Indiana, Michigan, and Wisconsin which most meet these employment needs.

The study utilizes the following sources of information:

1. Data were gathered from the Occupational Handbook of 1966-67 and the Adult Education Association since these are the major sources of information which reveal the employment needs of the nation and the adult education programs of the country.
2. Adult Education publications were reviewed to find ways and means that adult education programs can meet the employment opportunities in the community, state, and the nation.
3. Employment commissions were surveyed in the cities of selected urban areas to discover local employment needs. Interviews sought the commission's views of its need for cooperation and coordination with local, state, and national agencies in aiding the local employment situations. Views were also sought which would indicate the commission's ideas concerning the use of federal funds by adult education authorities. Opinions were also requested by questioning the employment officials concerning the needs of the unemployed youth of the commission's service area.
4. A labor market analyst and the office manager were interviewed at each employment center
5. Adult education programs were surveyed in each of the twenty-four communities to reveal the kinds of educational and job preparation opportunities available.

6. The programs were compared (in nature, type, number of offerings, objectives and people affected) with local, state, and national employment needs.
7. People interviewed in the various adult education programs included the Director of Adult Education, Supervisor of Mechanical Skills, Supervisor of Vocational Education and Retraining, Supervisor of Basic Education, Supervisor of Reading Improvement Services, Supervisor of Business Education, and the Supervisor of Vocational and Technical Education.

Limitations of the Study

A quotation from Good and Scates is given below:

"The social survey provides a cooperative undertaking that applies research techniques to study and diagnose a current social problem, situation, or population, within definite geographical limits and bearings, with a concern for the formulation of a constructive program of social reform and amelioration. The intellectual processes are in part similar to the methodology of the many other research approaches; namely, determining the purpose and defining the problem, analysis of the problem in the form of a schedule for collecting data, examination of documentary sources, the necessary field work to gather the data called for by the schedules and analysis, interpretation and sometimes application of the results."¹⁵

This investigation was a social survey, providing the essential ingredients necessary for research. This method seemed most appropriate for the kind of information that was desired. It dealt with a current social problem, and major concern was given to seeking answers that could be used to bring about revision and/or modification of present adult education programs.

The people interviewed were asked a series of questions which related to certain aspects of adult education.

¹⁵Carter V. Good and Douglas E. Scates, Methods of Research, (New York: Appleton-Century Crofts, Inc., 1954), pp. 559-560.

Twenty-four urban communities' adult education programs were studied in order to discover whether in the opinion of adult educators: (1) Adults were being identified who were in need of additional educational and job preparation programs; (2) there was any involvement between local, state, and national agencies in the planning of adult education programs; (3) job preparation programs were developed around the known employment needs of the community, state, and nation; (4) the basis for new programs offered adults since the advent of federal aid was related to employment needs; (5) any conflict existed between adult education programs and employment commissions in meeting adult employment needs as related to adult education programs; and (6) general and specific objectives were clearly conceived in order to meet the educational and job preparation needs of the participants.

The cities surveyed were: Illinois--Aurora, Cicero, Evanston, and Rockford; Indiana--Fort Wayne, South Bend, Gary, and Hammond; Michigan--Ann Arbor, Dearborn, Flint, Grand Rapids, Kalamazoo, Lansing, Livonia, Pontiac, Royal Oak, Saginaw, St. Claire Shores, and Warren; Wisconsin--Kenosha, Madison, Racine, and West Allis.

In order to discover individual employment needs in the local cities, the twenty-four employment commissions were also surveyed.

Definition of Terms

The terms used in this study with specific meanings are defined as follows:

Adult--a person who has come into the stage of life in which he has assumed responsibility for himself and usually for others

and who has concurrently accepted a functionally productive role in his community."¹⁶

Adult Education--activities with an educational purpose that are carried on by people engaged in the ordinary business of life."¹⁷

Educational Objectives--ends toward which educational efforts ought to be directed.

The Twenty-four Urban Communities--a case study area in which the total study was concerned with the following cities: Illinois--Aurora, Cicero, Evanston, and Rockford; Indiana--Fort Wayne, Gary, Hammond, and South Bend; Michigan--Ann Arbor, Dearborn, Flint, Grand Rapids, Lansing, Kalamazoo, Livonia, Pontiac, Royal Oak, Saginaw, St. Claire Shores, and Warren; Wisconsin--Kenosha, Madison, Racine, and West Allis

¹⁶Coolie Verner, "Definition of Terms," Adult Education Outlines of an Emerging Field of University Study, (New York: Adult Education Association, 1964), p. 29.

¹⁷Hartley C. Grattan, In Quest of Knowledge, (New York: Association Press, 1955), p. 3.

CHAPTER II

REVIEW OF THE LITERATURE

The ultimate purpose of the present investigation was to contribute to the knowledge of how well adult education programs are meeting the educational and job preparation needs of individuals as they exist at the present time in the United States. This chapter reports on the review of recent literature related to: A. National Employment Needs; B. Current Adult Education Programs; and C. Adult Education Objectives.

A. NATIONAL EMPLOYMENT NEEDS

Diversity...A Key to Growth

The United States economy is amazingly diversified with no single industry dominant today. This has not always been true in this nation. The move toward diversification has been a long slow process.¹

Our economic system has been plagued with depressions and recessions during the nineteenth century when it was dominated by agriculture. When demand for food here in this country and abroad was good, our country had prosperous times; when it was not good, depressions occurred.²

Agriculture remains important to our overall economy, but even when coupled with manufacturing—our major source of employment, the two sources account for only 35% of all jobs. Employment today is so widely

¹Chicago Technical College, Business Trends and Progress, 1966, Toledo: Century Press, Inc., 1965), chart by Lithe in U.S.A.

²Ibid.

dispersed among trade, services, government, construction, and other sources that only a widespread reversal which affects almost every segment of the economy can cause serious difficulty.³

Robert M. Solow, a professor of economics at M.I.T., relates the following concepts concerning employment in this age of technology:

...For the whole private economy, between 1909 and 1964, output per man hour was rising at about 2 $\frac{1}{2}$ % a year. This means that one man hour or hour of work can produce has been doubling on the average every 30 years since 1909. ...For the first 50 years of the century, then, output per man hour doubled about every 36 years; since 1947 it has been doubling about every 24 years, at least until the '60's.

...The appropriate remedy for excessive unemployment in our society is, generally speaking: (1) fiscal and monetary policy requiring the Federal Government either to create markets by expanding the amount of purchasing power in private hands by tax reduction, and/or to ease credit conditions, thus stimulating expenditures by business, by home buyers, by consumers buying durable goods, and by state and local governments; (2) direct government purchases of goods and services.

In the American economy in the past six years and more particularly in the past two years, there has been a sustained improvement in the employment and unemployment totals. It has been brought about primarily by operating on the general level of expenditures from consumers, from business firms, and to a considerable extent from all levels of government. ...How do we know that the unemployment rate now or even when it is higher does not represent, in effect, permanent unemployability? How do we know that it is not a mismatch between the kinds of skills, education and training industry wants and the kind the unemployed offer? It is possible to argue that the unemployed we now have do not represent real capacity and that the demand for skilled labor has outrun its supply and has generated bottlenecks. The evidence for this "structural unemployment" hypothesis is the heavy concentration of unemployment among people with frailty of skills and little education.

...One can imagine the whole labor force arrayed in order of desirability to employers--the college graduates, the well-trained people near the front; those with less education, less training, less in the way of skill coming behind them; and at the end of the line the high school dropouts, the Negroes, some (not all) women, older people. Employers are certainly going to hire from the front of the line. They will hire as far down the line as they have to in order to meet their need. The higher the demand for labor, the farther down the line they will go.

³Ibid.

...So right down the line what has happened is exactly what one ought to expect to happen. Business has been good. Highly desirable employees are harder to find and so industry has moved down the line.

...This has an interesting consequence. It means that the reason uneducated people do so badly in our society, relatively speaking, is because there are so many educated people. As a result, at any given level of demand for labor, it is possible to fill most jobs with educated people. Every upgrading program of industry or the Department of Labor disadvantages those who remain untrained.

...What has clearly happened in our economy, is that industries employing educated, white collar, professional people, are expanding more rapidly than other industries. The biggest such industry is education; but the same is true of other service industries. It is a good thing, by the way, because we supply so many more educated people than we used to. ...since we have the educated, they are hired in preference to the uneducated.

...When the margin of excess capacity has narrowed, as it has now done, the training and retraining operations of the Labor Department and of industry become extremely important. If skilled labor is scarce, American industry can generate a new upgrowth of supply by training, by abandoning standards that are not really relevant to the job, by all sorts of methods. But the cure comes about only to the extent that skill shortages force efforts to train and retrain people.⁴

Reduction in Manual Work Needs

In a recent article by Lester Velie, he states that, "manual work is swiftly disappearing; only one-third of the working Americans presently labor at production jobs. The other two-thirds are largely in non-manual work; teaching or supervising us, doctoring us, selling things to us and entertaining us."⁵

As Dr. Norman C. Harris sees it, the shape of the working world by 1970 will reveal: "At the top will be an estimated 18% of Americans who are engaged in professions which require four or more years of college.

⁴Robert M. Solow, "Where the Jobs Go—and Where They Come From," Think, (May-June, 1967), pp. 2-7.

⁵Lester Velie, "Where the Jobs Are," The Readers Digest, Vol. 86, (January, 1965), p. 102.



Next, some 50% of the work force will hold "middle" manpower jobs ranging from semi-professional and technical to clerical and sales. These will require at least a high school diploma and up to two years of college or technical training. Below will be an estimated 26% of the work force who are either high school or vocational school graduates who will be involved in doing the skilled work (carpentry, auto repair) or semi-skilled work (factory production, gas station tending). This leaves only 6% of the total force for the unskilled jobs that machines do and that require no more than a grade school education. Therefore, 94% of the future jobs will require at least a high school education or better."⁶

Ben B. Seligman, in an article entitled, Automation and the State relates:

"By 1963 the number of computers in use in the United States had reached 20,000, and another 5,000 will be added by 1965. The Bureau of Labor Statistics estimated that this technological advance resulted in the loss of over one million jobs in manufacturing industries alone between 1953 and 1959, with prospects for the future looking even gloomier."⁷

Labor Views the Challenge to Education in a Changing World

In a speech given by Walter P. Reuther in 1963 on the Harvard University campus, the following excerpts were recorded:

"We all agree, I believe, that education, in the broadest sense and in the long run, is the key to our future, even to our chances of having a future."

"The crisis in American education is both urgent and compelling and if bold and adequate action is further delayed, then the crisis of today may well be the catastrophe of tomorrow."

⁶Ibid., p. 103.

⁷Ben B. Seligman, Automation and the State, (New York: American Jewish Committee, June, 1964, Vol. 37, no. 6), p. 49.

"One of the most conspicuous failures is in the creation of meaningful employment opportunities for all of our citizens able and willing to work. The inability to find suitable jobs is a serious affront to the human dignity and sense of purpose of millions of people. And it is morally reprehensible in that the sufferers are very largely the young, the aging and members of minority, ethnic or racial groups who have lacked the organized means to do much about their plight."

"The schools are deeply involved in this failure, for it is a failure not only to create employment but to prepare the rising generation and retrain the older men and women for competence in the new skills required by the new technology. Our schools are not now equipped to do this job. Our system of vocational training is obsolete."

"The problem will continue to grow, for the relative importance of young people in the labor force is increasing. The number of workers 24 years of age or younger will rise 45% between 1960 and 1970, while the total labor force will grow less than one-fifth. The economic future of millions of these young people is bleak."

"Of 26 million of them entering the labor force in the 1960's, 7½ million, or fully 30%, will have left school before graduating. Two and one-half million of them will have dropped out before completing the eighth grade. Almost totally unprepared, they will be entering the economy in which the need for unskilled will be stagnant, while the demand for clerical and sales workers and managers will rise 25% and jobs for professional and technical workers will rise 40%."⁸

The Employment Needs as Seen by the Department of Labor

In 1939, the Dictionary of Occupational Titles (first edition) defined some 17,452 separate occupations. However, in 1965, Volume I of the Definition of Occupational Titles listed 21,741 occupations, or an increase of some 4,289 new occupational listings in the twenty-six year period.⁹

The Occupational Outlook Handbook, 1966-67 (Bulletin 1450) relates that—"those industries that will be providing services will offer more jobs than those that provide goods."¹⁰ This is shown in Table 1.

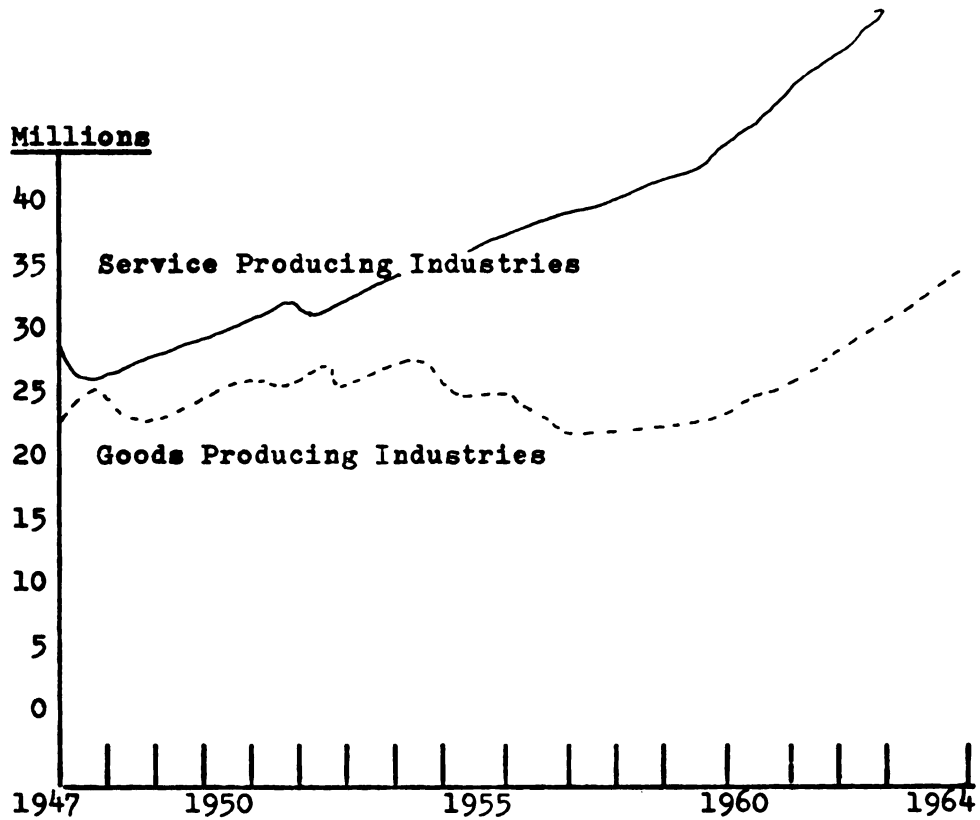
⁸Walter P. Reuther, Speech given by Walter Reuther at Harvard University, May 16, 1963, entitled: "The Challenge to Education in a Changing World," pp. 1-3.

⁹United States Department of Labor, Dictionary of Occupational Titles: 1965, Definitions of Titles, 3rd Edition, Vol. 1, (Washington: U. S. Government Printing Office, 1965), p. xiii.

¹⁰U.S. Government Bulletin 1450, op. cit., p. 12.

Table 1

**Industries Providing Services Offer More Jobs
Than Those Providing Goods**



The Department of Labor, in making employment estimates for 1966-67 states that—"while the national employment estimates for the year 1975 will show a 25% rise, that the industry growth rates will show wide variances."¹¹ This variable growth rate is reflected in Table 2.

Another sweeping statement is also pointed to in the same publication which states that—"job opportunities will increase fastest in occupations requiring the most education and training."¹² Table 3 reveals the basis of this commentary.

Tables 4 and 5 taken out of context reveal the employment in major occupational groups and employment in major industrial groups. This information was based on 1964 employment statistics.¹³

The final three tables show the significance of the changes expected in major accepted makeup of the national labor market by the year 1975 (Table 6); the fact that the unemployment rates are highest for young workers and those with the least amount of education (Table 7); and a graphic expression of how unemployment hits hardest, those workers in the least skilled occupations (Table 8).¹⁴

In summary, this forecast, made by the United States Department of Labor reveals that in prognosticating the demands for certain kinds of workers, specific assumptions have to be made about general economic movements and broad national policy. The picture of the future as reflected in this handbook is based on four fundamental assumptions:¹⁵

¹¹Ibid., p. 13.

¹²Ibid., p. 16.

¹³Ibid., p. 10.

¹⁴Ibid., p. 18.

¹⁵Ibid., p. 20.

Table 2

While Total Employment Will Go Up ¼ by 1975
 Industry Growth Rates Will Vary Widely

Decline	Industry	Projected Employment Growth			
		No Change	Less Than Average	Average	More Than Average
	Government				→
	Services				→
	Contract Construction				→
	Wholesale & Retail Trade				→
	Finance, Ins. Real Estate				→
	Manufacturing			→	
	Transportation & Public Utili- ties			→	
←	Mining				
←	Agriculture				

Table 3

**Job Opportunity Generally Will Increase Fastest in
Occupations Requiring the Most Education & Training**

Decline	Industry	Projected Employment Growth			
		No Change	Less Than Average	Average	More Than Average
	Professional, Technical & Kindred Workers				
	Service				
	Clerical				
	Skilled				
	Managers, Officials, Proprietors				
	Sales				
	Semi-Skilled				
	Laborers (non-farm)				
	Farm				

Table 4

Employment in Major Occupational Groups
(Millions of Workers - 1964)

	0	5	10	15
Semi-Skilled				
Clerical				
Skilled				
Professional and Technical				
Proprietors and Managers (ex. pr. House)				
Services				
Sales				
Unskilled (except farm)				
Private Household				
Farmers and Farm Manager				
Farm Laborers and Farmers				

Table 5

Employment in Major Industry Groups (1964)

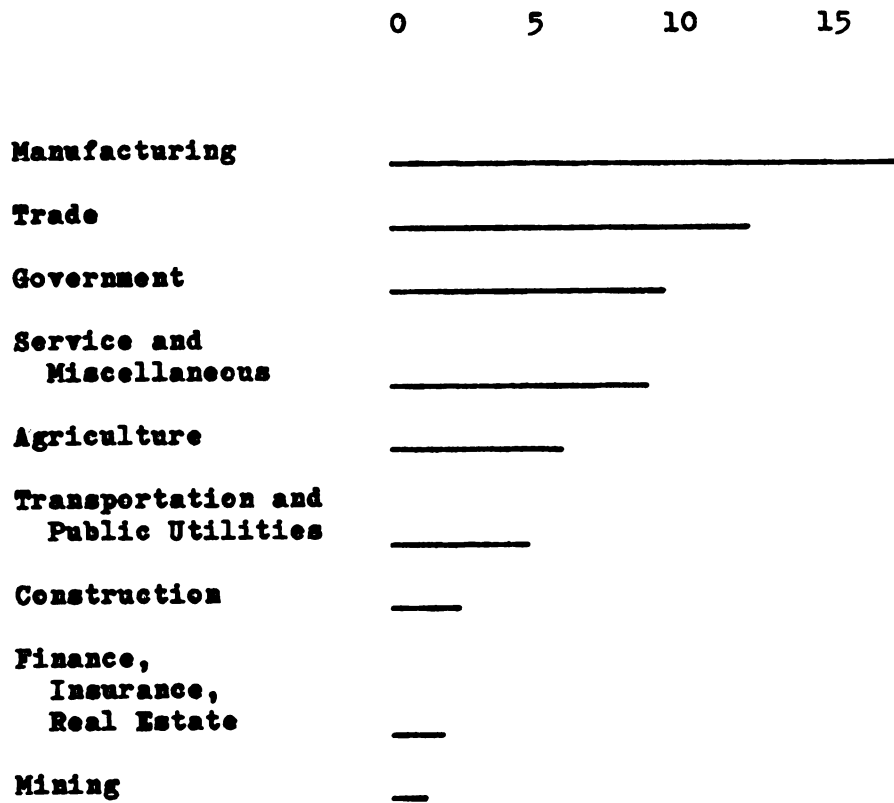


Table 6

Changes in the Labor Force, 1965-75

Number of Persons in Millions

Labor Force	Estimated 1965	Projected 1975	% of Change 1965-75
Age 14 and over, both sexes	78.4	93.6	19.9
In formal education age range, 14-24			
Men	10.5	13.9	32.0
Women	6.3	8.6	36.3
In Career Committment Age Range, 25-34			
Men	10.7	15.0	40.4
Women	4.2	6.1	45.0
In Career Peak Range, 35-54			
Men	21.7	21.5	.8
Women	11.5	12.6	9.7
In Advanced Career Age Range, 55+			
Men	9.0	9.9	10.3
Women	4.6	6.0	32.4

Table 7

**Unemployment Rates Are Highest
For Young Workers and For Those With the Least Schooling**

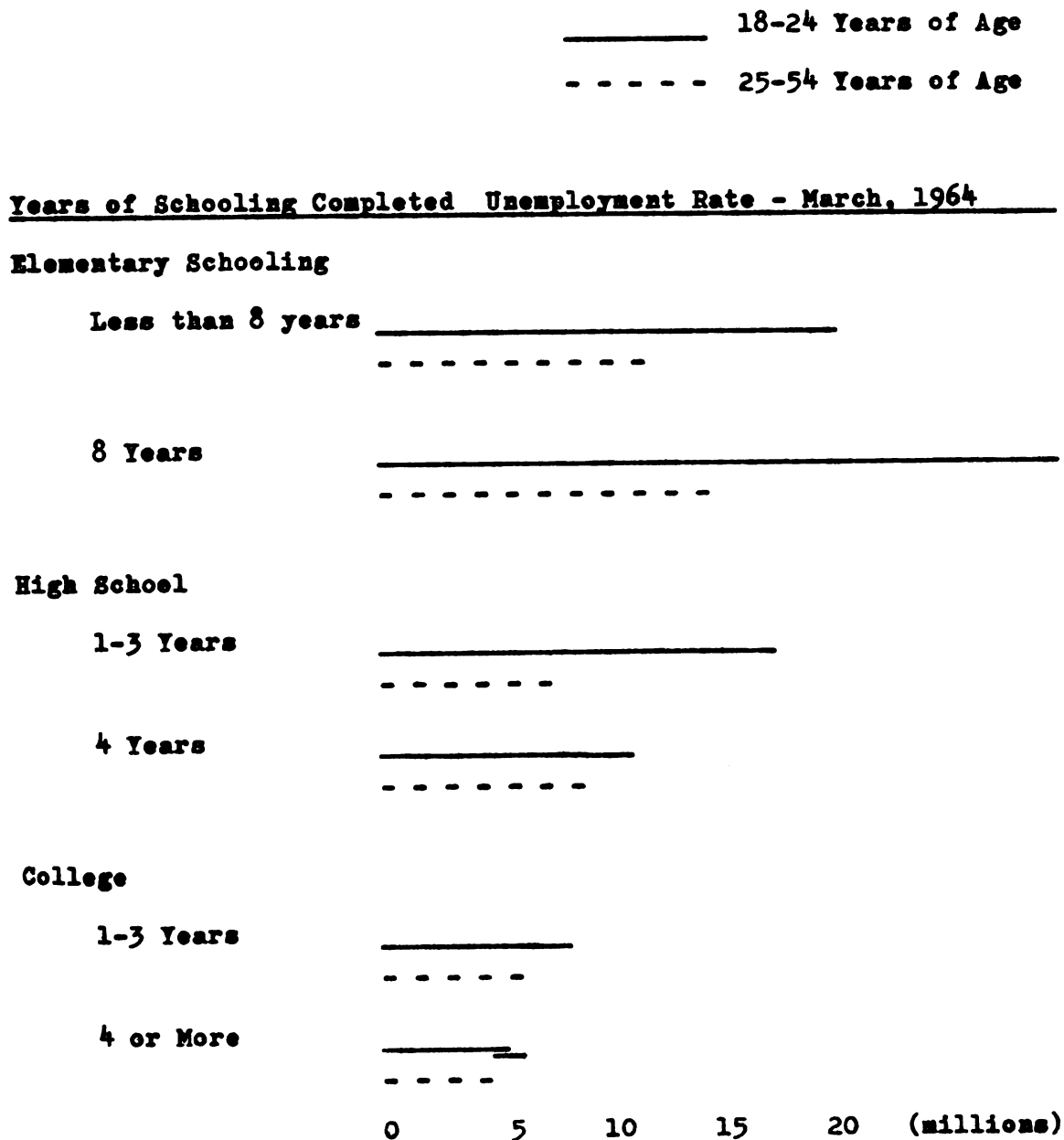
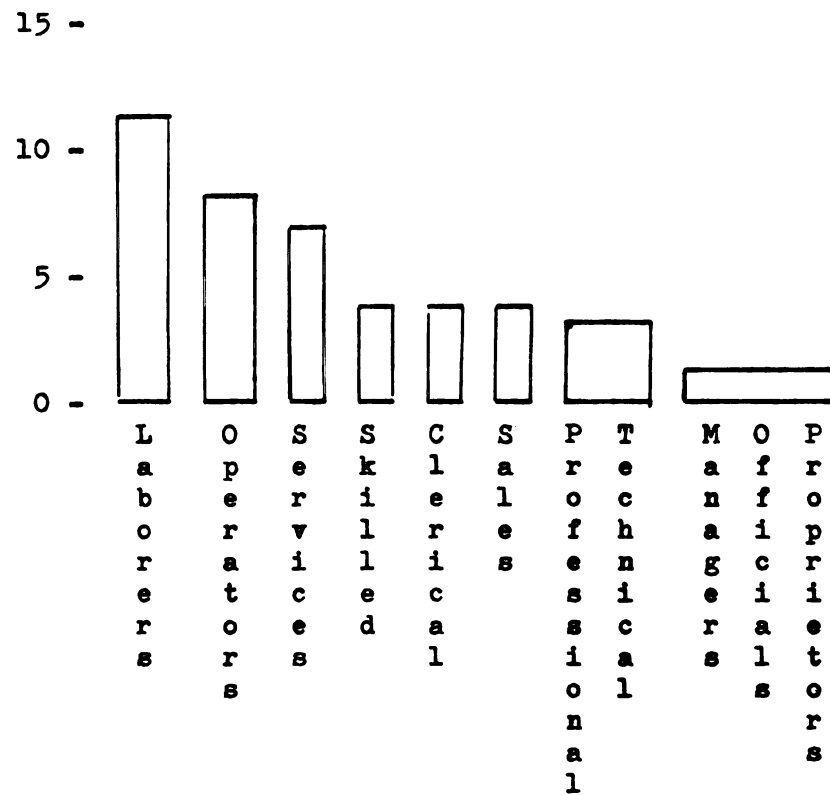


Table 8

Unemployment Hits Hardest Among Those in the Least Skilled Jobs

% Unemployed - 1964



1. that high levels of economic activity and employment will be maintained over the long run even though there may be temporary recessions;
2. that there will be no major war, but at the same time, the defense program will continue at about the current level;
3. that scientific and technological advances will continue;
4. that the institutional and fundamental economic structure of the United States will not change significantly.

In conclusion, the Handbook listed the following national employment needs and classifications that could very well be prepared for through adequate adult education programs.

Service Occupations	400,000 per year
Operatives	350,000 per year
Clerical	300,000 per year
Sales	250,000 per year
Craftsmen	230,000 per year
Mechanics and Repairmen	100,000 per year
Unskilled	70,000 per year
Banking	65,000 per year
Insurance	65,000 per year
Building Trades	50,000 per year
Hotels	30,000 per year
Aircraft, Missiles, Spacecraft	20-30,000 per year
Electronics	28,000 per year
Machine Operators	25,000 per year
Manual Occupations	20,000 per year
Auto Manufacturing	15,000 per year
Iron and Steel Manufacturing	14,000 per year
Drivers	12,000 per year
Foundry	9,000 per year
Printing	3-4,000 per year
Forgeshop	1,400 per year
Radio and TV	1,000 per year

These estimates reveal that a total of some 2,069,400 jobs will be available in these categories or classifications over the period of one year.¹⁶

¹⁶Ibid.

B. CURRENT ADULT EDUCATION PROGRAMS

Fortunately, the agencies and institutions attempting to meet the increasing educational needs and demands of America's adults are many, varied, and versatile. But they operate and provide educational programs for adults without having either adequate knowledge of the comprehensive needs of adults or sufficient information about the total curriculum that makes up the rather formless adult education enterprise in the United States. Thus, it is doubtful if the combined adult education offerings of all the adult education agencies in most communities in the United States are sufficiently staffed and equipped to meet the challenges posed by the advances in such an industrial society.¹⁷

An extended review of the literature reveals that due to the speed and change of such a complicated society, little intensive research has been devoted to studying whether adult education programs are presently being related to the educational and job preparational needs of individual communities. A concern about this problem was expressed as long ago as 1937 when A. Caswell Ellis remarked:

"In the main, these of us in control of adult education are borrowing and drifting almost as unscientifically and unphilosophically as did the schoolmen of old. The multifarious educational activities that one commonly regarded as adult education have grown up, each in response to some specific demand at the time and place, usually with little or no consideration of its relation to the whole process of education or even to the other aspects of adult education. The aims are often narrow, while the methods and subject matter have been borrowed from some other already existing form of education. No serious continued effort has ever been made anywhere on earth to plan even for one small community a complete system of adult education

¹⁷Jess Burkett, "Comprehensive, Programming for Life-Long Learning," Adult Education, Vol. 10, No. 2: Winter 1960, pp. 116-121.

suited to the physical, psychological and social needs of adults, and properly related to the existing school system and civilization of the time. Beginnings in the study of adult education by scientific and philosophic methods have been made here and there, but the surface has barely been scratched."¹⁸

Interest about curriculum development and concern for more adequate knowledge about our present day curriculum of adult education continues to be of utmost importance to the field. This concern was expressed by Thurman White, editor of Adult Education, when he introduced the autumn 1962 issue with these words:

"The curriculum for the adult student body is incomplete, discontinuous and unconnected. Consequently, curriculum development is one of the most fascinating opportunities in the entire field of adult education. And this is the focus of the current issue of our professional journal. The subject is presented from a variety of approaches by eight thoughtful contributors."

"These articles give a fair sampling of the careful thinking which some of our colleagues are giving to curriculum matters. Your study of them may lead you to fresh approaches to the development of objectives, the structuring of learning experiences and the evaluation of offerings. If they do, the curriculum for the adult student will become a bit more complete, more continuous, and better connected."¹⁹

Studies Related to the Curriculum of Adult Education

The present investigation was concerned with acquiring more knowledge about the present day curriculum of adult education in the United States. Therefore, the review of literature was limited to material published since 1950.

The National Opinion Research Center Study of Adult Education in America (N.O.R.C.)

In the N.O.R.C. national survey, the respondents reported the total number and kind of adult education activities participated in

¹⁸Caswell A. Ellis, "Problems in Adult Education Needing Study," School and Society, Vol. 46: October 9, 1937, p. 449.

¹⁹Thurman White, "Editor's Notes," Adult Education, Vol. 13, No. 1, Autumn 1962, p. 2.

between June 1961 and June 1962. One analysis performed by Johnstone²⁰ was the analysis of "...the total courses taken, and not the total persons who studied within each category" of subject matter. According to Table 9 which reports the findings according to rank order emphasis of nine broad subject matter categories, the two most commonly reported kinds were "Vocational" and "Hobbies and Recreations." They accounted for slightly more than half of the total courses reported in the study. Johnstone's conclusions from findings are worth repeating here:

"It is quite clear from these findings that the major emphasis of adult education is on the practical rather than the academic; on the applied rather than the theoretical; and on skills rather than knowledge or values. Subject matter directly useful to one's performance in the areas of work, family and social personal scale adjustment, for example, represent a significant proportion of the total activities. Taken together, the vocational, agricultural, home and family life, and personal development categories, which are much more representative of the realm of ideas and values, make up just 27% of the total courses. These results point strongly to the pragmatic qualifying quality of adult education."²¹

The United States Office of Education (U.S.O.E.) Study of Public School Adult Education

A recent comprehensive study of public school adult education which has relevance for the present study is Statistics of Public School Adult Education, 1958-59. It covered the school year, 1958-59, and was designed "to provide national estimates describing educational programs offered by local public school systems in continental United States."²² The results are based on over 99 percent return from a probability sample of 855 school systems in the United States having 150 pupils or

²⁰John W. C. Johnstone, Volunteers for Learning: A Study of the Educational Pursuits of American Adults, Report 89, Chicago: N.O.R.C., University of Chicago, February, 1963, p. 45.

²¹Ibid., p. 47.

²²Marthine V. Woodward, Statistics of Public School Adult Education, 1958-59, Circular No. 660, Office of Education, U.S. Department of Health, Education and Welfare, Washington: United States Government Printing Office, 1961, p. 1.

Table 9

Types of Subject Matter Studied Through Adult Education Methods*

<u>Category of Subject Matter</u>	<u>Total Courses Reported</u>	<u>Percent of Total Courses</u>
Vocational	2,224	32
Hobbies and Recreations	1,322	19
General Education	850	12
Religion	810	12
Home and Family Life	796	12
Personal Development	377	5
Public Affairs and Current Events	236	3
Agriculture	73	1
Miscellaneous	182	3
Total	<u>6,870</u>	<u>99</u>
No Information	24	
Total Courses Reported	<u>6,894</u>	

*Taken from Table 29, John W.C. Johnstone, Volunteers for Learning -- A Study of the Educational Pursuits of American Adults, National Opinion Research Center. The University of Chicago, Chicago, Illinois, Report No. 89, February, 1963, p. 46.

more enrolled in elementary and secondary full-day time schools. Inasmuch as a very high rate of return was secured by the survey, it is thought that the "report may be reasonably considered as a report of public school adult education in continental United States."²³

One of the things all schools were asked to do was to classify their adult education courses or classes according to the following 20 field classifications:

1. Americanization and citizenship
2. Literacy education
3. Elementary education
4. High School academic education
5. Advanced (college level) academic education
6. Civic and public affairs
7. Personal development and group relationships
8. Family relationships
9. Homemaking and consumer education
10. Agricultural courses
11. Distributive education
12. Trade, industrial and technical education
13. Business education
14. Fine arts
15. Techniques in practical arts and crafts
16. Health and Physical education
17. Safety and driver education
18. Remedial education
19. In-service training for professional persons
20. Other

Table 10 indicates clearly the preponderant vocational and practical nature of public school adult education in America. Whether one considers the total numbers or percent of classes offered, the total enrollment in classes, or the total clock hours in session for classes, by field of instruction the same five fields ranked among the five highest on all these factors. Those fields were: (1) Trade, Industrial and Technical Courses; (2) Homemaking and Consumer Education; (3) High School Academic Education; (4) Business Education; and (5) Techniques in Practical

²³Ibid., p. 2.

Table 10

Classes Conducted, Enrollment, and Clock-hours in Session for Adult Education Classes Offered by Local Public School Systems by Field of Instruction, for Continental United States: 1958-59

Field of Instruction	Classes Conducted ¹		Enrollment in Classes ²		Clock Hrs. in Session ³	
	Number	Percent	Number	Percent	Number	Percent
Americanization & Citizenship	4,950	3.7	171,000	5.0	508,000	5.2
Literacy education	1,430	1.1	47,500	1.4	207,000	2.1
Elementary education	1,450	1.1	38,000	1.1	296,000	3.0
High school academic education	15,900	11.7	411,000	12.0	1,518,000	15.4
Advanced academic education	2,510	1.8	50,500	1.5	78,000	.8
Civic and public affairs	1,120	.8	73,400	2.1	41,500	.4
Personal development & group relation	2,690	2.0	71,900	2.1	82,000	.8
Family relationships	3,570	2.6	132,000	3.9	155,000	1.6
Homemaking & consumer education	20,400	15.1	459,000	13.4	841,000	8.5
Agriculture courses	5,100	3.8	106,000	3.1	405,000	4.1
Disturbance education	3,100	2.3	88,600	2.6	154,000	1.6
Trade, Industrial, & Technical courses	27,300	20.2	560,000	16.4	3,378,000	34.3
Business education	14,600	10.8	372,000	10.9	878,000	8.9
Fine Arts	6,000	4.4	167,000	4.9	288,000	2.9
Techniques in practical arts & crafts	12,500	9.3	281,000	8.2	504,000	5.1
Health and physical education	5,680	4.2	190,000	5.5	176,000	1.8
Safety and driver education	3,900	2.9	117,000	3.4	248,000	2.5
Remedial education	420	.3	9,300	.3	20,800	.2
In-service training for professional practices	1,970	1.5	65,200	1.9	56,800	.6
Other	490	.4	11,100	.3	22,400	.2
Total ⁴	135,000	100.0	3,211,000	100.0	9,587,000	100.0

¹Taken from Table 10, *Marshall V. Woodward, Statistics of Public School Adult Education: 1958-59*, U.S. Department of Health, Education and Welfare, Office of Education, United States Government Printing Office, Washington: 1961, p. 11.

²*Ibid.*, Tables 11 and 12, pp. 13-15.

³*Ibid.*, Table 13, p. 16.

⁴In some instances detail does not necessarily add to totals because of rounding.

Arts and Crafts. Those five fields accounted for more than two-thirds of the classes reported, more than three-fifths of the enrollment, and more than seventy-two percent of the total clock hours in session of the adult education classes offered by local school systems for the continental United States during the 1958-59 school year. One field of instruction alone—Trade, Industrial and Technical Courses—accounted for more than 35 percent of the total clock hours in session.

Based on the number of clock hours in session, the following six fields received less than one percent each of the total clock hours in session for adult education classes offered by local public school systems for the continental United States during the academic year, 1958-59; (1) Advanced Academic Education; (2) Civic and Public Affairs; (3) Personal Development and Group Relationships; (4) Remedial Education; (5) In-service Training for Professional Persons; and (6) Others.

The National Education Association (N.E.A.) Study of Urban Public School Adult Education

A study which closely paralleled both in aims and coverage the one just discussed was that conducted by the Division of Adult Education Service of the N.E.A. In A Study of Urban Public School Adult Education Programs of the United States, a questionnaire was sent to the superintendent of schools in all communities of 30,000 population and over and to one out of every five superintendents in communities of 2,500 to 30,000 population.

Although published nine years before the U.S.O.E. study, many of the results of the N.E.A. study are similar. However, exact comparisons cannot be made in some instances because somewhat different

curriculum areas or fields of instruction were utilized in the data collecting process.

In the 1962 study the following curriculum areas were used in the questionnaire:²⁴

1. General academic education
2. Civic and public affairs education
3. Americanization and elementary education
4. Fine arts
5. Practical arts and crafts
6. Commercial and distributive education
7. Agriculture
8. Vocational and technical education other than agriculture
9. Homemaking education
10. Parent and family life education
11. Health and physical education
12. Self improvement
13. Recreational activities
14. Safety and driver education
15. Remedial special education
16. Other

Some results that are pertinent to the present investigation are presented in Table 11. According to Table 11, four curriculum areas—commercial and distributive education; vocational and technical education other than agriculture; general academic education; and homemaking education—composed 61.3 percent of the classes reported in equivalent categories in the other study of public school adult education.

The findings of the two studies with regard to the percentage distribution of classes according to fields of instruction mirrored each other so closely that the U.S.O.E. study was prompted to remark:

"—the most significant observation resulting from comparison of the class distributions for the two time periods is the striking similarity evident....The types of classes reported most frequently in 1950-51 were also offered in largest proportions in 1958-59; and in most fields the

²⁴National Education Association, Division of Adult Education Service, A Study of Urban Public School Adult Education Programs of the United States, Washington: 1952.

Table 11

Percent Distribution of Classes and Enrollment by Content or Curriculum Areas, 1950-51, and Percent Increase in Classes and Enrollment, 1946-47 to 1950-51, for Adult Classes Offered by Urban Public School Systems in the United States

Content or Curriculum Area	1950-51 ¹	1950-51 ²	Increase in Classes 1946 to 1951 ³	Increase in Enrollment 1946 to 1951 ⁴
	Distribution of Classes	Distribution of Enrollment		
Child and public affairs education	4.6%	22.4%	359.6%	428.1%
General academic education	13.7	13.5	7.4	4.1
Americanization and elementary education	8.6	9.9	75.9	79.0
Fine Arts	4.0	4.7	57.6	69.1
Practical arts and crafts	6.0	6.2	97.6	92.4
Commercial and distributive education	17.0	17.4	27.3	27.7
Agriculture	.8	1.4	203.4	165.9
Vocational and technical education other than agriculture	16.9	14.8	25.7	16.1
Homemaking education	13.7	13.4	71.7	69.8
Parent and family life education	4.6	6.6	37.8	50.8
Health and physical education	6.0	8.3	244.5	190.8
Personal improvements	.6	1.1	81.3	64.0
Recreational skills	2.8	4.4	39.6	76.8
Safety and driver education	3.2	2.1	601.7	535.1
Remedial, special education	.3	.3	102.0	228.3
Other	1.8	2.1	97.3	134.9
Total number of cities reporting	347.0	338.0	298.0 ⁵	289.0 ⁵

¹Taken from Table 7 National Education Association (N.E.A.) Division of Adult Education Service, A Study of Urban Public School Adult Education Programs of the United States, N.E.A., 1201 16th Street N.W., Washington 6, D. C., September 1952, p. 12.

²Ibid., Table 10, p. 18.

³Ibid., Table 8, p. 13.

⁴Ibid., Table 11, p. 19.

⁵Total number reporting for period indicated

actual proportion has remained approximately the same."²⁵

Several of the most striking findings reported in Table 11 concern the growth in the number of courses and the accompanying growth in enrollment in the curriculum areas of "Civic and Public Affairs Education" and Safety and Driver Education during the period 1946-47 to 1950-51. The number of safety and driver education courses increased slightly more than six fold with an enrollment increase of 535 percent during the four year period. The increase in the number of civic and public affairs programs was second highest in percentage increase; the number of such classes increased more than 428 percent between 1946-47 and 1950-51. But it should be noted that this curriculum area in 1950-51 still constituted only 4.6 percent of the adult education programs reported, which is considerably more than the 0.8 percent recorded by the U.S.O.E. study for 1958-59. The differences were probably due in part to the use of different definitions and criteria by the two studies. In any event, civic and public affairs education accounted for only a minor proportion of the total public school adult education curriculum in 1950-51.

Another part of the N.E.A. study considered the overall aims or goals of public school adult education programs. Respondents were asked to check the three most important aims or goals from seven aims, six of which were specified in the questionnaire and a seventh category of "Other" allowed them to specify other aims in their own words. Respondents were also asked to double check one major goal. Some of the findings are presented in Table 12.

According to Table 12, three major goals of public school adult education in descending order of importance were: (1) To provide for

²⁵Woodward, Op. Cit., p. 13.

Table 12

Aims of the Adult Education Programs of Urban Public Schools¹

AIM	PERCENT
1. Percent of cities reporting that the aim is <u>one of the three</u> most important aims:	
a. To train for vocational competence and economic efficiency	76.0
b. To provide for enrichment of life	66.6
c. To make adults aware of the civic responsibilities--personal, local, national, world	61.1
d. To supplement and broaden educational backgrounds	46.3
e. To improve understanding of and adjustment to socio-economic trends	38.3
f. To promote physical and mental health	15.7
g. Other aims ²	3.7
Number of cities reporting	350.0
2. Percent of cities reporting that the aim is the major goal of the adult education program:	
a. To provide for enrichment of life	30.2
b. To train for vocational competence and economic efficiency	27.0
c. To make adults aware of the civic responsibilities--personal, local, national, world	26.6
d. To improve understanding of and adjustment to socio-economic trends	8.3
e. To supplement and broaden educational backgrounds	6.1
f. To promote physical and mental health	0.4
g. Other aims ³	1.4
Number of cities reporting	278.0

¹Taken from Table 17, National Education Association (NEA), Division of Adult Education Service, A Study of Urban Public School Adult Education Programs of the United States, NEA 1201 Sixteenth N.W., Washington 6, D.C., September, 1952, p. 30.

²Other aims reported are as follows: to acquaint parents with personnel and school program; to complete areas of interrupted education; self-realization; homemaking skills; high school diploma; to reduce illiteracy; worthy use of leisure time; and to release nervous tension.

³Other major aims reported are as follows: self-realization and homemaking skills.

enrichment of life; (2) To train for vocational competence and economic efficiency; and (3) To make adults aware of the civic responsibilities—personal, local, national, and world.

The goal which was ranked first by the highest percentage of respondents is capable of many interpretations. It is difficult to translate it into specific educational objectives or to relate it to the various curriculum areas. It is interesting to note that the two goals or aims which received the second and third highest rankings received about the same number of responses, yet the program offerings in the curriculum areas most closely related to those two aims were vastly different in number.

C. ADULT EDUCATION OBJECTIVES

Prior to beginning the review of this literature, two sets of criteria were established to guide the process. First, criteria were established to determine what literature to review. Secondly, criteria were established to govern the identification and selection of statements of educational objectives from the literature reviewed. Those two sets of criteria are outlined as follows:

1. Except for the exceptions noted, the review of literature encompassed only materials published from 1960 to 1964 and included books, periodicals, monographs, bulletins, pamphlets, and other reputable printed sources.
2. The review of current literature concentrated on the professional literature of adult education, meaning in general that writing done by adult educators for their professional colleagues, nevertheless, considerable attention was also given to the professional literature of education in general. Some of this literature proved to be of such general application and has had such an influence on the thinking of adult educators about objectives that it would have been unwise to exclude it from consideration.
3. The review of literature was limited to that professional literature written by and for educators in the United States.

The Tasks of Public Education as Identified by a 1960 Study at the
University of Chicago

A recent and somewhat unique contribution to the literature on aims and objectives of education was that reported by Downey in the Task of Public Education. Downey's monograph actually reports the procedures and findings of three related doctoral dissertations done under the auspices of the Midwest Administration Center of the University of Chicago.

The overall study had two broad purposes; to identify the elements of the task of public education and to determine the extent to which the public perceived those elements to be important functions which the school should perform.

The identification of the tasks of public education was achieved by Downey and his colleagues by a review and synthesis of many outstanding statements of the aims and objectives of public education, beginning with a statement by Horace Mann and concluding with a consideration of numerous contemporary statements. Using a fourfold classification of major elements—the intellectual, the social, the personal, and the productive—Downey and his co-workers finally arrived at the following synthesis of the tasks of public education at the secondary level:²⁶

A. Intellectual Elements

1. Possession of knowledge: Concepts: a fund of information
2. Communication of knowledge: Skills: To acquire and transmit
3. Creation of Knowledge: Habits: Discrimination and imagination
4. Desire for knowledge: Values: A love of truth

B. Social Elements

1. Man to Man: Cooperation in day to day relations
2. Man to State: Civic rights and duties
3. Man to Country: Loyalty to one's own country
4. Man to World: Inter-relationships of peoples

²⁶ Lawrence Wm. Downey, The Task of Public Education, The Perceptions of People, Chicago: The Midwest Administration Center, University of Chicago, April, 1960, pp. 22-23.

C. Personal Elements

1. Physical: Bodily health and development
2. Emotional: Mental health and stability
3. Ethical: Moral integrity
4. Aesthetic: Cultural and leisure pursuits

D. Productive Elements

1. Vocation-selection: Information and guidance
2. Vocation-preparation: Training and placement
3. Home-Family: Housekeeping, do-it-yourself, family life
4. Consumer: Personal buying, selling, investment

Although this formulation resembles others that have been read, it is quite natural since it is said to be a synthesis of many other statements. However, Downey suggests that the synthesis possessed some perhaps unique characteristics when he said:

"This framework claims to include most of the important elements of education's task as suggested by previous formulations; it claims that no one element is duplicated by any other; and it claims that each item is stated in such definite terms that there is little chance of overlapping or ambiguity among terms."²⁷

Before Downey and his colleagues proceeded to use this formulation to assess the public's perception of the tasks of education, they felt it necessary to put the tasks into "lay" language readily understood by the general public. They revised the sixteen tasks originally stated in the terminology of professional educators to read:

1. A fund of information about many things.
2. Efficient use of the 3 R's--the basic tools for acquiring and communicating knowledge.
3. The habit of weighing facts and imaginatively applying them to the solution of problems.
4. A continuing desire of knowledge--the inquiring mind.
5. A feeling for other people and the ability to live and work in harmony.
6. An understanding of government and a sense of civic responsibility.
7. Loyalty to America and the American way of life.
8. Knowledge of world affairs and the inter-relationships among people.
9. A well cared for, well developed body.
10. An emotionally stable person, prepared for life's reality.
11. A sense of right and wrong--a moral standard of behavior.

²⁷Ibid., p. 36.

12. Enjoyment of cultural activities—the finer things of life.
13. Information and guidance for wise occupational choice.
14. Specialized training for placement in a specific job.
15. The homemaking and handyman skills related to family life.
16. Management of personal finances and wise buying habits.²⁸

The Broad Goals of American Education According to Frederick Mayer

Frederick Mayer, the educational historian and philosopher, has said that the main aims of education can be summarized under fifteen headings:²⁹

1. Reflective thinking—an attitude of objectivity whereby we formulate tentative theories and try to verify them in a laboratory manner.
2. Appreciation of culture—a transvaluation of our attitudes whereby the arts and the humanities become a way of life and
3. Development of creativity—leading the student from passivity to activity, and from imitation to creativity, which demands not only insight, but concentration and dedication.
4. Understanding and application of sciences—to give the student a balanced view of science, its possibilities, its limitations, and its methods.
5. Contact with great ideas—leading the student away from the immediate and giving him perspective regarding his own time and culture, emphasizing the ways and means through which life can be changed and improved.
6. Moral and spiritual values—implying a questioning spirit and an identification with the highest symbols of cultures.
7. Fundamental skills—imply more than a mastery of reading, writing and arithmetic; they include an emphasis upon the art of communication and the development of esthetic creativity.
8. Vocational efficiency—a primary concern of modern education, but it should not be equated with economic success.
9. Effective education—implying a better adjustment to family life.
10. Effective citizenship—implies more than the fulfillment of elementary political duties—it implies the need for tolerance and social justice and the development of a genuine social conscience.
11. Physical and mental health—emphasizing the interdependence of the mind and body.
12. Personality interests—education ought to change our personality, it should make us more dynamic and fascinating.
13. Permanent interests—education ought to give us permanent interests, it should imbue us with the adventure of knowledge, and ought to go beyond sports, movies, an active social life, etc.

²⁸Ibid., p. 88.

²⁹Frederick Mayer, A History of Educational Thought, (Columbus: Charles E. Merrill Books, Inc., 1960), pp. 17-30.

14. Achievement of peace—any system of education which contributes to mistrust among nations and which glorifies chauvinism and military force is to be condemned.
15. The perpetual renaissance of man—education indicates that man is the measure of the universe, that knowledge is an infinite process and that creativity must radiate and not be confined to a few.

Statements of Objectives from the 1960 Handbook of Adult Education in the United States

The 1960 edition, like the 1950 edition of the Handbook of Adult Education in the United States, was not a particularly fruitful source of formal statements of the educational objectives of contemporary adult education in the United States. Nevertheless, some attention was given to the subject by several of the contributors to the Handbook and their contributions are discussed below.

The nearest thing to a comprehensive enumeration of the present day goals of American adult education found in the 1960 Handbook was that by Hallenbeck who said that present day American culture requires that adult education perform five essential functions:³⁰

1. Expand communication skills.
2. Develop flexibility, the capacity for changes in all kinds of ways by adults.
3. Improve human relations.
4. Facilitate participation by adults in the cooperative life of the local, state, national, world communities in which they live.
5. Expedite personal growth, by helping people want to grow as well as by providing the educational programs that will enable them to enrich their lives.

Another categorization of the goals of adult education was that suggested by Knowles in the 1960 division of Part IV of the Handbook, Program Areas in Adult Education, into fourteen specific program areas.

³⁰ Wilbur C. Hallenbeck, "The Function and Place of Adult Education in American Society," Handbook of Adult Education in the United States, ed. Malcom S. Knowles, (Chicago: Adult Education Association of the USA, 1960), pp. 36-37.

A chapter was given over to a consideration of each of them as follows:

1. Academic education for adults
2. Education for the aging
3. Community development
4. Creative arts in Adult Education
5. Economic education for adults
6. Fundamental and literacy education for native and foreign born adults.
7. Health education of the public
8. Home and family life education
9. Human relations and leadership training
10. Liberal adult education
11. Public affairs education
12. Adult recreation education
13. Science for adults
14. Adult occupational education³¹

Only three of those chapters attempted an explicit formulation of the educational objectives for the program area with which it was concerned. Ayars, in the chapter on "Economic Education for Adults," presented the findings from a questionnaire sent to adult education leaders. Respondents were asked to state the purpose of programs in economic education being conducted by their agency, organization, or institution. The findings from that questionnaire are too lengthy and repetitious to include in this study.³²

Another program area for which definite objectives were outlined was fundamental and literacy education. According to Cass, the purposes and objectives of fundamental and literacy education are:

1. To provide instruction in the basic, fundamental skills and subject matter of elementary education.
2. To increase ability and skill in participation in community life and government.
3. To provide experience which will enable the adult to become an interested, alert, socially contributing member of his community.
4. To encourage the concept that naturalization is not the end but just the beginning of full citizenship.

³¹Knowles, op. cit., pp. 393-550.

³²Albert L. Ayars, "Economic Education for Adults," Handbook of Adult Education in the United States, ed. Malcolm S. Knowles, (Chicago: Adult Education Association of the USA, pp. 440-454.

5. To instill a desire for citizenship and active participation in community life.
6. To create an awareness of the duties and responsibilities of citizens and non-citizens in the community, state, and nation.
7. To foster the belief that citizenship is not to be held lightly by virtue of birth; that it is a priceless possession containing a dual heritage of privilege and responsibility.³³

The third program area for which explicit objectives were identified was science education for adults. White and Kelly suggested that adult science programs usually attempt to develop:

1. A feeling for the historian's story of science;
2. An appreciation for the method of science/technology;
3. A working vocabulary of scientific terms; and
4. A reasonable amount of scientific knowledge.³⁴

In the section of the Handbook on "Institutional Programs and Resources," Liverright identified some objectives of higher adult education that were just being formulated at that time by several colleges and universities around the country, including California, Wisconsin, Chicago, Syracuse, and Boston. At that writing it appeared as though the following were prominent among the emerging objectives of higher adult education:

1. Intellectual and aesthetic development of the individual adult.
2. Dissemination of newly discovered knowledge resulting from research activities within the university.
3. Utilization of university resources to facilitate citizen discussion and decision making in public problems.
4. Leadership training, program planning and educational aid to voluntary organizations.
5. Education about increasing problems of urbanization.
6. Dissemination of knowledge and information about crucial issues in the fields of local, national, and world affairs.
7. Stimulating of adults' desire to continue their education on their own.
8. Upgrading of scientific and technical personnel to meet the country's growing need for professional manpower.

³³Angelica W. Cass, "Fundamental and Literacy Education for Native and Foreign Born Adults," Handbook of Adult Education in the USA, ed. Malcolm S. Knowles, (Chicago: Adult Education Association of the USA), pp. 456-457.

³⁴Thurman White and Harry C. Kelly, "Science for Adults," Handbook of Adult Education in the USA, ed. Malcolm S. Knowles, (Chicago: Adult Education Association of the USA), p. 451.



9. Professional preparation of adult educators, especially for teachers of adults in public schools.³⁵

A 1961 Statement of the Objectives of Adult Education in the Public Schools

A very recent statement of the adult education needs that should be met by the public schools is that agreed upon by the Joint Committee of the American Association of School Administrators, the Council of Chief State School Officers, the National Association of Public School Adult Educators and the National Congress of Parents and Teachers. The Joint Committee said:

The curriculum of adult education should serve a broad range of human educational needs. Therefore, each school district independently, or in cooperation one with another school district, voluntary organizations and agencies, should provide a program of adult studies and educational activities designed to implement, in terms of adult education needs, the seven accepted cardinal principles of education by:

Making available and helping to disseminate knowledge of the basic, as well as the newest developments in medicine, hygiene and nutrition to enable adults, their families and the community to approach and maintain maximum physical, mental, and social HEALTH.

Providing opportunities for adults to complete academic programs, such as those leading to elementary or high school diplomas and the attainment of United States citizenship, thereby implementing the second cardinal principle of education: COMMAND OF THE FUNDAMENTAL PROCESSES.

Assisting adults at various life-development stages to fulfill with increasing effectiveness the differing roles involved in WORTHY HOME MEMBERSHIP, including that of the older adult and of the retiree.

Stimulating civic consciousness and the exercise of effective CITIZENSHIP responsibilities and by encouraging broader knowledge and wider interests on the part of all citizens.

Promoting the WORTHY USE OF LEISURE through opportunities to acquire recreational skills and to develop cultural and appreciative abilities.

³⁵A. A. Liverright, "Adult Education in Colleges and Universities," Handbook of Adult Education in the United States, ed. Malcolm S. Knowles, (Chicago: Adult Education Association of the USA), pp. 205-206.

Cooperating and contributing effectively, both directly and indirectly to individual and group efforts to strengthen the ETHICAL CHARACTER of all citizens.³⁶

This statement of the Joint Committee is a reaffirmation of the current relevance of the historic Cardinal Principles of Secondary Education. The Joint Committee has thus said that not only are the cardinal principles timely; they are also applicable to the field of adult education. Another implication of this 1961 statement is that the purposes of public school adult education are very diverse; indeed, they are essentially co-extensive with the purposes of the entire field of adult education.

The Behavioral Objectives of Selected Aspects of Liberal Adult Education According to a 1961 Report

A significant statement of the behavioral objectives of selected areas of liberal adult education is that reported by Miller and McGuire in Evaluating Liberal Adult Education, a publication resulting from the continuing Evaluation Project of the Center for the Study of Liberal Education for Adults (C.S.L.E.A.). The C.S.L.E.A. Evaluation Project, in the early stages of its work, decided to concentrate on identifying the behavioral objectives of four major areas of adult liberal education: (1) The Political and Social area; (2) The Community Participation area; (3) The Moral and Ethical area; and (4) The area of the Arts.

The Project identified specific behavioral objectives for each of the four major areas and defined the kinds of behavior to be achieved in relation to general content areas. Specific issues or problems related to the general content areas were also identified. The evaluation

³⁶Joint Committee of the American Association of School Administrators, Council of Chief State School Officers, the National Association of Public School Adult Educators and the National Congress of Parents and Teachers, Adult Education in the Public Schools, (Washington: National Association of Public School Adult Educators, 1961), no pagination.

project's results are presented below for four major areas of liberal adult education:

THE POLITICAL AND SOCIAL AREA

The kinds of behavioral objectives to be achieved in relation to content areas or objectives: (1) Interests, (2) Knowledge, (3) Understanding of Relationships, (4) Judgment, and (5) Values.

The content objectives on which the behaviors are to operate:

1. Conformity and dissent
2. Organization and the individual
3. Impact of change
4. Social organization and disorganization
5. Power and responsibility
6. Economic resources; allocation, distribution, stability
7. Intra-society relations
8. Inter-society relations

THE COMMUNITY PARTICIPATION AREA

The kinds of behavioral objectives to be achieved in relation to content objectives: (1) Interest, (2) Knowledge, (3) Understanding of relationships, (4) Judgment, (5) Values, (6) Appreciation, and (7) Action skills.

The content objectives on which the behaviors are to operate:

1. Land use
2. Transportation and communication
3. Housing
4. Government and public services
5. Health and welfare services
6. Education
7. Law and law enforcement
8. Social organization and differentiation
9. Production, consumption and work
10. Political participation
11. Cultural values
12. Home and family
13. Recreation and leisure

THE MORAL AND ETHICAL AREA

The kinds of behavioral objectives to be achieved in relation to content objectives: (1) Interest, (2) Knowledge, (3) Understanding of Relationships, (4) Judgment, and (5) Values.

The content objectives on which the behaviors are to operate:

1. Nature and source of man
2. Duty of man
3. Destiny of man
4. Man's relation to other men
5. Man and the universe

THE AREA OF THE ARTS

The kinds of behavioral objectives to be achieved in relation to content objectives:

1. The individual is able to recognize the events that are occurring, for example, that a poem has a certain beat, or that a particular effect related to the presence of alliteration, etc.
2. The individual can identify some pattern or order in these events, that the meter has regular pattern, or that a certain metaphor persists.
3. The individual can identify some of the consequences of this pattern of events as contrasted with some other pattern that might have been selected.
4. The individual responds to or is sensitive to a wider, more complex range of possibilities, that is, he applies more sophisticated criteria to his examination of a work of art, for example, sensitivity to a certain style employed, or the use of a particular tradition, etc.
5. The individual is able to apply to the work a more sophisticated level of esthetic values, that is, he is increasingly able to make more sophisticated evaluations of works of art, or develops "better taste."
6. These increased skills abilities influence his own activity where he has opportunity for choice in this area.

The content areas or objectives on which the behaviors are to operate:

1. The visual arts
2. The literary arts
3. The musical arts
4. The performing arts³⁷

The reader will notice that the specification of behavioral categories for the arts area is somewhat different than for the other areas discussed. This resulted from several factors: First, as Miller and McGuire have said:

"The previous three areas, whatever their differences, are all related in one way or another to the same phenomena, human behavior and the institutions arising out of human social life. The arts deal with created phenomena subject to widely different criteria, employing totally different media, often in a distractingly idiosyncratic way."³⁸

³⁷Harry L. Miller and Christine H. McGuire, Evaluating Liberal Adult Education, (Chicago: Center for the Study of Liberal Education for Adults, 1961), pp. 43-169.

³⁸Ibid., p. 145.

Secondly, exploration of this area was undertaken last and the findings were of a tentative nature at the time of publication.

The Functions of Adult Education as Suggested by a 1963 Essay

In a recently published essay on Some Reflections on Defining Adult Education, London and Wenkert have suggested that adult education activities can be classified according to seven functions which they fulfill in our society at the present time:

1. Adult education made necessary by special occasions of societal dislocation—such as citizenship training in the past and occupational retraining at the present time, made necessary because of automation and occupational obsolescence.
2. Adult education which serves a remedial function—such as literacy education.
3. Adult education which is provided in connection with actual experience—such as on-the-job training, etc.
4. Adult education which duplicates the instruction provided by the formal educational institutions—so that adults have the opportunity to gain systematic instruction in "academic" subjects after they have terminated their formal education.
5. Adult education for purely vocational training, much of which cannot be secured in formal educational instances.
6. Adult education which provides cultural materials and supports the values of education, learning, thinking, and reflection and promotes the fuller realization of the individual as a human being and as a significant member of society.
7. Adult education which provides instruction for special interests—such as religious education, hobbies, crafts and special skills such as the playing of musical instruments.³⁹

Governmental Concern for Adult Education Functions

Ambrose Caliver and John B. Holden, in an article written in a 1957 publication entitled, Government's Concern for Adult Education, stated that the public school's responsibility is to initiate and provide formal instruction and related services that adults need if they are to

³⁹Jack London and Robert Wenkert, Some Reflections on Defining Adult Education, SRC Monograph No. M8, (Berkeley: Survey Research Center, University of California, March, 1963), pp. 22-24.

develop and function effectively as workers, citizens and family members, etc.⁴⁰

A 1964 Thesis Related to Adult Education Objectives

A doctoral thesis completed in 1964 by George Darrell Russell, relates that the third most frequent objective dealt with in his study of 265 adult education activities of the study was: Occupational preparation and/or In-service Education for a Specific Job or Vocation.⁴¹

⁴⁰Ambrose Caliver and John B. Holden, "Government's Concern for Adult Education," School Life, Vol. 39, June, 1957, pp. 5-6.

⁴¹George D. Russell, "The Development and Use of a Classification of Educational Objectives to Study the Objectives of Four Community Adult Education Agencies," (Doctoral Thesis, The University of Wisconsin, Madison, Wisconsin, 1964), p. 191.

CHAPTER III

PLANNING AND CONDUCTING THE SURVEY

This chapter is informative in nature and describes the way in which the study was planned and initiated. The characteristics of the questionnaire were examined. Because of the high rate of non-response (which is about 60%) of the questionnaire-type survey, this study encompassed the individual, structured interview. The means by which the instrument, used in the individual, structured interview was developed and pretested, is explained. The latter section of the chapter relates how the respondents were chosen and depicts the typical interview held at an adult education center and an employment office.

The Individual Structured Interview

Either a questionnaire or an interview would be appropriate for a survey, and each has its advantages and drawbacks. A larger number of people can be included in a questionnaire, but the rate of non-response (which is about 60%) presents a problem. One can never be certain that those answering the questionnaire are similar to those who did not answer and this bias cannot be eliminated.¹

The interviews conducted in this survey did not have this

¹Stephen B. Withey, "Survey Research Methods," Encyclopedia of Educational Research, ed. Chester W. Harris (New York: The Macmillan Co., 1960), p. 1448.

disadvantage as nearly all of those contacted actually became respondents. It was also less complicated for the respondent to give information orally than in written form, and fewer people objected to this method. Another distinct advantage was that questions were asked and misunderstandings clarified during the interview. Good summarizes the many superiorities of the interview over the questionnaire as follows:

A resourceful interviewer with insight may produce certain favorable results not possible in the self-administering situation of the questionnaire, where the mistakes of the respondent have a quality of finality. For example, the interviewer may—explain or amplify a given question, probe for clarification of an ambiguous answer or elaboration of a cryptic report, or even persuade the respondent to answer a question that he would otherwise skip.²

Because the benefits of personal contact would be lost through the group interview, individuals were selected for the personal interview. The introductory remarks, the items and the response categories were the same for all respondents. This element of control made more meaningful the comparison of answers among different respondents.

Developing and Pre-Testing the Instrument

The development of the instrument to collect the data constituted a most critical phase of the study.

The first task was to examine and establish guidelines by which the writer could select a limited number of activities to survey. For the item to be included in the survey, it was decided that each category should be:

1. Clearly an area of interest to both the adult educator and employment representative;
2. as specific as possible, thereby reducing the chance of conflicting interpretations;
3. supported by specialists in adult education and labor needs.

²Carter V. Good, Introduction to Educational Research, (New York: Appleton-Century Crofts, Inc., 1959), p. 208.

At this point, the instrument was not yet ready for utilization, even though the content had been thoughtfully selected and the questions carefully formulated. Withey referred to the elimination of errors as follows:

"One inevitably discovers that the best-designed series of questions still includes ambiguities. For this reason it is a standard practice to pre-test any instrument with a number of respondents so that these errors can be eliminated so far as possible."³

Withey recommended pre-testing's second aim when he stated:

"A second aim of pre-testing is to establish "fixed alternatives among which one may select an answer" that offer a suitable range of responses appropriate for the questions."⁴

Withey discussed the open and depth interviews as follows:

"A common compromise is to conduct open and depth interviews with a few subjects as an initial step. By this means one obtains the typical frames of reference held by the type of people being studied."⁵

Thus trial interviews served the dual purpose of allowing confusing questions to be clarified and in permitting the categories of responses to be determined.

Twenty trial interviews were actually conducted, primarily with educators associated with the Mott Internship Program, but also with several professors and graduate students at Michigan State University. These interviews were similar to those eventually held, differing only by the comments made by the interviewees on the questions, response categories and procedure. Valuable comparisons were made by using different questions and alternate response categories with the same respondents.

³Withey, op. cit., pp. 1448-49.

⁴Ibid., p. 1448.

⁵Ibid., p. 1448.

During the trial interviews, many revisions were made: some questions deleted, others added, sentences rephrased, and vague words replaced in the context. Finally, four main categories were decided upon for interviews held with employment representatives. A total of 68 questions was asked of adult educators, whereas, a total of 49 questions was asked the representatives of employment centers. (See Tables 13 and 14 for the complete list of the 68 and 49 questions).

The response categories were frequently revised during the trial interviews. Finally, five were established, allowing four gradations of affirmative responses and one negative: Imperative, Very Desirable, Desirable, Permissible, and Undesirable.

It is significant to note that while the questions and the response categories were being repeatedly modified during the initial interviews of the pre-testing, no suggestions for improvement were made during the actual collection of the data. This confirmed to the investigator that the questions had become sufficiently clear and the choice of responses adequate.

Conducting the Survey

The Participants

The intended first contact with the twenty-four urban communities' adult education offices cooperating in the study (see Appendix A) was made by a letter from Dr. Clyde M. Campbell to each Director of Adult Education (see Appendix B). From a pre-arranged schedule, the investigator met with the directors of adult education programs to explain the purpose and procedure of the study and initiate the interview with the director and other members of his staff. While in the community, the investigator

Table 13

**The Sixty-eight Activities of Adult Education
Included in the Survey**

Section 1: Purposes of Adult Education

**"How important are the following adult education objectives to you;
How would you rank each of them?"**

1. To make adults aware of their civic responsibility to one another and to the community.
2. To make adults economically more efficient.
3. To develop adults with a sense of responsibility and knowledge of how to proceed in making personal adjustment to home life and family relationships.
4. To promote health and physical fitness among adults.
5. To provide adults with means for encouraging cultural development and an appreciation of the arts.
6. To supplement and broaden educational backgrounds of adults.
7. To provide adults with self-expressive opportunities by which they develop avocational interests.

"How would you rank the present adult education program in achieving the following objectives?"

1. Assuring adequate opportunity for continuous education to all the adults of the community.
2. Being conceived of individual and social needs and interests of the adults served.
3. Providing a clearing house of information concerning all educational and training opportunities available in the community.
4. Provision of individual adult guidance and counseling in the selection of adult training and educational activities.
5. Provision of lay participation in the planning of the individual agency activity and in the construction of the community's overall program.

"What priority would you place relative to the current adult education program as concerns the following functions?"

1. Adult education made necessary by special occasions of societal dislocation-- such as occupational retraining made necessary by automation and occupational obsolescence.
2. Adult education which serves a remedial function-- such as literacy education.
3. Adult education which is provided in connection with actual experience-- such as on-the-job training.
4. Adult education which duplicates the instruction provided by the formal educational institutions.
5. Adult education for purely vocational training, much of which cannot be secured in formal educational situations.
6. Adult education which provides cultural materials and supports the values of education, learning, thinking and reflection and promotes the fuller realization of the individual as a significant member of society.
7. Adult education which promotes and provides instruction for special interests-- such as religious education, hobbies, crafts, and special skills.

Section 2: Cooperation with other Agencies

"How do you rank the need for cooperation and coordination of the adult education office with the following agencies?"

1. The local office of economic opportunity
2. The local employment security commission
3. The manpower development and training commission
4. The local (community, junior college, college, university)
5. The local social welfare agencies

"How do you rank the need for cooperation and coordination of the adult education office with the following agencies?"

1. The state department of public instruction officials who deal with adult education activities
2. The state department superintendent of public instruction
3. The state colleges and universities

4. The governor's office
5. The State Volunteer Service Council

"How do you rank the need for cooperation and coordination of the adult education office with the following agencies?"

1. The national adult education association
2. The U.S. Commissioner of Education
3. The U.S. Department of Labor
4. The U.S. Office of Economic Opportunity

Section 3: Current Federal Programs

"Phases of the adult education programs should be working in areas in which federal funds are being made available. How do you rank the federally funded programs offered through adult education that accomplish the following objectives?"

1. Help prepare adults for industries which provide services.
2. Help get adults into formal education courses-- continuous education.
3. Help decrease the unemployment of young workers with the least amount of schooling.
4. Help prepare adults for more skilled jobs.
5. Help prepare adults for service occupations.
6. Help prepare adults for operative occupations.
7. Help prepare adults for clerical occupations.
8. Help prepare adults for sales occupations.
9. Help prepare adults for craftsmen occupations.
10. Help prepare adults for mechanic and repair occupations.
11. Help prepare adults for jobs requiring little skill by means of basic education courses.
12. Help prepare adults for banking occupations.
13. Help prepare adults for insurance occupations.
14. Help prepare adults for hotel related activities and occupations.

Section 4: Needs of the Unemployed

"How would you rank the needs of the unemployed?"

- 1. In need of more formal education given by our present educational system.**
- 2. In need of additional skill training.**
- 3. In need of retraining for current job changes.**
- 4. In need of more job opportunities in the community.**
- 5. In need of more regular work habits.**
- 6. In need of training and education in developing positive work attitudes.**
- 7. In need of training and education in changing the individual value system.**
- 8. In need of free, varied, sequential adult education activities dealing with the development of work habits.**

Table 14

**The Forty-nine Activities of Employment Centers
Included in the Survey**

Section 1: Cooperation with other Agencies

"How do you rank the need for cooperation and coordination of the employment office with these agencies?"

1. The local office of Economic Opportunity
2. The local adult education office
3. The Manpower Development and Training Commission
4. The local (community, junior college, college, university)
5. The local social welfare agencies

"How do you rank the need for cooperation and coordination of the employment office with the following agencies?"

1. The state department of public instruction officials who deal with adult education activities
2. The state superintendent of public instruction
3. The state colleges and universities
4. The governor's office
5. The State Volunteer Service Council

"How do you rank the need for cooperation and coordination of the employment office with the following agencies?"

1. The national adult education association
2. The U.S. Commissioner of Education
3. The U.S. Department of Labor
4. The U.S. Office of Economic Opportunity

Section 2: Current Federal Programs

"How would you rank the Manpower Development Training Program in accomplishing the following objectives?"

1. Help prepare adults for industries which provide services.
2. Help get adults into formal education courses-- continuous education.
3. Help decrease the unemployment of young workers with the least amount of schooling.
4. Help prepare adults for more skilled jobs.
5. Help prepare adults for service occupations.
6. Help prepare adults for operative occupations.
7. Help prepare adults for clerical occupations.
8. Help prepare adults for sales occupations.
9. Help prepare adults for craftsmen occupations.
10. Help prepare adults for mechanic and repair occupations.
11. Help prepare adults for jobs requiring little skill by means of basic education courses.
12. Help prepare adults for banking occupations.
13. Help prepare adults for insurance occupations.
14. Help prepare adults for hotel related activities and occupations.

Section 3: Needs of the Unemployed

"How would you rank the needs of the unemployed?"

1. In need of more formal education given by our present educational systems
2. In need of additional skill training
3. In need of retraining for current job changes
4. In need of more job opportunities in the community
5. In need of more regular work habits

6. In need of training and education in developing positive work attitudes.
7. In need of training and education in changing the individual value system.
8. In need of free, sequential, varied adult education activities dealing with the development of work skills.

visited and conferred with the members of the employment centers to gather information from this source as well as the adult education centers.

Interviews held in employment centers were quite uniform. The office space provided by this organization was usually one large undivided office. The only exception was found in Detroit, Michigan, which served as a regional office for the cities of Dearborn, Livonia, Pontiac, Royal Oak, St. Claire Shores, and Warren. Table 15 shows the respondents listed by city.

In only four instances were there found to be more than one person to interview in the adult education centers who had direct responsibility for the program. The exceptions were found in Ann Arbor, Michigan; Flint, Michigan; Kenosha, Wisconsin; and Madison, Wisconsin. Table 16 reveals the total list of respondents by city, name, and title.

The Interview

Interviews held with adult education personnel sought data on the nature, type, number of offerings, objectives of the individual programs in each community and the total number of people affected or participating in the adult program. After this segment of the interview was completed, the respondent was handed a stacked pile of 68, 3 x 5 cards; on each was written a purpose of adult education; a function of adult education; an objective of adult education; a name of an agency; or a need of the unemployed. (Table 13) Each section was preceded with a question. To further aid the respondent, Section 1 dealing with the Purposes of Adult Education were on green cards; Section 2 dealing with the Cooperation with other Agencies were on

Table 15

**Employment Service Office Managers and Labor Market Analysts
Who Cooperated in the Study**

Aurora, Illinois	John Forrster	Office Manager
	William May	Labor Market Analyst
	William Airhart	Labor Market Analyst
Chicago, Illinois	Robert Gulloy	Labor Market Analyst
	Stanley Mayhouse	Labor Market Analyst
Detroit, Michigan	S.C. Stearn	Director, Labor Market Analysts
	Wayne Armstrong	Labor Market Analyst
Evanston, Illinois	William Calendar	Office Manager
	Sidney Merar	Labor Market Analyst
Flint, Michigan	Paul Kimball	Office Manager
	Herman Kaplan	Labor Market Analyst
Ft. Wayne, Indiana	Richard P. App	Office Manager
	Kenneth Johnson	Labor Market Analyst
Gary, Indiana	Willian Johnson	Office Manager
	Mrs. Leon Earle	Labor Market Analyst
Grand Rapids, Michigan	Frank Christiansen	Office Manager
	Arthur Riddle	Labor Market Analyst
Hammond, Indiana	Martin Laone	Office Manager
	Michael Holleen	Labor Market Analyst
Kalamazoo, Michigan	Robert Vogan	Office Manager
	Jacob Ponse	Labor Market Analyst

Kenosha, Wisconsin	K.J. Kavanaugh	Office Manager
	A.C. Harp	Labor Market Analyst
Madison, Wisconsin	H.H. Forster	Office Manager
	J.B. Joyce	Labor Market Analyst
Milwaukee, Wisconsin	Willet S. Main	Office Manager
	A.P. Coughlin	Labor Market Analyst
Lansing, Michigan	Fred Hanses	Office Manager
	Paul Russell	Labor Market Analyst
Racine, Wisconsin	Henry J. Mathson	Office Manager
	E.J. Vosberg	Labor Market Analyst
Rockford, Illinois	Walter D. Springer	Office Manager
	Mrs. R.D. Willis	Director, MDTA
	C.F. Sinclear	Labor Market Analyst
Saginaw, Michigan	William Meranda	Office Manager
	William Marker	Labor Market Analyst
South Bend, Indiana	Keith Heckimann	Office Manager
	Jerald Hayner	Referral Officer, MDTA

Table 16

**Additional Adult Education Personnel
Who Cooperated in the Study**

Flint, Michigan	Myrtle Black	Director of Extended Services
	Charles Kempf	Director, Mechanical skills
	Louis Schultz	Director, Vocational & Technical Skills
	Byron Chapman	Director, Reading Improvement Services
	Nick Manyh	Coordinator, Basic Education
	Charles Clark	Coordinator, Vocational Education Retraining
Kenosha, Wisconsin	Keith Stoehr	Supervisor, Instructional Services
	E.E. Leschinsky	Supervisor, Continuing Education
Madison, Wisconsin	Gould Morrison	Director, Vocational & Technical Train- ing

brown cards; Section 3 dealing with Current Federal Programs were on yellow cards; and Section 4 dealing with Needs of the Unemployed were on blue cards. Each respondent was then requested to indicate his response by placing each of the 3 x 5 cards in one of five groups signifying the response categories (Imperative, Very Desirable, Desirable, Permissible, and Undesirable). The cards were then collected with the response category placed on top of the group of choices made by the respondent. The interviewer then placed a rubber band around each group and recorded the responses by section on an interview form (see Appendix C).

Interviews held with employment center personnel sought data initially on local employment needs. After a short period in which the purpose and procedure of the interview was explained, the respondent was given a stacked pile of 49 3 x 5 cards; on each was written a name of an agency; a function of adult education; or a need of the unemployed (Table 14). Each section was preceded with a question. To further aid the respondent, Section 1 dealing with Cooperation with other Agencies were on brown cards; Section 2 dealing with Current Federal Programs were on yellow cards; and Section 3 dealing with Needs of the Unemployed were on blue cards. Identical procedures followed the interview that took place with the adult education directors.

The following interview would be typical of the 38 interviews held in employment service offices in the four states:

"Good day. My name is Kenn Ripple. I am a doctoral student at Michigan State University, presently on a Mott Fellowship in Flint, Michigan, and this interview is part of my doctoral study. I am talking with employment office managers and labor market analysts in each of twelve Michigan cities as well as four cities in Illinois, Indiana, and Wisconsin. Each of the cities I have selected has a

population ranging from 60,000 to 205,000. I am trying to determine their views on local employment needs as well as opinions dealing with the need for cooperation with other agencies, ideas concerning the use of federal funds, and views about the needs of the unemployed."

"I am also interviewing adult education directors and staff members to discover the kinds of educational and job preparation opportunities that are available in their individual programs and then try to show how these programs either meet or do not meet the current employment needs."

"On this stack of multi-colored cards is written the name of an agency, a function of adult education or a need of the unemployed. I shall preface each section or subsection with a question. You will then place each card in one of the five piles which indicate your evaluation of it: Imperative, Very Desirable, Desirable, Permissible, or Undesirable."

"The main advantage of the card sorting method is that it allows a person the opportunity to set the question aside if he is unsure, or to switch easily from one answer to another if he does change his mind."

Similar interviews were held with the 35 officials in the twenty-four adult education centers. Naturally, the interview was re-structured toward the aims of the adult education officials.

A total of 38 interviews were held in 19 employment service centers in four states, while a total of 35 interviews were held in the twenty-four adult education centers. The grand total of interviews held was 73.

Summary

This chapter explained how the study was planned and conducted. First, individual structured interview quickly was chosen as a method of gathering data. Next, the items were selected from the Occupational Handbook of 1966-67 and various adult education literature; these were revised and modified with the use of the trial interview procedure. Following this, the adult education centers were contacted as were the employment service centers and the 72 interviews were held in twenty-four communities in the four state area.

CHAPTER IV

ANALYZING THE DATA GATHERED FROM SELECTED ADULT EDUCATION CENTERS AND EMPLOYMENT SERVICE CENTERS

This chapter has but one major purpose—to relate how the material gathered in the study was analyzed by the writer.

I. Adult Education Centers

Analysis of the Purposes, Objectives and Functions of Adult Education Programs

Using the related literature referred to on pages 42-53, the investigator organized questions that would reflect the authorities' views concerning the purposes, objectives, and functions of current adult education programs. The opinions of the various adult educators were then tabulated to indicate: (1) how important the objectives were to the individual adult educator; (2) how the individual would rank the adequacy of the current adult education program in meeting objectives; and (3) the priority placed on current adult education program functions.

All of the purposes, objectives, and functions gathered from the literature were interrelated. The divisions were separated, however, only for the purpose of analysis.

Since the twenty-four adult education centers were geographically set apart and the programs organized to meet varying needs, it was expected that the choices made would vary according to the individual situation and the specific interviewee involved. Moreover, the investigator could not be assured that the interviewee would assign the same

ranking to each category.

Furthermore, the basis of selecting the purposes, objectives, and functions for use in the survey from the related literature in the adult education discipline provided the comparison as to whether the selected adult education centers were complying with national, state, or local purposes, objectives and functions.

Compliance with known national and state purposes, objectives, and functions was considered confirmed for any activity designated as Imperative by more than 50 percent of the 35 adult education respondents.

Adult Education respondents were further classified by states and population. (Refer to Table 17, page 73). Compliance with known national and state purposes, et., was considered confirmed for any activity designated as Imperative by more than 50 percent of the respondents by states and by population. These numbers are made available to the reader on Table 17.

Analysis of the Need for Cooperation With other Agencies

If the statement made by Knowles is valid that "...adult education brings together into a definable social system all the individuals, institutions and associations concerned with the education of adults and portrays them as working toward such common goals as the improvement of the methods and materials of adult learning..."¹ then surveying adult educators as to the need for cooperation and coordination on a local, state, and national level should reveal whether such efforts actually exist in the selected twenty-four communities.

¹Knowles, loc. cit.

Table 17

**Composition of the Sample of 35
Adult Education Respondents**

17A. By States

Indiana	5
Illinois	4
Michigan	19
Wisconsin	$\frac{7}{35}$
Total	

17B. By Population

150,000 - 205,000	12
100,000 - 149,000	7
81,000 - 99,000	8
60,000 - 80,000	$\frac{8}{35}$
Total	

Any need designated as Imperative by more than 50 percent of the adult educators on the composite total of 35 respondents or by like percentages on the state or population composite was considered as valid in light with Knowles' statement.

Analysis of Meeting Employment Needs

The Occupational Outlook Handbook, 1966-67² was used as a primary source from which employment needs were gathered. The occupational shortages were used as a basis from which federal supported programs could be organized by adult educators to train or retrain people to meet local, state, and national employment needs.

Again, any adult education program judged as Imperative by more than 50 percent of the adult educators on the composite of 35 respondents or by similar percentages on the state or population composite was considered as confirmation of the U.S. Labor Department data.

Analysis of the Needs of the Unemployed

In order to confirm two major ideas expressed in the Occupational Outlook Handbook, 1966-67 that: (1) "job opportunities will increase fastest in occupations requiring the most education and training" and (2) "unemployment hits hardest those workers in the least skilled occupations."³ Adult educators were polled in the twenty-four communities in order to discover whether they felt these needs were valid.

Confirmation of the needs of the unemployed was regarded as positive when any need of the unemployed was designated as Imperative by more than 50 percent of the 35 respondents or by like percentages on the state and population composite.

²U.S. Government Bulletin 1450, loc. cit.

³Ibid.

Analysis of Adult Education Programs

Because of limitations of time and financial resources, a decision was made by the investigator to limit the study to only those adult education activities concerned with acquiring needed skills for specific vocational purposes. (Refer to page 5).

All twenty-four communities were compared as to the type, nature, number of offerings and total number of adults affected.

The comparison was made again on a total composite of the twenty-four adult education centers, by state, and by population.

II. Employment Service Centers

Analysis of the Need for Cooperation with other Agencies

Similar assumptions were made in handling the data gathered from employment centers as in dealing with the data from adult education centers. Since the local employment center was part of the total social system which is interested in having its job seekers maintain employment, it should, therefore, maintain a cooperative basis with other local, state, and national agencies in order to attain its goal of total employment.

Any need assigned as Imperative by more than 50 percent of the total 38 respondents or by over 50 percent of the state composite of employment representatives interviewed as considered a valid need. (Refer to Table 18).

Analysis of Meeting the Employment Needs

In order to confirm the employment needs as revealed in the Occupational Outlook Handbook, 1966-67, and to gather data related to the

Table 18

Composition of the Sample of 38 Employment
Service Center Respondents

By States

Illinois	10
Indiana	8
Michigan	12
Wisconsin	<u>8</u>
Total	38

import and influence of federally supported programs in meeting the employment and training needs of the locale and state, the employment offices were surveyed.

Any program judged as Imperative by more than 50 percent of the total respondents or by more than 50 percent of each state composite was considered as validating the U.S. Department of Labor data.

Analysis of the Needs of the Unemployed

Employment centers all over the country, in every major city and in every state work daily and constantly to place and guide the unemployed. If any one source would know the needs of the unemployed, it would be this group of people.

Using the statements expressed in the Occupational Outlook Handbook, 1966-67 that: (1) "job opportunities will increase fastest in occupations requiring the most education and training," and (2) "unemployment hits hardest those workers in the least skilled occupations"⁴ the centers were surveyed to refute those statements.

Confirmation of the needs of the unemployed was regarded as positive when any need was identified as Imperative by more than 50 percent of the total 38 respondents or by the same percentage on the state composite.

Summary

In this chapter, each of the selected adult education activities was classified from two perspectives: from the opinions received from adult educators and from the judgments received from representatives of the employment service centers.

⁴Ibid.

CHAPTER V

FINDINGS CONCERNING THE OBJECTIVES AND FUNCTIONS OF CURRENT ADULT EDUCATION PROGRAMS

This chapter considered the results of the nineteen items in the interviews which were concerned with the objectives and functions of the twenty-four selected adult education programs. They are presented under three headings: importance of the objectives, achievement of current adult education objectives, and priority of adult education functions.

Importance of the Objectives

Only two of the objectives judged by the interviewees were concerned with acquiring skills for specific purposes. These were listed in Section 1, items 2 and 6 (see Table 13, p. 48).

Revealed in Table 19 are the respondents' opinions of the item, "to make adults economically more efficient." The opinions of all of the respondents are reported in Table 19A. From this it can be seen that only 20% viewed this objective as imperative, but 83% (20% + 63%) of the respondents considered it was either imperative or very desirable. No one felt that the objective was undesirable.

The effect by states on the opinions of the respondents is shown on Table 19B. Adult educators from Michigan viewed this objective as Imperative more frequently (27%) than did adult educators from Illinois (0%), Indiana (20%), and Wisconsin (14%).

Table 19

Opinions of the 35 respondents of: "making
adults economically more efficient."

19A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	7	20
Very Desirable	22	63
Desirable	4	11
Permissible	2	6
Undesirable	0	0
	<u>35</u>	<u>100</u>

19B. Respondents designating the objective as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	1 of 5	20
Michigan	5 of 19	27
Wisconsin	1 of 7	14

19C. Respondents designating the objective as imperative, by
population

<u>Population</u>	<u>Respondents</u>	<u>Percentage</u>
150,000 to 205,000	2 of 12	17
100,000 to 149,000	0 of 7	0
81,000 to 99,000	3 of 8	37
60,000 to 80,000	2 of 8	25

Table 19C reports imperative responses when the adult educators were divided into population groupings. A lesser proportion of educators from communities of 100,000 to 149,000 (0%) and communities of 150,000 to 205,000 (17%) rated the item imperative than did educators from communities of 81,000 to 99,000 (37%) and educators from communities of 60,000 to 80,000 (25%).

The second objective pertaining to acquiring skills for specific purposes was "to supplement and broaden educational backgrounds of adults."

As Table 20A relates, 23% of all respondents looked upon this objective as being imperative, while 63% considered it at least very desirable. When compared with the previous item, this represents an increase in one category (23% vs. 20%) and a decline in the other (63% vs. 83%) with the percentage of undesirable responses remaining at 0%.

When respondents were divided by states (Table 20B), it was found that a greater proportion of adult educators from the state of Illinois (50) thought the objective was imperative than did respondents from Indiana (0%), Michigan (27%), and Wisconsin (14%). When comparing these responses to those in Table 19B, it can be seen that imperative responses by adult educators in Michigan and Wisconsin remained identical (27%) and 14%) while adult educators in Illinois increased (0% and 50%) and adult educators in Indiana decreased (20% and 0%) in response.

Table 20C shows the percentage of imperative responses by population of the twenty-four communities of the sample: 150,000-205,000, (0%); 100,000-149,000, (29%); 81,000-99,000, (37%); and 60,000-80,000, (37%). By referring to Table 19C, it can be seen that the percentage of imperative responses to the two objectives by adult educators in

Table 20

Opinions of the 35 respondents of: "supplementing
and broadening educational backgrounds of adults."

20A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	8	23
Very Desirable	14	40
Desirable	8	23
Permissible	5	14
Undesirable	0	0
	<u>35</u>	<u>100</u>

20B. Respondents designating the objective as imperative,
by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	2 of 4	50
Indiana	0 of 5	0
Michigan	5 of 19	27
Wisconsin	1 of 7	14

20C. Respondents designating the objective as imperative,
by population

<u>Population</u>	<u>Respondents</u>	<u>Percentage</u>
150,000 to 205,000	0 of 12	0
100,000 to 149,000	2 of 7	29
81,000 to 99,000	3 of 8	37
60,000 to 80,000	3 of 8	37

communities of 81,000-99,000 (37% vs. 37%) and communities of 60,000-80,000 (25% vs. 37%) was relatively similar, but that the other two communities' responses fluctuated; an increase of imperative responses by adult educators in communities of 100,000-149,000 (0% vs. 29%) and a perceptible decline from adult educators' responses in communities of 150,000-205,000 (17% vs. 0%).

Achievement of Current Adult Education Objectives

Three items in the interview were concerned with how well the current adult education program achieved the objectives of acquiring skills for specific purposes. These were listed in Section 2, items 1, 2, and 4 (see Table 13, p. 58).

Table 21A shows the opinions of all respondents concerning the importance as an imperative activity of adult education centers of "assuring adequate opportunity for continuous education to all the adults of the community." A 40% total considered it imperative, and more than half of the adult education personnel (40% + 26%) regarded it as being at least very desirable. Only 3% of the respondents looked upon this as undesirable.

As Table 21B indicates, respondents by states rated the item highest in Indiana (80%) and lowest in Michigan (37%).

Table 21C reports the opinions of adult educators by population. Adult educators in communities of 81,000 to 99,000 viewed this as imperative most often (75%), followed by communities of 60,000 to 80,000 (50%), then communities of 150,000 to 205,000 (25%), and finally communities of 100,000 to 149,000 (14%).

Table 21

Opinions of the 35 respondents of: "Assuring adequate opportunity for continuous education to all the adults of the community."

21A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	14	40
Very Desirable	9	26
Desirable	10	28
Permissible	1	3
Undesirable	<u>1</u>	<u>3</u>
	35	100

21B. Respondents designating the objective as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	2 of 4	50
Indiana	4 of 5	80
Michigan	7 of 19	37
Wisconsin	3 of 7	43

21C. Respondents designating the objective as imperative, by population

<u>Population</u>	<u>Respondents</u>	<u>Percentage</u>
150,000 to 205,000	3 of 12	25
100,000 to 149,000	1 of 7	14
81,000 to 99,000	6 of 8	75
60,000 to 80,000	4 of 8	50

The second item pertaining to achievement of current adult education objectives was "being conceived of individual and social needs and interests of adults served" (see Table 22). The two objectives viewed in this section of the data are certainly related; e.g., provision of continuous education for all adults has to be related to meeting the needs of the adults of the community. Even with the resemblance of the objectives, the reversal of respondent opinion toward them was unexpected. Conflicting percentages (17% and 40%) named the two objectives as imperative. However, continuous education was rated at least very desirable by 66% (40% + 26%) of the respondents, while only 54% (17% + 37%) of them named imperative the individual needs. When imperative responses were considered for the two objectives by states, a decline was noted for Illinois (50% vs. 0%), Indiana 80% vs. 20%) and Michigan (37% vs. 16%). Only Wisconsin showed an increase in imperative responses (43% vs. 57%).

Table 23C shows the percentage of imperative responses by population: 150,000 to 205,000 (33%), 100,000 to 149,000 (14%), 81,000 to 99,000 (25%), and 60,000 to 80,000 (25%). By referring to Table 22C, it can be seen that the percentage of imperative response to the two objectives by communities of 100,000 to 149,000 was identical (14%) but that the other three groupings declined in communities of 150,000 to 205,000 (25% vs 8%) 81,000 to 99,000 (75% vs. 50%), and 60,000 to 80,000 (50% vs. 0%).

The third item, alluding to achievement of current adult education objectives, was "provision of individual adult guidance and counseling in the selection of adult training and educational activities."

Table 22

Opinions of the 35 respondents of: "Being conceived of individual and social needs and interests of adults served."

22A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	6	17
Very Desirable	13	37
Desirable	13	37
Permissible	3	9
Undesirable	0	0
	<u>35</u>	<u>100</u>

22B. Respondents designating the objective as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	1 of 5	20
Michigan	3 of 19	16
Wisconsin	4 of 7	57

22C. Respondents designating the objective as imperative, by population

<u>Population</u>	<u>Respondents</u>	<u>Percentage</u>
150,000 to 205,000	1 of 12	8
100,000 to 149,000	1 of 7	14
81,000 to 99,000	4 of 8	50
60,000 to 80,000	0 of 8	0

In Table 23 is found the respondents' opinions of the third objective. Table 23A reveals that 26% of the respondents viewed this objective as imperative, but almost three-quarters (26% + 46%) of the respondents considered it either imperative or very desirable. None felt that provision of guidance in the selection of adult education activities was undesirable.

The state response, however, as shown in Table 23B revealed that two states—Illinois and Indiana had no imperative responses (0%) while Michigan responded with 42% and Wisconsin with 14%.

Table 23C relates that communities of 150,000 to 205,000 responded highest in the imperative category (33%), followed by communities of 81,000 to 99,000 and 60,000 to 80,000 (25%) and finally communities of 100,000 to 149,000 (14%).

All three objectives were then compared from Tables 21, 22, and 23 in sequential order. Percentages (40%, 17%, and 26%) named the three objectives as imperative. Provision of guidance in the selection of adult activities was rated at least very desirable by 72% (26% + 46%) of the respondents, followed by continuous education, 66% (40% + 26%) and then by individual needs, 54% (17% + 37%). When imperative responses were considered for the three objectives by states, Illinois showed a decline (50% vs. 0% vs. 0%); Indiana a decline (80% vs. 20% vs. 0%); Michigan fluctuated (37% vs. 16% vs. 42%) as did Wisconsin (43% vs. 57% vs. 14%).

When grouped according to population, the three comparisons showed that communities of 100,000 to 149,000 responded identically in their imperative response to the three objectives (14%), but the other three population groupings fluctuated.

Table 23

Opinions of 35 respondents of: "provision of individual adult guidance and counseling in the selection of adult training and educational activities."

23A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	9	26
Very Desirable	16	46
Desirable	8	23
Permissible	2	5
Undesirable	0	0
	<u>35</u>	<u>100</u>

23B. Respondents designating the objective as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	0 of 5	0
Michigan	8 of 19	42
Wisconsin	1 of 7	14

23C. Respondents designating the objective as imperative, by population

<u>Population</u>	<u>Respondents</u>	<u>Percentage</u>
150,000 to 205,000	4 of 12	33
100,000 to 149,000	1 of 7	14
81,000 to 99,000	2 of 8	25
60,000 to 80,000	2 of 8	25

Priority of Adult Education Functions

Two items in the interview were concerned with the adult education function of training and educating for specific skills.

Table 24A shows the opinions of all respondents concerning the importance as a function of adult education of "providing adult education made necessary by special occasions of societal dislocation--such as occupational retraining made necessary by automation and occupational obsolescence." As can be seen, slightly over one-tenth (11%) regarded it as imperative, but nearly two-thirds considered it at least very desirable (11% + 49%). Only 3% of the respondents believed that this function was undesirable.

When respondents were grouped accordingly by states, (see Table 24B), it was noted that only Michigan (16%) and Wisconsin (14%) rated this function as imperative.

As Table 24C reveals, opinions fluctuated by community populations. A wide range of opinions (25%) separated all four groupings; the imperative responses by population being: 150,000 to 205,000, 8%; 100,000 to 149,000, 0%; 81,000 to 99,000, 25%; and 60,000 to 80,000, 13%.

The second item in which opinions were sought concerned the importance as a function of "proffering adult education for purely vocational training, much of which cannot be secured in formal educational institutions."

Table 24

Opinions of 35 respondents of: "Providing adult education made necessary by special occasions of societal dislocation-- such as occupational retraining made necessary by automation and occupational obsolescence."

24A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	4	11
Very Desirable	17	49
Desirable	12	34
Permissible	1	3
Undesirable	<u>1</u>	<u>3</u>
	35	100

24B. Respondents designating the function as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	0 of 5	0
Michigan	3 of 19	16
Wisconsin	1 of 7	14

24C. Respondents designating the function as imperative, by population

<u>Population</u>	<u>Respondents</u>	<u>Percentage</u>
150,000 to 205,000	1 of 12	8
100,000 to 149,000	0 of 7	0
81,000 to 99,000	2 of 8	25
60,000 to 80,000	1 of 8	13

Table 25A reports the opinions of all respondents concerning the importance as a function "purely vocational training." Nearly one-quarter (20%) looked upon this as imperative, and approximately three-quarters (74%) viewed it as at least very desirable. (20% + 54%); (3%) thought it was undesirable. Compared with the opinions of the respondents of adult educators (Table 25A), these opinion percentages represented an increase of 9% in imperative responses (20% vs. 11%) and in those viewing it as at least very desirable (74% vs. 60%); undesirable responses remained the same (3%).

As Table 25B indicates, this function was rated as imperative more often in Wisconsin (29%), followed by Michigan (27%), Indiana 20%) and Illinois (0%). These findings revealed an increase in imperative responses in Wisconsin (29% vs 14%), Michigan (27% vs 16%), Indiana (20% vs 0%) over the imperative response indicated in Table 24B. Illinois imperative response toward both functions remained constant (0%).

It may be noted from Table 25C that adult educators judged this function as imperative much more frequently in communities of 150,000 to 205,000 (42%) than in communities of 100,000 to 149,000 (14%), communities of 60,000 to 80,000 (13%), and communities of 81,000 to 99,000 (0%). These findings were in sharp contrast to the previous function of "occupational retraining" where community population affected the opinions of the respondents very little (see Table 24C).

Table 25

Opinions of 35 respondents of: "Providing adult education for purely vocational training, much of which cannot be secured in formal educational institutions."

25A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	7	20
Very Desirable	19	54
Desirable	5	14
Permissible	3	9
Undesirable	<u>1</u>	<u>3</u>
	35	100

25B. Respondents designating the function as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	1 of 5	20
Michigan	5 of 19	27
Wisconsin	2 of 7	29

25C. Respondents designating the function as imperative, by population

<u>Population</u>	<u>Respondents</u>	<u>Percentage</u>
150,000 to 205,000	5 of 12	42
100,000 to 149,000	1 of 7	14
81,000 to 99,000	0 of 8	0
60,000 to 80,000	1 of 8	13

Examination of the Opinions

Figure 1 summarizes the opinions of all respondents for each of the seven selected educational objectives and functions concerning the twenty-four selected adult education programs. No activity was viewed as imperative by a majority of the respondents, the range being from 11% for "occupational retraining" to 40% for "continuous education." The average for the seven questions was 22.04%. Stated another way, on the average, one respondent in five thought the objectives and functions concerned with acquiring skills for specific purposes were imperative.

The importance of the seven adult education objectives and functions was not confirmed as none of them was judged imperative by a majority of the respondents. However, one must be cautious in interpreting these results and not confuse a failure to confirm an objective or function with a rejection of the adult education activity. In fact, adult educators clearly approved all of those activities; by adding the imperative and very desirable responses together, it can be seen that all seven of the objectives and functions were considered at least very desirable by a majority of respondents, the range being from 54% for "individual needs" to 83% for "economically more efficient adults." The average of these two response categories for all seven objectives and functions was 67.4%, or two respondents in three thought that the adult education objectives and functions were at least very desirable.

Another indicator of the adult educators' approval was the small number of negative responses, the rating of undesirable.

Making Adults economically more efficient



Supplementing and broadening educational backgrounds of adults



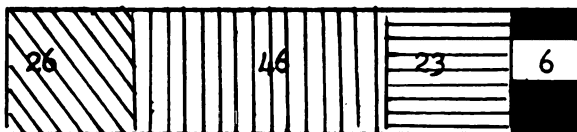
Assuring Adequate Opportunity for Continuous Education to all the Adults of the Community



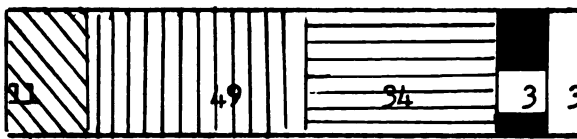
Being conceived of individual and social needs and interests of adults served



Provision of individual adult guidance and counseling in the selection of adult training and added educational activities



Adult education made necessary by special occasion of societal dislocation—such as occupational retraining made necessary by automation and occupational obsolescence



Adult education for purely vocational training, much of which cannot be secured in formal educational institutions



FIGURE L

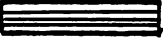
Opinions of all respondents concerning the importance of the seven adult education objectives and functions for twenty-four selected urban communities

 Imperative

 Permissible

 Very Desirable

 Undesirable

 Desirable

The range was from 0% for four objectives to 3% for "continuous education, occupational retraining, and vocational training," the average being 1.3% when these responses for all seven objectives and functions are averaged together. In other words, on the average, only one adult educator in ten judged these activities as undesirable.

Figure 2 shows the percentage of imperative responses for each of the seven adult education objectives and functions when the respondents were divided by states: Illinois, Indiana, Michigan, and Wisconsin.

When the imperative responses for all seven objectives and functions were averaged together, 27.4% of the respondents from Michigan believed these activities to be imperative followed by Wisconsin with 24.4%, Indiana with 20%, and Illinois with 14.3%. One may conclude from this that those states ranking highest in imperative response tend to place a greater importance on acquiring skills for specific purposes.

Respondents were also divided into four groups based on the population of the community they represented. Responses were considered confirmed for any objective or function in which the percentage of imperative responses for any one population group exceeded each of the other three groups by at least 5 percent.

As Figure 3 shows, this was true for every adult education objective or function in communities with a population of 81,000 to 99,000—with two exceptions. The results of the other three population groups were inconclusive.

By averaging the imperative responses, the results were somewhat similar: communities with 81,000 to 99,000, 35.6%;

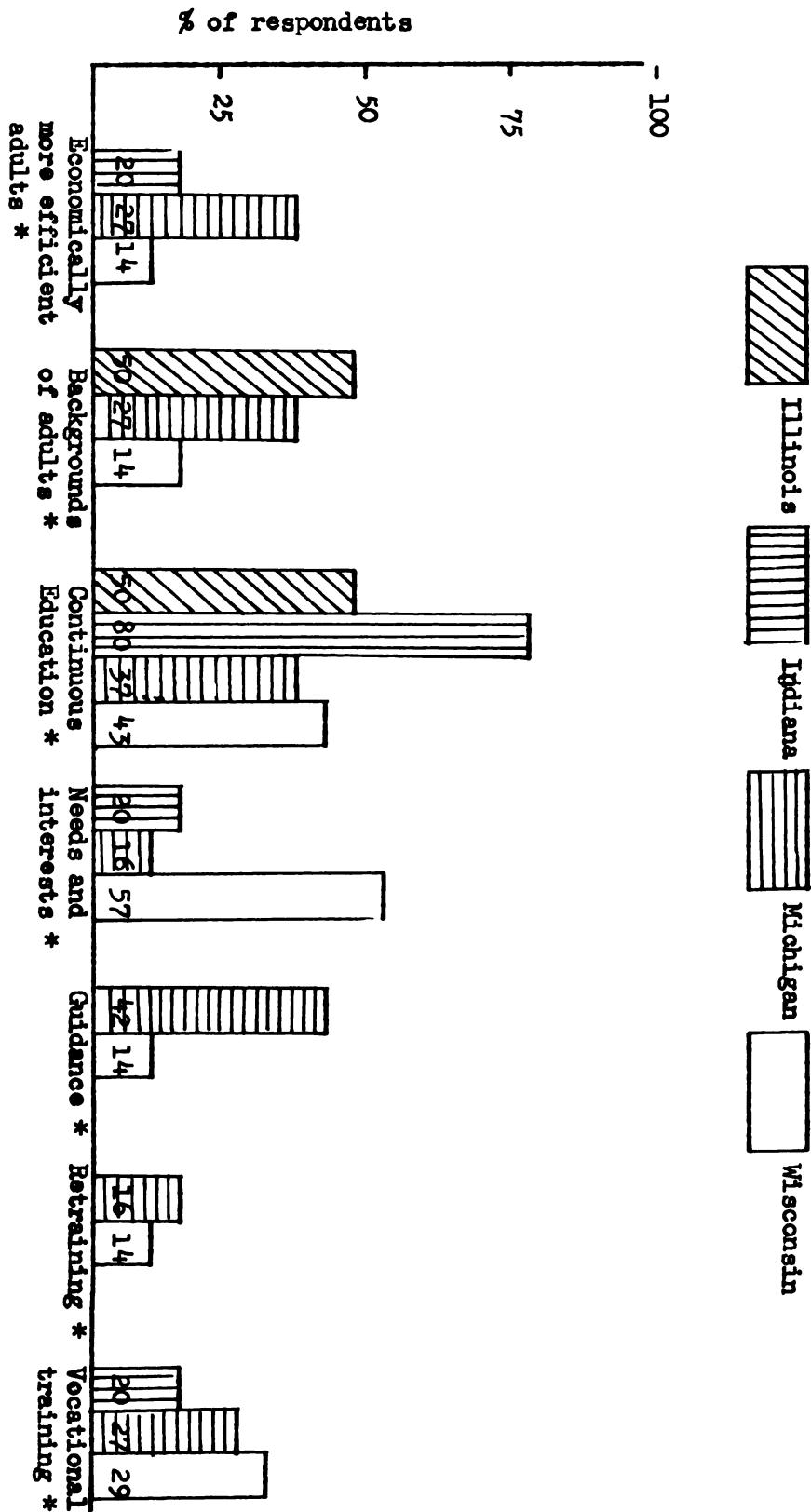


FIGURE 2

Percentage of respondents designating the seven adult education objectives and functions as imperative, by states

* See Figure 1 for exact wording of the item.

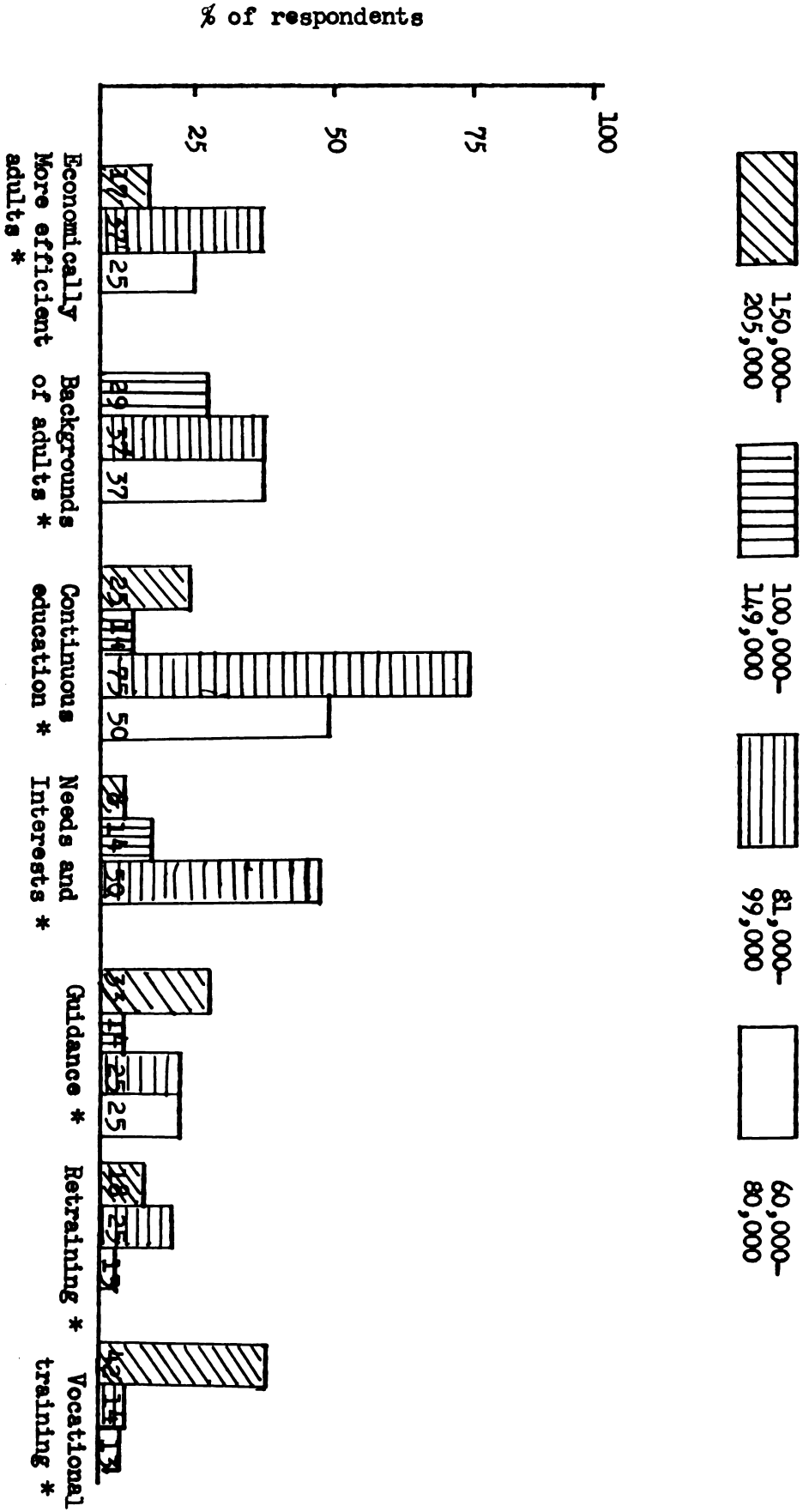


FIGURE 3

Percentage of respondents designating the seven adult education objectives and functions as imperative, by population

* See Figure 1 for exact wording of the item.

communities with 60,000 to 80,000, 22.4%; communities with 150,000 to 205,000, 19%; and communities with 100,000 to 149,000, 12.1%.

Summary

This chapter presented the results of seven items concerning the objectives and functions of the twenty-four selected adult education programs with regard to acquiring skills for specific purposes. They were presented under three headings: importance of the objectives, achievement of current adult education objectives, and priority of adult education functions.

CHAPTER VI

FINDINGS CONCERNING COOPERATION WITH OTHER AGENCIES BY ADULT EDUCATION CENTERS AND EMPLOYMENT SERVICE COMMISSION CENTERS

This chapter contains the findings of four items concerned with the need for the cooperation with other agencies by adult educators and employment service commission officials which were included in the study. The agencies were of three types, each of which comprises a section of the chapter: local agencies, state agencies, and national agencies. A review of the literature supporting the need for cooperation can be found in the second section of Chapter II.

Cooperation with Local Agencies

Of the one agency in which opinions were sought, a decided preference was shown by adult educators to cooperate and coordinate their activities with the "employment service commission" (Table 26). The cooperation was rated as imperative by 20% of all adult educator respondents for the local agency and as at least very desirable by 63% (20% + 43%).

For cooperation with the local "adult education office" the opinions of the 38 respondents from the employment service centers were less than favorable, only 14% viewed it as imperative, and less than one-third (14% + 16%) judged it to be at least very desirable (Table 27). A still further decline in approval of the respondents from the employment service commissions is seen in Table 27B; whereas the adult educators (Table 26B) ranked, on an average, imperative

Table 26

Opinions of the 35 respondents of: "the need for cooperation and coordination of the adult education office with the employment service commission."

26A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	7	20
Very Desirable	15	43
Desirable	9	26
Permissible	4	11
Undesirable	0	0
	<u>35</u>	<u>100</u>

26B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	2 of 4	50
Indiana	1 of 5	20
Michigan	4 of 19	21
Wisconsin	1 of 7	14

Table 27

Opinions of the 38 respondents of: "the need for cooperation and coordination of employment service commissions with the adult education office."

27A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	5	14
Very Desirable	6	16
Desirable	17	44
Permissible	10	26
Undesirable	0	0
	<u>35</u>	<u>100</u>

27B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 10	0
Indiana	0 of 8	0
Michigan	1 of 12	8
Wisconsin	4 of 8	50

28.8%, the employment officials, by states ranked, on an average 14.5% the imperative responses.

Due to the fact that, in many instances, the employment centers served many cities, no comparisons were made on the population base.

Cooperation with State Agencies

This section deals with the one agency in the survey which was concerned with state adult education activities (Tables 28 and 29).

The highest proportion of imperative responses received by "state department of public instruction" came from adult educators. A total percentage of 23% (Table 28A) and the sum of the imperative and very desirable responses nearly reached two-thirds (23% + 37%). On the other hand, the employment service officials avoided the imperative response (0%), with only 16% believing the cooperation to be at least very desirable (Table 29A).

Opinions of adult educators, by states, ranged from 0% (Indiana) to 50% (Illinois) with regard to imperative responses (Table 28B); however, employment service officials in all states responded identically at 0% (Table 29B).

Cooperation with National Agencies

Cooperation with two national agencies in which opinions sought were: (1) the national adult education association, and (2) the U.S. Department of Labor.

As can be seen in Tables 30 and 31, these two agencies were viewed similarly by adult education and employment service

Table 28

Opinions of the 35 respondents of: "the need for cooperation and coordination of the adult education office with the state department of public instruction officials who deal with adult education activities."

28A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	8	23
Very Desirable	13	37
Desirable	7	20
Permissible	7	20
Undesirable	0	0
	<u>35</u>	<u>100</u>

28B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	2 of 4	50
Indiana	0 of 5	0
Michigan	4 of 19	21
Wisconsin	2 of 7	29

Table 29

Opinions of the 38 respondents of: "the need for cooperation and coordination of the employment service commission with the state department of public instruction officials who deal with adult education activities."

29A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	0	0
Very Desirable	6	16
Desirable	10	27
Permissible	19	49
Undesirable	3	8
	<u>38</u>	<u>100</u>

29B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 10	0
Indiana	0 of 8	0
Michigan	0 of 12	0
Wisconsin	0 of 8	0

Table 30

Opinions of the 35 respondents of: "the need for cooperation and coordination of the adult education office with the national adult education association."

30A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	1	3
Very Desirable	14	40
Desirable	11	31
Permissible	7	20
Undesirable	<u>2</u>	<u>6</u>
	35	100

30B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	1 of 4	25
Indiana	0 of 5	0
Michigan	0 of 19	0
Wisconsin	0 of 7	0

Table 31

Opinions of the 38 respondents of: "the need for cooperation and coordination of the employment service commission with the national educational association."

31A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	1	3
Very Desirable	1	3
Desirable	4	10
Permissible	19	50
Undesirable	13	34
	<u>38</u>	<u>100</u>

31B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 10	0
Indiana	0 of 8	0
Michigan	1 of 12	8
Wisconsin	0 of 8	0

respondents, only one respondent in ten rating them as imperative. However, the adult educators (Table 30A) felt that the cooperation with the "national adult education association" was at least very desirable 43% (3% + 40%); whereas, the respondents from the employment service commission remained consistent with the very desirable rating (3% + 3%). See Table 31A.

The effect by states on the opinions of respondents of both adult educators and employment service centers can be seen in Tables 30B and 31B. With the exception of Illinois (25%), all of the adult educators felt that the cooperation with the "national adult education association" was not imperative (0%). Employment service respondents rated the imperative response to cooperation with the "national adult education association" similarly (0%) with the exception of Michigan (8%).

When adult educators viewed the need for cooperation with the "U.S. Department of Labor," only 9% responded with imperative (Table 32A). Employment officials, on the other hand, judged the imperative response 42% (Table 33A). Adult educators rated this need at least very desirable 46% (9% + 37%) as compared to employment officials' 76% (42% + 34%).

State opinions concerning the imperative response indicated that only Illinois (25%) and Wisconsin (57%) felt the need for cooperation of adult educators with the "U.S. Department of Labor" (Table 32B). All but Indiana, however, ranked imperative the need for cooperation with the U.S. Department of Labor by employment officials. The opinions were: Wisconsin, 25%; Illinois, 40%; Michigan, 83% (Table 33B).

Table 32

Opinions of 35 respondents of: "the need for cooperation and coordination of the adult education office with the U.S. Department of Labor."

32A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	3	9
Very Desirable	13	37
Desirable	12	34
Permissible	4	11
Undesirable	3	9
	<u>35</u>	<u>100</u>

32B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	1 of 4	25
Indiana	0 of 5	0
Michigan	0 of 19	0
Wisconsin	4 of 7	57

Table 33

Opinions of the 38 respondents of: "the need for cooperation and coordination of the employment service commission with the U.S. Department of Labor."

33A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	16	42
Very Desirable	13	34
Desirable	8	21
Permissible	1	3
Undesirable	0	0
	<u>38</u>	<u>100</u>

33B. Respondents designating the agency as imperative, by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	4 of 10	40
Indiana	0 of 8	0
Michigan	10 of 12	83
Wisconsin	2 of 8	25

When the results of the need for cooperation with the "national adult education association" are compared with the need for cooperation with the "U.S. Department of Labor," it can be seen that both the adult educators and employment service officials rated the "national adult education association" less frequently (3% and 3%) than the U.S. Department of Labor" (9% and 42%).

Two conclusions may be drawn from these comparisons: first, although it may be argued that cooperation with national authorities and/or associations is a tradition and an urgent function of adult educators, the adult educators do not attach a high priority to them; secondly, adult educators do not accept as imperative the need for cooperating with the national groups who are constantly involved in forecasting employment and training needs for the country.

Due to the lack of imperative response by adult educators for cooperation with the national adult education association and the U.S. Department of Labor, the average for undesirable responses increased to 7.5%.

Examination of the Opinions

Figure 4 summarized the percentage of imperative responses for each of the four agencies when the respondents were grouped as adult educators and employment service officials.

As can be seen, neither the adult educators nor the employment service officials confirmed that cooperation with any of the four agencies was deemed imperative. Yet, the percentage differences between adult educators' and employment officials' imperative

responses of cooperation with "employment service commissions vs. adult education office" and "state department officials" was greater than 5%. A significant percentage difference was also noted with cooperation with the "U.S. Department of Labor." Employment officials ranked their imperative responses at 42% vs. the adult educators' responses at only 9%.

A slightly higher rating was given by employment service officials when the imperative responses are averaged, 14.75% as opposed to 13.75% for adult educators. Contrary to the involvement of adult educators concerning cooperation with other agencies, when a comparison was made with employment officials, the scope of cooperation by either group affected very little either group's response of the need for cooperating with other agencies.

Figures 5 and 6 summarize the percentage of imperative responses for each of the four agencies by states when the respondents were grouped as adult educators and employment service officials. Imperative responses by adult educators in Illinois (Figure 5) relate the need for cooperation with the employment service commissions (50%). However, in Figure 6 only the Wisconsin Employment Service Commission officials rated the imperative responses (50%) for cooperation with the adult education offices at a significant level.

Concerning the cooperation with "state department of public instruction," it can be seen that employment service officials did not respond in the imperative category (Figure 6); whereas, Illinois adult educators ranked their need for cooperation with this agency at 50%.

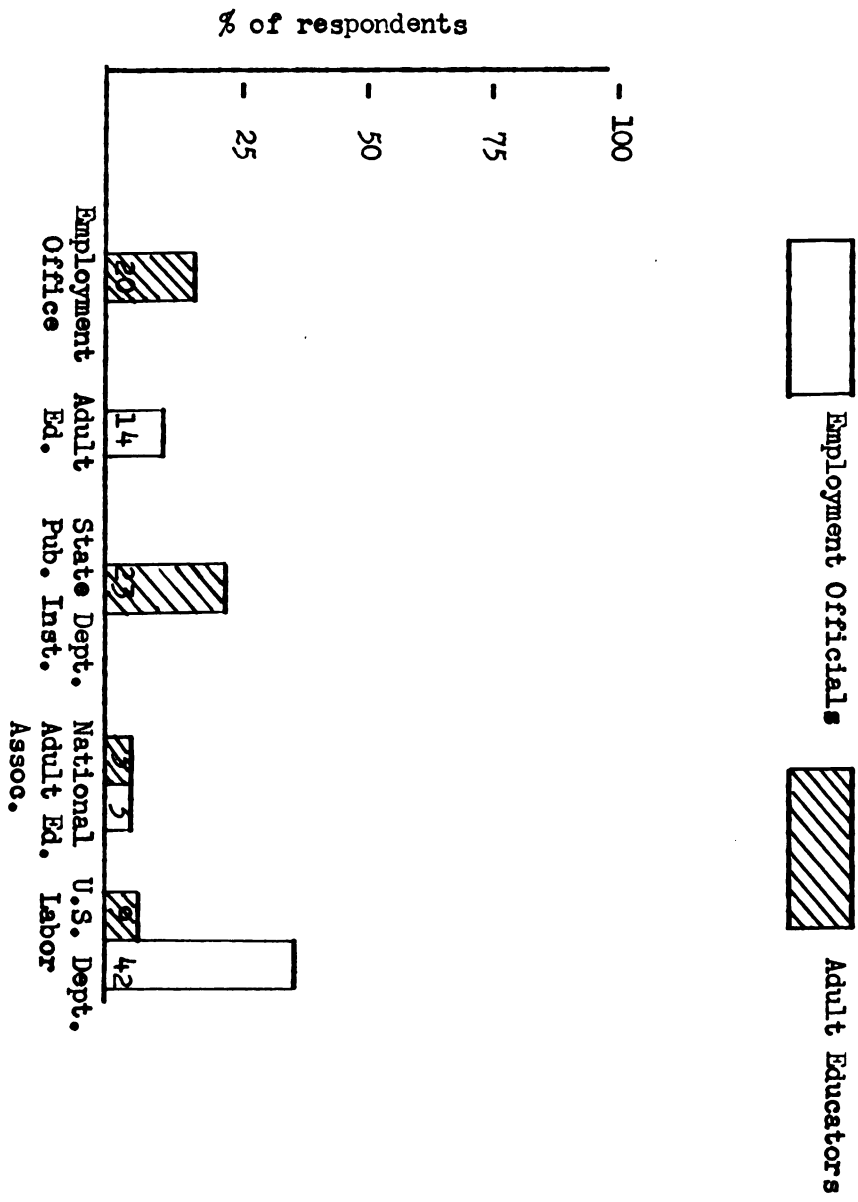


FIGURE 4
 Percentage of respondents designating as imperative the need for cooperation with the four agencies, by separate groupings

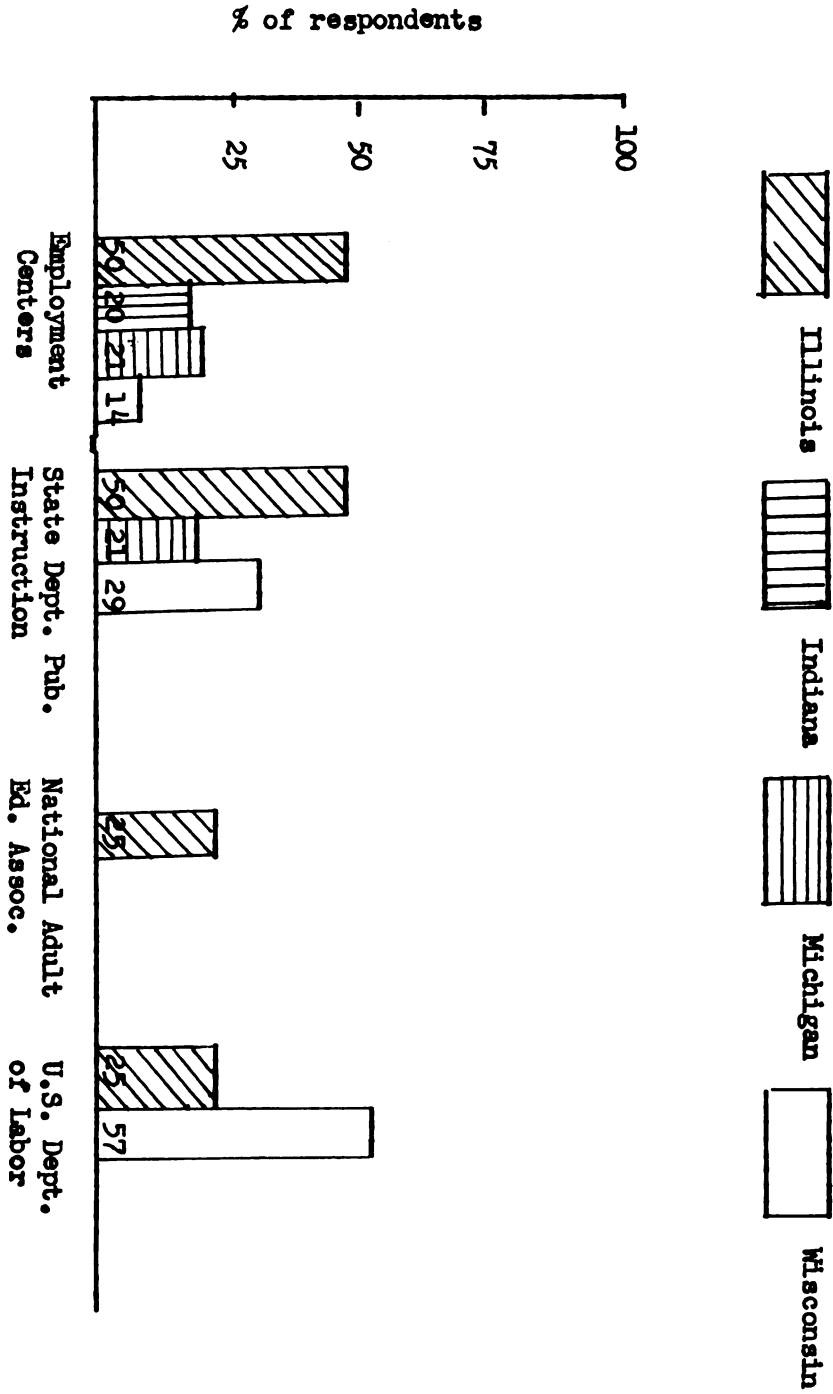


FIGURE 5

Percentage of Adult Education respondents
by states designating as imperative
the need for cooperation with four agencies

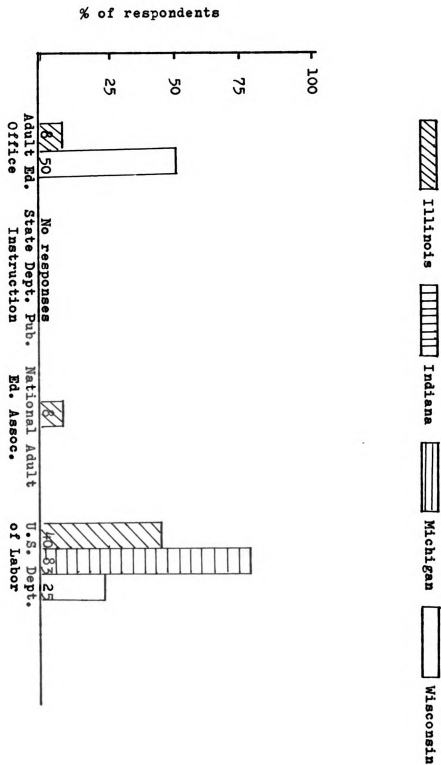


FIGURE 6

Percentage of employment service commission respondents designating as imperative the need for cooperation with four agencies, by states.

The imperative responses by both groups in the area of need for cooperation with the national adult education association was insignificant as can be seen on Figures 5 and 6.

The employment service officials' opinions in Michigan revealed an 83% imperative response for cooperation with the U.S. Department of Labor (Figure 6). However, only the opinions of adult educators of Wisconsin responded 57% on the imperative responses to cooperation with this agency.

When the imperative responses of the two groups of adult educators and employment service officials for all four items were averaged, the difference was less than 7%, 19.5% for adult educators and 13.4% for employment officials. The findings relate, to a degree, that although the opinions of both adult educators and employment officials are similar, that a greater degree of cooperation with other agencies is displayed by the adult educators' group.

Summary

This chapter contained the opinions of respondents from adult education offices and employment service commissions in regard to cooperation and coordination with other agencies, They were presented in three sections.

CHAPTER VII

FINDINGS CONCERNING THE EMPLOYMENT NEEDS OF ADULTS

This chapter has the unifying theme of provision of adult education activities which aid and abet the identifiable employment needs of the adults of the nation. Of the fourteen items, opinions were sought for eight activities. These activities were considered under seven sections: preparation for service occupations, unemployment of youth with little schooling, service occupations, operative occupations, clerical occupations, sales occupations, craftsmen occupations, and mechanic and repairman occupations. The background literature corresponding to these activities may be found in the first section of Chapter II.

Preparation for Service Occupations

One item in the interview was concerned with how federal funds should be allocated and made available through adult education programs that "help prepare adults for service occupations." Adult education staff opinions can be seen on Table 34: officials of the employment service commissions' views are reflected on Table 35.

As Tables 34A and 35A relate, the adult educators and employment officials' opinions vary widely on the imperative responses, but are identical when viewing the at least very desirable responses. Imperative responses for adult educators were only 3%, whereas, the same category as viewed by employment officials revealed 21% response.

Table 34

Opinions of the 35 adult education respondents of:
 "preparation of adults for service occupations."

34A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	1	3
Very Desirable	21	60
Desirable	9	26
Permissible	4	11
Undesirable	0	0
	<u>35</u>	<u>100</u>

34B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	0 of 5	0
Michigan	1 of 19	5
Wisconsin	0 of 7	0

Table 35

Opinions of the 38 employment service respondents of:
 "preparation of adults for service occupations."

35A. Respondents' opinions by response categories

<u>Respondent Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	8	21
Very Desirable	16	42
Desirable	10	26
Permissible	4	11
Undesirable	0	0
	<u>38</u>	<u>100</u>

35B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	3 of 10	30
Indiana	0 of 8	0
Michigan	4 of 12	33
Wisconsin	1 of 8	13

The situation becomes more favorable when the two more favorable response categories, imperative and very desirable, were added together; adult educators (3% + 60%) vs. employment officials (21% + 42%). Neither the adult educators nor the employment officials judged the objective as undesirable.

The influence of responses by states was reported on Tables 34B and 35B. Only the adult educators in Michigan ranked as imperative 5% of their responses. In Table 35B, however, it was noted that only the employment officials of the state of Indiana did not respond with an imperative response. The other state employment officials judged as imperative "preparation of adults for service occupations" as follows: Michigan, 33%; Illinois, 30%; and Wisconsin, 13%.

Unemployment of Youth with Little Schooling

The interview contained one objective on providing adult education courses to help decrease the "unemployment of youth with little schooling." This is shown on Tables 36 and 37.

Tables 36A and 37A reveal the similarity with which this objective was viewed by adult educator and employment service officials. Imperative responses by adult educators were recorded at 9% while employment officials responded with 11%. Nearly half of the adult educators (46%) looked upon this objective as at least very desirable (9% + 37%); whereas, over half of the employment service officials (58%) judged this objective as at least very desirable (11% + 47%).

Opinions of this objective were influenced only slightly by the respondent's state (Tables 36B and 37B). Only adult educators in Illinois (25%) and Michigan (11%) ranked the objective as imperative.

Table 36

Opinions of the 35 adult education respondents of:
 "decreasing the unemployment of youth with little schooling."

36A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	3	9
Very Desirable	13	37
Desirable	19	54
Permissible	0	0
Undesirable	0	0
	<u>35</u>	<u>100</u>

36B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	1 of 4	25
Indiana	0 of 5	0
Michigan	2 of 19	11
Wisconsin	0 of 7	0

Table 37

Opinions of the 38 employment service respondents of:
 "decreasing the unemployment of youth with little schooling."

37A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	4	11
Very Desirable	18	47
Desirable	15	39
Permissible	1	3
Undesirable	0	0
	<u>38</u>	<u>100</u>

37B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	4 of 10	40
Indiana	0 of 8	0
Michigan	0 of 12	0
Wisconsin	0 of 8	0

Employment officials in all but Illinois (40%) neglected the imperative response.

Service Occupations

Tables 38 and 39 show the adult educator and employment official respondents' opinions of "helping prepare adults for service occupations."

As Table 38A indicates, only one adult education respondent in twenty (6) thought that this objective was imperative and less than half (6% + 40%) of the adult educators looked upon it as at least very desirable.

Table 39A, however, presented a somewhat different view. Employment service officials imperative responses were recorded at 29% and 60% (29% + 69%) viewed this objective as at least very desirable.

When the adult educators were grouped by states, it can be seen that only Wisconsin (14%) and Michigan (5%) ranked as imperative their response to "service occupations." The employment officials' opinions to the imperative category by states differed somewhat, with Illinois (30%), Michigan (25%) and Wisconsin (25%). Only Indiana did not respond (0%) to the imperative category.

Operative Occupations

Another item concerned with meeting employment needs was "helping prepare adults for operative occupations." This can be seen in Tables 40 and 41.

A wide variation is noted in the imperative responses of adult educators (11%) in Table 40A and employment service officials (47%) in Table 41A. The expanse is further increased when viewing

Table 38

Opinions of the 35 adult education respondents of:
 "helping prepare adults for service occupations."

38A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	2	6
Very Desirable	14	40
Desirable	15	43
Permissible	4	11
Undesirable	0	0
	<u>35</u>	<u>100</u>

38B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	0 of 5	0
Michigan	1 of 19	5
Wisconsin	1 of 7	14

Table 39

Opinions of the 38 employment service respondents of:
 "helping prepare adults for service occupations."

39A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	8	21
Very Desirable	15	39
Desirable	11	29
Permissible	3	8
Undesirable	1	3
	<u>38</u>	<u>100</u>

39B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	3 of 10	30
Indiana	0 of 8	0
Michigan	3 of 12	25
Wisconsin	2 of 8	25

Table 40

Opinions of the 35 adult education respondents of:
 "preparing adults for operative occupations."

40A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	4	11
Very Desirable	8	23
Desirable	16	46
Permissible	6	17
Undesirable	<u>1</u>	<u>3</u>
	35	100

40B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	0 of 5	0
Michigan	3 of 19	16
Wisconsin	1 of 7	14

Table 41

Opinions of the 38 employment service respondents of:
 "preparing adults for operative occupations."

41A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	18	47
Very Desirable	13	34
Desirable	6	16
Permissible	1	3
Undesirable	0	0
	<u>35</u>	<u>100</u>

41B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	8 of 10	80
Indiana	4 of 8	50
Michigan	2 of 12	17
Wisconsin	4 of 8	50

the adult educators' response to at least the very desirable category (11% + 23%) of less than one-half 44% as opposed to the employment officials' response in this category of 81% (47% + 34%).

When grouped by states, the adult educators' response to the imperative category revealed on Table 40A that only Michigan (16%) and Wisconsin (14%) recorded such response. All of the state employment officials responded to the imperative category as follows: Illinois (80%), Indiana (50%), Michigan (17%), and Wisconsin (50%). This information is shown on Table 41B.

Clerical Occupations

The next objective in which opinions were sought was "helping prepare adults for clerical occupations." The opinion results are found on Tables 42 and 43.

As can be seen in Table 42A, only 17% of the adult educator respondents regarded this objective as imperative, although two of three respondents (68%) thought that it was at least very desirable. When compared with the employment officials' response on Table 43A, a dissimilarity can quickly be detected by viewing the imperative response of 50% vs. the adult educators' response of 17%. A comparable difference occurred in the at least very desirable category with 97% (50% + 47%) of the employment officials' opinions bulked in these two categories as opposed to only 68% (17% + 51%) of the adult educators' response.

In viewing the opinions of respondents by states (Tables 42B and 43B), only the adult educators of Illinois (0%) did not rate this objective as imperative. All four states' employment officials rated

Table 42

Opinions of the 35 adult educator respondents of:
 "preparing adults for clerical occupations."

42A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	6	17
Very Desirable	18	51
Desirable	10	29
Permissible	1	3
Undesirable	0	0
	<u>35</u>	<u>100</u>

42B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	1 of 5	20
Michigan	5 of 19	27
Wisconsin	1 of 7	14

Table 43

Opinions of the 38 employment service respondents of:
 "preparing adults for clerical occupations."

43A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	19	50
Very Desirable	18	47
Desirable	1	3
Permissible	0	0
Undesirable	0	0
	<u>38</u>	<u>100</u>

43B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	6 of 10	60
Indiana	4 of 8	50
Michigan	4 of 12	33
Wisconsin	5 of 8	62

this objective as imperative. When the average of adult educator imperative responses by states is compared to the average of imperative response by employment officials, it is noted: adult educator response 20.3% vs. 51.3% average for employment officials.

Sales Occupations

The objective "helping prepare adults for sales occupations" and the opinions of adult educators and employment service officials is shown on Tables 44 and 45.

The lack of approval of this objective by both groups of respondents is seen on Tables 44A and 45A. Only 3% of the adult educators and united employment officials thought it was imperative, and just often enough one-third of the adult educators (3% + 29%) and employment officials (3% + 34%) considered it at least very desirable.

Tables 44B and 45B relate that the imperative response by states was also very similar for both groups of respondents. Only 14% of the adult educators in Wisconsin ranked this objective as imperative. Employment officials in Wisconsin also registered a 13% imperative response to this objective. The adult educators and employment officials in Indiana, Illinois, and Michigan all responded (0%) to the imperative category for this objective.

Craftsman Occupations

Tables 46 and 47 reveal the adult educator and employment officials' opinions relative to the objective of "helping prepare adults for craftsman occupations."

Table 44

Opinions of the 35 adult education respondents of:
 "preparing adults for sales occupations."

44A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	1	3
Very Desirable	10	29
Desirable	13	37
Permissible	11	31
Undesirable	0	0
	<u>35</u>	<u>100</u>

44B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	0 of 5	0
Michigan	0 of 19	0
Wisconsin	1 of 7	14

Table 45

Opinions of the 38 employment service respondents of:
 "preparing adults for sales occupations."

45A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	1	3
Very Desirable	13	34
Desirable	18	47
Permissible	6	16
Undesirable	0	0
	<u>38</u>	<u>100</u>

45B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 10	0
Indiana	0 of 8	0
Michigan	0 of 12	0
Wisconsin	1 of 8	13

Table 46

Opinions of the 35 adult education respondents of:
 "preparing adults for craftsman occupations."

46A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	9	26
Very Desirable	13	37
Desirable	8	23
Permissible	5	14
Undesirable	0	0
	<u>35</u>	<u>100</u>

46B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 4	0
Indiana	1 of 5	20
Michigan	5 of 19	27
Wisconsin	3 of 7	43

Table 47

Opinions of the 38 employment service respondents of:
 "preparing adults for craftsman occupations."

47A. Respondents' opinions by response category

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	20	52
Very Desirable	10	26
Desirable	8	22
Permissible	0	0
Undesirable	0	0
	<u>38</u>	<u>100</u>

47B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	7 of 10	70
Indiana	6 of 8	75
Michigan	0 of 12	0
Wisconsin	7 of 8	88

As Table 46A indicates, only one adult education respondent in four (26%) thought that this objective was imperative and yet three-fifths (26% + 37%) looked upon it as at least very desirable. The employment service officials' imperative responses listed on Table 47A exceed twofold (52%) those gathered from the adult educators. Similarly, when the two highest categories are bulked together, the employment officials response of 78% (52% + 26%) exceeded the adult educators' response to at least very desirable by 10%.

When the two groups were separated by states, the average adult educator imperative response averaged 23.3% as compared to 77.7% for the employment officials.

Mechanic and Repair Occupations

Opinions were also sought from adult educators and employment service officials concerning "helping prepare adults for mechanic and repair occupations." The results of this segment of the study are found on Tables 48 and 49.

The imperative response by both the adult educators (20%) and employment officials (24%) to this objective was found to be quite similar as revealed on Tables 48A and 49A. In addition, the adult educators ranked their response as at least very desirable 57% (20% + 37%) as compared to the employment service response of 84% (24% + 60%).

Tables 48B and 49B reflect the breakdown of the two groups of respondents by states. Adult educators ranked their imperative responses ranging from a high of 40% (Indiana) to a low of 11% (Michigan). The comparison range of imperative responses by employment officials revealed a high of 50% (Indiana) to a low of 0% (Michigan).

Opinions of the 35 adult education respondents of:
 "preparing adults for mechanic and repair occupations."

48A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	7	20
Very Desirable	13	37
Desirable	13	37
Permissible	2	6
Undesirable	0	0
	<u>35</u>	<u>100</u>

48B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	1 of 4	25
Indiana	2 of 5	40
Michigan	2 of 19	11
Wisconsin	2 of 7	29

Table 49

Opinions of the 38 employment service respondents of:
 "preparing adults for mechanic and repair occupations."

49A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	9	24
Very Desirable	23	60
Desirable	6	16
Permissible	0	0
Undesirable	0	0
	<u>38</u>	<u>100</u>

49B. Respondents designating the objective as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	4 of 10	40
Indiana	4 of 8	50
Michigan	0 of 12	0
Wisconsin	1 of 8	13

Respondents' opinions of the eight activities are summarized in Figures 7 and 8. For the first time in the study, an objective was confirmed; "preparing adults for craftsman occupations" was designated as imperative by more than one-half of the employment service commission officials but by only 26% of the adult educator respondents. The range of all eight activities for adult educator respondents was recorded at a high of 26% to a low of 3%. The range of all eight activities for employment service officials was from a high of 52% to a low of 3%.

The average of the imperative responses by adult educators for these activities was also markedly lower (11.9%) than for objectives and functions of current adult education programs (22.4%) or for cooperation with other agencies (13.8%). There was, however, a marked increase of imperative responses for these eight activities by employment service officials (28.6%) than for cooperation with other agencies (14.8%).

When the two most favorable response categories were averaged together, it can be seen that just over one-half of the adult education respondents (51.1%) thought that the employment needs of adults were at least very desirable. This total was lower than the "at least very desirable" responses of the cooperation with other agencies (53%) and the objectives and functions of current adult education programs (67.4%).

Averages for employment service officials for the two most favorable response categories revealed a 69.8% for the eight activities. When compared to the "at least very desirable" responses of the employ-

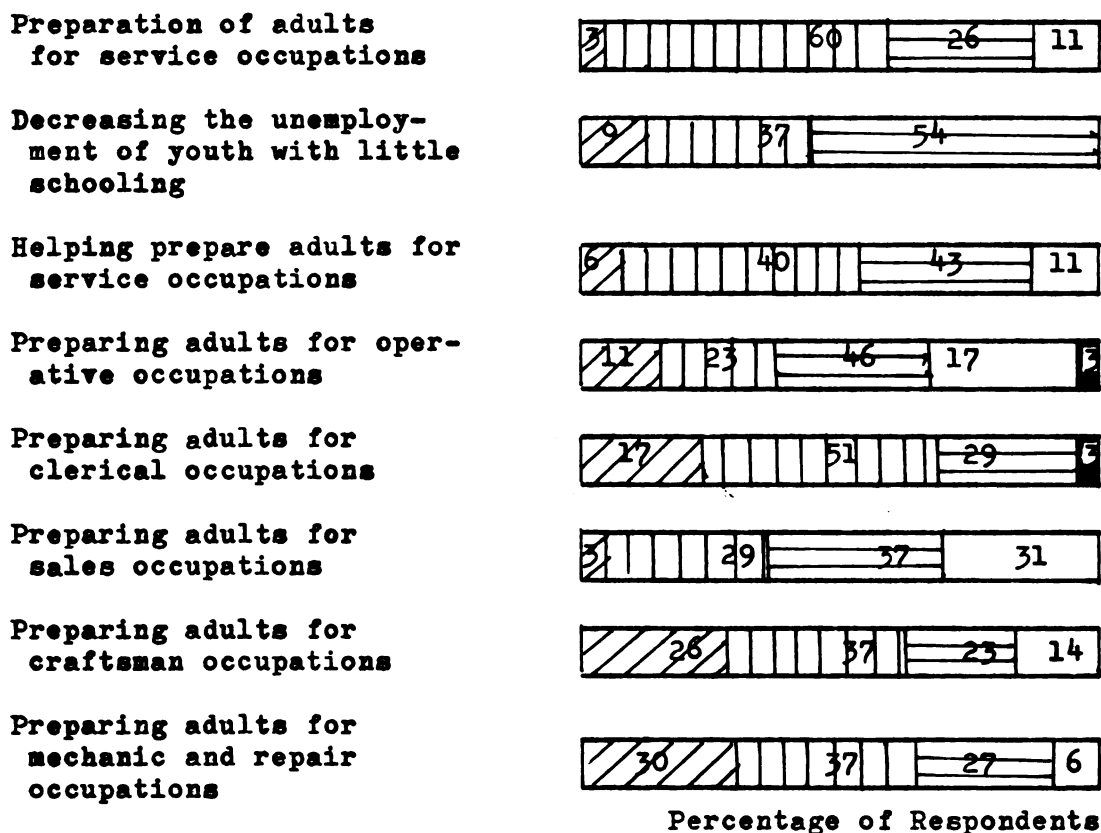
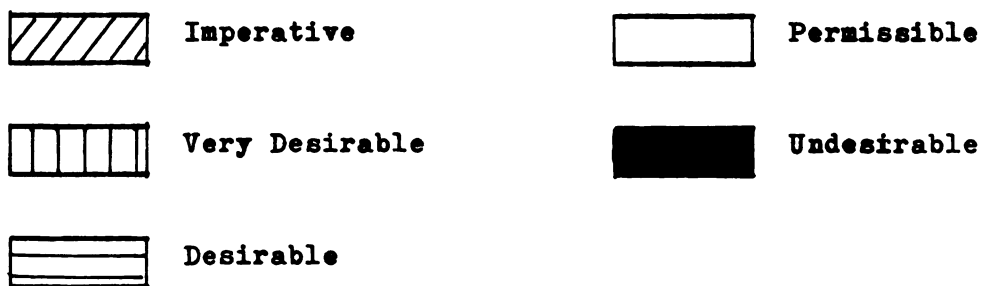


FIGURE 7

Opinions of the 35 adult education respondents concerning the importance of the eight educational activities



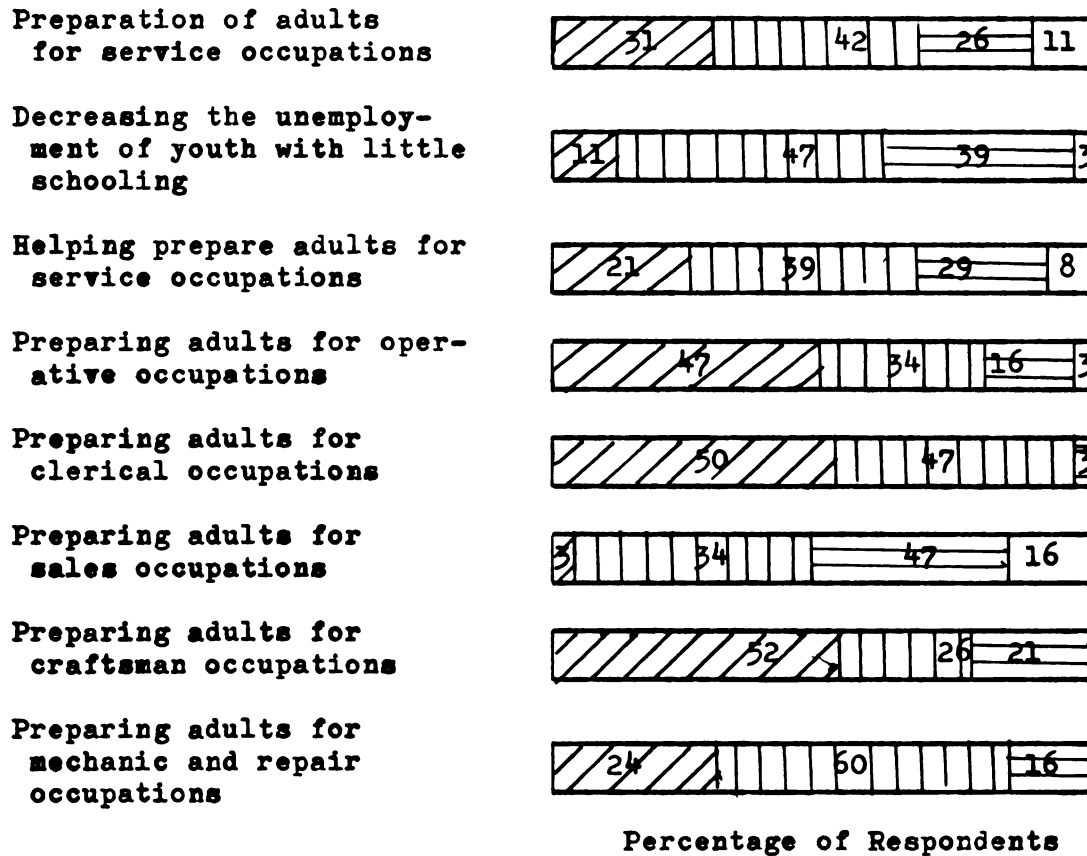


FIGURE 8

Opinions of the 38 employment service respondents concerning the importance of the eight educational activities



Imperative



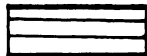
Permissible



Very Desirable



Undesirable



Desirable

ment officials in cooperation with other agencies (33%) this represents an increase of 36.8%.

Figures 9 and 10 summarize the imperative responses of the eight activities by states for both the adult educators and the employment service officials.

In Figure 9 it can be seen that none of the activities were confirmed by more than 50% of the adult educators in any of the four states. However, Figure 10 reveals that three activities were confirmed as imperative by the employment service officials in one or more states. Preparation for "operative, clerical, and craftsman occupations" were the three activities confirmed as imperative by the employment officials.

Summary

This chapter discussed the results of the eight adult education activities which aid and assist in meeting the identified employment needs of the nation. The results were presented in seven sections, "preparation for service occupations," "unemployment of youth with little schooling," "service occupations," "operative occupations," "clerical occupations," "sales occupations," "craftsman occupations," and "mechanic and repair occupations."

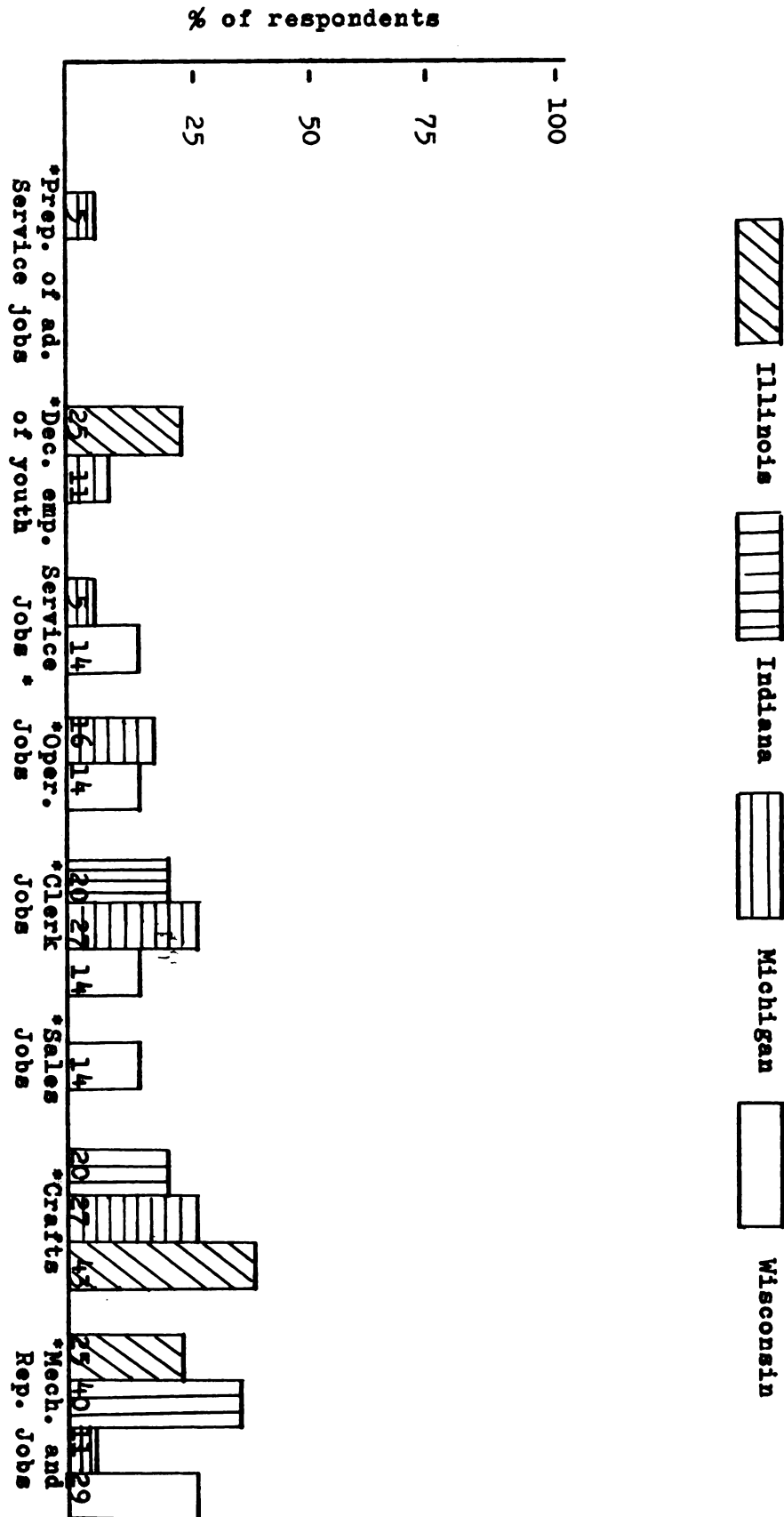


FIGURE 9

Percentage of adult education respondents, by states, designating as imperative the eight educational activities

* See Figure 7 for the exact wording of the items.

• **How Plausible is the Scenario?**

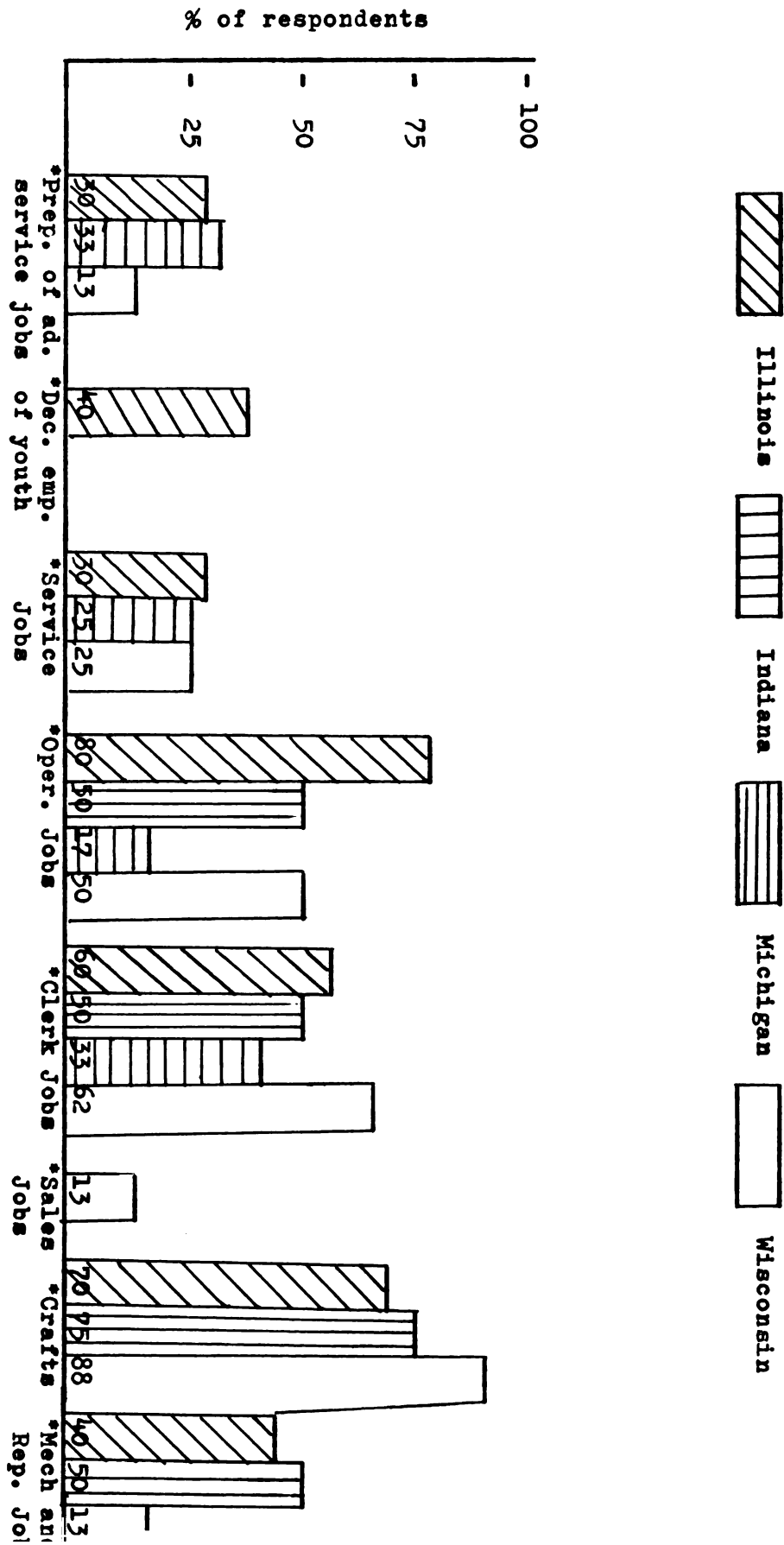


FIGURE 10

Percentage of employment service respondents, by states, of imperative the eight educational activities

* See Figure 8 for the exact wording of the items.

CHAPTER VIII

FINDINGS CONCERNING THE CURRENT ADULT EDUCATION PROGRAMS AND THE NEEDS OF THE UNEMPLOYED

This chapter contains the findings of the investigator when the twenty-four selected adult education program offerings concerned with acquiring needed skills for specific purposes were compared. The second section of the chapter considered the one item of the survey concerned with the needs of the unemployed. A review of the literature supporting the two sections can be found in Chapter II.

Skill Training in Selected Adult Education Programs

Using the information and data referred to on page 29 of Chapter II, a computational sheet was prepared (Appendix D). The computational sheet listed: (1) the rank order of the national employment need; (2) the rank order of the local employment service commission need; and (3) the adult education courses in rank order that aid adults in acquiring skills for specific purposes.

Illinois

Tables 50-53 reveal the comparison of the national employment need with the local employment service commission and the adult education center. Table 50 (Aurora, Illinois) relates only one agreement of employment needs that exists between the U.S. Department of Labor and the local employment office. This is in the area of "service occupations." Adult education offerings do not agree in rank order with either national or local employment needs.

Table 50

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Aurora, Illinois

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	4
2 Operative Occupations	5	8
3 Clerical Occupations	7	1
4 Sales Occupations	6	9
5 Craftsman Occupations	8	3
6 Mech. & Repairmen	16	-
7 Unskilled	18	-
8 Banking Occupations	13	5
9 Insurance Occupations	11	-
10 Building Trades	12	2
11 Hotel Occupations	15	-
12 Aircraft Occupations	17	-
13 Electronics Occupations	2	6
14 Machine Operators	4	7
15 Auto Manufacturing	14	-
16 Iron & Steel Occupations	3	-
17 Drivers	10	-
18 Foundry Occupations	-	-
19 Printing Occupations	9	-
20 Forgeshop Occupations	-	-
21 Radio & TV	19	-

Table 51

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Cicero, Illinois

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	2
2 Operative Occupations	5	-
3 Clerical Occupations	7	1
4 Sales Occupations	6	-
5 Craftsman Occupations	8	6
6 Mech. & Repairmen	16	9
7 Unskilled	18	11
8 Banking Occupations	13	-
9 Insurance Occupations	11	-
10 Building Trades	12	10
11 Hotel Occupations	17	-
12 Aircraft Occupations	15	-
13 Electronics Occupations	2	3
14 Machine Operators	4	7
15 Auto Manufacturing	14	-
16 Iron & Steel Occupations	3	-
17 Drivers	10	4
18 Foundry Occupations	-	-
19 Printing Occupations	9	5
20 Forgeshop Occupations	-	-
21 Radion and TV	19	8

Table 52

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Evanston, Illinois

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	-
2 Operative Occupations	5	5
3 Clerical Occupations	7	1
4 Sales Occupations	6	3
5 Craftsman Occupations	8	6
6 Mech. & Repairmen	16	4
7 Unskilled	18	2
8 Banking Occupations	13	7
9 Insurance Occupations	11	8
10 Building Trades	12	-
11 Hotel Occupations	15	-
12 Aircraft Occupations	17	-
13 Electronics Occupations	2	-
14 Machine Operators	4	-
15 Auto Manufacturing	14	-
16 Iron & Steel Occupations	3	-
17 Drivers	10	-
18 Foundry Occupations	-	-
19 Printing Occupations	9	-
20 Forgeshop Occupations	-	-
21 Radio & TV	19	-

Table 53

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Rockford, Illinois

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	4
2 Operative Occupations	5	12
3 Clerical Occupations	7	2
4 Sales Occupations	6	7
5 Craftsman Occupations	8	3
6 Mech. & Repairmen	16	9
7 Unskilled	18	5
8 Banking Occupations	13	10
9 Insurance Occupations	11	11
10 Building Trades	12	13
11 Hotel Occupations	15	-
12 Aircraft Occupations	17	-
13 Electronics Occupations	2	1
14 Machine Operators	4	6
15 Auto Manufacturing	14	-
16 Iron & Steel Occupations	3	-
17 Drivers	10	-
18 Foundry Occupations	-	-
19 Printing Occupations	9	-
20 Forgeshop Occupations	-	-
21 Radio & TV	19	-

Table 51 shows that the only agreement between the national employment need and the local employment need exists in service occupations. The adult education skill offerings to meet local employment does not agree with the ranking of the local employment service commission in any category but reflects agreement with the national employment need in the "building trades."

Table 52 (Evanston, Illinois) shows agreement between the local employment service commission and the U.S. Department of Labor in "service occupations." The adult education rank order disagrees totally with the national employment need and agrees with only the "operative occupations" ranking of the Evanston Employment Service Commission.

Table 53 (Rockford, Illinois) reveals an agreement between the local and national employment need in but one category; "service occupations." The adult education ranking does not agree at all with the national employment need and agrees with the local employment service commission in but one category of "insurance occupations."

Indiana

Tables 54-57 show the comparison between national employment needs, local employment needs and adult education offerings in the state of Indiana. Table 54 relates that there is a complete absence of agreement between employment offices on the national and local level with the rank order of needs as recorded by the adult education office.

Table 55 (Gary, Indiana) shows that the local employment office and the U.S. Department of Labor agree on rank of employment needs in two categories "clerical occupations" and "building trades."

Table 54

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Fort Wayne, Indiana

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	7	5
2 Operative Occupations	6	3
3 Clerical Occupations	2	1
4 Sales Occupations	8	11
5 Craftsman Occupations	1	2
6 Mech. & Repairmen	4	10
7 Unskilled	10	12
8 Banking Occupations	-	-
9 Insurance Occupations	-	-
10 Building Trades	9	7
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	5	8
14 Machine Operators	3	6
15 Auto Manufacturing	-	-
16 Iron & Steel Occupations	11	4
17 Drivers	12	13
18 Foundry Occupations	13	13
19 Printing Occupations	-	-
20 Forgeshop Occupations	-	-
21 Radio & TV	14	9

Table 55

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Gary, Indiana

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	6	1
2 Operative Occupations	7	10
3 Clerical Occupations	3	3
4 Sales Occupations	8	6
5 Craftsman Occupations	1	5
6 Mech. & Repairmen	13	2
7 Unskilled	9	4
8 Banking Occupations	-	-
9 Insurance Occupations	-	-
10 Building Trades	10	14
11 Hotel Occupations	-	-
12 Aircraft Occupations	15	-
13 Electronics Occupations	14	9
14 Machine Operators	2	12
15 Auto Manufacturing	16	11
16 Iron & Steel Occupations	4	7
17 Drivers	11	13
18 Foundry Occupations	4	-
19 Printing Occupations	-	-
20 Forgeshop Occupations	-	-
21 Radio & TV	12	8

Table 56

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Hammond, Indiana

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	6	4
2 Operative Occupations	7	2
3 Clerical Occupations	3	3
4 Sales Occupations	8	-
5 Craftsman Occupations	1	1
6 Mech. & Repairmen	13	6
7 Unskilled	9	-
8 Banking Occupations	-	-
9 Insurance Occupations	-	-
10 Building Trades	10	-
11 Hotel Occupations	-	-
12 Aircraft Occupations	15	-
13 Electronics Occupations	14	-
14 Machine Operators	2	5
15 Auto Manufacturing	16	-
16 Iron & Steel Occupations	4	-
17 Drivers	11	-
18 Foundry Occupations	5	-
19 Printing Occupations	-	7
20 Forgeshop Occupations	-	-
21 Radio & TV	12	8

Table 57

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at South Bend, Indiana

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	5	10
2 Operative Occupations	3	1
3 Clerical Occupations	4	7
4 Sales Occupations	7	-
5 Craftsman Occupations	1	2
6 Mech. & Repairmen	6	5
7 Unskilled	12	-
8 Banking Occupations	-	-
9 Insurance Occupations	-	-
10 Building Trades	8	8
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	9	3
14 Machine Operators	2	6
15 Auto Manufacturing	-	-
16 Iron & Steel Occupations	10	9
17 Drivers	13	-
18 Foundry Occupations	-	-
19 Printing Occupations	-	-
20 Forgeshop Occupations	-	-
21 Radio & TV	11	4

When the local employment rank of need is compared to adult education offerings to meet these needs, the only category of agreement is found in "clerical occupations." Adult educators of Gary, however, do agree in two categories with meeting national employment needs of "service occupations" and "craftsman occupations."

On Table 56 it is noted that rank agreement exists between national and local employment and adult education offerings for only the "clerical occupations." The rank of local employment need of Hammond, Indiana, is identical with the U.S. Department of Labor in the area of "building trades." The rank order of skill offerings extended adults by the adult education office reveals agreement with the U.S. Department of Labor in "operative occupations" and "mechanics and repairmen."

The only rank agreement on Table 57 (South Bend, Indiana) is found existing between the U.S. Department of Labor and the local employment service commission for "mechanics and repairmen" and also between the adult education office and that of the local employment service commission for building trades.

Michigan

Tables 58-69 reflect the rank given to the employment need in the state of Michigan.

Although the Detroit Employment Service Commission does not agree with the rank of employment as issued by the U.S. Department of Labor, it does agree with the rank of such need based on adult education offerings in Ann Arbor, Michigan in three categories: "service occupations," "operative occupations," and "craftsman occupations." The adult education office rank agrees as well with the U.S. Department

Table 58

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Ann Arbor, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	2
2 Operative Occupations	8	8
3 Clerical Occupations	6	3
4 Sales Occupations	10	-
5 Craftsman Occupations	1	1
6 Mech. & Repairmen	7	4
7 Unskilled	3	5
8 Banking Occupations	-	9
9 Insurance Occupations	14	12
10 Building Trades	4	10
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	13
13 Electronics Occupations	15	7
14 Machine Operators	9	-
15 Auto Manufacturing	5	-
16 Iron & Steel Occupations	11	-
17 Drivers	16	11
18 Foundry Occupations	12	-
19 Printing Occupations	17	-
20 Forgeshop Occupations	-	-
21 Radio & TV	13	6

Table 59

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Dearborn, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	5
2 Operative Occupations	8	3
3 Clerical Occupations	6	1
4 Sales Occupations	10	-
5 Craftsman Occupations	1	2
6 Mech. & Repairmen	7	12
7 Unskilled	3	9
8 Banking Occupations	-	13
9 Insurance Occupations	14	14
10 Building Trades	4	6
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	15	10
14 Machine Operators	9	7
15 Auto Manufacturing	5	-
16 Iron & Steel Occupations	11	-
17 Drivers	16	8
18 Foundry Occupations	12	-
19 Printing Occupations	17	4
20 Forgeshop Occupations	-	-
21 Radio & TV	13	11

Table 60

Rank of employment needs by the U.S. Department of Labor, the local employment service commission and the adult education center at Flint, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	1
2 Operative Occupations	-	6
3 Clerical Occupations	3	4
4 Sales Occupations	5	8
5 Craftsman Occupations	2	3
6 Mech. & Repairmen	4	7
7 Unskilled	-	2
8 Banking Occupations	-	9
9 Insurance Occupations	-	-
10 Building Trades	9	5
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	10
13 Electronics Occupations	-	11
14 Machine Operators	6	12
15 Auto Manufacturing	8	-
16 Iron & Steel Occupations	-	-
17 Drivers	7	15
18 Foundry Occupations	-	-
19 Printing Occupations	10	13
20 Forgeshop Occupations	-	-
21 Radio & TV	-	14

Table 61

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Grand Rapids, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	-
2 Operative Occupations	6	4
3 Clerical Occupations	2	5
4 Sales Occupations	7	-
5 Craftsman Occupations	5	1
6 Mech. & Repairmen	4	-
7 Unskilled	9	7
8 Banking Occupations	13	-
9 Insurance Occupations	12	-
10 Building Trades	8	2
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	16	8
14 Machine Operators	3	6
15 Auto Manufacturing	15	3
16 Iron & Steel Occupations	-	-
17 Drivers	10	-
18 Foundry Occupations	-	-
19 Printing Occupations	14	9
20 Forgeshop Occupations	-	-
21 Radio & TV	1 11	-

Table 62

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Kalamazoo, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	3
2 Operative Occupations	3	8
3 Clerical Occupations	4	1
4 Sales Occupations	1	10
5 Craftsman Occupations	6	2
6 Mechanics & Repairmen	11	4
7 Unskilled	15	5
8 Banking Occupations	-	-
9 Insurance Occupations	10	-
10 Building Trades	5	6
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	12	-
14 Machine Operators	7	7
15 Auto Manufacturing	8	-
16 Iron & Steel Occupations	-	-
17 Drivers	9	11
18 Foundry Occupations	-	-
19 Printing Occupations	13	-
20 Forgeshop Occupations	-	-
21 Radio & TV	14	9

Table 63

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Lansing, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	5
2 Operative Occupations	4	4
3 Clerical Occupations	5	1
4 Sales Occupations	3	9
5 Craftsman Occupations	6	2
6 Mech. & Repairmen	7	10
7 Unskilled	12	3
8 Banking Occupations	-	-
9 Insurance Occupations	9	-
10 Building Trades	8	11
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	13	6
14 Machine Operators	10	7
15 Auto Manufacturing	2	-
16 Iron & Steel Manufctg.	-	-
17 Drivers	11	12
18 Foundry Occupations	-	-
19 Printing Occupations	14	-
20 Forgeshop Occupations	-	-
21 Radio & TV	15	8

Table 64

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Livonia, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	3
2 Operative Occupations	8	6
3 Clerical Occupations	6	1
4 Sales Occupations	10	11
5 Craftsman Occupations	1	2
6 Mech. & Repairmen	7	5
7 Unskilled	3	9
8 Banking Occupations	-	12
9 Insurance Occupations	14	-
10 Building Trades	4	10
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	13
13 Electronics Occupations	15	4
14 Machine Operators	9	7
15 Auto Manufacturing	5	-
16 Iron & Steel Occupations	11	-
17 Drivers	16	14
18 Foundry Occupations	12	-
19 Printing Occupations	17	-
20 Forgeshop Occupations	-	-
21 Radio & TV	13	8

Table 65

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Pontiac, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	-
2 Operative Occupations	8	7
3 Clerical Occupations	6	3
4 Sales Occupations	10	-
5 Craftsman Occupations	1	1
6 Mech. & Repairmen	7	2
7 Unskilled	3	6
8 Banking Occupations	-	-
9 Insurance Occupations	14	-
10 Building Trades	4	-
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	15	4
14 Machine Operators	9	8
15 Auto Manufacturing	5	-
16 Iron & Steel Occupations	11	-
17 Drivers	16	9
18 Foundry Occupations	12	-
19 Printing Occupations	17	-
20 Forgeshop Occupations	-	-
21 Radio & TV	13	5

Table 66

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Royal Oak, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	4
2 Operative Occupations	8	3
3 Clerical Occupations	6	1
4 Sales Occupations	10	11
5 Craftsman Occupations	1	2
6 Mech. & Repairmen	7	11
7 Unskilled	3	8
8 Banking Occupations	-	12
9 Insurance Occupations	14	13
10 Building Trades	4	9
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	15	5
14 Machine Operators	9	6
15 Auto Manufacturing	5	-
16 Iron & Steel Occupations	11	-
17 Drivers	16	-
18 Foundry Occupations	13	-
19 Printing Occupations	17	14
20 Forgeshop Occupations	-	-
21 Radio & TV	12	7

Table 67

Rank of employment needs by the U.S. Department of Labor, the local employment service commission and the adult education center at Saginaw, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	9
2 Operative Occupations	3	5
3 Clerical Occupations	4	2
4 Sales Occupations	2	-
5 Craftsman Occupations	5	1
6 Mech. & Repairmen	11	-
7 Unskilled	6	10
8 Banking Occupations	9	6
9 Insurance Occupations	10	7
10 Building Trades	8	8
11 Hotel Occupations	16	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	-	3
14 Machine Operators	13	-
15 Auto Manufacturing	7	-
16 Iron & Steel Occupations	-	-
17 Drivers	12	-
18 Foundry Occupations	-	-
19 Printing Occupations	14	-
20 Forgeshop Occupations	-	-
21 Radio & TV	15	4

Table 68

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at St. Claire Shores, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	4
2 Operative Occupations	8	8
3 Clerical Occupations	6	1
4 Sales Occupations	10	10
5 Craftsman Occupations	1	6
6 Mech. & Repairmen	7	7
7 Unskilled	3	11
8 Banking Occupations	-	5
9 Insurance Occupations	14	9
10 Building Trades	4	14
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	16
13 Electronics Occupations	15	3
14 Machine Operators	9	12
15 Auto Manufacturing	5	-
16 Iron & Steel Occupations	11	-
17 Drivers	16	15
18 Foundry Occupations	12	-
19 Printing Occupations	17	13
20 Fergeshop Occupations	-	-
21 Radio & TV	13	2

Table 69

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Warren, Michigan

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	-
2 Operative Occupations	8	2
3 Clerical Occupations	6	3
4 Sales Occupations	10	-
5 Craftsman Occupations	1	1
6 Mech. & Repairmen	7	11
7 Unskilled	3	-
8 Banking Occupations	-	7
9 Insurance Occupations	14	8
10 Building Trades	4	9
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	10
13 Electronics Occupations	15	4
14 Machine Operators	9	5
15 Auto Manufacturing	5	-
16 Iron & Steel Occupations	11	-
17 Drivers	16	12
18 Foundry Occupations	12	-
19 Printing Occupations	17	-
20 Forgeshop Occupations	-	-
21 Radio & TV	13	6

of Labor in "clerical occupations" and "building trades."

Table 59 (Dearborn, Michigan) shows but one agreement on the rank of employment. The agreement exists between the local employment service office and the adult education center in the area of "insurance occupations."

The comparison in Flint, Michigan can be seen on Table 60. Agreement exists between the U.S. Department of Labor, the local employment office and the adult education office in the category of "service occupations." Further agreement is revealed between the local employment office and the U.S. Department of Labor in the rank assigned "clerical occupations."

The data from Grand Rapids, Michigan (Table 61) reveals an agreement between national and local employment needs for "craftsman occupations" and "auto manufacturing." Adult educators also revealed agreement with the national employment need for "unskilled."

Table 62 of Kalamazoo, Michigan revealed a complete lack of agreement of employment and training needs on both the national and local levels.

Lansing, Michigan's comparison of skill training is shown on Table 63. The only agreement of rank of need by adult educators and local employment officials exists for "operative occupations." Complete lack of agreement is shown between adult educators and the U.S. Department of Labor. Agreement is shown in the categories of "service occupations," "insurance occupations" and "electronics occupations" by national and local employment officials.

Very little agreement on rank is reflected on Table 64 (Livonia, Michigan). The only agreement that exists was found

between the adult educators and the U.S. Department of Labor in the category of "building trades."

On Table 65 it can be seen that the adult educators of Pontiac, Michigan ranking of "clerical occupations" agrees with the national employment need. Agreement between the adult education office and the employment service office rank for "craftsman occupations" can also be seen.

Table 66 (Royal Oak, Michigan) reveals no agreement on the rank of employment need whatsoever.

The adult educators of Saginaw, Michigan (Table 67) show agreement with the local employment office for "building trades." Further agreement between local and national employment authorities exists for "service occupations" and "craftsman occupations."

Agreement of rank of employment need is shown for adult education programs and local employment officials of St. Claire Shores, Michigan in the categories of "operative occupations," "sales occupations," and "mechanics and repairmen." Adult education programs also agreed with the U.S. Department of Labor ranking for "insurance occupations."

Table 69 (Warren, Michigan) reflected adult education program agreement with the U.S. Department of Labor rank for "operative occupations" and "clerical occupations." There also was found to be agreement of rank between the adult education office and the local employment service commission for "craftsman occupations."

Wisconsin

Tables 70-73 reveal the comparisons between national and local employment authorities and adult education offerings to

Table 70

Rank of employment needs by the U.S. Department of Labor, the local employment service commission and the adult education center at Kenosha, Wisconsin

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	1
2 Operative Occupations	2	13
3 Clerical Occupations	4	2
4 Sales Occupations	3	3
5 Craftsman Occupations	5	4
6 Mech. & Repairmen	8	5
7 Unskilled	13	11
8 Banking Occupations	15	9
9 Insurance Occupations	14	10
10 Building Trades	9	6
11 Hotel Occupations	-	12
12 Aircraft Occupations	-	-
13 Electronics Occupations	-	8
14 Machine Operators	10	7
15 Auto Manufacturing	7	-
16 Iron & Steel Occupations	6	-
17 Drivers	-	-
18 Foundry Occupations	-	-
19 Printing Occupations	12	-
20 Forgeshop Occupations	-	-
21 Radio & TV	11	-

Table 71

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Madison, Wisconsin

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	2	2
2 Operative Occupations	5	-
3 Clerical Occupations	3	1
4 Sales Occupations	4	5
5 Craftsman Occupations	6	3
6 Mech. & Repairmen	10	4
7 Unskilled	11	13
8 Banking Occupations	8	-
9 Insurance Occupations	9	-
10 Building Trades	7	7
11 Hotel Occupations	18	12
12 Aircraft Occupations	-	-
13 Electronics Occupations	14	6
14 Machine Operators	12	9
15 Auto Manufacturing	-	-
16 Iron & Steel Occupations	17	-
17 Drivers	16	-
18 Foundry Occupations	-	10
19 Printing Occupations	13	8
20 Forgeshop Occupations	-	14
21 Radio & TV	15	11

Table 72

**Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at Racine, Wisconsin**

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	3	3
2 Operative Occupations	1	7
3 Clerical Occupations	5	1
4 Sales Occupations	2	8
5 Craftsman Occupations	6	2
6 Mech. & Repairmen	9	4
7 Unskilled	13	-
8 Banking Occupations	12	-
9 Insurance Occupations	11	-
10 Building Trades	-	6
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	-
13 Electronics Occupations	8	5
14 Machine Operators	10	9
15 Auto Manufacturing	-	-
16 Iron & Steel Occupations	7	-
17 Drivers	-	10
18 Foundry Occupations	15	-
19 Printing Occupations	-	-
20 Forgeshop Occupations	-	-
21 Radio & TV	14	-

Table 73

Rank of employment needs by the U.S. Department of Labor, the
local employment service commission and the adult education
center at West Allis, Wisconsin

National Employment Needs	Employment Commission Needs Rank Order	Adult Education Offerings Rank Order
1 Service Occupations	1	11
2 Operative Occupations	2	5
3 Clerical Occupations	4	1
4 Sales Occupations	3	6
5 Craftsman Occupations	5	2
6 Mech. & Repairmen	7	3
7 Unskilled	6	9
8 Banking Occupations	10	-
9 Insurance Occupations	11	13
10 Building Trades	12	10
11 Hotel Occupations	-	-
12 Aircraft Occupations	-	14
13 Electronics Occupations	8	4
14 Machine Operators	9	7
15 Auto Manufacturing	14	-
16 Iron & Steel Occupations	13	-
17 Drivers	17	12
18 Foundry Occupations	15	-
19 Printing Occupations	16	-
20 Forgeshop Occupations	-	-
21 Radio & TV	20	8

gain skill for such employment.

Table 70 (Kenosha, Wisconsin) shows that agreement of rank exists between local and national employment officials and adult educators in the category of "service occupations." Adult educators further agreed with local employment service officials on "sales occupations." Agreement between local and national employment officials was recorded for "operative occupations" and "craftsman occupations."

Madison, Wisconsin data can be found on Table 71. Adult educators were in agreement with local employment officials in the areas of "service occupations" and "building trades." Further agreement existed between the U.S. Department of Labor and the local employment office for "clerical occupations," "sales occupations," "banking occupations," and "insurance occupations."

Table 72 (Racine, Wisconsin) reflected only one agreement on the ranking of employment needs. The agreement existed between adult educators and local employment officials for "service occupations."

As can be seen on Table 73 (West Allis, Wisconsin) the only agreement of rank by adult educators existed with the U.S. Department of Labor in the category of "Building trades." However, local employment officials rank "service occupations," "operative occupations," "craftsman occupations," and "drivers" identically with the U.S. Department of Labor.

Figure 11 summarizes the offerings of adult education centers for skill preparation in the twenty-four selected urban communities. In Illinois, Cicero with 308 course offerings in

Figure 11

**Adult Education Offerings in the twenty-four urban
communities in the area of skill preparation**

Illinois

Aurora	95
Cicero	308
Evanston	27
Rockford	150

Indiana

Fort Wayne	187
Gary	305
Hammond	34
South Bend	131

Michigan

Ann Arbor	89
Dearborn	46
Flint	273
Grand Rapids	102
Kalamazoo	85
Lansing	68
Livonia	67
Pontiac	228
Royal Oak	60
Saginaw	267
St. Claire Shores	132
Warren	85

Wisconsin

Kenosha	598
Madison	1133
Racine	434
West Allis	209

skill preparation leads the state. As can be seen, in Indiana, Gary offers the greatest number of adult education courses for skill preparation with 305. Flint, Michigan heads the cities surveyed in Michigan with 273 course offerings for skill preparation. Leader in the four states for the number of skill preparation courses was Madison, Wisconsin with a total of 1133 offerings.

The average number of adult education courses offered in the states surveyed for the purpose of skill preparation were as follows: Illinois, 145; Indiana, 164; Michigan, 125; and Wisconsin, 594.

Needs of the Unemployed

Only one item of the interview concerned itself with the skill needs of the unemployed. Revealed in Tables 74 and 75 are the adult educator and employment service officials' opinions "of the need of additional skill training."

From Table 74A it can be seen that less than one of four adult educators viewed this activity as imperative, but over two-thirds (23% + 46%) of the respondents considered it was at least very desirable. No one felt that it was undesirable.

Table 75A reveals that only 5% of the employment service officials felt that this need was imperative, and less than 40% (5% + 34%) felt that it was at least very desirable.

The effect when the two groups are categorized by states is shown on Tables 74B and 75B. Adult educators in all states but Indiana gave imperative responses to this need. However, as can be seen on Table 75B, only the employment service officials of Michigan responded (17%) to the imperative category.

Table 74

Opinions of the 35 adult education respondents of:
 "in need of additional skill training."

74A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	8	23
Very Desirable	16	46
Desirable	11	31
Permissible	0	0
Undesirable	0	0
	<u>35</u>	<u>100</u>

74B. Respondents designating the need as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	1 of 4	25
Indiana	0 of 5	0
Michigan	7 of 19	37
Wisconsin	1 of 7	14

Table 75

Opinions of the 38 employment service respondents of:
 "in need of additional skill training."

75A. Respondents' opinions by response categories

<u>Response Categories</u>	<u>Respondents</u>	<u>Percentage</u>
Imperative	2	5
Very Desirable	13	34
Desirable	22	58
Permissible	1	3
Undesirable	0	0
	<u>38</u>	<u>100</u>

75B. Respondents designating the need as imperative,
 by states

<u>States</u>	<u>Respondents</u>	<u>Percentage</u>
Illinois	0 of 10	0
Indiana	0 of 8	0
Michigan	2 of 12	17
Wisconsin	0 of 8	0

Examining the Opinions

When Tables 50-73 are re-examined, the certain outstanding items are revealed. First, it can be seen that although the U.S. Department of Labor ranks the employment needs of the nation by the number of employment opportunities available, it is noted that the national needs never accurately describe the local employment need and condition. Secondly, although the local employment need may be identified by the local employment officials, this need is not reflected in the adult education offerings of the community.

The activity of the unemployed being "in need of additional skill training" was not confirmed as imperative by a majority of adult educators or employment service officials.

Summary

This chapter presented the results of the two items concerning the current adult education programs and the needs of the unemployed. Two headings were used: skill training in selected adult education programs and needs of the unemployed.

CHAPTER IX

SUMMARY AND CONCLUSIONS

The Problem and its Background

The purpose of this study was to investigate the opinions of adult educators and employment service commission officials; (1) to determine the major shortcoming or shortcomings of adult education programs conducted in selected schools in Illinois, Indiana, Michigan, and Wisconsin, and (2) to show the relationship of adult education with the employment needs of the individual, the community, the state, and the nation. The knowledge of these opinions is important, as the active involvement of adult educators and employment officials is an essential ingredient of adult educational change.

It was shown that the purposes, objectives, and functions of adult education are decided upon by the local political system, a process in which the adult education system plays but a consultative role; on the other hand, the selection of adult education programs is an area in which the adult education system has special prerogatives and competencies. Although this limits the scope of educational decision making, it does, at the same time, identify a crucial area and one in which many divergent opinions can be expected.

Cooperative decision-making has long been advocated by national leaders in education although many critics claim that there is not much evidence of it in practice. Chapter VI points to the logic of cooperative decision-making.

Method of Investigation and Analysis

It was decided to use the individual, structured interview as a method to gather data. The interview contained a total of 68 questions which were posed to adult educators and a total of 49 questions for employment service officials. Of each total, only 20 questions were asked adult educators (in which opinions were tallied) and but 13 were asked employment officials that had the support of educational authorities. The other questions were included to increase the variety of topics covered, but the results were not analyzed.

Interviewees were asked to place each of the educational activities in one of the following response categories: "imperative," "very desirable," "desirable," "permissible," and "undesirable."

A total of thirty-five interviews were actually held with adult educators and another thirty-eight interviews were held with employment service commission officials in the twenty-four urban communities in: Illinois: Aurora, Cicero, Evanston, and Rockford; Indiana: Fort Wayne, Gary, Hammond, and South Bend; Michigan: Ann Arbor, Dearborn, Flint, Grand Rapids, Kalamazoo, Lansing, Livonia, Pontiac, Royal Oak, Saginaw, St. Claire Shores, and Warren; Wisconsin: Kenosha, Madison, Racine, and West Allis.

Results of the interviews were reported by educational topics: (a) educational activities concerning the objectives and functions of current adult education programs, (b) educational activities concerning the cooperation with other agencies by adult education centers and employment service commission centers, (c) educational activities concerning the employment needs of adults,

and (d) educational activities concerning the current adult education programs and the needs of the unemployed.

Results of the Interviews

Opinions of Adult Educators and Employment Service Officials

I. A summary of the adult educator and employment service respondents' opinions of the respective 20 and 13 selected activities can be found on Tables 76 and 77. Tables 76A and 77A reveal that no one activity was considered imperative by a majority of adult educators or employment service commission officials. Also, it can be seen that, on the average, an educational activity was considered imperative by one adult educator in six (17.8%) and by one employment service official in seven (16.1%). The proportion for activities concerning cooperation with other agencies (13.8%) and activities concerning employment needs (11.9%) as rated by adult educators was noticeably lower than the general average of 17.8% while the proportion of activities concerning objectives and functions (22.8%) and activities concerning the needs of the unemployed (23%) was considerably higher than the general average of 17.8%. On the other hand, it may be seen that the proportion for activities concerning employment needs (28.5%) as rated by employment service officials was quite a bit higher than the general average of 16.1%, whereas, the proportion of activities concerning cooperation with other agencies (14.8%) and activities concerning the needs of the unemployed (5%) was lower than the general average of 16.1%.

2. Another way to measure the respondents' opinions was to consider the total of the two most favorable response categories together (imperative and very desirable). When this was done, it was revealed that 13 of the 20 activities were considered "at least very desirable" by a majority of adult education respondents (Table 76B) and 8 of the 13 activities were considered "at least very desirable" by a majority of employment service officials (Table 77B). An activity was judged "at least very desirable" by three adult educators in five (60.2%) and three employment service officials in seven (46.9%). Again, the lack of approval by adult educators for activities concerning cooperation with other agencies and that of employment needs can be noted: only two of the four activities of cooperation with other agencies and three of the eight activities concerning employment needs were considered "at least very desirable," and, on the average, this rating was given to an activity by just slightly more than half of the respondents (53% and 51.1%). Employment service officials also revealed their lack of approval for activities concerning cooperation with other agencies and needs of the unemployed (Table 77B). Only one of four activities of cooperation with other agencies and none of the one activity concerning the needs of the unemployed were considered "at least very desirable." This rating, in both activities, was considerably lower than the average of 46.9%.
3. Generally, a positive attitude was shown by adult educators toward the 20 selected activities and also by employment service officials toward the 13 selected activities. This can be concluded

Table 76

Adult Educator opinions of the twenty selected educational activities by topics

	I	II	III	IV
	Activities Concerning Objectives & Functions	Activities Concerning Cooperation	Activities Concerning Employment	Activities Concerning Unemployment
76A. <u>Imperative</u>				
1. Average	22.8%	13.8%	11.9%	23%
2. Number of activities rated "imperative" by a majority of the respondents	0 of 7	0 of 4	0 of 8	0 of 1
76B. <u>At Least Very Desirable</u> (Imperative and Very Desirable)				
1. Average	67.8%	53%	51.1%	69%
2. Number of activities rated at least "very desirable" by a major- ity of respondents	7 of 7	2 of 4	3 of 8	1 of 1
76C. <u>Undesirable</u>				
1. Average	1.3%	3.8%	.4%	0%
2. Number of activities rated as "undesirable" by a majority of the respondents	0 of 7	0 of 4	0 of 8	0 of 1

Table 77

Employment Service Commission opinions of the thirteen selected educational activities by topics

	I	II	III	IV
	Activities Concerning Objectives & Functions	Activities Concerning Cooperation	Activities Concerning Employment	Activities Concerning Unemployment
77A. <u>Imperative</u>				
1. Average	None	14.8%	28.5%	5%
2. Number of activities rated "imperative" by a majority of the respondents	None	0 of 4	1 of 8	0 of 1
77B. <u>At Least Very Desirable</u> (<u>Imperative and Very</u> <u>Desirable</u>)				
1. Average	None	32%	69.8%	39%
2. Number of activities rated at least "very desirable" by a maj- ority of the respond- ents	None	1 of 4	7 of 8	0 of 1
77C. <u>Undesirable</u>				
1. Average	None	3.8%	.4%	0%
2. Number of activities rated as "undesirable" by a majority of the respondents	None	0 of 4	0 of 8	0 of 1

from the results shown on Tables 76C and 77C. It can be seen that none of the activities was rated as "undesirable" by a majority of adult educators or employment officials. On the average, an activity was looked upon as undesirable by 1.4% of the adult educators and 1.3% of the employment service officials.

Division of Opinions by States

1. It will be remembered that both groups of adult educators and employment officials were divided by states to check whether a grouping of this nature would influence the result of the respondents' opinions. Tables 78 and 79 reveal the imperative opinions by both adult educators and employment officials in the four states.
2. When the imperative adult educator response of Table 76A is compared by state response (Table 78A), it was noted that respondents from Indiana compare similarly with the average response on Table 76A concerning the objectives and functions of current adult education programs. The adult educators' opinions from Michigan (27.4%) and Wisconsin (26.4%) do, however, exceed the average response of 22.8%, whereas, Illinois rated the educational activity somewhat lower (14.3%) than the average. It is further revealed that the accepted majority of respondents from Indiana and Wisconsin ranked one activity of seven concerning the objectives and functions of current adult education programs as imperative as compared to 0 of 7 from Table 76A.
3. When the imperative employment service commission officials' response by states (Table 79) is compared to Table 77A, it was

Table 78

Influence of division by states on the 35 adult educator imperative opinions
of the twenty selected educational activities

	I			
	I		II	
	Activities Concerning Objectives & Functions	Activities Concerning Cooperation	Activities Concerning Employment	Activities Concerning Unemployment
78A. <u>Illinois</u>				
1. Average	14.3%	37.5%	6.3%	25%
2. Number of activities rated as imperative by a majority	0 of 7	0 of 4	0 of 8	0 of 1
78B. <u>Indiana</u>				
1. Average	20%	5%	10%	0%
2. Number of activities rated as imperative by a majority	1 of 7	0 of 4	0 of 8	0 of 1
78C. <u>Michigan</u>				
1. Average	27.4%	10.5%	12.8%	33%
2. Number of activities rated as imperative by a majority	0 of 7	0 of 4	0 of 8	0 of 1
78D. <u>Wisconsin</u>				
1. Average	26.4%	25%	16%	14%
2. Number of activities rated as imperative by a majority	1 of 7	1 of 7	0 of 8	0 of 1

Table 79

Influence of division by states on the 38 employment service officials' imperative opinions of the thirteen selected educational activities

	II	III	IV
	Activities Concerning Cooperation	Activities Concerning Employment	Activities Concerning Unemployment
79A. <u>Illinois</u>			
1. Average	10%	43.8%	0%
2. Number of activities rated as imperative by a majority	0 of 4	3 of 8	0 of 1
79B. <u>Indiana</u>			
1. Average	0%	28.1%	0%
2. Number of activities rated as imperative by a majority	0 of 4	1 of 8	0 of 1
79C. <u>Michigan</u>			
1. Average	24.8%	13.5%	17%
2. Number of activities rated as imperative by a majority	1 of 4	0 of 8	0 of 1
79D. <u>Wisconsin</u>			
1. Average	18.8%	32.4%	0%
2. Number of activities rated as imperative by a majority	0 of 4	2 of 8	0 of 1

noted that respondents from Indiana (0%) and Illinois (10%) rated the activities concerned with cooperation with other agencies lower than the general average of 14.8%. By the same token, the employment officials from Michigan (24.8%) and Wisconsin (18.8%) ranked their response for this activity higher than the average of 14.8%. Only a majority of respondents from Michigan listed one of four activities concerning the cooperation with other agencies as compared to 0 of 4 on Table 77A.

4. If a comparison is made of the adult educator imperative responses of Table 76A that average 13.8% for activities concerning the cooperation with other agencies with Table 78, it is found that respondents from Indiana (5) and Michigan (10.5%) rank lower than the general average. However, both groups of respondents from Illinois (37.5%) and Wisconsin (25%) exceed the average figure. Only a majority of adult educator respondents from Wisconsin listed one of seven activities of this category as imperative.
5. When Tables 77A and 79 are compared in the area concerning employment needs, it is noted that: Indiana employment officials (28.1%) approach the general average of imperative responses, the response from Michigan (13.5%) is lower than the average, and Illinois (43.8%) and Wisconsin (32.4%) exceed the average of 28.5%. Table 77A shows only one of seven activities rates as imperative by the majority of employment officials. Table 79 reveals agreement by respondents from Indiana and disagreement by the respondents of Illinois, Michigan, and Wisconsin.

6. When the data on Table 76A is compared with that of Table 78 with regard to the adult educators' opinions concerning employment needs, it is found that: the response is very similar for respondents in Indiana (10%) and Michigan (12.8%) to the average of 11.9%. A difference does, however, exist in the states of Illinois (6.3%) and Wisconsin (16%).
7. In comparing Tables 77A and 79 with regard to the employment officials' opinions concerning needs of the unemployed, it is noted that a wide variance exists in all states. The range of difference showing the average at 5% with a high of 17% (Michigan) to a low of 0% (Illinois, Indiana, and Wisconsin).
8. When the Tables 76A and 78 are compared it is noted that although the average adult educator response from Table 76A is found to be 23%, that this does not agree with the 25% of Illinois, the 0% of Indiana, the 37% of Michigan, and the 14% of Wisconsin as listed on Table 78.
9. The major point of agreement found in Tables 76A and 78 and in Tables 77A and 79 was that none of the averages of either the adult educators or the employment officials even approach the majority figure of 51%.

Ranking by Respondents

Table 80 lists the 20 selected activities by adult educator preference. From this table one can discern the adult educators' opinions of the five most important aspects of the study. It can be seen that in the opinions of the adult educators, the most important items (ranked first and second) are found to concern themselves with purposes and functions of current adult education

Table 80

Ranking of the 20 selected activities by
adult education respondents' preference

<u>Rank</u>	<u>Activity</u>	<u>Respondents' Opinions by Response Categories</u>				
		<u>Imp.</u>	<u>VD.</u>	<u>Des.</u>	<u>Per.</u>	<u>Und.</u>
1	Assuring adequate opportunity for continuous education to all adults of the community	40	26	28	3	3
2	Provision of individual adult guidance and counseling in the selection of adult training and educational activities	26	46	23	5	0
3	Helping prepare adults for craftsman occupations	26	37	23	14	0
4	In need of additional skill training	23	46	31	0	0
5	Supplementing and broadening the educational backgrounds of adults	23	40	23	14	0
6	Need for cooperation and coordination of the adult education office with the state department of public instruction officials who deal with adult education activities	23	37	20	20	0
7	Making adults economically more efficient	20	63	11	6	0
8	Providing adult education for purely vocational training much of which cannot be secured in formal educational institutions	20	54	14	9	3
9	Need for cooperation and coordination of the adult education office with the employment service commission	20	43	26	11	0
10	Helping prepare adults for mechanic and repairman occupations	20	37	37	6	0
11	Helping prepare adults for clerical occupations	17	51	29	3	0
12	Being conceived of individual and social needs and interests of the adults served	17	37	37	9	0

Table 80 (Continued)

<u>Rank</u>	<u>Activity</u>	<u>Respondents' Opinions by Response Categories</u>				
		<u>Imp.</u>	<u>VD.</u>	<u>Des.</u>	<u>Per.</u>	<u>Und.</u>
13	Providing adult education made necessary by special occasions of societal dislocation, etc.	11	49	34	3	3
14	Helping prepare adults for operative occupations	11	23	46	17	3
15	Decreasing the unemployment of youth with little schooling	9	37	54	0	0
16	Need for cooperation and coordination of the adult education office with the U.S. Department of Labor	9	37	34	11	9
17	Helping prepare adults for service occupations	6	40	43	11	0
18	Preparation of adults for service occupations	3	60	26	11	0
19	Need for cooperation and coordination of the adult education office with the national adult education association	3	40	31	20	6
20	Helping prepare adults for sales occupations	3	29	37	31	0

Table 81

Ranking of the 13 selected activities by
employment service respondents' preference

<u>Rank</u>	<u>Activity</u>	<u>Respondents' Opinions by Response Categories</u>				
		<u>Imp.</u>	<u>VD.</u>	<u>Des.</u>	<u>Per.</u>	<u>Und.</u>
1	Helping prepare adults for craftsman occupations	52	26	22	0	0
2	Helping prepare adults for clerical occupations	50	47	3	0	0
3	Helping prepare adults for operative occupations	47	34	16	3	0
4	Need for cooperation and coordination of the employment service commission with the U.S. Department of Labor	42	34	21	3	0
5	Helping prepare adults for mechanic and repairmen occupations	24	60	16	0	0
6	Preparation of adults for service occupations	21	42	26	11	0
7	Helping prepare adults for service occupations	21	39	29	8	3
8	Need for cooperation and coordination of the employment service commission with the adult education office	14	16	44	26	0
9	Decreasing the unemployment of youth with little schooling	11	47	39	3	0
10	In need of additional skill training	5	34	58	3	0
11	Helping prepare adults for sales occupations	3	34	47	16	0
12	Need for cooperation and coordination of the employment service commission with the national adult education association	3	3	10	50	34
13	Need for cooperation and coordination of the employment service commission with state department of public instruction officials who deal with adult education activities	0	16	27	49	8

programs. The third and fourth preference of the adult educators revealed their concern for employment needs and also the needs of the unemployed. Lastly, the fifth preference again reverted back to the purposes and functions of current adult education programs.

Table 81 lists the 13 selected activities by the employment service commission officials' preference. The five highest ranking opinions were found in the activity concerning employment needs (items 1, 2, 3, and 5) and in the activity of need for cooperation with other agencies (item 4).

Implications

1. While the adult education respondents generally approved of the 20 selected activities, an unmistakable priority was given to assuring adequate opportunity for continuous education to all adults of the community and to provide for individual adult guidance and counseling in the selection of adult training and educational activities.

The changes that have taken place in the field of adult education, even though they represent an improvement over the prior ways and means they are replacing, have not effectively met the training and educational needs of adults. The adult education system, despite its new "paint job" and revitalized "ignition system," is still out of touch and out of date. A program instituted to the training and educational needs of adults, rather than stereotyped programs not applicable to specific areas, would release the tethers that bind the potential of many talented adults. The initiation of unique educational and

training programs that would encompass the unskilled, the talented, the average, the visually acute, the mechanically adept, and those not able to enter the conventional formal patterns of institutionalized learning would have a dramatic effect on those individuals lacking salable skills.

Throughout this study it was felt the important guidance and counseling services were inadequate. It was also noted that many lofty thoughts were expressed in regard to the expansion of critical subjects for specific needs, but alas, no constructive, realistic approaches were presented that would insure that the needs for a positive adult education program would be initiated.

2. Adult educators, although aware of local and national employment needs, are reluctant to be daring and innovative in preparing programs that would effectively prepare the unskilled, disadvantaged, and sub-literate persons for salable positions. The implication that too many areas are concerned with numbers of course offerings rather than needed course offerings was too evident to discount.

U.S. Employment Service Placement officers should better coordinate their services with the adult education centers, which would enable the schools to take on a more serious role of job placement, rather than job referral. This unification of effort would provide that most important service of vocational counseling to schools and adults that presently lack it altogether.

3. The Federal government is currently investing great sums of money for improved education and training programs. Over 150 different Federal aid programs, financed by over 300 separate appropriations and administered by twenty-one Federal departments and agencies are in progress. Undoubtedly, the intent of the Federal government is sincere, but the lack of compatibility existing between the needs of adult education centers and the actual offerings in these areas, depicts an urgent need for an honest evaluation of all education centers so that what is needed is offered where it is needed.

It would be wrong to not realize the great impact that adult education programs can have on our future society. These programs must fit the needs of the adults, the communities, and the nation. Today, we are seriously talking about a guaranteed annual income, a four hour day, and benefits in the form of a negative income tax for those who have not been able, with dignity, to join our economic mainstream. With these additional benefits we cannot help but be nagged by constant fears of the damage such benefits may do to the dignity of the individual. A very critical study should be made of all the possible ramifications before we accept these "blessings." We must be certain that we have done all we can in developing adult education programs which adequately meet the educational and training needs of the individual, community, state, and nation.

4. The patterns of organization of adult education programs in the states of Indiana and Wisconsin are undergoing change. Indiana is currently developing a separate vocational and technical school organization which is directed at meeting more adequately the training needs of adults within the various communities of the state. Industry, welfare agencies, employment services, and schools are united in presenting the exact needs for the many communities within the state. Wisconsin, as well, has become cognizant of the reorganization that must take place. It too, is undergoing a change in its reorganization of the vocational and technical institutes, by insuring that all agencies are aware of the needs of the community. Flint, Michigan is currently developing a skill concept center which would more adequately meet the needs of the city and county.

Reorganizational changes, if brought about for the expressed purpose of change for change alone will not alter the present adult education programs as they presently exist. If, however, the change narrows the gap between the educational and training aspect of adult education, the result could well be a positive gain in support from universities and other resource centers that other aspects of education have begun to enjoy in the past years. Were vocational objectives and processes to be fully integrated into continuous education at all levels, university centers would be more likely to take on the responsibility for research and development in vocational education as they do in public education for the academic disciplines.

5. Discontent, reflected in the youth who are dropping out or who are being graduated from the secondary schools without any salable skills, does exist in many positive aspects of the adult education program. A boy or girl who has dropped out of or graduated from high school without any salable skill turns to areas of production jobs for relatively large wages. These large wages provide financing for the convertible, the dates, and an early marriage. The military obligation facing each boy creates a situation involving the concept of "eat, drink and be merry, for tomorrow we may die." This pattern is again repeated for the young man when he is separated from the military service. Rather than take "The Road Not Taken," he will follow the path of least resistance and return to the production job for support of his family and other financial obligations.

As the labor force of the United States grows, changes will take place in its industrial composition. A smaller share of the total labor force will be needed in the production industries. On the other hand more workers will be needed in the service industries to provide the increasing need as our standard of living continues to rise. Those people who have failed to finish high school and those who finished without any salable skills will be severely handicapped in obtaining employment in many of these jobs.

Recommendations

In order to assure that each individual has the opportunity to

bring to the forefront his individual talents through constructive adult education programs, it is recommended that:

1. Adult education programs must be expanded and improved in all forms of training with the ultimate goal of achieving an increasingly closer matching of labor demand and supply. Those "frills" not conducive to producing salable skills should be eliminated.
2. Apprenticeship programs for the skilled trades must coincide with the needs of industry. A better harmony should exist between the labor unions and the apprenticeship programs to insure that needs will be met.
3. Placement services should pay heed to the adult education programs so that placement becomes a part of the programs responsibility.
4. A better cooperative effort among the universities, the secondary schools, and the adult education programs is imperative of all. This cooperation will furnish the right training for the present and future needs of communities.
5. Guidance and counseling services must not be relegated to "lip service," but rather to service that will enable each individual to realize the importance of receiving a salable skill.
6. Communication on manpower resources and requirements should be developed and instituted on the local and national level so that all people realize the importance of unlocking hidden talents through constructive adult education programs.

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Appendix A

Introductory Letter Sent to Adult Educators

May 6, 1966

Dr. Robert D. Gilberts
Superintendent of Schools
Madison, Wisconsin

Dear Dr. Gilberts:

This is a note in behalf of Kenneth Ripple, a Mott Intern who is presently involved in collecting data for his doctoral dissertation. Kenn is concerned with selected adult education program offerings in 24 midwestern urban communities as they relate to community and national employment needs.

I would like you to grant him an interview with the Director of Adult Education in the Madison School System or with a subordinate member of the adult education staff. He plans to be in Madison on May 20 at 9:00 A.M.

He will seek the following information: an outline or brochure of the adult education offerings, the number of adults that participate in the yearly adult education program in activities that train and educate them for occupations, and the total number of facilities used to house such a program.

He also desires to use a card sorting interview to gather pertinent information from the adult education director. The device is quite concise and will involve no more than 15 minutes for the investigator to administer.

I would appreciate you granting him the opportunity to get the information so that he may begin to assimilate the data into a dissertation. I hope you will grant him this privilege.

Cordially yours,

Clyde M. Campbell
Professor of Education
Michigan State University

Appendix B

**Adult Education Directors of the Twenty-four
Urban Communities Which Cooperated in the Study**

Illinois

Aurora	Grayal Gilkey	Director Adult Education
Cicero	Arthur C. Classen	Dean, Adult Education
Evanston	Theodore E. Case	Director Adult Education
Rockford	N. Gunnar Fransen	Director Adult Education

Indiana

Fort Wayne	John Bobay	Director Adult Education
Gary	James Fallow	Supervisor, Distributive Education
Hammond	William Parson	Director Adult Education
South Bend	Richard Wysong	Director Adult Education

Michigan

Ann Arbor	Kenneth Greer	Director Continuing Education
Dearborn	Paul Johnston	Director Adult Education
Flint	Marvin Sitts	Director Adult Education
Grand Rapids	Alfred A. Ida	Coordinator Adult Education
Kalamazoo	Walter W. Fiebig	Principal, Community School for Adults
Lansing	Loy La Salle	Director Adult Education
Livonia	Donald Anderson	Director Adult Education
Pontiac	Raymond Gallipo	Supervisor Adult Education

Appendix B (Cont.)

Saginaw	Erle Robinson	Vocational and Adult Education Director
St. Claire Shores	Ralph Chenoweth	Director Adult Education
Warren	Ivan Laws	Director Adult Education
 <u>Wisconsin</u>		
Kenosha	Eugene I. Lehrmann	Director Vocational and Technical School
Madison	Norman Mitby	Director Vocational and Technical School
Racine	Howard Heigl	Director Vocational and Technical School
West Allis	Victor H. Schmitt	Director Vocational and Technical School

Appendix C

RESPONSE SHEETDate:

Person Interviewed: _____

Title: _____

City: _____

ADULT EDUCATION

I. Purposes of Adult Education Program

1.

a. X X X X X

e. X X X X X

b. X X X X X

f. X X X X X

c. X X X X X

g. X X X X X

d. X X X X X

2.

a. X X X X X

d. X X X X X

b. X X X X X

e. X X X X X

c. X X X X X

3.

a. X X X X X

e. X X X X X

b. X X X X X

f. X X X X X

c. X X X X X

g. X X X X X

d. X X X X X

II. Cooperation with other Agencies

1.

a. X X X X X

d. X X X X X

b. X X X X X

e. X X X X X

c. X X X X X

2.

a. X X X X X

d. X X X X X

b. X X X X X

e. X X X X X

c. X X X X X

3.

a. X X X X X

c. X X X X X

b. X X X X X

d. X X X X X

Appendix C (Cont.)

4.

a. X X X X X

b. X X X X X

c. X X X X X

d. X X X X X

e. X X X X X

f. X X X X X

g. X X X X X

h. X X X X X

i. X X X X X

j. X X X X X

k. X X X X X

l. X X X X X

m. X X X X X

III. Federal Programs Now in Progress

1.

a. X X X X X

b. X X X X X

c. X X X X X

d. X X X X X

e. X X X X X

f. X X X X X

g. X X X X X

h. X X X X X

i. X X X X X

j. X X X X X

k. X X X X X

l. X X X X X

m. X X X X X

n. X X X X X

IV. Needs of the Unemployed

1.

a. X X X X X

b. X X X X X

c. X X X X X

d. X X X X X

e. X X X X X

f. X X X X X

g. X X X X X

h. X X X X X