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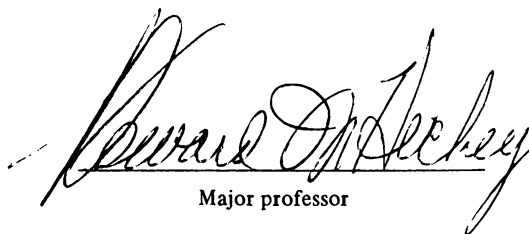
Development of a Survey Method To Be  
Used For The Identification Of A  
Community's Lifelong Education Activities

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DEVELOPMENT OF A SURVEY METHOD TO BE USED  
FOR THE IDENTIFICATION OF A COMMUNITY'S  
LIFELONG EDUCATION ACTIVITIES

By

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## ABSTRACT

### DEVELOPMENT OF A SURVEY METHOD TO BE USED FOR THE IDENTIFICATION OF A COMMUNITY'S LIFELONG EDUCATION ACTIVITIES

By

Wendy Lowe Coles

The purpose of this study was to develop a survey method that can be used to tabulate accurately all the existing adult education activities and sponsoring organizations that exist within a community. A comprehensive listing of a community's educational activities can be of significance to many individuals and groups, as well as to the community as a whole. Such a listing can assist potential learners in selecting the community program that best meets their educational needs. A listing of a community's educational activities can facilitate organizations in their determining how best to plan and finance their own educational activities. Increasing organizations' awareness of other organizations' educational activities may also increase the likelihood of their working together to provide complementary programs for the greatest possible audience.

The study developed a methodology for inventorying a community's educational activities by testing and revising the methodology developed in 1976 by a team of

researchers at the Institute for Community Development at Michigan State University. The method, described in A Method of Inventory for the Lifelong Education Activities in a Community, provides communities with a procedure by which non-formal and non-credit educational activities, as well as the formally accredited post-secondary educational programs, can be identified and described. Basically the method focused on interviewing chief administrators from various community organizations and asking them to provide information about what their organization, and similar organizations, were doing in regard to lifelong education.

The methodology was tested by its full-scale implementation in Jackson County, Michigan. An inventory of the community's lifelong education activities was compiled from the collected data and was distributed in a booklet entitled What's What in Jackson County: Jackson County Lifelong Education Activities and Needs. The survey methodology was then evaluated, based on notes of the researcher, as well as from written evaluations that were completed by the interviewers and by the representatives of the participating organizations.

The evaluation noted the following limitations in the survey methodology:

1. The all-inclusive nature of the definition given for lifelong education activities left the

interviewers and respondents unclear regarding what they were attempting to identify and tabulate.

2. Limitations in the survey data-collection forms were noted.

3. The assumption that organizations would provide information regarding the educational activities of other organizations was inaccurate.

4. The methodology described too many responsibilities for the interviewers.

5. Leaving the decision on how to disseminate the survey information until after it is collected was not effective.

6. The methodology did not deal with the process of assigning the responsibility of regularly updating the inventory of lifelong education activities.

7. The methodology did not succeed in testing the effectiveness of the survey methodology in fostering cooperation between organizations.

The limitations are discussed and, where possible, recommended refinements in the methodology are suggested. The study concludes by supporting the effectiveness of the methodology, given the suggested revisions, for successfully identifying a community's lifelong education activities.

Dedicated to two very special men:  
to my father, who has inspired me with his zest  
for learning--lifelong;

and

to my husband, whose love and spiritual support  
have given me the encouragement to  
complete this study.

## ACKNOWLEDGMENTS

The completion of this study provides me with an appropriate opportunity to relate my appreciation to some of the many people who have provided assistance, advice, and encouragement during this study. The guidance and friendship of Dr. Howard Hickey, who served as chairman of my graduate committee, were deeply appreciated. I also wish to express my appreciation to my other committee members, Dr. Walter Scott, Dr. Keith Anderson, and Dr. Daniel Kruger, for their contributions to the completion of this work.

I would be remiss without thanking several other individuals for their special contributions to my studies: Dr. Robert Anderson, Director of the Institute for Community Development, Michigan State University, and his staff, who have provided me with food, shelter, and sanity throughout my studies; Robert Snyder and Dr. Charles Campbell, who served as my liaisons with Jackson Community College and Spring Arbor College; and my son, Jonathon Lowe Coles, who chose to arrive during this study (to impart some merit to a rather serious endeavour).

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## CHAPTER I

### NEED FOR THE STUDY

#### General Overview

The history of the United States is the record of a changing human environment in which Americans have striven to develop their nation to its fullest potential.

The future history of the United States will also mean a changing human environment in which continuous learning throughout the life span will represent an essential ingredient for personal survival, effectiveness, and human authenticity.<sup>1</sup>

This forecast was made in a report of the Third International Conference on Adult Education which was sponsored by the United Nations in August, 1972. Lifelong education--people's continuous learning throughout their life span--is clearly perceived as an essential component of our American future.

A definition of lifelong education can be found in R. H. Dave's book, Foundations of Lifelong Education:

Lifelong education is a process of accomplishing personal, social and professional development throughout the life span of individuals in order to enhance the quality of life of both individuals and their collectives. It is a comprehensive and unifying idea

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<sup>1</sup>U.S. Department of Health, Education, and Welfare, Office of Education, Perspectives of Adult Education in the United States and a Projection for the Future (Washington, D.C.: Government Printing Office, 1972), p. 55.

which includes formal, non-formal and informal learning for acquiring and enhancing enlightenment so as to attain the fullest possible development in different stages and domains of life. It is connected with both individual growth and social progress.<sup>2</sup>

The inclusion of the lifelong education process in American history will require a revamping of the American lifestyle and of Americans' perception of education. Henri Janne describes how the adoption of lifelong education will result in this cultural change:

In lifelong education, learning and development of the personality become a normal, constant dimension of man's entire life, a component--varying in explicitness and importance with each person and each period in an individual's existence--of the "time budget" of every man and woman, at every age of their lives. It becomes an essential part of culture.<sup>3</sup>

The existing educational system would also undergo change with the full implementation of lifelong education. Our educational program would no longer attempt to jam all the education that people will need into their initial years of schooling. Sir Richard Livingstone expressed the absurdity of this in a speech in Britain:

What lovers of paradox we British are! Youth studies but cannot act; the adult must act but has no opportunity of study; and we accept the divorce complacently. . . . We behave like people who should try to give their children in a week all the food they require for a year; a method which might seem to

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<sup>2</sup>R. H. Dave, ed., Foundations of Lifelong Learning (Elmsford, N.Y.: UNESCO Institute for Education, Pergamon Press, Inc., 1976), p. 34.

<sup>3</sup>Ibid., p. 29.

save time and trouble, but would not improve digestion, efficiency or health.<sup>4</sup>

Therefore the most essential component of the education of youth would not be the stuffing them as full as possible with facts, but would be the instilling within youth an appreciation and zest for learning. Such an appreciation and desire to learn would set the stage for their continuous involvement in education throughout their lifetime.

Change would also occur in adults' participation in learning activities. Recent studies by the National Center for Educational Statistics indicate that these changes have already begun:

With formal instruction being sought by individuals throughout their adult lifetime, a major change in perception of the role and place of education may be observed in both this country and abroad. . . . As the size of the school-age population (ages 3-24) declines and an increasing proportion of the population is concentrated in adult age groups, the growing acceptance of the principles of continuing education suggests that educational activities for adults hold the potential for considerable and immediate growth.<sup>5</sup>

This potential for growth can only be fostered through a clear and thorough understanding of the phenomenon of adult education.

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<sup>4</sup>F. W. Jessup, ed., Lifelong Learning: A Symposium on Continuing Education (Elmsford, N.Y.: Pergamon Press, 1969), p. 17.

<sup>5</sup>Mary Golladay, The Condition of Education: A Statistical Report on the Condition of Education in the United States (Washington, D.C.: National Center for Education Statistics, Government Printing Office, 1976), p. 100.

The National Center for Educational Statistics provides some insight into adult education through its Trimester Survey of Adult Education. The Center has reported that:

- \* By 1975, 13.3% of the eligible American adult population was participating in educational programs.
- \* The traditional elementary, secondary and college educational program is no longer sufficient to equip persons to function in jobs for the remainder of their lives; 42.7% of the adult participants in 1972 indicated that the major reason for their present involvement in educational activities was for job improvement or advancement. The majority of these participants had previous college experience.
- \* Adult education is becoming perceived as a leisure time pursuit; the second most popular reason for adult participation (as indicated by 23.5% of the participating adults) is for personal or family reasons.
- \* By 1975, the four year higher education institutions were most often the program sponsors, and employers ranked second. Other adult education sponsors included two year higher education institutions, the public school system, labor or professional organizations, churches, libraries, and other community organizations.<sup>6</sup>

These survey results indicate the growing popularity of adult education activities that are sponsored by a variety of community organizations.

#### Purpose of Study

The variety of sponsors providing adult education activities complicates the study and understanding of the adult education phenomenon. The report of the 1972 Third

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<sup>6</sup> Ibid., p. 100.

International Conference of Adult Education indicates the problem arising from this multiple sponsorship:

We possess only partial and suggestive data about the specific dimensions and character of these organizational responses to adult learning needs. Moreover, there are important differences among these formal learning environments which are established primarily for instructional purposes. Some of these environments are organized within the core system of schools and colleges, offering adults instruction for credit, leading to certificates of level of educational attainment like high school diplomas (or their equivalents) as well as baccalaureates and professional degrees. Adult participation in for-credit instruction constitutes, however, a small category of adult learning behavior.<sup>7</sup>

Although some information is available concerning the formal academic pursuits of adults, little is known about the characteristics of the adult education programs that are offered outside the regular system of schools and colleges.

Lack of data regarding these other education sponsors leaves a major segment of adult education not understood. Included in the list of sponsors outside the system of schools and colleges are:

1. Churches and synagogues
2. Business and industry
3. Labor unions
4. Private schools
5. Arts councils
6. Business and civic associations
7. Charitable foundations
8. Non-charitable foundations
9. Professional societies
10. Communications media

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<sup>7</sup>U.S. Department of Health, Education, and Welfare, Perspectives of Adult Education, p. 50.

11. Community organizations
  - a. Voluntary associations
  - b. Political parties
  - c. Service clubs
  - d. Charitable groups
  - e. Fraternal organizations
  - f. Special interest groups
    1. Farm organizations
    2. Veterans groups
    3. Ethnic and racial groups
    4. Cause groups (conservation, equal rights, etc.)
  - g. Trade associations<sup>8</sup>

The Third International Conference report concluded that this proliferation of adult education sponsors has direct implications for further research:

This profusion of adult education agencies with the resultant diffusion of professional responsibility has had significant impact on the types of agencies and the range of programs offered by those agencies. A high priority for further research is structure and administration of adult education agencies. Among the major concerns in this area are: . . . comparisons of programs and practices which are centrally adult education agencies and agencies which are marginally adult education.<sup>9</sup>

The problem of inadequate information regarding the community agencies involved in adult education was not solved with the publication of the 1972 report. An article in the 1975 September issue of Saturday Review echoes the problem cited in the 1972 report:

Programs for adults who want to continue to learn have been developed by an astonishing number of agencies and organizations, and the programs themselves are almost endless in their number and variety. Information about

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<sup>8</sup>Ibid., p. 24.

<sup>9</sup>Ibid., p. 33.



adult education agencies in a particular geographic area is often hard to come by. . . .<sup>10</sup>

People's lack of awareness of information about organizations offering adult education activities was indicated in a national study reported in Johnstone and Rivera's Volunteers for Learning. The study found that one in four persons who indicated an interest in taking a class did not have any knowledge of the educational resources for adults in his community.<sup>11</sup> This indicates a large segment of adults, interested in learning, who do not know where their educational needs can be met.

Among those adults who have some awareness of the available educational programs, their knowledge is often limited to programs available through the regular school system. The national study described in Volunteers for Learning found that Americans, when asked about facilities for adult learning,

. . . thought either of a high school or of a college or university. . . . The only other facilities mentioned by more than one respondent in twenty were vocational or business schools and community institutions such as the YMCA, libraries, or museums. . . . For the most part, then, people think of the regular school system when they think of instructional

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<sup>10</sup>"Selected Major Adult Education Agencies," Saturday Review 2 (September 20, 1975): 29.

<sup>11</sup>John Johnstone and Ramon Rivera, Volunteers for Learning: A Study of the Educational Pursuits of American Adults, National Opinion Research Center, Monographs in Social Research (Chicago: Aldine Publishing Company, 1965), p. 202.

facilities for adults. This is interesting since in the first phase of this study it was found that approximately two adults in three who had received instruction during the previous year had received it outside of the regular school system. . . . The bulk of that instruction was in institutions such as businesses or churches, however, where individuals would have had to establish prior connections in order to come into contact with their instructional offerings.<sup>12</sup>

In some cases these prior connections are necessary prerequisites for participating in the educational programs. For example, it is indeed mandatory to be an employee of Bell Telephone prior to taking the company-sponsored course in public relations. However, a parent-hood course offered by the Episcopalean Church could be of interest and available to many people who had not the connection of membership within the church. It is therefore apparent that interested people within a community are missing the opportunity to participate in educational programs due to their not being aware of the existence of these activities. Therefore, the educational opportunities available to persons without prior connections are often limited to the educational offerings of the regular school system.

The Third International Conference has indicated the lack of research regarding organizations' responses to adult education. Saturday Review, further illustrating the

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<sup>12</sup>Ibid., pp. 200-201.

fact, has pointed out the difficulty of obtaining information regarding adult education within certain geographic boundaries. Johnstone and Rivera have reinforced this lack of information by indicating the large number of potential learners who are unaware, or have limited information, regarding their community's educational offerings. There is clearly a need for a more systematized inventory of what exists in adult education. Kleis and Butcher, in Administration of Continuing Education, stress the value of developing order in adult education:

If maximum progress is to be made, if resources are to be used efficiently, if service is to be made available to all who need it, and if institutions within the community are to work effectively with institutions at state, regional, and national levels, some scheme for systematizing these multiple continuing education relations is clearly required. Such a scheme should serve to regularize communication, build awareness of shared purposes, promote communitywide planning, facilitate cooperation, avoid needless overlapping and overlooking, and make most effective use of limited professional leadership.<sup>13</sup>

This study dealt with the need for systematizing adult education, by developing a method for obtaining a comprehensive listing of a community's adult education activities and sponsors. Such a listing will facilitate potential learners in their selection of those educational

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<sup>13</sup>Russell J. Kleis and Donald G. Butcher, "Roles and Interrelationships of Continuing Education Institutions," in Administration of Continuing Education: A Guide for Administrators, ed. Nathan C. Shaw (Washington, D.C.: National Association for Public Continuing and Adult Education, 1969), p. 70.



activities that are available and appropriate to their educational needs. Such a listing will also facilitate organizations in their systematically planning and financing educational activities.

#### Statement of Problem

The study focused upon developing a survey method that can be used to tabulate accurately all the adult education activities and sponsoring organizations that exist within a community.

Some preliminary investigations into developing a survey method were conducted by the Institute for Community Development, Michigan State University, in 1976. The Institute developed "a survey method by which a community's lifelong educational activities and needs can be identified, recorded, and published."<sup>14</sup> This method is described in their publication, A Method of Inventory for the Lifelong Education Activities in a Community. The method--although already developed and described in the publication--was never actually implemented beyond the brief pilot project that was used to develop the original methodology.

The effectiveness of the survey method that was developed by the Institute for Community Development, for accurately identifying and recording a community's lifelong

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<sup>14</sup>Wendy Coles et al., A Method of Inventory for the Lifelong Education Activities in a Community (East Lansing: Michigan State University, Institute for Community Development, 1976), p. 2.

education activities, was never tested by its full-scale implementation within a community.

### Research Design

The design focused upon testing and refining the survey method developed by the Institute for Community Development, Michigan State University, as it is described in A Method of Inventory for the Lifelong Education Activities in a Community.

Preliminary identification of the complete research design was somewhat restricted by the developmental nature of the project. The purpose of the project was to determine the effectiveness of the Institute for Community Development's survey methodology, and refine it if necessary. The steps to achieving that purpose were flexible enough to deal with the process of refining the methodology. Therefore the research design provided structure for the project, while providing freedom for research flexibility.

The first step was to implement the survey method as it is described in A Method of Inventory for the Lifelong Education Activities in a Community.

The second step dealt with the effectiveness of the method. This was done with the aid of the researcher and the survey participants. The researcher recorded her reactions to the survey process throughout the period of



implementing the survey method. The reactions of the survey participants were collected through a questionnaire that was filled out after the survey had been completed. The questionnaire results, together with the recordings of the researcher, formed the basis for recommended refinements to the original survey methodology.

The final step of the study involved combining the recommended refinements with the original methodology, thereby establishing a survey method that can be used to tabulate accurately all the existing adult education activities within a community.

#### Significance of Study

This study contributes to the further understanding and development of the adult education component of lifelong education by developing a survey method that can be used to determine what educational activities exist within a community. A comprehensive listing of a community's educational activities has significance to many individuals and groups. Such a listing will assist potential learners in selecting the educational program that best meets their educational needs. Such a listing will also facilitate organizations in their determining how best to plan and finance their educational activities.

The method of compilation of this listing also has special significance to the development of adult education.



The methodology, by encouraging organizations to work together to collect the survey information, may serve as an impetus for additional cooperative projects among organizations involved in adult education. Cooperation and planning among organizations is a prerequisite to achieving maximum educational progress within a community.<sup>15</sup>

The study contributes to the field of research by developing a survey method that can be used to obtain accurate and complete data on adult education activities and the sponsoring organizations. No longer will there be "only partial and suggestive data"<sup>16</sup> regarding adult education activities and the organizations that sponsor these activities. Having such complete data is a prerequisite to meeting the goal of the Third International Conference of Adult Education--a comparison of centrally and marginally adult education agencies.

The study may have special significance to the state of Michigan. Richard Smith, State Coordinator of Community Service, Continuing Education, has applied for a federal grant to study how a community would be affected by its having access to complete and accurate information regarding all its adult education activities. The project

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<sup>15</sup>Kleis and Butcher, "Roles and Interrelationships of Continuing Education Institutions," p. 70.

<sup>16</sup>U.S. Department of Health, Education, and Welfare, Perspectives of Adult Education, p. 50.



would involve numerous communities throughout Michigan. Identification of an efficient survey method could facilitate this proposed project.

On the community level the study will help answer the problem identified in the Saturday Review whereby it is difficult to obtain "information about adult education agencies in a particular geographic area" due to the large variety of organizations sponsoring educational activities. Development of a method to obtain such information, which is the purpose of this study, will facilitate the tabulation of information about adult education activities within a particular geographic area. This information will contribute to fostering adult education on the community level by serving as:

1. An information tool.  
Having a list of all the existing community activities will enhance the opportunities of organizations and individuals to participate in the host of educational activities that were previously unknown to them.
2. A planning tool.  
Identification of existing activities and needs provides organizations, particularly those whose formal function is education, with the data necessary to fill unmet needs.
3. An impartial "collaboration" mechanism.  
No single organization within a community is ever granted the social right to coordinate adult life-long activities, in the sense of "determining" and "dictating." However, coordination in the sense of harmonizing in a common action or effort, "will be much more likely to occur naturally if organizations from many interest sectors share common

information, and thereby arrive at a common understanding of how to best serve the community.<sup>17</sup>

Therefore, the study appears to have significance, not only for the field of research in adult education, but also for the development of adult education on a state and local level.

### Overview

Chapter I has included a general overview of the study. The original survey methodology, developed by the Institute for Community Development, was discussed in relationship to the purpose of the study, the research design, and the significance of the study.

Chapter II provides a review of the literature related to lifelong education, with particular emphasis on adult education. The chapter is divided into three main sections: lifelong education, assessment of lifelong education, and survey methodology.

Chapter III describes the original survey methodology that was developed by the Institute for Community Development for inventorying a community's lifelong education activities. How the method came to be developed and the rationale for the design of the survey method are outlined. The chapter then describes the survey method.

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<sup>17</sup>Coles et al., Method of Inventory, p. 2.

Chapter IV identifies the community in which the survey method was tested. The reason for its selection, and a description of the community, are included. A record of the procedures of implementing the survey method, and a description of the information gathered, are provided.

Chapter V identifies problems with the original methodology. Problems encountered by the researcher during the implementation of the method are noted. The questionnaire for the survey participants is described, and the results of its distribution are noted.

Chapter VI presents the conclusions, and recommended refinements of the survey method, based on the study's findings.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The quantity of literature dealing with lifelong education has increased significantly during the 1970's. An attempt has been made to limit this review to studies which are particularly relevant to this investigation.

What is lifelong education? Important to this study is an understanding of people's perception of adult education and what may come to their minds when asked to inventory adults' lifelong education activities. The first section of this chapter notes seven concept-characteristics of lifelong education that were identified by the UNESCO Institute through an extensive review through literature and surveys. Several of these characteristics are then further explained by other researchers.

What has been done to tabulate and coordinate lifelong education activities? In particular, what has been done to investigate adult education in noncollegiate organizations--those organizations that are not part of the regular school system? These noncollegiate organizations include such a variety of organizations as hospitals, churches, banks, factories, and supermarkets. Reports of



studies regarding adult education in education institutions will be discussed. This will be followed by reports of studies dealing with lifelong education in other organizations within the community. Attempts to coordinate lifelong education activities will also be mentioned.

The final section of the review discusses literature dealing with the survey method used in this study. The method can be described as participatory exploratory research, using open-ended questions in an interviewing situation. What does this description mean, and what are the conditions conducive to the design's greatest effectiveness?

#### Characteristics of Lifelong Education

The difficulty for an individual to give a comprehensive response to "What is lifelong education?" is indicated by R. H. Dave in his book, Foundations of Lifelong Learning:

It is often difficult to conceptualize lifelong education in its entirety on account of its comprehensiveness and multiple modalities. Consequently, different scholars have highlighted different facets of the same idea, as is evident from the existing literature.<sup>1</sup>

Therefore a variety of characteristics can be associated with the term, lifelong education.

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<sup>1</sup>R. H. Dave, ed., Foundations of Lifelong Learning (Elmsford, N.Y.: UNESCO Institute for Education, 1976), p. 35.



In order to tabulate some of the characteristics of lifelong education, the UNESCO Institute conducted an exploratory study through literature and interviews. The Institute arrived at 20 concept-characteristics of lifelong education. Several of these characteristics have particular relevance to this study:

2. Education does not terminate at the end of formal schooling but is a lifelong process. Lifelong education covers the entire life-span of an individual.
3. Lifelong education is not confined to adult education but it encompasses and unifies all stages of education--pre-primary, primary, secondary and so forth. Thus it seeks to view education in its entirety.
4. Lifelong education includes formal, non-formal and informal patterns of education.
7. Institutions of education such as schools, universities and training centres are important, but only as one of the agencies for lifelong education. They no longer enjoy the monopoly of educating the people and can no longer exist in isolation from other educative agencies in their society.
11. Lifelong education is characterized by its flexibility and diversity in content, learning tools and techniques, and time of learning.
14. Lifelong education has two broad components: general and professional. These components are not completely different from each other but are inter-related and interactive in nature.
16. Lifelong education carries out a corrective function: to take care of the shortcomings of the existing system of education.<sup>2</sup>

The 13 concept-characteristics that are not listed also describe lifelong education, but they do not deal with the emphasis of this study--adult education activities sponsored by community organizations.

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<sup>2</sup>Ibid., pp. 51-52.



Each of the characteristics identified by the UNESCO Institute contains terms that have been further described by other researchers. A look at some of their findings may further explain the meaning of lifelong education.

The meaning of the term, education, is discussed by F. W. Jessup in his book, Lifelong Learning. Jessup explains the distinction between education and learning. Education refers to:

opportunities deliberately contrived with the purpose (not necessarily the only, but certainly a main purpose) of creating situations favourable to the process of learning.<sup>3</sup>

Therefore activities may be identified as educational on the basis of whether they provide the opportunity for learning, regardless of whether learning actually occurs.

The meaning of the term, adult education, is dealt with by Russell Kleis in his article, "Continuing Education Defined." Kleis' definition of adult education describes it as the learning activities of one stage of education and life:

Adult (continuing) education is the planned and purposeful effort of one who has assumed the roles of maturity, with intent to alter his appreciations, attitudes, beliefs, knowledge, sensitivities, skills, or values, and hence his performance in any of his

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<sup>3</sup>F. W. Jessup, ed., Lifelong Learning: A Symposium on Continuing Education (Elmsford, N.Y.: Pergamon Press, 1969), p. 25.



roles as worker, citizen, advocate, family member, self-actualizing person, or any other significant role, . . .<sup>4</sup>

The characteristics of informal education, a type of lifelong education, are explained by Malcolm Knowles in his book, Informal Adult Education:

When a group of people come together in a number of meetings for the purpose of learning something simply because they want to know about it, they are participating in what we would call an informal course. It would not be an informal course if the purpose was to grant credits toward a diploma or a degree; it would then be an academic course. At the other extreme, it would not be an informal course if it had no educational objective at all; it would then be a recreational activity.

Informal courses are distinguished from forums, lecture series, clubs, and other forms of adult education principally by the unity of organization and continuity of membership and leadership found in courses. An informal course has a definite enrollment, with the same people attending through the entire series of meetings. It usually will have the same leader throughout, although there may be guest lecturers. There is an inherent unity in an informal course, since all the meetings will be related to the same objective.<sup>5</sup>

While explaining informal education, Knowles has indirectly provided a definition of formal and nonformal education. Formal programs are organized for credit, while nonformal programs include such activities as lecture series, forums, and clubs.

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<sup>4</sup> Russell Kleis, "Continuing Education Defined" (unpublished paper distributed by the Adult and Continuing Education division of the Department of Higher Education, Michigan State University), p. 1.

<sup>5</sup> Malcolm Knowles, Informal Adult Education (New York: Association Press, 1951), p. 84.

Dave described the institution of education as one of many agencies sponsoring lifelong education activities. The U.S. Office of Education report, Perspectives of Adult Education in the United States and a Projection for the Future, describes some other agencies:

. . . A wide variety of agencies provide adult education. These include employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions.<sup>6</sup>

The research of Dave, the UNESCO Institute, Knowles, Jessup, and Kleis, while clarifying the concept of lifelong education, has indicated the multiplicity of activities that can be identified within the meaning of this term. The U.S. Office of Education has pointed out, as indicated immediately above, further complications in tabulating lifelong education, by indicating the enormous number of organizations providing lifelong education activities.

#### Lifelong Education and the Sponsoring Organizations

The preceding section has described the numerous organizations involved in lifelong education. Butcher and Kleis, in Administration of Continuing Education, make some comments regarding the problems that may arise

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<sup>6</sup>U.S. Department of Health, Education, and Welfare, Perspectives of Adult Education, p. 56.

when many organizations are involved in sponsoring lifelong education activities:

Pluralism may also have its drawbacks in that it may tend to dissipate resources: it may create or magnify divisions among institutions and groups; it may accentuate inequities and inequality of access to educational opportunity; it may result in overlooking and overlapping in education services; and it may result in gross inefficiency in the employment of educational resources.

However, in a free and complex society, pluralism's potential benefits outweigh its drawbacks, and a major task of continuing education leaders is to maximize the one and minimize the other. This can be accomplished through a systematic and voluntary effort toward communication and reconciliation among continuing education agencies.<sup>7</sup>

Communication and reconciliation between organizations may be encouraged by their understanding what each organization is doing regarding lifelong education. This section will briefly mention some research into lifelong education that has been conducted by education institutions. This will be followed by a discussion of other studies that assist in responding to the question, "What has been done to tabulate and coordinate the lifelong education activities that are sponsored by noncollegiate organizations?"

Universities, independently and jointly, have conducted studies of lifelong education. An example is Michigan State University. The university appointed a

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<sup>7</sup>Russell J. Kleis and Donald G. Butcher, "Roles and Interrelationships of Continuing Education Institutions," in Administration of Continuing Education: A Guide for Administrators, ed. Nathan C. Shaw (Washington, D.C.: National Association for Public Continuing and Adult Education, 1969), p. 49.



task force in 1972 to investigate the institution's adult education programs and resources. Their analysis and recommendations were reported in The Lifelong University.<sup>8</sup> Meanwhile the university was also cooperating with other universities in an effort to analyze lifelong education. The culmination of this effort is the book, Patterns for Lifelong Learning.<sup>9</sup> The book, jointly written by three university presidents--Clifton Wharton, Theodore Hesburgh, and Paul Miller--describes how higher education institutions can accommodate, within the university setting, students who are interested in pursuing lifelong education. Both studies emphasize the need for universities to become centers of lifelong learning, with better facilities and resources for meeting the needs of adult learners.

The American University and the Ford Foundation supported the research of Herbert Striner in 1971. Striner studied the organizations of continuous professional training in Denmark, France, and Germany. His research mainly focused upon the administration of continuing professional education. Upon conclusion of his investigation he returned to the United States with warnings that an advanced

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<sup>8</sup>Task Force on Lifelong Education, The Lifelong University: A Report to the President (East Lansing: Michigan State University, 1973).

<sup>9</sup>Clifton Wharton, Theodore Hesburgh, and Paul Miller, Patterns for Lifelong Learning: A Report of Explorations Supported by the W. K. Kellogg Foundation (San Francisco: Jossey-Bass, 1973).



industrialized society, like the United States, "must see the continuing education, training and retraining of its labor force as a national capital investment"<sup>10</sup> and that if such was not done, the United States cannot hope to maintain the economic rate of progress experienced in the 1960's.

The relationship between universities and the labor force has also been studied by the National Institute of Labor Education. Their study describes the state of labor education in the United States during 1965-66 by looking at the labor education structure within the unions and universities. Their conclusions, described in Survey of Adult Education Opportunities for Labor, focus upon the need for greater financial support of labor education in order to increase its general availability to all workers.<sup>11</sup>

The Carnegie Commission on Higher Education also conducted a study in the 1970's into lifelong education. Their findings, reported in Toward a Learning Society, repeat the conclusion that higher education institutions must revamp their programs for adults. The report also points out that lifelong education occurs "in many noncampus

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<sup>10</sup>Herbert Striner, Continuing Education as a National Capital Investment (Kalamazoo, Mich.: W. E. Upjohn Institute for Employment Research, 1972), p. viii.

<sup>11</sup>Lawrence Rogin and Marjorie Rachlin, Survey of Adult Education Opportunities for Labor (Washington, D.C.: National Institute of Labor Education at the American University, 1968).



environments--industry, trade unions, the military, proprietary vocational schools, among others."<sup>12</sup> The Commission predicts that it is these noncampus environments that will show the most significant increases in enrollment from 1970 to 1980. (See Table 1.)

Researchers have begun to turn their attention to the education activities occurring in the noncampus environments. Adult Education in Community Organizations, 1972 was "the first national survey of adult education sponsored by community organizations."<sup>13</sup> The study, undertaken by the National Center for Educational Statistics, used a sample of 4,650 organizations to develop national estimates on the scope and characteristics of adult education activities offered by community organizations. The organizations contacted included churches, religious organizations other than churches, YMCA's and YWCA's, Red Cross chapters, social services organizations, and cultural and social organizations. A questionnaire was mailed to these organizations, asking them to tabulate

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<sup>12</sup> Carnegie Commission on Higher Education, Toward a Learning Society: Alternative Channels to Life, Work and Service, A Report and Recommendations by the Carnegie Commission on Higher Education (New York: McGraw-Hill, 1973), p. 3.

<sup>13</sup> Evelyn R. Kay, Adult Education in Community Organizations, 1972, Report No. 75-161 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, National Center for Educational Statistics, 1972), p. iii.

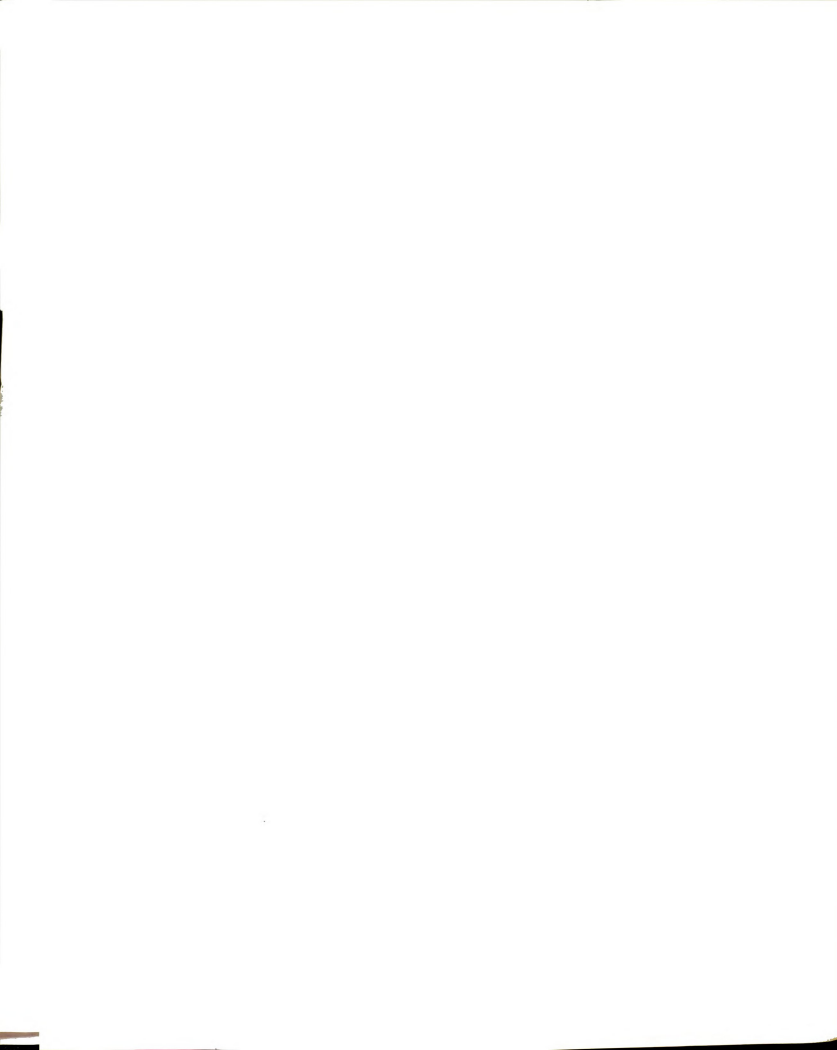


Table 1.--Estimated and projected number of program enrollments beyond regular elementary and secondary education, by source, 1970-80.<sup>a</sup> (numbers in thousands)

Source	1970	1980	Percentage Change, 1970-80
Total, regular and adults <sup>b</sup>	<u>73,800</u>	<u>108,200</u>	<u>47</u>
Higher education			
1. Colleges and universities (full-time degree credit)	8,900	11,500	29
2. Colleges and universities (part-time degree credit and non-degree credit)	6,300	9,800	56
Further education			
1. Elementary and secondary schools	3,900	9,000	131
2. Other public postsecondary programs	1,000	2,500	150
3. Specialty schools			
a. Proprietary (except correspondence)	3,800	8,000	111
b. Correspondence schools	2,000	3,500	75
4. Employers and associations (except armed forces)			
a. Apprenticeships (registered)	400	600	50
b. Apprenticeships (nonregistered)	200	300	50
c. Safety instruction	15,700	17,000	8
d. Job orientation	7,400	9,000	22
e. Other organized instruction	8,100	14,000	73
5. Armed forces			
a. Initial training	650	600	-8
b. Correspondence	1,300	1,300	0
c. Other organized instruction	1,100	1,400	27
6. Prisons	200	200	0

Table 1.--Continued.

Source	1970	1980	Percentage Change, 1970-80
7. Other government programs			
a. Work Incentive Program, Job Corps, Neighborhood Youth Corps (out-of-school)	250	350	40
b. Agricultural extension and other	500	500	0
8. Unions	100	150	50
9. Other organized programs (e.g., TV, churches and synagogues, community organizations, libraries and museums, etc.)	10,000	15,000	50
10. Tutors	2,000	3,500	75

<sup>a</sup>Estimated number of persons who participated at some time during the year; excludes informal (i.e., unorganized) learning at home, on the job, or elsewhere, and exclusively self-study arrangements.

<sup>b</sup>May overstate the number of separate persons by a factor of approximately 1.3 because of multiple program enrollments during the year.

Source: Carnegie Commission on Higher Education. Toward a Learning Society: Alternative Channels to Life, Work and Service, A Report and Recommendations by the Carnegie Commission on Higher Education (New York: McGraw-Hill, 1973), pp. 46-47.



the number of adult education activities that they offered. The words course and activity were used interchangeably, based upon the following guidelines:

In determining the number of courses . . . count each organized curriculum or related learning experience presented on a regular basis as a single course. For example, Beginning French is a single course even though you may have 2 or 3 sections. A program on drug education would be a single course, even though it may be repeated many times. If however, programs cover different topics (e.g., a program designed for physicians and another program designed for laymen), then they should be counted as separate courses.<sup>14</sup>

The study concluded that churches comprise the largest group of organizations offering adult education activities:

As already noted, there were 66,770 community organizations in the United States offering adult education programs during 1972. Almost 11 million persons took part in these programs--an average of 164 participants per organization. Averages varied from a low of 72 for churches and synagogues to a high of over 900 for Y's and Red Cross chapters. Although churches made up more than 75 percent of the organizations offering adult education activities, they had only 33 percent of total participants. In contrast, Y's and Red Cross chapters, which comprised 5 percent of total organizations, had nearly 28 percent of participants.<sup>15</sup>

Churches, like the majority of other community organizations, sponsor adult education activities with small enrollments:

Over 25 percent of all organizations had adult education programs involving fewer than 25 persons, and over 70 percent had programs with fewer than 100

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<sup>14</sup> Ibid., p. 72.

<sup>15</sup> Ibid., p. 6.

total participants. Churches and other religious organizations tended to have smaller numbers of participants, with nearly 80 percent sponsoring programs involving fewer than 100 participants. The Y's and Red Cross chapters, on the other hand, reported that over 75 percent of their programs involved more than 100 participants.<sup>16</sup>

National studies have also been conducted to establish systems for equating credit toward formal education degrees for noncampus educational activities. An example of this is the project of the American Council on Education and the University of the State of New York. The outcome of this project, completed in January, 1976, is the publication, A Guide to Educational Programs in Noncollegiate Organizations.<sup>17</sup> The project, described in the publication, evaluated and described appropriate credit for educational programs and courses sponsored by business, government, and labor unions. No systematized method seems to have been used to determine which organizations were listed.

The Postsecondary Education Convening Authority's (PECA) Task Force on Lifelong Learning also conducted a national investigation into lifelong learning in 1976. The Task Force contacted 150 organizations, associations,

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<sup>16</sup>Ibid., p. 7.

<sup>17</sup>American Council on Education, A Guide to Educational Programs in Noncollegiate Organizations: Project on Noncollegiate Sponsored Instruction (Albany: University of the State of New York, 1976).

institutions, and agencies throughout the United States. During this investigation, the definition of lifelong learning was intentionally left quite general:

For our purposes, we let the definition of "lifelong learning" remain sufficiently general so that we could develop responses from as wide a variety of groups as possible.<sup>18</sup>

Some of the conclusions of the investigation, described in Report of the P.E.C.A. Task Force on Lifelong Learning, are especially significant to this study:

In the course of our investigation we discovered a paradox--many organizations, agencies and institutions are engaged in the same or similar activities, yet there is an incredible amount of effort and opportunity which falls between the cracks. In addition to the similarities between group efforts, we found similarities between what groups are not doing. The same populations are consistently underserved.

What we found, what we want to emphasize, is the need for more resource sharing, the need for mounting of joint programs to serve those presently not served, and the need to pioneer new services. This can only be the product of inter-group cooperation and a raised consciousness on the part of all these groups, of the need for linkages.

Clearly, there are many forms of learning required by our general population. We found that most of this ideal, comprehensive learning is related to an overriding need for local groups to know what other groups are doing, for a sharing of skills and resources for mutually beneficial cooperation. Yet groups generally do not interact--they do not communicate.<sup>19</sup>

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<sup>18</sup>Barbara Hodgkinson, Peg Kaplin, Ian McNett, and George Nolfi, Report of the P.E.C.A. Task Force on Lifelong Learning (Washington, D.C.: Postsecondary Education Convening Authority, Institute for Educational Leadership, George Washington University, October 1976), p. iii.

<sup>19</sup>Ibid., p. 14.



Intergroup coordination of organizations involved in adult education activities was also stressed in Patterns for Lifelong Learning. Wharton, Hesburgh, and Miller emphasized the need for cooperation between institutions within the state:

Although the Task Force undertook its mission as a response by a single university, perhaps the most crucial point in the report is that lifelong education must be a cooperative endeavor. Michigan State University cannot provide all of the learning experiences needed by the people of the state. All institutions--corporations, government and civil service units, primary and secondary schools, community colleges, vocational and technical schools, and universities--must seek appropriate places within a statewide lifelong education network. Each institution must respect the capacities and prerogatives of its fellows, implementing complementary programs for the greatest educational service to the widest possible audience.

. . . . .  
The scope of needs, demands, and problems is of such magnitude that interinstitutional cooperation and joint arrangement are essential to any effective response.<sup>20</sup>

In The Lifelong University, it is pointed out that efforts in Michigan of coordinating the organizations involved in lifelong education have not been fully successful:

Thus, while there is currently no mandatory system for coordinating postsecondary lifelong education programs and services, voluntary systems are making a significant effort to provide the necessary resources. Nonetheless, these systems sometimes compete, sometimes duplicate, and sometimes fail to

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<sup>20</sup>Wharton, Hesburgh, and Miller, Patterns for Lifelong Learning, pp. 112, 117.

provide the full range of opportunities needed by those who seek lifelong learning.<sup>21</sup>

Patterns for Lifelong Learning and The Lifelong University, while indicating the value of organizations working cooperatively, have warned of interorganizational conflicts that may arise.

On the community level, attempts have been made to bring order to lifelong education through the leadership of community school directors. Community school directors, or public school directors, are generally hired by a local public school system to implement community education within the community. Through the funding of the Mott Foundation, community education has been enhanced. LeTarte and Minzey provide an explanation of community education in their book, Community Education: From Program to Process:

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization.<sup>22</sup>

A community school director, while working to bring together a community's resources and problems, is involved

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<sup>21</sup>Task Force on Lifelong Education, The Lifelong University, p. 59.

<sup>22</sup>Clyde E. LeTarte and Jack D. Minzey, Community Education: From Program to Process (Midland, Mich.: Pendell Publishing Company, 1972), p. 19.



in efforts to get various organizations working together. However, a community school director, most often housed within a public school facility, is not a neutral organizer. Like many other administrators involved in education, a community school director's success is dependent on the number of educational activities offered and the monies generated from these activities. This results in community school directors being perceived as threatening to, or competitive with, other organizations that are offering educational activities. Therefore community school directors are hampered in their attempts to coordinate the educational activities offered by all the organizations within the community.

Educational brokerages have also been developed to work with the multitude of community organizations offering adult education activities. Educational brokerage agencies "serve as middlemen between adult learners and educational institutions and resources. They offer counseling, instructional, referral and advocacy services in varying combinations."<sup>23</sup> An example of an educational brokerage is the Regional Learning Service, which provides counseling to Central New Yorkers who want to change careers or

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<sup>23</sup>James M. Hefferman, Francis U. Macy, and Donn F. Vickers, Educational Brokering: A New Service for Adult Learners (Syracuse, N.Y.: National Center for Educational Brokering, January 1976), p. 2.



continue their education. Hefferman, Macy, and Vickers, in their book Educational Brokering: A New Service for Adult Learners, point out some of the factors that must be considered in any attempt to get organizations to work together:

1. The needs of each institution must be considered.

All of the institutions--colleges, businesses, social agencies--have their own needs, anxieties, agendas, position and link-ups in the power structure, and their own programs, personnel and roles, clientele and constituents. It is critical to be mindful of each of these elements.<sup>24</sup>

2. Each organization will want to know how it will benefit from working with other organizations.

The demonstration of the mutuality of benefits and the positive multiplier effects arising from such relationships is critical in establishing linkages. If institutions are approached in terms of their own needs and desires, and can see that the rendering of service--instructional, counseling, training--is beneficial to their own interests, usually the only remaining problems are logistical.<sup>25</sup>

3. The autonomy of each individual organization must be protected.

Likewise, one must guard against being perceived as threatening or competitive to existing institutions.<sup>26</sup>

4. Efforts at coordination of institutions should not be accompanied by a need for immediate changes within

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<sup>24</sup>Ibid., p. 41.

<sup>25</sup>Ibid., p. 42.

<sup>26</sup>Ibid., p. 43.

the organizations. There should not be an "attempt to promote immediately any large-scale or extreme changes in institutional operating practices as they relate to adult learners."<sup>27</sup>

This literature review has identified some of the adult education studies that have been conducted during the past 12 years. Many of these studies deal with the formal components of adult education--those activities undertaken for academic credit. The studies by Michigan State University, Striner, the National Labor Education Institute, and the American Council on Education all deal, at least in part, with formal programs. A description of some activities sponsored by noncollegiate organizations that are not for credit is provided by the National Center for Educational Statistics' investigation. However, the project failed to mention the educational activities that are sponsored by government, business, and labor. The P.E.C.A. Task Force report completed this review of studies into the tabulation of lifelong education activities, concluding that there are many organizations involved in lifelong education activities--with many of the organizations sponsoring similar programs. The Task Force emphasized the need for cooperation between organizations for the coordination of education activities. This can be

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<sup>27</sup> Ibid.



accomplished by an increased awareness by all organizations of what other groups are doing.

The literature review, indicative of the condition of research, has described investigations into lifelong education either on an organizational level or on a national level. Little research has been done on the community level. Little has been done to coordinate successfully the educational activities of the various organizations. There has been little success in increasing the awareness and coordination of community organizations regarding local lifelong education activities. The P.E.C.A. Task Force Report, The Lifelong University, and Patterns for Lifelong Learning have stressed the overriding need for organizations to work together for the most effective planning and financing of lifelong education. Community education and educational brokerages were mentioned as two systems that have made some attempt, but not completely successfully, to systematize adult education. Hopefully this study, by testing and developing a method for inventorying the lifelong education activities of a community's organizations, can assist in increasing the communication between organizations regarding lifelong education activities, therein moving one step closer to attaining a scheme for systematizing adult education.

Rationale for Research Design Used in A  
Method of Inventory for the Lifelong  
Education Activities in a Community

A review of the literature that deals with the type of research design used by the Institute for Community Development--participatory exploratory research using the open-ended questions in the interviewing process--will provide the researcher with an insight into the reason for its selection and the conditions conducive to the design's greatest effectiveness.

Developing and evaluating methodologies is a function of social research described by Selltitz, Wrightsman, and Cook in their book, Research Methods in Social Relations:

One of the functions of social research is to develop and evaluate practices, concepts, and theories of social relations and to develop and evaluate methodologies that test these practices, concepts, and theories--in short, to know the limits of one's knowledge and keep pressing against them. Yet social research may be entirely practical in its function: the desire may be to know for the sake of being able to do something better or more efficiently.<sup>28</sup>

Evaluating methodologies falls within the formulative or exploratory function of social research, wherein a researcher's general goal is to obtain a greater understanding of a phenomenon. Other functions of social research include descriptive studies for accurately

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<sup>28</sup>Claire Selltitz, Lawrence Wrightsman, and Stuart Cook, Research Methods in Social Relations, 3rd ed. (Toronto: Holt, Reinhart, and Winston, Inc., 1976), p. 7.



describing the characteristics of a specific individual, situation, or group; descriptive studies for determining the frequency with which something occurs; and causal hypotheses studies for testing a hypothesis of a causal relationship between variables.<sup>29</sup>

Descriptive studies are sometimes conducted through participatory research. Margaret Mead, in her article, "Research With Human Beings: An Anthropological Model," emphasizes the value of participatory research by pointing out that research with people is most successful when the participants are involved in the research process. Mead arrived at this conclusion by comparing social science research with her anthropological research. Throughout the article she emphasizes the importance of human respect. She points out that a "principal imperative is the enjoined respect for the people among whom we work, as members of the human race comparable in abilities and dignity with our own. . . ."<sup>30</sup>

Several key points in her message are:

1. The researcher must convince the subjects that his intentions are friendly, and the difficulties he may cause are in some way compensated for by benefits.<sup>31</sup> The

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<sup>29</sup>Ibid., p. 90.

<sup>30</sup>Margaret Mead, "Research With Human Beings: An Anthropological Model," Daedalus 98 (Spring 1969): 363.

<sup>31</sup>Ibid., p. 362.



researcher must be sure that the subjects share the researcher's belief in the value of the outcome of the study.

2. Subjects are much more likely to provide accurate reports on information that is specifically related to themselves:

The ability to give introspective reports on one's own state might be found to be greatly in advance of the ability to deal with the descriptive materials that lack personal relevance.<sup>32</sup>

3. Researchers have a responsibility for the effects of publication of any of the data they collect.<sup>33</sup> How the research findings are interpreted and how they are used must be considered.

4. Participation in the research method may be educational:

We can begin to think of participation in scientific research as a form of education for students and a form of responsible citizenship activity for adults. If all participation is voluntary and treated as a privilege, if participants in the research are given adequate information on the purposes for which the experiment is made, and the results which come from their participation, this can have profound repercussions in the whole public understanding of science.<sup>34</sup>

Bud Hall, Research Officer with the International Council for Adult Education, echoes Mead's support of

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<sup>32</sup>Ibid., p. 363.

<sup>33</sup>Ibid., p. 364.

<sup>34</sup>Ibid., p. 373.



participatory research in his article, "Participatory Research: An Approach for Change." Hall warns adult educators that:

. . . the dominant research methods in use and the ones being picked up as adult educators begin to do more and more research are alienating, inaccurate as a means of identifying needs, and see some adults as marginal or incapable of articulating their own needs. Research in adult education is at an early stage of development. Within this specialization we still have time to select research approaches that suit us uniquely and thereby keep us one step ahead of other social sciences now going through the throes of discarding an antiquarian pursuit.<sup>35</sup>

In giving this warning, Hall points out some of the shortcomings of the traditional research methods, and concludes, like Mead, by recommending and describing the principles of participatory research. Some of the shortcomings that researchers should evade:

1. The survey research approach often oversimplifies social reality and therefore becomes inaccurate. For example, the responses to forced choice survey questions are often quite inaccurate due to respondents being forced to select an answer when none is appropriate. Oversimplification of reality is also often obtained by presenting a static picture of reality with neither a past or future. "The very fact that the survey is ahistorical is a severe limitation; social change is a continuous process."<sup>36</sup>

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<sup>35</sup>Budd Hall, "Participatory Research: An Approach for Change," Convergence 8,2 (1975): 28.

<sup>36</sup>Ibid., p. 26.

2. Survey research is often alienating and oppresses the subjects. Researchers assume an omniscient image wherein they perform the experiment "on" the subjects.

3. Survey research, through this process of alienating the subjects, "has little likelihood of creating the active and supportive environment essential for change."<sup>37</sup>

4. Survey research methods are not consistent with the principles of adult education wherein there is an inherent respect for adults and their ability to express their needs and to learn.

Hall claims that "the development of participatory methods are at an early stage,"<sup>38</sup> making it impossible to provide a step-by-step description. However, some of its principles may be identified:

1. There is a hidden curriculum in the way a research process is carried out and one needs to be conscious of that fact. . . .
2. A research process should be of some immediate and direct benefit to a community and not merely the basis for an academic paper. . . .
3. A research process should involve the community or population in the entire research project from the formulation of the problem to the discussion of how to seek solutions and the interpretation of the findings. . . .
4. If the goal of the research is change, then the research team should be composed of representatives of all elements in the situation that have a bearing on the change. . . .
5. The research process should be seen as part of a total educational experience which serves to

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<sup>37</sup>Ibid., p. 27.

<sup>38</sup>Ibid., p. 28.

- establish community needs, and increase awareness and commitment within the community. . . .
6. The research process should be viewed as a dialectic process, a dialogue over time and not as a static picture from one point in time. . . .
  7. The object of the research process, like the object of the educational process, should be the liberation of human creative potential and the mobilization of human resources for the solution of social problems.<sup>39</sup>

Selltiz, Wrightsman, and Cook support the messages of Mead and Hall when they point out that it is often simplest and most economical to obtain facts by going directly to the people who know them.<sup>40</sup> A large proportion of questionnaires and interviews are used for obtaining such facts.

While questionnaires and interviews may both be used, several advantages to the interviewing process are cited:

1. A large proportion of the population is illiterate, thereby inhibiting their response to a written questionnaire. For those who are literate, "the burden of writing or of maintaining interest is great enough to limit the number of questions that may be asked and the fullness of the responses."<sup>41</sup>

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<sup>39</sup>Ibid., pp. 28-30.

<sup>40</sup>Selltiz, Wrightsman, and Cook, Research Methods in Social Relations, p. 300.

<sup>41</sup>Ibid., p. 296.



2. Interviews generally yield a higher rate of response as many more people are willing to participate when all they have to do is talk.

3. The interview process provides greater sensitivity to misunderstandings by respondents. An interview can ensure that the respondent understands the questions clearly before responding. The flexibility of an interview is a superior method for exploring areas where there is little basis for knowing what questions to ask or how to formulate them.

4. Interviews are a useful method for revealing emotional sentiments that may not be perceived in the respondent's written response.<sup>42</sup>

While recognizing the advantages of the interview process, researchers must keep in mind that reported facts may possess certain degrees of error. A study by Parry and Crossley in 1950 indicated that "memory is fallible for nonrecurring events, for events in the distant past, for events of little interest, for events difficult to comprehend."<sup>43</sup> Errors may also encroach upon facts for reasons other than the respondent's memory. The respondent's motivation must also be considered. Studies by Cannel and Kahn in 1968 pointed out that information that

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<sup>42</sup>Ibid., pp. 296-298.

<sup>43</sup>Ibid., p. 301.

is not readily accessible to the respondent may not be reported as the respondent may not put forth the effort to gather the facts.<sup>44</sup>

Borg and Gall also provide some words of caution for researchers using the interview process:

Eagerness of the respondent to please the interviewer, a vague antagonism that sometimes arises between the interviewer and the respondent, or the tendency of the interviewer to seek out answers that support his preconceived notions are but a few of the factors that may contribute to biasing of data obtained from the interview. Another problem of the interview method . . . is that considerable training is required before the individual can successfully carry out an interview study.<sup>45</sup>

Possible biases and the need for interview training are clearly two conditions of which researchers must be aware.

Caution must also be taken with interview studies in regard to uniformity. Selltitz, Wrightsman, and Cook warn that the personalities of different interviewers may affect the measurement situation. Individual interviewers may also vary in their performance from one interview to the next.<sup>46</sup>

Within the interview process, the amount of structuring of questions can vary. Interviewers may present

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<sup>44</sup>Ibid., p. 301.

<sup>45</sup>Walter Borg and Meredith Gall, Educational Research: An Introduction, 2nd ed. (New York: David McKay Company, Inc., 1971), p. 213.

<sup>46</sup>Selltitz, Wrightsman, and Cook, Research Methods in Social Relations, p. 298.

fixed-alternative answers or they may leave the respondents free to answer in their own words. Selltiz, Wrightsman, and Cook caution that respondents are more likely to understand the meaning of the question when alternative replies are provided. They point out that, with open-ended questions, it may be necessary to clarify words whose meaning may not be known to all respondents, and it may be necessary to clarify concepts that the respondents are not familiar with.

Therefore, open-ended questions are called for when the issue is complex, when the relevant dimensions are not known, or when the interest of the research lies in the exploration of a process or of the individual's formulation of an issue.<sup>47</sup>

Mead and Hall have emphasized the value of participatory research when dealing with people. Interviewing with open-ended questions can be effectively used in this type of research, according to Selltiz, Wrightsman, and Cook, and Borg and Gall. The conditions for the most effective use of this design have been described in this section.

#### Summary

A selected review of literature pertinent to this study was conducted. The review was directed at three topics: the characteristics of lifelong education,

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<sup>47</sup>Ibid., p. 316.

studies of noncollegiate lifelong education activities, and research describing participatory exploratory research.

The following propositions were drawn from this review:

1. Lifelong education emphasizes the education of people throughout their life-span. One component of lifelong education is adult education. Formal, nonformal, and informal patterns of education are used in lifelong education.

2. The preponderance of recent studies analyzing adults' lifelong education activities has centered upon investigations into individual organizations and the national scene. Little attention has been given to the tabulation of activities sponsored by the host of organizations on the community level.

3. Organizations are working independently of one another in their efforts to provide educational activities for adults. This seems to be due, in part, to a lack of awareness of what other organizations are doing, coupled with a fear of losing organizational autonomy.

4. Little research has been done to develop a process for efficiently gathering information about lifelong education activities within a community. Identification of a survey process for tabulating local adult education activities could assist a community by providing:

a. a complete inventory of lifelong education activities to interested adult learners.

b. a tabulation of all the community's adult education activities which could assist organizations in better planning and financing of educational activities.

c. a community project involving a variety of organizations. Having organizations cooperatively participate in this activity may serve as an example of the benefits arising out of cooperation between organizations. Such an example may act as an impetus for further cooperation to maximize the educational opportunities of the community.

Chapter II has described various reports dealing with lifelong education and the host of organizations that sponsor lifelong education. The chapter has also included a section describing survey methodology. Combining the reports dealt with in the survey methodology section with the reports describing lifelong education provides the background for the purpose of this study--the development of a survey method to tabulate the lifelong education activities of a community.



## CHAPTER III

### SURVEY METHOD

#### Introduction

The primary purpose of this study was to test and refine the survey method described in A Method of Inventory for the Lifelong Education Activities in a Community.

A Method of Inventory for the Lifelong Education Activities in a Community is a 12-page monograph describing a procedure by which the lifelong education activities and needs of a community can be periodically identified and described. Although the monograph describes the procedures for inventorying needs as well as activities, this study concentrated mainly on the method of dealing with a community's existing lifelong education activities.

The method was developed in 1976 by a team of researchers at the Institute for Community Development at Michigan State University. The method provides communities with a procedure by which non-formal and non-credit educational activities, as well as the formally accredited post-secondary educational programs, can be identified and described. Basically the method focuses on interviewing representatives from various community organizations and asking them to provide information about what their

organization, and similar organizations, are doing in regard to lifelong education.

This chapter briefly describes the research design, definitions, and survey methodology that was developed by the Institute for Community Development. For a more detailed description see Appendix A.

### Research Design

The research design emphasizes collecting information from the organizations that sponsor lifelong education activities, rather than from individuals who have participated in educational programs. The reasons cited for selecting the organizational approach were:

1. In adult education, there are more participants than there are sponsoring organizations. Data collection can therefore be simplified by interviewing representatives of the sponsoring organizations rather than attempting to interview the infinite number of participants.

2. Organizations' existence within a community is more stable than that of participants. Community residents tend to participate in programs sporadically, thereby moving in and out of the role of participants. This could provide researchers with difficulty in obtaining a stable reading regarding who are participants. People also tend to be more mobile today--moving in and

out of communities quite regularly. Information collected from these people would provide researchers with a picture of today's educational program--but would have little stability for indicating the past or future of the community.

3. It is organizations that develop, sponsor, and conduct educational activities. A study conducted by Brent Poulton in 1975 indicated that 72.6 percent of the adult education activities were under the auspices of community organizations.<sup>1</sup> Therefore these organizations should be able to provide accurate and complete information regarding their adult education activities.

It is for these reasons that the research design focuses upon gathering information from a community's organizations.

There are many organizations in a community. Organizations can be grouped into clusters, with the organizations within each cluster having a common focus of interest. The research design is based on the assumption that organizations with similar functions are aware of each other's educational activities. In order to obtain a comprehensive inventory of educational activities,

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<sup>1</sup>Brent Poulton, "The Relationship of Adults' Participation in Continuing Education Activities to Certain Demographic Characteristics, Orientation Toward Learning and Orientation Toward Continuing Education Institutions" (Ph.D. dissertation, Michigan State University, 1975), p. 85.

it is not necessary to collect information from every organization within a community. Collection of information from several representatives from each cluster should be sufficient to describe the activities within each focus of interest.

### Definitions

The meanings of some terms are specified in A Method of Inventory for the Lifelong Education Activities in a Community:

Lifelong educational activity--"a planned and regularly scheduled--usually non-credit--curriculum, course, workshop, class, conference, or program for participants 18 years or older."<sup>2</sup>

Interest sector--a cluster of organizations within a community that have a common focus of interest.

Other words that may need clarification include:

Community--Samuel Hand in his article, "Identification of Needs and Resources," provides some insight into the meaning and purpose of a community:

. . . It would seem that a community would involve enough people to enable it to function as a unit; that it would have a geographic locus and a historic past that involve a sufficient number and variety of want-satisfying agencies to enable its members to live a large part of their routine existence within the

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<sup>2</sup>Wendy Coles et al., A Method of Inventory for the Lifelong Education Activities in a Community (East Lansing: Michigan State University, Institute for Community Development, 1976), p. 1.

locality if they so desire. The community itself would be an object of thought and feeling on the part of its members, and it would possess the ability to act in a corporate capacity to preserve its existence.

Thus it would seem that a community has a life of its own, that it is in fact more than the sum of the people who make it up. It may have needs, the same as people have needs. And adult education can be the instrumentality by which many community as well as individual needs can be served.<sup>3</sup>

Sponsoring group--a body of organizations that collectively agree to be responsible for the planning, implementation, and completion of the survey to identify the lifelong education activities of their community.

Professional association--an organized body of persons engaged in a similar activity as a source of their livelihood. Examples of professional associations include the Michigan Education Association, Manufacturers Association and the Jackson Association of Life Underwriters.

Organization--a number of persons or groups having specific responsibilities and united for some purpose or work. Broom and Selznick, in Sociology: A Text With Adapted Readings, discuss some further characteristics of an organization:

Whatever its special purpose, every organization attempts to coordinate the activities of human beings.

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<sup>3</sup>Samuel Hand, "Identification of Needs and Resources," in Administration of Continuing Education: A Guide for Administrators, ed. Nathan C. Shaw (Washington, D.C.: National Association for Public Continuing and Adult Education, 1969), p. 142.

Therefore, organizations have a number of common characteristics. . . .

1. Provide incentives to its members so as to win and sustain their participation;
2. Set up an effective system of internal communication;
3. Exercise control so that activities will be directed toward achieving the aims of the organization;
4. Adapt itself to external conditions that may threaten the existence of the organization or its policies, that is, maintain security.<sup>4</sup>

Examples of organizations include the Consumers Power Company, Foote Hospital, Ella Sharp Museum, and the Dodge Pharmacy.

#### Methodology

A Method of Inventory for the Lifelong Education Activities in a Community divides the survey method into seven major steps.

Step 1 is establishing a sponsoring group. It is recommended that this group include organizations whose major function is education as well as organizations that may be involved in educational programs but that do not perceive it as their primary function. It is also recommended that the sponsoring group include organizations that assume a coordinating role within the community, such as the local newspapers, chambers of commerce, and professional associations.

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<sup>4</sup>Leonard Broom and Philip Selznick, Sociology: A Text With Adapted Readings, 4th ed. (New York: Harper and Row, Publishers, Inc., 1968), p. 194.

Step 2 requires that the sponsoring group identify what kind of information they wish to collect about their community's lifelong education activities. The methodology, while indicating that this should be geared to each sponsoring group's specific needs, suggests that the following type of information could be collected for each identified lifelong education activities: the title of the activity, a program description, the location and time of the activity, the level of training provided, the length of each session and the length of the program, the provider of the program, and the costs and admission requirements.

It is also suggested in Step 2 that the sponsoring group give the study certain boundaries. A time boundary is recommended, whereby only those activities that are held at least once a year are tabulated. A geographic boundary is also recommended. This specifies that only those activities conducted within certain geographic boundaries are listed.

Step 3 is identifying the community's interest sectors and the organizations within each interest sector. The sponsoring group should identify a list of interest sectors and community organizations with the aid of such local directories as the yellow pages in the telephone book, and compiled lists of community organizations that are found in the library. Professional associations may

also be helpful as they often keep records of member organizations and support organizations. The sponsoring group is encouraged to use their own initiative and insight into their community at this step, as many organizations--although important to the community and this study--may not be identified in the most common directories. For example, the Chamber of Commerce, Jaycees, and Kiwanis are often not cited in the telephone white pages.

Having completed the list of interest sectors and the major organizations within each interest sector, a key person within each organization is identified. It is recommended that these people be the chief executive officers of the organizations--thereby having the authority to speak for the organization, as well as having a general understanding of the whole organization and its operation.

Step 4 describes the mechanics of gathering the data. Two schedule forms are used:

Schedule I--is used by the respondents to record the lifelong education activities that are provided by their organization.

Schedule II--is used by the respondent to record the lifelong education activities that are provided by other organizations within the interest sector to which the respondent's organization belongs.

A cover letter, explaining the survey, should accompany the schedules that are given to the respondents.



Rather than having to include printed instructions on how to fill in the schedules, it is recommended that the interviewers complete the schedules with the respondents.

The team of interviewers should include the representatives of the sponsoring group. If more interviewers are needed, other persons who would provide credibility to the study may be included. A training session should be provided for the team of interviewers. During this session, the interviewers can practice the interviewing process as well as receive their assigned interest sectors. It is recommended that persons be assigned to interest sectors with which they are familiar.

Step 5 describes the activities of the interviewers. Each interviewer, equipped with a list of organizations for a particular interest sector, should begin meeting with the key people in each organization. Upon first meeting with each respondent, the interviewer should explain the purpose of the study, the sponsors, the means by which the respondents were selected, and the method to follow in filling out the schedules. The interviewers should assure the respondents that a final draft of the collected data will be sent to them for verification, and that none of the information will be released to the general public without the consent of the related organization.



The interviewers should then, together with the respondent, fill in the survey schedules. If it is necessary to leave the forms to be completed by the respondent, arrangements should be made to pick them up the following day.

The interviewers should continue identifying and meeting with organizational representatives until no new activities are mentioned and respondents are merely repeating activities that have already been recorded.

Upon completion of all the interviews within their interest sector, the interviewers should consolidate the information that they have received into a master listing, wherein the most concise and accurate data for each activity are recorded. The organizations and their activities should then be arranged in alphabetical order. The master list for each interest sector should, upon its completion, be submitted to the central collection center.

Step 6 is the activity of the central collection center where all the master lists are compiled into their final form--a community-wide inventory of lifelong education activities. When the inventory appears somewhat completed, relative to the information that has been collected, copies of this tentative inventory should be printed and distributed to the responding organizations. A letter should accompany the tentative schedule, asking

each organization to verify the accuracy of the information pertaining to their organization and to provide any corrections if necessary. A request form for publication of the data should also accompany the material. (See page 8 of Appendix A.)

Upon return of the letters from the respondents, corrections can be made on the tentative inventory. Activities should be deleted if consent for publication was denied. The inventory is then ready for publication and public use.

Step 7 is the dissemination of the collected information to the members of the community. Several suggestions are given as means of publicizing the information:

1. A weekend supplement to the local newspaper could list and describe all the lifelong education activities.

2. Additional copies of the supplement could be available to the public through such local organizations as churches, banks, chambers of commerce, etc.

3. Radio, television, and other communication media should also be considered.

In a final note, the monograph points out that consideration should be given to updating the material on a regular basis. If this were done on a yearly basis, little effort would be required. It would merely involve

providing the organizations with an opportunity to update their information, revising and/or deleting from the basic information. This could be handled with little manpower through a mailing process.

### Summary

This chapter provided an overview of the research design, definitions, and survey methodology that is detailed in A Method of Inventory for the Lifelong Education Activities in a Community.

The research was designed to collect information about lifelong education activities from representatives of community organizations. Members of the community participate as collectors and providers of the desired information.

The seven major steps of the methodology were outlined: members of the community are identified to sponsor and conduct the survey, the desired information and the responding organizations are identified, the method of data collection is agreed upon, and then the data are collected, tabulated, and disseminated.

## CHAPTER IV

### IMPLEMENTATION OF SURVEY METHOD

#### Introduction

The primary purpose of this study was to test and refine the survey method described in A Method of Inventory for the Lifelong Education Activities in a Community.

This chapter provides a description of the community where the survey method was tested and how it came to be selected. This is followed by a description of how the methodology, as described in Chapter II, was applied to the community.

#### Selection of a Community

A variety of factors led to Jackson County being selected as the community where the study was conducted.

Of prime importance was the community's interest in the study. Two community organizations--Jackson Community College and Spring Arbor College--took the initiative to approach the researcher and indicate that they were interested in having the study conducted in their community. The organizations were already somewhat familiar with the methodology as the Institute for Community Development, while developing the methodology, had

conducted their pilot project in Jackson County. The organizations confirmed their commitment to the study by offering financial support to the researcher as well as the manpower to serve as the team of researchers.

Extended community support was confirmed through letters from the Greater Jackson Chamber of Commerce and the Jackson Intermediate School District. (See Appendix B.) Possible financial support was indicated by the Jackson Foundation. (See Appendix C.) At the commencement of the study the Foundation was unwilling to commit itself to a particular sum, however indicated that it would consider providing funds for distribution of the information once it was collected.

The easy accessibility of Jackson County to East Lansing, the home of Michigan State University, also influenced the researcher's decision to conduct the study there. Jackson is 37 miles south of the Michigan State campus.

Therefore it was decided that Jackson County would be the community used to test the method developed by the Institute for Community Development.

The Institute for Community Development, having originally developed the methodology through a small pilot project in Jackson County, expressed interest in supporting the testing and revision of the method in the Jackson community. Therefore the Institute for Community

Development supported the researcher by providing her with a graduate assistantship, an office, secretarial assistance, and professional consultation.

#### Jackson County

Jackson County has an area of 698 square miles and a population of 143,274. Adults, 18 years and older, make up 63.7 percent of the population. The median level of educational attainment for persons 25 years of age and older is 12.1. Of those persons 25 years and older, 2.7 percent have completed less than 5 years of school, 52.2 percent have completed at least 4 years of high school, and 7.6 percent have completed 4 or more years of college.<sup>1</sup>

Jackson County has 296 manufacturing establishments, with 111 of them having 20 or more employees. Manufacturing establishments employ 35.7 percent of the work force, wholesale and trade employ 19.4 percent, industrial services 5.3 percent, industrial educational services 7 percent, construction 4.3 percent, government 12.3 percent, professional and managerial 20.9 percent, sales and clerical 22.8 percent, and 14.4 percent as craftsmen, foremen, and kindred workers.<sup>2</sup>

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<sup>1</sup>U.S. Bureau of the Census, County and City Data Book 1972 (A Statistical Abstract Supplement) (Washington, D.C.: Government Printing Office, 1973), p. 235.

<sup>2</sup>U.S. Bureau of the Census, 1972 Census of Manufacturers, Vol. 4, Area Series, Part 1 (Washington, D.C.: Government Document Publishing Service, 1973).

### Schedule of Survey Implementation

The following procedures were applied to Jackson County.

Step 1: establishing a sponsoring group, was completed in August, 1976. Having Jackson County serve as the community in the Institute for Community Development's original pilot project influenced this step.

The sponsoring group for the pilot project had been Jackson Community College, Spring Arbor College, Jackson Intermediate School District, and Michigan State University. The representatives from the organizations of the original pilot project were convened. They indicated their desire to continue the sponsoring group as it had been in the pilot project. The group members varied in their reactions to the recommendations outlined in A Method of Inventory for the Lifelong Education Activities in a Community:

The sponsoring group should include the wide range of organizations that deliver educational programs--including local educational institutions--and/or use educational programs. In addition, the sponsoring group should also include representatives from community coordinating organizations, such as the local newspaper, chambers of commerce, professional associations, etc.<sup>3</sup>

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<sup>3</sup>Wendy Coles et al., A Method of Inventory for the Lifelong Education Activities in a Community (East Lansing: Michigan State University, Institute for Community Development, 1976), p. 1.

Several persons indicated that a large number of representatives in the sponsoring group would serve as an obstacle to completing the project. Opinion on how small the group should be varied. Several indicated that they believed the study should be sponsored solely by the educational institutions, whereas some others expressed the desire to have some industrial representatives in the sponsoring group. The diverging opinions were reconciled and the sponsoring group was established as it had been for the original pilot project. It would continue to be called the Jackson County Education Consortium, consisting of Jackson Community College, Spring Arbor College, Jackson Intermediate School District, and Michigan State University. It was agreed to continue to identify Jackson Intermediate School District as a member of the sponsoring group, although no representatives took an active part in the sponsoring group.

Step 2: identifying the information desired, aroused little discussion in the sponsoring group. The group appeared willing to conduct the survey based on the suggestions given in A Method of Inventory for the Lifelong Education Activities in a Community.

A time boundary and geographic boundary were established. It was agreed to include only those lifelong education activities that were held within Jackson County, and that were offered at least once a year.

Jackson Community College appointed the Vice-President of Academic Affairs as their representative in the sponsoring group, while the Assistant Dean of Academic Affairs represented Spring Arbor College.

Step 3: identifying the respondent organizations, was conducted by the sponsoring group during several working sessions in September. Several interest sector listings were first presented to the group by the researcher. This original list of interest sectors was identified through the use of the Jackson County telephone directory's yellow pages. (See Appendix D.) The group began identifying organizations that could be grouped within these categories. Through this process, the sponsoring group began to identify and add interest sectors that had been omitted. Materials used to assist in this process included Jackson County: Social Resources Directory and Jackson, Michigan: Manufacturers. The group eventually agreed upon 17 interest sectors, with the business sector further divided into 7 subsectors.

Although it was not outlined in A Method of Inventory for the Lifelong Education Activities in a Community, the Consortium found it necessary to provide some restrictions or guidelines for identifying the organizations within each sector. To identify all the organizations in the community would be a never-ending job. Therefore it was agreed to attempt to select those organizations that

the group speculated would be most likely to offer life-long education activities, and would tend to know something about the activities of the other organizations in their interest sector. These organizations were identified as the "key organizations" within the interest sector. The group characterized key organizations as often tending to be the larger organizations within the interest sector. Included within their definition of key organizations were associations of organizations where there is a collectivity of several organizations into one organizational unit (for example, the Manufacturer's Association consists of many manufacturing organizations).

Step 4: identifying the survey method, included preparing the printed materials to be used in the collection of the data, and training the interviewers. In both cases, the group closely followed the recommendations outlined in A Method of Inventory for the Lifelong Education Activities in a Community.

Two types of schedule forms, which were to be used for collecting information regarding lifelong education activities, were printed on legal-size paper. Both forms differed in color. The forms were stapled together in order to facilitate their distribution. A cover letter was written by the researcher to accompany the schedule forms. (See Appendix E for copies of the forms and letter.)

A team of 20 interviewers was obtained from Jackson Community College and Spring Arbor College. The presidents of each college assigned the interviewing task to 10 of their administrators. A Method of Inventory for the Lifelong Education Activities in a Community was given to each prospective interviewer. (See Appendix F for a list of the interviewers and their positions within their colleges.)

A training session was held on October 26 for all interviewers. The agenda for the session was prepared by the researcher with the support of the Consortium members. (See Appendix G for a copy of the agenda and the materials distributed to the interviewers.) Included in the agenda were some general comments regarding the study by one of the Consortium members. This was followed by a short explanation of the theory underlying the methodology by Dr. Robert Anderson, Acting Director of the Institute for Community Development. The researcher then reviewed with the interviewers the steps they would follow in gathering the information. This process included reviewing the significance of the study, definitions of terms in the study, the study's time schedule, and the types of activities included in lifelong education. Discussion and role playing were used to clarify the process. At the close of the session, the interviewers were

given their assigned interest sectors and the names of the organizations to begin contacting.

Step 5: collecting the data, was the interviewers' activities in the community. Each interviewer was to follow the process described as Step 5 in A Method of Inventory for the Lifelong Education Activities in a Community. It was found that each interview lasted approximately one hour in length. On the basis of representatives from 112 organizations being contacted and interviewed, three weeks of interviewing or 120 man-hours should have been sufficient time to complete Step 5 of the survey. The interviewers agreed with the suggestion made at the training session that each college's representative to the survey's sponsoring group would collect the material from the interviewers. The collected material would then be picked up by the researcher on November 24, 1976.

Step 6: the process of tabulating the information into one master listing, was assigned to the researcher. In spite of the time line set, the researcher received the first package of completed schedules from Jackson Community College on December 14. The last schedule forms to be submitted to the researcher came from Spring Arbor College on April 18, 1977.

The researcher followed the process outlined in A Method of Inventory for the Lifelong Education Activities in a Community in order to tabulate the information that

had been gathered on the schedule forms. All the collected material on the survey forms required editing in order to make the style of terminology consistent in the descriptions of all activities. Any information that was missing for an activity was found in printed brochures that had been submitted, or by correspondence through the mail or by telephone with the sponsoring organization. Approximately 30 percent of the survey forms were submitted with information missing. (See Appendix H for a sample of the letter that was sent to organizations whose information was not complete.) The completed data were then arranged alphabetically according to interest sectors, organizations, and activities. With the editing, mailing, and re-editing (based on revisions received in the mail), Step 6 required approximately three weeks of work by the researcher.

At this point in the study, the procedure slightly varied from the process described in A Method of Inventory for the Lifelong Education Activities in a Community. The collected material was printed in a spiral-bound book entitled What's What in Jackson County: Jackson County Lifelong Education Activities and Needs. Included in the book is a note by the researcher acknowledging the work of the interviewers, the sponsoring group, and the participating organizations. This is followed by an introduction that gives the background and purpose of the study, while

explaining that the book is an unrevised draft copy of the collected information. The main section of the book then follows, with 44 pages listing 284 lifelong education activities. The pages are the same size, and follow the same format, as the original schedule forms used during the interviewing process. Keeping the pages similar to the schedule forms eases the process of making revisions. An appendix to the book provides an alphabetical listing of the 112 participating organizations, and where the information that each organization provided can be found in the book. (See Appendix I for a copy of the book.)

What's What in Jackson County was distributed through the mail to all the participating organizations. The mailing included a letter thanking the organizations for participating in the survey and asking them to assess the survey process and the book. (See Appendix J for a copy of the letter and Appendix K for a sample evaluation form.) A copy of the letter and survey material was also sent to each interviewer. An evaluation form for the interviewers was included in their mailing. (See Appendix L for a copy of this form.) In order to make the survey more personal and to encourage people to respond, a personal note was hand-written in red ink on each letter mailed. All mailings included a self-addressed stamped envelope to be used for returning the evaluation forms.

Four weeks later a follow-up postcard was sent to all organizations and interviewers who had not returned their evaluation forms. (See Appendix M for a sample of the postcard.)

### Summary

This chapter described how A Method of Inventory for the Lifelong Education Activities in a Community, as it was outlined in Chapter III, was implemented within the community of Jackson County.

The sponsoring group, the Jackson County Education Consortium, used a team of 20 interviewers to collect information regarding lifelong education activities from the organizations within the community. The data were then compiled and printed in What's What in Jackson County: Jackson County Lifelong Education Activities and Needs.

A copy of the book was then sent to all participating organizations and interviewers. This was accompanied by a form to be used by the participants to evaluate the survey process and the survey product, What's What in Jackson County.

## CHAPTER V

### EVALUATION OF SURVEY PROCESS AND PRODUCT BY THE INTERVIEWERS, ORGANIZATIONAL REPRESENTATIVES, AND THE RESEARCHER

#### Introduction

The primary purpose of this study was to test the survey method described in A Method of Inventory for the Lifelong Education Activities in a Community.

This chapter describes the reactions of the survey participants to the survey process and to the data that were compiled through the survey process. All participants received a copy of the compiled data as they were printed in What's What in Jackson County: Jackson County Lifelong Education Activities and Needs.

Included in the chapter are the reactions of the researcher, the interviewers, and the representatives of the participating community organizations. The reactions of the interviewers and the organizations' representatives were collected through mailed evaluation forms.

#### Evaluation by Interviewers

The team of interviewers consisted of 10 administrators from Jackson Community College and 10 administrators

from Spring Arbor College. Responses were received from all of the interviewers from Jackson Community College. At Spring Arbor College, 8 of the 10 responded; 1 had moved on to another job and 1 did not return his evaluation form to the researcher. Therefore a 90 percent response was received from the interviewers. The following will describe the types of reactions to the survey given by the interviewers on the evaluation forms. (See Appendix L for a copy of the evaluation form for the interviewers.)

All of the responding interviewers indicated that the compiled data in What's What in Jackson County were the type of information they had expected to result from the survey process. Some of the comments that accompanied the "Yes" were:

Since your instructions were so clear, the finished project looks as I had anticipated.

Well organized for easy retrieval. It gives the information we started out to get.

Since all of the responding interviewers indicated a positive response to No. 1 of the evaluation form, there were no responses to No. 2.

The process of interviewing was indicated to be of value to 80 percent of the interviewers. Of those responding, 50 percent indicated that the process was good public relations for the college, 33 percent indicated that it was helpful in getting to know people, and

33 percent indicated that it provided them with a better understanding of the community. Those who responded negatively indicated that it was not of value because the interest sector that they interviewed was already an area with which they were familiar.

All responding interviewers indicated that their institution would have a use for this kind of information. The "Yes" was tempered slightly by one interviewer, the Dean of the Evening College at Jackson Community College, who responded "Perhaps." Use of the information as a reference guide was expressed by 27 percent of the interviewers. Other values of the information that were mentioned included use for curricular development, program evaluation for adults, increased understanding of the community, increased awareness of duplication of efforts, and use for developing cooperative programs with other groups.

The space on the evaluation forms for additional comments was used by 43 percent of the interviewers to congratulate and praise the researcher. Two examples of these responses are:

I enjoyed participating in the survey very much. It was well organized and conducted; a real tribute to you, Wendy.

- Lee Howser, Assistant to the President,  
Jackson Community College

You are to be congratulated for undertaking such a challenging task and have accomplished an important first step in aggregating the non-traditional educational opportunities available in this area.

- John Newby, Vice-President for Academic Affairs, Spring Arbor College

Another response pointed out the need for a method for keeping the compiled information updated. This response was given by Jackson Community College's Dean of the Evening College.

The interviewers indicated that the survey process was a useful opportunity for them to get to know their community, while it was also good for the colleges' public relations. Their comments on the survey product, What's What in Jackson County, have indicated that it will be useful to the colleges, particularly as a reference guide that can be used to refer clients to various educational programs and to identify gaps in existing educational programs.

#### Evaluation by Responding Organizations

Reactions were received from 58 percent of the participating organizations. All representatives of the participating organizations responded on the written evaluation forms sent through the mail, except for two who gave their responses by telephone.

Forty-eight percent of the responding organizations indicated that the information regarding their organization was complete and accurate. The information

was not perceived as correct by 17 percent of the respondents due to such things as changes in the person to contact, discontinued programs, and lack of sufficient details. Fifteen percent of the responding organizations indicated that this question (Question No. 1 on the survey form) was not appropriate due to their not sponsoring any lifelong education activities.

Use for this type of information was expressed by 72 percent of the responding organizations. Lack of use for the information was expressed by 20 percent of the responding organizations, while the remaining 8 percent indicated both "yes" and "no." Of those organizations that indicated a use for the information, 67 percent indicated use for it as a reference guide--for inservice training (police), for counseling clients, and for referrals. Use of the information to avoid duplication of efforts was indicated by 13 percent of the organizations, and use of the information as a guide to possible speakers was indicated by another 13 percent. Use of the information for contacting organizations for cooperative activities was indicated by 6 percent of the respondents. One organization indicated use of the information for verification of meeting government standards:

Pending legislation recently introduced in the State Legislature is requiring an upgrading in the training of security personnel. By our participating in this survey, your objective interviewer will indicate in

the report that ROLLINS already complies with and even surpasses the minimum standards which are proposed. We're proud of this fact.

- Rollins Guard Service, Inc.

The reasons that the information was not useful to some organizations varied. The Institute of Financial Education indicated that it was of no use "since we conduct our own classes and have our own instructors." One organization indicated that they were "aware of the information prior to the assemblage of this booklet," while another indicated that "our officers change each year and there seems to be no way to establish good continuity." The organizations that indicated both "yes" and "no" mentioned some use for the information as a reference guide, but indicated that this usefulness would be qualified by the costs of the guide.

The responses to the value of meeting with the interviewer varied. Value in participating in the survey process was expressed by 35 percent of the organizations responding, while 30 percent indicated the process was of no value to them. The remaining 35 percent of the respondents indicated that the question was not appropriate. In all three of these categories the comments were varied:

1. Eleven percent indicated that they did not meet with an interviewer personally, but were contacted by phone, through a secretary, and other indirect methods.

2. Nine percent indicated that the representative who responded was no longer with the organization.

3. Four percent indicated that there had not been a clear understanding of the purpose of the study.

4. Four percent indicated that the process was time consuming when there were other pressing problems.

Several constructive criticisms given by organizations included:

At time of interview, understanding was that only services in classes to general public be listed. This needs some clarification.

- Jackson Red Cross

This information would be useful and should be distributed when made more readable and attention holding. I mean this as constructive criticism. Try to lighten up the verbiage. Add illustrations and graphics. You might want to try a handier size. This would be feasible judging from all the white space. I make these suggestions based on my graphics and communications classes. Tailor this to your audience and it will prove to be a much needed, much used tool. How about a brief description of the nature of each agency.

- Jackson County Cooperative Extension

Belief that the information would be useful to the general public was expressed by 77 percent of the respondents. A "no" was indicated by 16 percent, while 7 percent indicated a "perhaps."

Belief that the information should be distributed to the general public was expressed by 67 percent of the responding organizations, while 24 percent indicated "no," and 9 percent indicated "perhaps."

The "no" and "perhaps" responses to usefulness of the information to the general public and distribution of the information involved mainly costs and inability to keep the information updated. Other responses indicated that the information should be made available to selected audiences:

It should probably be used by agencies which need to know of educational resources in Jackson County.

The information on courses available to the general public is regularly published by the providers. Information for sources with limited audiences is easily available to qualified individuals or organizations. I think the money required for publication could be better spent.

- Grooms Jewelry

The space on the evaluation forms for additional comments was used by many of the respondents. Samples of their comments, grouped according to common themes, follow:

1. General comments of praise were expressed:

Comprehensive; well-done; informative and helpful.

- Bethel Baptist Church

2. Usefulness of the information to newcomers

was mentioned by two organizations:

It is especially helpful in my opinion for newcomers to Jackson and general area. Perhaps, if it cannot be distributed for everyone, a copy should be distributed for every "Welcome Wagon" or "Newcomers Club" Representative who could then pass all pertinent information along to those they call upon.

- St. Johns Religious Education Program

3. Usefulness of the information for attracting

industry to the community was mentioned:

I feel that this survey can have even greater impact in attracting new people and industries to this area. We have an impressive educational opportunity range to choose from and people charged with the responsibility of attracting new industry and top people to the area should be made aware of this survey.

- Rollins Guard Service, Inc.

4. The awkwardness of the size and shape of

What's What in Jackson County was referred to by three organizations:

Physical size and shape of draft too large--should be reduced to 8½ x 11. Suggest double side copying to reduce number of pages required by half. Otherwise, very good.

- Jackson County Airport

5. The accumulation of a multitude of interest sectors brought reactions from one organization:

You might like to consider publishing smaller booklets of separate categories of educational activities.

- League of Women Voters

6. Dissemination of the information was commented upon by many organizations. Comments focused upon distributing the information to specific organizations rather than to the general public:

Information should be distributed to:

1. High Schools
2. Speakers Bureaus
3. Chamber of Commerce
4. Middle Schools
5. Counselors at high schools and Jackson Community College, hospitals, libraries, etc.

- Jackson District Dental Association

A book like this should be available at all schools, libraries, and career centers.

This booklet would be ideal for distribution to libraries, high schools, service clubs, industries, etc.

- Jackson Business University



Not sure that the general public really wants to know! Perhaps the information could be distributed to counselors and others who work with people on a one to one basis or small groups.

- WSAE Radio

7. A final comment by one respondent offered the researcher new areas to investigate:

. . . If you ever have the enthusiasm to do another I'd like to recommend Recreational and Cultural activities in Jackson County.

- Jackson Jaycees

The reactions of the organizational representatives have provided some corrections for the inventory of lifelong education activities. A use for the inventory was indicated by 80 percent of the organizations, with a small proportion of this percentage indicating that its usefulness would depend on the cost. The majority of organizations supported the idea of making the information available to the community. It was suggested by many organizations that distribution of the information through selected organizations, rather than to all individuals, would be most effective.

#### Researcher's Reactions

This section describes the reactions of the researcher to A Method of Inventory for the Lifelong Education Activities in a Community, as it was applied in Jackson County. The reactions are presented according to how they deal with central components of the survey methodology.

### 1. Sponsoring Group

Establishing a sponsoring group that was composed entirely of institutions sponsoring formal postsecondary education programs influenced the survey process. In some cases respondents were reluctant to share information about their organizations. This may have resulted from their assuming that the data were being collected solely for use by the educational institutions.

The selection of the college representatives to the sponsoring group also influenced the survey process. The representatives' personalities and positions within their institutions affected their performance. Jackson Community College's representative, the Vice-President for Instruction, worked most effectively throughout the study. This could not always be said for Spring Arbor College's representative, the Assistant to the Academic Dean. This representative mentioned, on several occasions, the awkwardness of his having to supervise administrators who were his superiors within the college setting.

### 2. Lifelong Education Activities

The survey methodology did not provide a concise definition of lifelong education activities. This resulted in respondents and interviewers making their own decisions --and not always similar--regarding whether to include activities that may be described as recreation, worship,



training, therapy, and enrichment. The definition also left interviewers uncertain as to whether they should record such activities as speaker forums, Sunday School classes, individual tutoring, and church sermons. Political parties' annual distribution of materials at the county fair could also be included within the present definition of lifelong education activities.

The survey methodology assumes that all lifelong education activities can be tabulated by contacting their sponsors--community organizations:

We have selected an organizational approach in this monograph because it is through organized systems that both formal and informal educational activities are developed, sponsored, and conducted.<sup>1</sup>

The findings of Poulton were used in the monograph to support this assumption. Poulton reported that 72.6 percent of the adult education activities were sponsored by community organizations.<sup>2</sup> What about the other 27.4 percent of education activities? Possibly this percentage would include the nonformal education activities that are not sponsored by organizations. Research by Allen Tough has

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<sup>1</sup>Wendy Coles et al., A Method of Inventory for the Lifelong Education Activities in a Community (East Lansing: Michigan State University, Institute for Community Development, 1976), p. 1.

<sup>2</sup>Brent Poulton, "The Relationship of Adults' Participation in Continuing Education Activities to Certain Demographic Characteristics, Orientation Toward Learning and Orientation Toward Continuing Education Institutions" (Ph.D. dissertation, Michigan State University, 1975), p. 85.



indicated that "about 70 percent of all learning projects are planned by the learner himself, who seeks help and subject matter from a variety of acquaintances, experts, and printed resources."<sup>3</sup> The methodology implemented in Jackson County fails to identify this type of activity, although the activity falls within the study's definition of lifelong education activity.

The establishment of a geographic boundary for the sponsors of lifelong education activities hindered the process of collecting all the lifelong education activities offered within the county. The boundary assisted in making the number of organizations interviewed manageable, but it eliminated the opportunity to investigate educational activities held within Jackson County that were sponsored by organizations from outside the county. Dale Carnegie Courses are an example of an activity that is provided within the county, but is not listed in the survey as it is sponsored by a Detroit-based organization.

### 3. Schedule Forms

The interpretation of the category, Length and When Offered, varied among respondents. Some responded

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<sup>3</sup> Allen Tough, The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning, Research in Education Series, No. 1 (Toronto: Ontario Institute for Studies in Education, 1971), p. 1.



with information pertaining to each individual session (i.e., 7-9 p.m., Mondays), while others provided information regarding each packet of sessions (i.e., 10 weeks, twice a year). The types of responses were not consistent throughout the survey.

The process of compiling the final master listing was complicated by not having the name of the interviewer on the schedule forms. This would have facilitated the researcher in contacting interviewers for clarification of some forms.

#### 4. Key Organizations

The survey method whereby key organizations provide information regarding their own organizations and other organizations within their interest sector was not effective. Rarely did respondents provide any information regarding other organizations. Several factors appeared to contribute to this:

a. Respondents' lack of awareness of what other organizations were doing educationally.

b. Respondents' lack of commitment to other organizations. Perhaps the message of Margaret Mead in Chapter II should be heeded:

The ability to give introspective reports on one's own state might be found to be greatly in advance of the ability to deal with the descriptive materials that lack personal relevance.<sup>4</sup>

c. Interviewers failing to ask the respondents to give information regarding other organizations in the interest sector.

Identifying and interviewing the key organizations assumed that these organizations were the organizations most likely to sponsor educational activities. Although this assumption may be correct, lifelong education activities sometimes may be sponsored by the smaller community organizations. The methodology failed to provide a system for these smaller organizations to have an opportunity to submit their activities for the inventory.

##### 5. Interviewers

The selection of top administrators from the colleges, while giving the survey prestige and legitimacy in the community, created some difficulties. Busy time schedules had to be worked around, resulting in some interviews not being completed until five months beyond the original deadline. Administrators' rankings within the colleges provided some awkwardness for the Assistant to the Academic Dean when he had to remind the College President to complete his interviewing. Administrators'

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<sup>4</sup>Margaret Mead, "Research With Human Beings: An Anthropological Model," Daedalus 98 (Spring 1969): 363.

easy access to secretarial assistance resulted in Spring Arbor College's Vice-President for Academic Affairs telling his secretary to collect the data by telephone.

Assigning interviewers to interest sectors with which they were somewhat familiar may have been detrimental to the survey. It appeared that in those cases where the interviewers believed they were familiar with the organizations and their activities, they failed to conduct a thorough investigation of the sector.

The responsibilities assigned to the interviewers appear to have been too large. The survey process, of having the interviewers use their own initiative to identify and contact organizations until no new activities are mentioned, was ineffective. Only in two cases did the interviewers identify additional organizations to interview. The survey process of interviewers consolidating all the information they have collected into one master listing for the interest sector was not effective. In most cases the interviewers merely forwarded their original survey forms to the researcher.

#### 6. Dissemination of Information

The responsibility for dissemination of the collected information was not shared by all members of the sponsoring group. Michigan State University financed and mailed copies of the inventory, What's What in Jackson



County, to all the participating organizations. The university, represented by the researcher and the Institute for Community Development, also offered to assist the colleges in whatever other activities and processes of dissemination they wished to conduct. The colleges, while using the inventory themselves, did not assume any responsibility for distribution of the information because they did not perceive its distribution as to their advantage. It appears that the education institutions are interested in only promoting themselves.

#### Summary

The interviewers and the organizational representatives have indicated usefulness for the collected information. The interviewers expressed value in participating in the survey process, while the respondents' reactions were varied. The negative reactions to participating in the survey seemed to result from the improper implementation of the methodology.

The researcher's comments dealt with improper implementation of the survey process in Jackson County, as well as inadequacies in the original methodology. The error in the survey implementation was the improper selection of members for the sponsoring group and for the interview team. The inadequacies that were found in



A Method of Inventory for the Lifelong Education Activities in a Community are:

1. The meaning of lifelong education activities is too ambiguous.
2. The schedule forms need clarification.
3. The concept of collecting information through key organizations is not effective.
4. The interviewers are assigned too many responsibilities.
5. Determining the steps for dissemination of the survey information should not be left to the last step of the methodology.



CHAPTER VI

SUMMARY OF STUDY, REFLECTIONS, AND  
RECOMMENDATIONS

Introduction

This chapter includes a summary of the study, some recommended refinements to the methodology, a few reflections upon completion of the study, and some recommendations for further research.

Summary

Purpose of the Study

An increasing number and variety of community organizations are sponsoring adult education activities. Yet organizations and individuals are often unaware of the many adult education activities sponsored by the noncollegiate organizations in the community. Effective coordination and development of a community's lifelong education activities are enhanced by the community's access to information regarding the existing lifelong education activities.

The purpose of this study was to develop a survey method that can be used to tabulate accurately all the existing adult education activities within a community.



Specifically, the study tested the survey method described in A Method of Inventory for the Lifelong Education Activities in a Community by its full-scale implementation within Jackson County. Upon completion of the survey, the limitations of the survey method were collected from the researcher's notes and from an evaluation by the participants. The limitations that were noted resulted from the improper implementation of the survey method, as well as from limitations in the survey methodology itself. Following are the limitations that were identified, and the recommended revisions for the original survey methodology.

Limitations Resulting From  
the Means of Implementing  
the Survey Method

The limitations that resulted from the improper implementation of the survey method include:

1. The sponsoring group did not include the variety of organizations that were recommended in the methodology. The sponsoring group consisted of Jackson Community College, Spring Arbor College, Jackson Intermediate School District, and Michigan State University. The methodology recommended that the sponsoring group "should include the wide range of organizations that deliver educational programs . . . and/or use educational



programs."<sup>1</sup> Participation in the sponsoring group, limited to education institutions, hindered the community's acceptance of the project.

2. The selection of an interview team composed of education administrators with busy time schedules delayed the completion of the survey. Increasing the time for completion of the study limited the impact of the study.

As the time taken to complete the study increased, the sponsoring group's enthusiasm for the project decreased. This resulted in members of the group no longer giving the time and commitment to the study that were necessary for the study to be most effective. Increasing the time between the initial collection of the information and the final printing of all the activities increased the opportunities for organizations to make changes in their educational activities. This resulted in the final printing of the inventory describing some educational activities that were no longer being offered as they were described in the inventory.

3. The researcher was not familiar with the community, Jackson County, prior to the implementation of the

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<sup>1</sup>Wendy Coles et al., A Method of Inventory for the Lifelong Education Activities in a Community (East Lansing: Michigan State University, Institute for Community Development, 1976), p. 2.



survey. Establishing a sponsoring group and identifying organizations to be interviewed were hampered by her lack of knowledge regarding the community.

Limitations in the Survey  
Methodology and Recommended  
Refinements

These limitations and recommended refinements include:

1. The all-inclusive nature of the definition given for lifelong education activities left the interviewers and respondents unclear regarding what they were attempting to identify and tabulate. Putting more restrictions on the definition of lifelong education activities should increase the likelihood of participants understanding the type of educational activity to be included.

It is recommended that Step 2, identifying the information desired, should include directions to sponsors to identify the limits for the types of activities to be included within their particular study's understanding of lifelong education activities.

2. The column on the schedule form entitled, "Length of Program and When Offered" did not bring a consistent type of response. Some respondents answered with information regarding each individual class session, while others responded with information pertaining to the whole program (including several sessions).



It is recommended that the category on the schedule forms be entitled "Length of Program and Length of Each Session" in order to emphasize that information is desired regarding both individual sessions and packets of sessions.

3. Nowhere on the schedule forms does it request the name of the interviewer who filled in the form. This resulted in the researcher spending extra time in determining whom to contact for clarification of some of the survey responses.

It is recommended that a place for the interviewer's name and telephone number be printed on each schedule form.

4. The assumption that information regarding all organizations could be collected by interviewing key organizations was inaccurate. Organizations merely provided information regarding their own lifelong education activities.

It is recommended that the methodology be rewritten to indicate that organizations will be asked only to provide information regarding their own lifelong education activities. No longer would key organizations be asked to describe the educational activities of other organizations within their interest sector. This would result in Schedule II being discarded, as it was the form used by respondents to describe the activities of other organizations in their interest sector.



This recommendation would necessitate some revisions in the survey instructions. The sponsoring group should attempt to compile a listing of all organizations within the community that they speculate may sponsor adult educational activities. All the organizations listed should be interviewed. Other measures should be used to attempt to identify any other educational activities that may be sponsored by organizations that are overlooked and not interviewed. Possible methods of collecting information from those organizations that sponsor lifelong education activities but are not interviewed include:

- a. Putting information in newspapers, on the radio, and on television, describing the project and inviting organizations that are interested to contact the sponsoring group.

- b. Mailing a questionnaire to all the community organizations that are not interviewed, asking them to provide information regarding their lifelong education activities.

5. The methodology describes too many responsibilities for the interviewers. This resulted in many tasks not being done well. The methodology indicates that the interviewers:

- a. Interview the representatives of the organizations that they are assigned.



b. Then identify other organizations in the interest sector and interview their representatives.

c. Continue identifying new organizations and interviewing their representatives until every activity in the interest sector has been recorded.

d. Record all the information that has been collected into one master listing for the interest sector.

It is recommended that each interviewer be assigned specific organizations to interview, and only be responsible for submitting the information collected from these interviews to the central data-collection center. Simplification of the interviewers' task may result in their conducting more thorough interviews.

6. Leaving the decision on how to disseminate the survey information to the last step of the methodology resulted in the sponsoring group not effectively disseminating the information. Having access to the completed inventory for their own use, the organizations in the sponsoring group may not put forth a full-fledged effort to share the information with the whole community.

It is recommended that a commitment be received from the sponsoring organizations during Step 1, regarding how the information should be disseminated, by whom, and how it will be financed.

7. The methodology indicates that the inventory should be disseminated to all individuals throughout the



community through a newspaper supplement. Costs of printing may prohibit the newspaper supplement.

It is recommended that, if expenses must be limited, first priority should be given to distributing copies of the inventory to certain organizations rather than to individual community residents. Organizations that should particularly receive copies include chambers of commerce, "Welcome Wagon" groups, high schools, colleges, and Speakers Bureaus.

8. The original methodology did not deal with the process of assigning the responsibility of updating the inventory of lifelong education activities. Failure to do this may result in the inventory not being regularly revised and thereby the information regarding activities and sponsors becoming outdated.

It is recommended that Step 1 should include, not only guidelines to establishing a group to sponsor the inventory, but also guidelines for assigning the responsibility of the yearly revision of the inventory. The Chamber of Commerce--an organization without strong affiliation to any particular educational program, yet whose function is community betterment--may be a suitable organization to be considered for this responsibility.

9. The methodology, at no point, assigns the responsibility of coordinating the community's lifelong education activities to any one organization. This is



done to encourage all organizations to participate as equals, therein evading control and domination by any one organization. It was assumed that by having organizations participate cooperatively as equals in the collection of information for this inventory, the study could serve as an example and impetus for further cooperative ventures for the community's educational development.

Broom and Selznick, in Sociology: A Text With Adapted Readings, address one of the factors possibly inhibiting cooperation between organizations involved in sponsoring lifelong education activities:

Educators continuously strive to protect the independence of their institutions. They face encroachment from many forces in society, especially those that want to change educational policies. In resisting pressure, educational leaders feel they are protecting important public interests that have been entrusted to them. As experts and professionals, educators claim to have the training and devotion to standards that justify their autonomy.<sup>2</sup>

This description of educational leaders can refer to leaders not only in universities and colleges, but also to the educational leaders in the multitude of other organizations involved in sponsoring lifelong education. This desire for autonomy and fear of change may partially explain organizations' tendency not to join with other organizations in their planning and financing of educational

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<sup>2</sup>Leonard Broom and Philip Selznick, Sociology: A Text With Adapted Readings, 4th ed. (New York: Harper and Row, Publishers, Inc., 1968), p. 344.



activities. Broom and Selznick point out that it is in organizations dealing with adult education that these feelings of insecurity are particularly strong:

Adult education is only weakly accepted as a public interest, and the institutions that carry on this activity are insecure and dependent. . . . A weakly established value, a low degree of professionalism, and heavy reliance on outside financial sources combine to place educators in a marginal and vulnerable position.<sup>3</sup>

Broom and Selznick have emphasized the particularly strong feelings of insecurity among organizations involved in adult education. Based on their findings, it should be recognized that coordination of adult education activities is indeed a very complex problem and its resolution depends on the types of organizations within the community. Public pressure for coordination may become necessary if a systematized method is ever to come into existence.

This study attempted to strengthen the cooperation between organizations sponsoring adult education by having them cooperatively participate in the survey. Greater participation between the organizations that participated in the sponsoring group may result from this survey. However, failure to include all organizations involved in adult education in the sponsoring group may result in less cooperation with these organizations. Organizations sponsoring adult education activities that were not invited

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<sup>3</sup>Ibid., p. 345.



to endorse the study or to participate in the sponsoring group may perceive the investigation into their organizations' educational activities as an encroachment upon their autonomy. If organizations involved in adult education perceive this study as an encroachment, cooperation between organizations sponsoring adult education activities will not have been strengthened through this study.

Regrettably, this study has not tested the effectiveness of the survey methodology in fostering cooperation between organizations. The sponsoring group was improperly composed, by not including representatives of the wide variety of organizations in the community that are involved in sponsoring or using adult education activities. By not being representative of these organizations, the sponsoring group has failed to serve as an example of, or impetus for, organizations working cooperatively to implement complementary programs for the greatest educational service to the widest possible audience in their community.

### Reflections

A Method of Inventory for the Lifelong Education Activities in a Community has been tested, and some refinements to the methodology have been noted. Included in this section are some additional reactions to the



methodology that were not appropriate to list with the recommended refinements:

1. Community participants have indicated that they found valuable, not only the final inventory, but also the process of collecting the information. The collection process had enabled the team of interviewers to get acquainted with the representatives of the other community organizations. However, the original manuscript does not mention the benefits arising from the data collection process:

However coordination in the sense of "harmonizing in a common action or effort," will be much more likely to occur if organizations from many interest sectors share common information, and thereby arrive at a common understanding of how to best serve the community.<sup>4</sup>

Perhaps the manuscript should have given greater emphasis to the value of the survey process. Harmonizing in common action appears to be more likely if organizations share, not only in the inventory of community information, but also in the collection of the information for the inventory.

2. Evaluation of the methodology has been limited to an assessment of the product and process immediately following the distribution of the completed inventory. Many of the organizations have indicated that they predict

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<sup>4</sup>Coles et al., Method of Inventory, p. 2.



that the inventory will be used for referrals, for coordination with other organizations, and for eliminating duplicated programs. The researcher has questioned the study's impact in fostering cooperation between organizations. The publication, A Method of Inventory for the Lifelong Education Activities in a Community, described the value of the inventory as an information tool, a planning tool, and as an impartial collaboration mechanism. An evaluation done at the end of the first, third, and fifth year following the distribution of the inventory might have provided a more accurate assessment of the methodology's impact.

3. The use of the term lifelong education for identifying this study's inventory may have been detrimental to the collection of activities, as well as detrimental to furthering the community's understanding of the meaning of lifelong education. As indicated by R. H. Dave in Chapter II of this study, lifelong education is not the same as adult education; adult education is one component of lifelong education. Respondents might have been more at ease in identifying activities that were simply referred to as activities for adults. Also, community residents may be confused in their search for educational activities for youth in a Lifelong Education Activities Inventory that has omitted the youth.



### Recommendations for Future Research

The experience and findings of this study yield several implications for consideration as other studies.

1. Refinements to the original methodology have been recommended in this study; however, the impact of these refinements has not been assessed. Future studies might test the value of the revised methodology.

2. The Postsecondary Education Convening Authority's Task Force, as reported in Chapter II of this study, emphasized the need for more organizations to share their resources and to develop cooperative programs, with other organizations in their community. The Task Force indicated that intergroup coordination arises out of "a raised consciousness on the part of all these groups."<sup>5</sup> The Inventory may provide the organizations with the information needed for their increased consciousness of the local educational activities. Further studies may indicate whether this raised consciousness does in fact result in greater coordination of organizations.

3. A community's Inventory of Lifelong Education Activities brings to the attention of all the community and its organizations what is being done regarding adult

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<sup>5</sup>Barbara Hodgkinson, Peg Kaplin, Ian McNett, and George Nolfi, Report of the P.E.C.A. Task Force on Lifelong Learning (Washington, D.C.: Postsecondary Education Convening Authority, Institute for Educational Leadership, George Washington University, October 1976), p. 14.

education. Further research could study whether the availability of such an inventory results in an increasing number of organizations assuming a responsibility for the educational development of their clients, members, and employees. Also, if more organizations do sponsor adult education activities, are the variety of educational opportunities increased, or is the number of replicated activities merely increased?

4. A variety of adult education activities are offered by a multitude of community organizations. Further inventorying of community activities might include investigations into the financing of the organizations' educational activities. Questions which could be considered for further research include: Which organizations assume the total responsibility for meeting the costs of their educational activities? Which organizations are, or are willing to, assume a responsibility for financing educational activities sponsored by other community organizations?

5. The research of the National Center for Educational Statistics that is referred to in Chapter II indicated that churches comprise the largest group of organizations offering adult education activities. The Spring Arbor College interviewer who collected the information for the religious sector in this study found that it was an overwhelming task to attempt to interview



representatives from all the churches in the community. He found that there was a large number of churches with many educational activities that tended to cater to small groups, have great flexibility, and be of a short time duration. Further research might consider a more efficient means of inventorying the lifelong education activities in the religious sector of a community.

6. An inventory of lifelong education enhances the sense of community by bringing to the attention of all the residents what is available within the boundaries of their community. Possibly the day is near when communities will further encourage movement toward the educative community by developing their own education credit system. Community unity and growth might be fostered by awarding units of credit to residents for participation in the educational activities of the community organizations listed in the inventory. Participants' credits could be transferred from one community organization to another. This would encourage residents to become further educated and to improve their occupational status, while encouraging organizational cooperation and community stability.

#### Concluding Statement

The types of lifelong education activities found within a community will vary with each community studied.



This study has developed a method that can be used by community organizations to inventory the existing adult education activities of their community. The method, while describing detailed steps, provides a schedule that is flexible enough to accommodate the varying interests and needs of each community's group of researchers.

The approach used in this methodology focuses upon community members collecting information regarding their community's adult education activities by interviewing the chief administrators of the organizations within the community. The researcher believes that the methodology developed offers a reasonable means for further pursuing the question of lifelong education on the community level. It is hoped that this study will make a contribution to communities and their organizations who are interested in inventorying their community's educational activities, as well as to the researchers who are attempting to increase their understanding of this area of lifelong education.



## APPENDICES



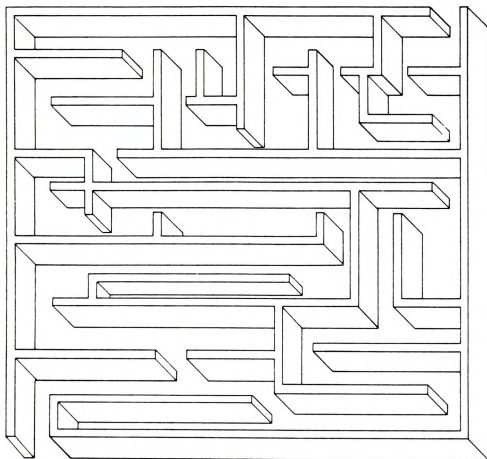
APPENDIX A

ORIGINAL METHODOLOGY



## APPENDIX A

### ORIGINAL METHODOLOGY



# **A Method of Inventory for the Lifelong Education Activities in a Community**

by  
Wendy Coles  
Robert C. Anderson  
Nancy Gendell  
Stephen Boyer  
Duane L. Gibson  
Christopher Marlin



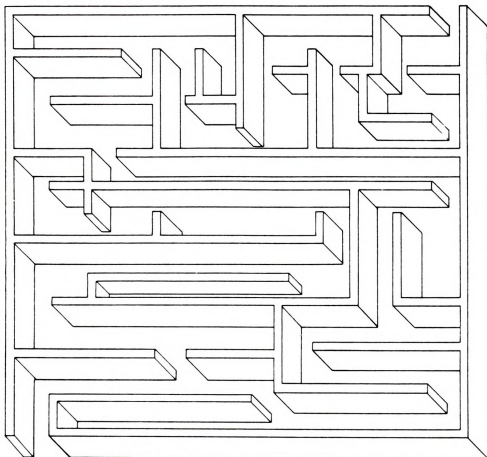
Institute for Community Development  
Michigan State University

September 1976



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Michigan State University

September 1976



APPENDIX F

TEAM OF INTERVIEWERS



## FOREWORD

*A Method of Inventory for the Lifelong Education Activities in a Community*, published by the Institute for Community Development of Michigan State University, is the final publication of the adult career education project, funded by a grant from Title I of the Higher Education Act of 1965. The career education project, entitled A Statewide Career Opportunity Information System, included the publication as a newspaper supplement of *Direction*, Michigan Career Opportunity Guide and, subsequently, a "How-To-Do-It" Manual written for people who wanted to replicate *Direction* in other states. *Direction* provided Michigan residents with information on career planning, occupations, and related training in Michigan. The Manual described the step-by-step procedures followed in compiling the information presented in *Direction*.

As the adult career education project began to take form, the administrator for Title I expressed a desire to complement the statewide information in *Direction* with local information. There was a distinct challenge involved. *Direction* represented a compilation and coordination of published—albeit widely scattered—information about jobs, careers, and formal postsecondary training programs and courses. The local inventory envisioned by the Title I office would include non-formal and non-credit educational activities as

well as those of accredited postsecondary schools. The institute eagerly accepted the challenge to develop a procedure to apply the principles of the career education project to the local level and to develop a method for inventorying the lifelong education activities within a community.

At about the same time as the Title I administrator made his request, several educational organizations from Jackson County asked the institute for assistance in identifying the lifelong educational activities and needs in their county.

Using the Jackson community as a model to test and validate the procedure, the institute staff went to work and developed an efficient and effective method for inventorying and classifying educational activities at a local level—particularly the non-formal, non-credit programs which are not otherwise systematically cataloged.

This publication, *A Method of Inventory for the Lifelong Education Activities in a Community*, responds both to the Title I request and the request by the Jackson community leaders.

Robert C. Anderson, Acting Director  
Institute for Community Development



## A METHOD OF INVENTORY FOR THE LIFELONG EDUCATIONAL ACTIVITIES IN A COMMUNITY

### Introduction

Adult participation in learning experiences beyond our traditional secondary and postsecondary education is in large measure uncharted. While we know that people are continuously being exposed to new learning situations, and that they continue to learn throughout their life span, we have not developed an adequate system to identify and tabulate these educational activities. Such a system would assist in both program development and wider community participation. What is needed is a relatively inexpensive, but systematic procedure by which lifelong educational activities and needs can be periodically identified and described.

This monograph describes a technique for inventorying a community's lifelong educational activities and needs. By a lifelong educational activity, we mean a planned and regularly scheduled—usually non-credit—curriculum, course, workshop, class, conference, or program for participants 18 years or older. The technique that we propose for identifying these lifelong educational activities will focus upon gathering information from organizations, rather than from a random selection of individuals.

We have selected an organizational approach in this monograph because it is through organized systems that both formal and informal educational activities are developed, sponsored, and conducted. Organizations tend to persist and carry out distinct functional activities in specific geographic areas over extended time periods. Because organizations are multi-generational—their members may come and go but the organization itself continues to function over a period of years—we are more likely to obtain stable and reliable data by working with the organizations rather than with individuals.

We assume that there exists a large and varied number of adult education programs engaged in by these organizations, and that this organizational involvement in educational endeavors makes organizations a most important source of information about the state of the community's lifelong educational activities.

A survey of the Jackson County residents in 1974 supports this assumption and illustrates the importance of a community's organized structure to adult education activities.<sup>1</sup> The study showed that 72.6 percent of the reported adult educational activities were under the auspices of community organizations such as industries, businesses, schools, colleges, universities, professional or trade associations, churches and synagogues, social and fraternal clubs, travel agencies, mass media (radio, television, newspaper), and other organizations.

Organizations obviously play a major role in people's daily activities.

The working force, that is to say, the bulk of the adult population, spends more than a third of its waking

hours in the organizations by which it is employed. The life of the child takes place to almost an equal extent in the environment of the school organization; and an uncountable host of other organizations, mostly voluntary, account for a large chunk of the leisure time of children and adults alike.<sup>2</sup>

Because people spend so much of their time in organizational activities, organizations are important focal points in any inventory of educational offerings. In fact, the 1974 Jackson survey has confirmed that most lifelong educational activities are sponsored through community organizations. And, finally, a look at the dependency of educational participation to organizations reveals that frequently the support and reinforcement that adults receive for their participation in these educational activities is obtained through the organizations they are affiliated with—either in the form of pay raises and promotions, more satisfying work conditions, organizational approval, etc. So organizations play a major role both in implementing community educational activities and in controlling many of the rewards that individuals receive for their participation in such activities.

But educational resources are only allocated to people who request them, and people can only seek participation in educational activities with which they are familiar. If the lifelong educational activities of one community group are not known by others in the community, then the educational resources of that group are not generally available to, or used by, others in the community. Information about adult educational offerings tends to be dispensed and promoted only on an activity-by-activity basis (a) through word-of-mouth to members of the sponsoring organization, (b) by letters, memos, and special promotional brochures to selected groups and individuals, or occasionally, (c) through general advertisements in newspapers, on radio or television. This highly restricted manner of publicizing accounts for the fact that lifelong education in Michigan, as in almost every other state, is not as widely participated in as it might be.

Because community organizations are easily identified, relatively stable, and well-defined in written as well as perceptual terms, it should be possible to identify, define, and catalog their educational activities simply by asking organizational representatives for the information. But an information inventory of each organization would be cumbersome and redundant, and, in fact, is not necessary. Organizations can be grouped into clusters of organizations. The organizations within each cluster have a common focus of interest, so each cluster is associated with a particular interest sector of the community. The method of inventory will particularly center around these interest sectors of organizations, rather than attempting to deal with every individual organization within the community.

Tabulation of a community's educational activities and needs, using the method described within this monograph,

<sup>1</sup>Carl Brent Poulton, "The Relationship of Adults' Participation in Continuing Education Activities to Certain Demographic Characteristics, Orientation Toward Learning and Orientation Toward Continuing Education Institutions," A Ph.D. dissertation, Michigan State University, 1975.

<sup>2</sup>James C. March and Herbert A. Simon, *Organizations*, New York: John Wiley & Sons, Inc., 1959, p. 2.



will be helpful to individuals and organizations as:

1. An information tool.

Having a list of all the existing community activities will enhance the opportunities of organizations and individuals to participate in the host of educational activities that were previously unknown to them.

2. A planning tool.

Identification of existing activities and needs provides organizations, particularly those whose formal function is education, with the data necessary to plan and develop educational activities to fill unmet needs.

3. An impartial "collaboration" mechanism.

No single organization within a community is ever granted the social right to coordinate adult lifelong educational activities, in the sense of "determining" and "dictating." However, coordination, in the sense of "harmonizing in a common action or effort," will be much more likely to occur naturally if organizations from many interest sectors share common information, and thereby arrive at a common understanding of how to best serve the community.

The kinds of educational activities developed and sponsored by organizations may include both inservice training for organizational members and educational activities for the organizations' clients and/or the general public. The inventory will include all these activities. The reason for this is twofold. First, an educational inventory should be comprehensive and include activities within the interest sectors regardless of any prerequisites needed in order to participate. And second, the study should not attempt to prejudge the value of including or excluding certain activities. For example, learning about an organization's inservice education may be helpful to other organizations who are considering establishing a program. Also, potential employees or members may be influenced to join an organization by the amount and type of inservice education offered. Therefore, by recording lifelong educational activities, regardless of the clientele they serve, the survey will maintain impartiality.

Generally speaking, we do not suggest including in the inventory the entire credit and non-credit course listings of educational institutions in the area—community colleges, colleges and universities, and private vocational schools. There are always exceptions, however, and if particular courses or programs meet the other criteria of the inventory, we suggest they be listed. This decision should be made by the group sponsoring the inventory.

The purpose of this monograph is to outline a method by which a community's lifelong educational activities and needs can be identified, recorded, and publicized.

## Methodology

The following procedure describes a technique that serves as an efficient tool in the identification and description of community-based lifelong educational activities and needs. Specifically, we describe a procedure by which persons can obtain answers to the questions:

1. What are the existing lifelong educational activities provided by the organized structure of the community?
2. What are the existing lifelong educational needs perceived by the organized structure of the community?

### Step I. Establishing a Sponsoring Group

The initial step is the formation of a project sponsoring group. But before organizations and their representatives commit themselves to serving as sponsors, they should be aware of what sponsorship entails. The representatives of

the sponsor organizations should be willing to assume responsibility for establishing the policies regarding the particulars of the survey method to be used, determining the specific information to be gathered, overseeing the collection and collation process, and publishing and distributing the gathered information.

The sponsoring group should include the wide range of organizations that deliver educational programs—including local educational institutions—and/or use educational programs. In addition, the sponsoring group should also include representatives from community coordinating organizations, such as the local newspapers, chambers of commerce, professional associations, etc.

Each organization in the sponsoring group should appoint a representative to the group who satisfies the following criteria:

1. Represents and is able to speak for the organization.
2. Represents an organization which has earned the respect of other organizations within the interest sector in which it is involved, as well as within the community at large.
3. Has the ability, through position and personal persuasion, to gain access to, and commitments from, other special interest groups and individuals within the community.
4. Has established the reputation of responsibly completing assignments.

### Step II: Identify Information Desired

It is suggested that the sponsors adopt the procedure described below to meet the particular needs and interests of their own community.

The sponsors should first decide exactly what kind of information they want to collect. While recognizing that this decision must be tailored to meet their particular community needs, the group might consider collecting, for each lifelong educational activity provided, such data as:

- Title
- Description
- Level of training
- Location and time
- Length of program and length of each session
- Provider

Costs and admission requirements

The kinds of educational needs data that the sponsor group's representatives may be interested in gathering must also reflect the particular community under study. Investigating needs may require more general categories than those used in investigating existing activities. Therefore the representatives may wish to consider using the following categories for each need mentioned:

- Description of educational need
- Intended audience
- Proposed provider
- Other

In gathering data regarding educational activities and needs, the sponsors may find it beneficial to give the survey certain boundaries. For example, a time boundary might be useful in focusing the range of educational activities being studied to those which are held at least on an annual basis. This would eliminate many of those activities that are held only intermittently throughout the years. Another example is a geographic boundary. The sponsors may choose to limit their study to those educational activities that are held within the geographic boundaries of the community. This would eliminate identifying and tabulating the educational activities that community members may participate in while traveling outside of their own community.



### Step III: Identify Respondent Organizations

After determining the information desired, the sponsor group should identify first the community's interest sectors, and second, the related organizations and the persons who will be interviewed.

The particular interest sectors of the communities and their related organizations should be identified by the sponsor's representatives from a variety of sources. Areas such as Agriculture, Commerce, Communication, Education, Finance, Government, Health, Labor, Law, Politics, Religion, Recreation, Real Estate, Social Services, Transportation, etc., should be considered. Local directories are one source for identifying interest sectors. For example, the yellow pages in the telephone book list organizations alphabetically under business or professional classifications, some of which are identifiable as interest sectors. Also key entries—"associations" and "clubs," for example—can provide sponsors with a list of organizations to investigate. However, the sponsors should not depend entirely on the yellow pages to determine either the interest sector or the related groups. They should use their own understanding of primary community organizations as well, because many organizations—the chamber of commerce, for example—may only be recorded in the white pages. Furthermore, many volunteer organizations, like the Jaycees and Kiwanis, may not be listed in the telephone directory at all. Local libraries frequently have compiled lists of community organizations, and professional associations often record member organizations and support organizations. Thus, from a variety of sources, sponsoring organizations should identify a list of the interest sectors that they wish to investigate. (See Appendix p. 7, **Interest Sectors**.)

Having identified the interest sectors and the organizations to be contacted, sponsoring organizations should identify respondents in each organization who will be able to speak for their organization. It is important that these respondents have the authority to participate openly and freely in the study. Therefore, it is recommended that the interviewer first make contact with the chief executive officer of each selected organization, explain the study, and ask the executive officer to complete the questionnaires. If the executive officer refers the interviewer to another person, the interviewer should make sure that the new respondent (a) has the knowledge and authority to complete the questionnaires and (b) understands fully the purpose and method of the study.

We realize that a given organization's respondent may not be aware of every activity occurring within his/her particular interest sector. Therefore, to obtain wide coverage, respondents from several organizations should be interviewed for each interest sector. As the number of respondents interviewed increases, their information is likely to become repetitious. Therefore, to obtain wide coverage, already been recorded. Therefore, the number of respondents interviewed for each interest is dependent upon how many responses it takes before the data becomes repetitious, and no new activities and/or needs are being reported. An estimated minimum of six and maximum of twelve interviews per interest sector will probably be sufficient to exhaust the list of relevant needs and activities.

For example, let us examine the interest sector of finance. The president of a local bank—Community Bank and Trust—could be interviewed and asked to provide information about all the educational activities, pertaining to banking and related subjects, that CBT and other financial organizations within the financial interest sector are involved in. Upon completing this interview, the interviewer would interview representatives from several other finan-

cial organizations to insure that all the interest sector's activities and needs are identified. When no new educational activities are mentioned, the interviewer can conclude that this interest sector has been sufficiently examined.

A list of respondents for two interest sectors might look like the following:

Interest Sectors	Key Organizations	Organizational Respondents
Communications	Gazette Newspaper	Jerry Smith Managing Editor
	CFRB Radio	Don Jones Station Manager
	CTV Television	Mike Jacobs Station Manager
	Cell Telephone	Tom Sikes Personnel Director
	McKesson-Graham Assoc.	Lee Graham-Vice President
Finance	Capital Advertising	John Rose-Owner/Manager
	Business Planning Services	May Green-Consultant
	American Bank & Trust	Peter Graves-Vice President
	Michigan National Bank	Beverly Reed Manager
	Northwest Finance Company	John Holt-President
	General Finance Company	Mary Morrow-Vice President
	Commercial Credit Corp.	Larry McCannon-President

### Step IV: Identify Survey Method

Having agreed upon the information desired, and from whom it is going to be gathered, the sponsors should turn their attention to identifying a method for recording the respondents' information.

We recommend that three schedule forms be printed: one to be used by the respondents to record the life/educational activities that are provided by their organization; one to be used to list the life/educational activities that are provided by other organizations within the interest sector to which the respondent's organization belongs; and one to be used to record any educational needs that exist within the respondent's organization and/or interest sector. (For the sake of clarity, the form used to record the organization's educational activities will hereafter be referred to as Schedule I, the form used to record the interest sector's educational activities will be Schedule II, and the form used for recording needs will be Schedule III.)

The schedules should be set up in a format which can be easily used by the respondents. A possible format might include printed columns, in which the respondents can enter the data appropriate to the column headings. These headings could indicate the information desired for each activity, while instructions at the top of the schedule could indicate the type of activities to list. (See Appendix, p. 9, for copy of the schedule forms.)

A cover letter or explanatory memorandum should accompany the schedules given the respondent. This memo should identify the survey sponsors, and should describe the problem, the purpose of the survey, and the means by which each respondent was selected. (See Appendix, p. 8.)

Printed instructions for filling in the schedules could be distributed to the respondents. If the sponsors believe this would be beneficial. However, we recommend that they be printed on the actual schedule and that a trained interviewer assist the respondents with filling the schedules. Trained interviewers are more likely to be able to solicit participation, and can more fully brief the respondents about the objectives of the project and build rapport necessary for the respondent's full cooperation. They can also follow through on any suggestions offered by the respondents during the interviews. We recommend that the team of interviewers include the representatives of the sponsoring group, and, if necessary, other persons from the community who would provide credibility to the study.

The interviewers should have a training session so they understand the survey and the proper method to follow. We further recommend that the interviewers be trained as a team so that they have a common understanding of the survey. Areas of training might include how to schedule ap-



pointments with respondents, the rationale for the survey, the method for filling in Schedules I, II, and III, and means of encouraging respondents to provide the desired information. Role playing an interview by having the trainees interview each other would be useful during the training session. It would probably be beneficial to equip the interviewers with specific questions that will spark the respondents to provide the desired information. For example, in order to assist respondents in identifying activities, interviewers might ask:

- A. *For Schedule I* - What educational activities are you presently offering to your organizational members? To your clients? To the general public? Do you run any special training programs for new members?
- B. *For Schedule II* - What educational activities are being offered by other organizations [list some actual names of other organizations] within your interest sector [give actual name of sector]? Do any of these organizations offer inservice programs? Do they offer activities to the general public?

Having identified activities through these questions, the interviewers should seek answers to the following:

- (This information should be asked for each activity that has been identified on either Schedule I or Schedule II.)
1. Please describe in a sentence or two what the activity is all about.
  2. Is this activity designed to provide people with a basic understanding of the area, or is it more an intermediate or advanced class?
  3. Can you provide me with the address where the activity is held, as well as the dates and time that it meets?
  4. How long does each session run? (One hour? Two hours? Other?) Does the program meet regularly? How long does the program run? (One month? Two months? Other?)
  5. Who is served by this program? (Organizational members? Clients? The public?)
  6. What is the name of the organization that provides this activity?
  7. What is the cost for taking this activity? Are there any particular requirements that people must have in order to participate?

In order to assist respondents with identifying educational needs, interviewers might ask:

- C. *For Schedule III* - What sorts of educational activities do you feel are needed, but not presently provided, that would assist your organization?

What sorts of educational activities do you feel are needed, but not presently provided, that might assist the other organizations within your interest sector [use actual name of the interest sector]?

The interviewer, having identified existing needs, should then deal separately with each activity mentioned. Interviewers might ask:

1. Who do you foresee taking part in this activity?
2. Which organization might provide this activity?
3. Do you have any other comments concerning this particular needed activity?

We recommend that the interviewers be assigned to specific interest sectors. Interviewers who are familiar with one particular sector will be better able to recognize when they have interviewed enough organizational representatives in the interest sector to have thoroughly collected all the desired information.

#### Step V: Implement Survey

The interviewers, equipped with survey forms and the names of persons to contact, are now ready to begin con-

tacting organizational respondents. This initial contact should involve making an appointment to meet with the respondent for approximately 30 to 45 minutes. When making the appointment, the interviewer should not go into lengthy details regarding the survey, but should mention and explain it briefly.

During the interview itself, the interviewer should explain the purpose of the survey, the sponsors, the means by which the respondents were selected, and the method to follow in filling out the schedules. The interviewer should be sure that the respondent has a clear understanding of what is meant by lifelong educational activities and interest sectors, and that the respondent is aware of any survey boundaries that may have been established by the sponsors.

Interviewers should be very sure that respondents clearly understand that they are being asked to respond not only as representatives of particular organizations, but also as representatives of particular interest sectors. Interviewers should tell respondents specifically which interest sector they are being asked to represent. In doing this, interviewers may provide respondents with a list of the interest sectors that are being surveyed and a sample of the type of information that is being received from the respondents. (See Appendix, pp. 7, 10-12.)

Interviewers may wish to reassure respondents that the sponsors realize that the respondents' information on interest sectors will not be as complete as the information on the respondents' own organizations.

The respondents may have some reservations regarding publicizing certain activities and the accuracy of the final data. The interviewers should explain to the respondents that a final draft of the information will be sent to them to validate the accuracy of the record of their activities. This final copy will be accompanied by a form requesting the organization's consent for publication of the information. (See Appendix, p. 8) At this later stage, the organizations will have the opportunity to delete any activities that they do not want publicized to the general public. However, before the respondents even begin to fill in the schedules, the interviewers should share with the respondents the reason, as explained earlier in this manuscript, for including all activities in the inventory.

The interviewer, together with the respondent, should then fill in the schedules for at least three activities and at least one "need" that the respondent identifies. We recommend that the individual interviewers decide at the interview whether to leave the schedules with the respondent to complete, or to complete them together.

The interviewer, if leaving the forms, should be sure to find out from the respondent exactly who in their organization will be completing the forms. This is very important because the interviewer should explain the instructions directly to the particular person filling in the schedules in order to insure continuity in the procedure followed.

If the interviewer leaves the forms, a time to pick up the completed forms during the following day should be agreed upon. Interviewers should be cautioned to stick with this schedule, so that respondents won't "put off" completing the forms. The three schedules should not take more than an hour to complete, so respondents should be able to make the deadline.

When they pick up the completed forms, the interviewers should be sure to read them over before leaving the respondent. The interviewers can thus make sure that the schedules have been completed thoroughly and properly and can ask the respondent questions if the information on the schedules is not clear. The interviewers should also col-



lect any printed materials or brochures that the respondents may have regarding the activities that they have listed.

The interviewers should continue their interviews with a variety of respondents until their returned schedules begin to indicate no new activities. At this point, when the interviewers in this particular interest sector are finished, the interviewers should consolidate all the information that they have received into one master list of existing lifelong educational activities within the interest sector, and one master list of existing needs. A step-by-step method of consolidating all the information regarding existing activities into a master list should include processing all the completed Schedules I and II, as well as all the printed brochures and materials collected. Steps to follow for each activity identified might include:

1. Identify the response that provides the most complete information for a particular activity.
2. Verify the data found in Step 1 with the other materials and schedules describing this same activity.
3. Add to the information found in Step 1 any additional pertinent information that is found in looking through the other materials and schedules.

The same step-by-step procedure should be followed, using the completed Schedule III's, in order to formulate a master list of the existing educational needs within the interest sectors.

Interviewers may discover, as they are compiling their master list of activities, that certain information has been missed for a particular activity. The interviewer should contact the organization that provides the activity and try to obtain the desired information—the length of the program, time of the session, or whatever.

Activities and needs within each master list should then be arranged in alphabetical order. (A look at the **Interest Sector: Health** in Appendix, p. 10, will illustrate how the activities are listed alphabetically within each interest sector.)

The interviewers should then submit their completed master lists of activities and needs, as well as all the respondents' schedules and brochures, to the central collection center.

#### Step VI: Tabulate Information

All the master lists from every interest sector are collected at the central collection center. And now all the information should be compiled into its final form—a communitywide inventory of lifelong educational activities and needs.

One person should be assigned the responsibility to direct the writing of the inventories. This will insure that there is continuity and consistency of style and content.

We recommend that the format of the survey schedules be followed in establishing the inventories. This format, with its printed columns, is suitable for duplication of the inventories in newspapers, etc., and can be used with ease by any community member looking for information regarding a particular activity.

The first step in the final compilation of existing lifelong educational activities should be arranging the interest sectors in alphabetical order. Interest sectors will serve as the major divisions within both of the inventories. Following the title of each interest sector in the activities list should be the activities of that interest sector listed alphabetically. The data gathered by the interviewers for each activity will be added in the columns provided. See Appendix, pp. 10-11 for a sample of how these interest sectors are arranged alphabetically. These steps should also be followed in developing the inventory of existing needs. (See Appendix, p. 12.)

The collection staff may discover that the data for some activities and/or needs may still not be complete. At this point, they should attempt to obtain the missing information and complete the entry.

It is the responsibility of the collection center writer to put the inventories in their final form, verifying as much of the data as possible. In order to maintain a consistent and readable style, the writer should be permitted to rewrite any of the material in a more suitable form, so long as the accuracy of the information is retained.

At this point, the survey sponsors have a tentative inventory of existing activities, and an inventory of educational needs. Copies of the Tentative Inventory of Existing Activities should be made. The organizational respondent for each recorded activity should be sent a copy of the section of the inventory covering the activities which their organization sponsors. This mailing should include a letter asking the representatives to confirm the accuracy of the information or to make any necessary corrections. Also included should be a request for their consent to publication of the information. (See Appendix, p. 8.)

When the tentative inventory and consent forms are returned by the organizational representatives, the writer should delete any activities for which there is no consent to publish and make any corrections that have been suggested by the organizations. When these revisions are finished, the completed inventories should be ready for publication and public use. (See Appendix, pp. 10-11, for samples from completed inventories.)

#### Step VII: Dissemination

The Inventory of Activities and the Inventory of Needs are now ready to be printed and distributed to the community.

Thought should be given to identifying and using the most efficient means of providing as many individuals as possible with information regarding the existing activities. Involvement of the local newspapers in the survey could prove particularly useful at this point. Possibly the newspapers would consider carrying a weekend supplement, providing each newspaper reader with an inventory of the existing lifelong educational activities of the community. The sponsoring group and/or other community organizations may be willing to finance the supplement. If necessary, advertisements could be included in the supplement to assist in defraying the costs.

Additional copies of the supplement should be distributed through local organizations and establishments, such as schools, "Welcome Wagon" groups, churches, supermarkets, banks, and chambers of commerce. Other communication systems, such as radio, television, posters, and brochures, should also be considered.

The Inventory of Existing Educational Needs should be available to all organizations and individuals upon request. However, the sponsors should be sure to send copies to the organizations in the community whose major function is education. Sponsors should specify in an accompanying letter that the inventory is purely respondents' perceptions of such needs, and that individual organizations may wish to further assess the situation before launching a program.

#### Conclusion

At this point, the sponsoring organizations have completed a vigorous schedule of activities. They have adapted a procedure for inventorying lifelong educational activities so that it fits their own community, have completed a thorough investigation into the lifelong educational activities of their community, and have assessed the educational needs of a significant portion of the community.

Upon completion of this exhaustive study, the sponsors

might give some consideration to a means of keeping the inventories updated. Such a task will not involve anything like the amount of work of the initial search. Now that the respondent organizations have become familiar with the inventories and their value to the community, the system for updating would merely involve providing the organizations with the opportunity to revise, add to, and/or delete from their presently published activities, as well as to indicate any new needs. As these changes are completed on a regular basis, perhaps yearly, the revised edition would be ready for publication and community use. Sponsors may wish to consider publishing a revised inventory of activities annually.

With such information regarding the community's life-long educational activities available, the possibilities for community benefit are great. There can be much more coordination and communication between organizations, resulting in more efficient joint action toward community development. Individuals will have the opportunity to participate in a greater range of educational activities. New, untapped educational areas can be identified and developed. All these educational opportunities and increased interaction between individuals and organizations can only serve to help make the community a better place for all individuals to live and grow, physically and intellectually, to their fullest potential.



## APPENDIX

Sample forms, letters and memos from the Pilot Project conducted by the Jackson County Education Consortium, 1976.

### Note to the reader:

The following samples provide an indication of the materials given to respondents and completed by them. The sample of inventories, while listing only some of the activities within a few of the interest sectors, should provide an idea of the type of information being requested, as well as how it will be tabulated upon completion of the survey.

### INTEREST SECTORS

The following interest sectors are those areas being investigated by the Jackson County Education Consortium.

AGRICULTURE	HEALTH
BUSINESS: Transportation	LABOR
Real Estate	LAW
Food Services	MANUFACTURING
Finance	PROTECTIVE AGENCIES
COMMUNICATIONS (Mass Media)	RECREATION
COMMUNITY SERVICES (Service Clubs)	RELIGION
CONSTRUCTION	RETIREMENT
CORRECTIONS	SOCIAL SERVICES
EDUCATION	SPECIAL INTEREST POLITICAL GROUPS
FINE ARTS	OTHER
GOVERNMENT	



**MEMORANDUM**

TO: Respondents to the Jackson Lifelong Education Activities Inventory

RE: Schedules I, II & III

FROM: Jackson County Education Consortium—Jackson Community College,  
Spring Arbor College, Jackson Intermediate School District, Michigan  
State University

Most of the adults in our community are participating in lifelong education programs sponsored and conducted by hundreds of local groups and organizations. While we know adults continue to learn throughout their lifetime and that they are continually exposed to new learning situations, a thorough inventory of these programs does not exist.

This survey is an attempt to identify, by sponsoring organization, those existing educational programs beyond the formal postsecondary training—programs in which a group of adults are brought together for a scheduled organized presentation. We hope to catalog the programs for possible publication and thereby promote wider participation of groups and organization members in the programmed activities of the area.

You have been selected as a respondent because your organization plays a significant role in special interest education programs in our community, and because, as a key member of your organization, you have specialized and personal knowledge of the adult education activities of your organization and other organizations within your interest sector.

**JACKSON COUNTY EDUCATION CONSORTIUM**  
**REQUEST FOR CONSENT TO PUBLISH**

September 30, 1976

Dear \_\_\_\_\_  
 (name of organization's representative)

Enclosed is a copy of the final form of the information on the lifelong educational activities provided by your organization to the Jackson County Education Consortium. As you know, we are considering publishing all the information we have compiled in the *Jackson Citizen Patriot*.

We shall assume, unless we hear from you within the next two weeks (by October 15), that the information is accurate and that you consent to its publication.

Please return your responses to:

Wendy Coles  
 Jackson County Education Consortium  
 27 Kellogg Center for Continuing Education  
 Michigan State University  
 East Lansing, MI 48824

Thank you for your cooperation.

Sincerely yours,

Wendy Coles  
 for the Jackson County Education Consortium



<b>SCHEDULE I — ORGANIZATION'S EDUCATIONAL ACTIVITIES</b> Interest Sector: _____ List the lifelong educational activities in which your organization is involved						
Activity	Activity Title (title of program, course, class, etc.)	Program Description (content, depth of program)	Level and Type of Training (beginning, intermediate, advanced, or informational)	Location of Program (city, state, training or informational)	Length of Program (beginning, intermediate, advanced, or informational)	Intended Audience (beginning, intermediate, advanced, or informational)
1.						Admission Requirements (include list of requirements, requisites, etc.) Provider of Program (include name, address, contact person, phone) (ZIP) _____ (Phone) _____
2.						

<b>SCHEDULE II — INTEREST SECTOR'S EDUCATIONAL ACTIVITIES</b> Interest Sector: _____ List the lifelong educational activities in which other organizations within your interest sector are involved						
Activity	Activity Title (title of program, course, class, etc.)	Program Description (content, depth of program)	Level and Type of Training (beginning, intermediate, advanced, or informational)	Location of Program (city, state, training or informational)	Length of Program (beginning, intermediate, advanced, or informational)	Intended Audience (beginning, intermediate, advanced, or informational)
1.						Admission Requirements (include list of requirements, requisites, etc.) Provider of Program (include name, address, contact person, phone) (ZIP) _____ (Phone) _____
2.						

<b>SCHEDULE III — EDUCATIONAL NEEDS</b> Interest Sector: _____ List the presently unmet educational needs of your organization, and then list the needs of other organizations within your interest sector			
Activity	Description of Educational Need	Intended Audience	Proposed Provider
1.			Other
2.			



**JACKSON COUNTY LIFELONG  
EDUCATIONAL ACTIVITIES INVENTORY**

Topic & Activity Title		Program Description	Level & Type of Training
SECTOR: BUSINESS FINANCE	Check Fraud Seminar	Methods of detecting fraudulent checks	Informational for all levels
	Shoplifting Seminar	Methods of preventing and detecting shoplifting	Informational for all levels
REAL ESTATE	General Real Estate	10 sessions on various real estate-related topics	All
	Jackson Board of Realtors—Orientation Session	Basic rules and regulations of the JBR, detailed description of code of ethics, correct filing of forms, etc.	Beginning
	Ray Smith Institute	Psychology of selling. Real estate methods, including listing and organizing.	Informational for all levels
SECTOR: HEALTH	Basic Interviewing Skills—"Interviewing for Facts"	Covers basic skills involving planning, preparing, strategy, questioning, listening, feedback, documenting, and reporting of medical facts.	Beginning
	Cardiology	Basic principles of EKG; anatomy and physiology; basic arrhythmia recognition; applications of CCU.	Advance plus skill
	Catheter Care	Principles of caring for patient with catheter to minimize hospital-acquired infection; hospital procedure and policy for same and for doing catheterizations.	Beginner to advanced
SECTOR: LABOR	Labor in the Public Sector	Management seminar on labor relations in the public sector	General
	Union Education	Includes basic bargaining, arbitration, steward and guide programs, parliamentary procedure and public speaking	Beginning through advanced
SECTOR: LAW	R. Stuart Soper Defense Seminar	Corporate/Insurance Attorneys on trial tactics for defense on a Workmen's Compensation case	Advanced
	How to Try an Arbitration Case	Labor seminar for unions and management	Advanced
SECTOR: SOCIAL SERVICES	Board Members	Duties and responsibilities of board members	Informational
	Foster Parent Training	Agency expectations, rules, and regulations; human growth and development; child development; physiological and social implications of placement from viewpoint of (1) child, (2) parent, and (3) professional	Beginning
	Volunteer Social Work Assistants	Review agency structure, agency services, child development, and recordkeeping	Beginning



Location of Program	Length of Program; When Offered	Intended Audience	Program Provider	Admission Requirements
Various locations in Jackson	One 3-hour session held annually	Primarily for business people	Chamber of Commerce 401 S. Jackson Jackson, MI	Advance registration
Various locations in Jackson	One 3-hour session held annually	Limited to retail employees	Chamber of Commerce 401 S. Jackson Jackson, MI	Retail employee
Jackson	10 weeks (30 hrs.)	Real estate licensees	University of Michigan Extension Service	\$65.00
Jackson Board of Realtors	2 hrs. bi-monthly for 5 days	New licensees (sales associates and brokers)	Dorothy Peterson Jackson Board of Realtors 111 E. Michigan Ave. Jackson, MI	Limited to persons intending to work on the Board of Review
Jackson	3 days (25 hrs.)	Persons interested in real estate	Dorothy Peterson Jackson Board of Realtors 111 E. Michigan Ave. Jackson, MI (Wm. Booth-instructor)	\$125.00
Footo Hospital East & West	5 weeks, 3 hrs. per week; 15 hrs. total	Professional staff	Footo Hospital/Director of Staff Development 205 N. East Ave. Jackson, MI	Footo Hospital employee
Classroom—Footo Hospital-East	8 weekly sessions lasting 2 hrs. each	R.N.'s ICU, ER, 4N, and RR	W.A. Footo Footo Hospital 205 N. East Ave. Jackson, MI	Working in area where patients are monitored
Classroom—Footo Hospital-East	1 hr. session offered yearly to all nursing staff, monthly to nursing orientation	All levels of nursing staff	W.A. Footo Footo Hospital 205 N. East Ave. Jackson, MI	Working in area where patients are monitored
Jackson Community College	1 day	Company and union personnel from 6-county area	Jackson Community College 2111 Emmons Road Jackson, MI	\$20 with lunch
Jackson Labor Temple	3 hrs. per night for 6 weeks	Union members	United Labor Education Committee Lavern Pederson, Chairperson 325 Falcon St. Jackson, MI	\$4.00
Jackson Community College	1 day	Company and union personnel from 6-county area	Jackson Community College 2111 Emmons Road Jackson, MI	\$20 with lunch
Jackson Community College	1 day	Company and union personnel from 6-county area	Jackson Community College 2111 Emmons Road Jackson, MI	\$20 with lunch
Family Service and Children's Aid Society	October of each year	Elected board members of Family Service and Children's Aid Society	Executives and Staff of Family Services 729 W. Michigan Ave. Jackson, MI	Elected to board
Family Service and Children's Aid Society	Ongoing	Foster parents who have been licensed to board children	Family Services Staff Jean Trost 729 W. Michigan Ave. Jackson, MI	Required for foster homes who are boarding for the agency
Family Service and Children's Aid Society	Varies	Persons interested in volunteering services to agency	Family Services Staff Regina Benson 729 W. Michigan Ave. Jackson, MI	Limited to persons accepted by volunteer services to work as Social Work Assistant

EDUCATIONAL NEEDS OF JACKSON COUNTY				
Educational Need	Intended Audience	Proposed Sponsor	Other	Identifier of Need
Advanced study in labor relations, including arbitration process for both private and public sector	Labor and management; corporate line and bargaining committee and stewards	Jackson Community College		Suskind & Hedstrom, P.C.
Similar programs dealing with unemployment and workmen's compensation	Management, corporate, insurance representatives and attorneys (Emphasis on defense only)	Jackson Community College		Suskind & Hedstrom, P.C.
GRI III	Those desiring GRI designation; those wanting advanced real estate knowledge	Jackson Board of Realtors, Oakland University	Held at least every 2 yrs. 5 days duration	Board of Realtors
Educational programs to assist RN's from 2- and 3-year programs to secure added courses to receive a BSN degree	Professional nursing staff	Michigan State University		Foote Hospital
Nursing Process Course	Foote nursing staff			Foote Hospital
Chartered-Property-Casualty Underwriters Association course, 5-year program in 2 segments/year (CPCU)	Non-life insurance sales agents	Jackson Community College		Insurance Group
Pensions and insurance program	Labor union members			Labor Education Committee UAW
Teacher training	Lay people interested in teaching Sunday School	Churches		Evangelical Ministers Association
Social and community problems	Ministers	Evangelical Association		Evangelical Ministers Association
Family life education	General public (parents, etc.)		Family Services will furnish instructors	Family Services and Children's Aid



Support for this project was provided by a grant of federal funds under Project IMPACT of the Higher Education Act of 1965, Title I: Community Service and Continuing Education administered by the Michigan Department of Education.



APPENDIX B

LETTERS OF SUPPORT



APPENDIX B

LETTERS OF SUPPORT



September 30, 1976

(Mrs.) Wendy Coles  
Director of Jackson County Project  
Institute for Community Development  
Kellogg Center, Michigan State University  
East Lansing, Michigan 48823

Dear Mrs. Coles:

The Jackson County Lifelong Education Inventory Project is an excellent undertaking and certainly is of interest to the Greater Jackson Chamber of Commerce.

This cooperative project between one of the State's leading universities and the educational institutions of our county will be significant to the understanding and development of meaningful lifelong educational opportunities.

We heartily commend all concerned for the design and implementation of this important addition to the learning and developmental activities of our community.

Sincerely,

Greater Jackson  
CHAMBER OF COMMERCE

*Kenneth H. Walz*  
Kenneth H. Walz,  
Executive Vice President





Spring Arbor College



Spring Arbor, Michigan 49283 • (517) 750-1200

~Shaping Another Century~

Office of the President

September 30, 1976

Mrs. Wendy Coles  
Director of Jackson County Project  
Institute for Community Development  
Kellogg Center, Michigan State University  
East Lansing, Michigan 48823


Dear Mrs. Coles:

I take special pleasure in adding the endorsement of Spring Arbor College to the Jackson County Lifelong Education Inventory Project being coordinated by the Institute for Community Development at Michigan State University.

Lifelong education is becoming a vital part of individual and community development activities. The inventory will provide our county with a much needed overview of present offerings and an information base for future planning.

We at Spring Arbor College look forward to cooperating in this important county development activity.

Sincerely,

  
Ellwood A. Voller  
President

EAV:bd



# *Jackson Community College*

2111 EMMONS ROAD • PHONE 517-787-0800  
JACKSON, MICHIGAN 49201

September 23, 1976

Mrs. Wendy Coles, Director  
Jackson County Project Institute for  
Community Development  
Kellogg Center  
Michigan State University  
East Lansing, Michigan 48823

Dear Mrs. Coles:

This letter is to advise you that the Administrative Cabinet and the Board of Trustees of Jackson Community College have unanimously endorsed the Jackson County Lifelong Education Inventory Project.

On August 31, 1976, the Administrative Cabinet agreed to recommend the Inventory Project to the Board of Trustees on September 13. Mr. Robert Snyder reported the progress to date on the consortium efforts to conduct the inventory, and the Board unanimously agreed to incorporate the college's portion of the cost in the 1976-77 college operating budget.

The Inventory should be of great interest and service to our constituents, thus, we are most happy to participate by providing financial and manpower resources to the extent that we are able. I wish you much success in securing additional assistance from interested foundations.

Sincerely,



Harold V. Sheffer  
President

HVS:jh





JOHN W. PORTER  
Superintendent of  
Public Instruction

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION

Adult and Continuing Education Services  
P.O. Box 420  
Lansing, Michigan 48902

STATE BOARD OF EDUCATION

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GOV. WILLIAM G. MILLIKEN

*Ex-Officio*

November 30, 1976

Mrs. Wendy Coles  
Institute for Community Development  
Director of Jackson County Project  
Kellogg Center  
Michigan State University  
East Lansing, Michigan 48824

Dear Mrs. Coles:

I have followed with interest the development of the Jackson County Lifelong Education Inventory. The inventorying of educational activities and needs is a most valuable step in developing a community's lifelong education program.

The Jackson County Project provides an innovative approach to inventorying lifelong education and demonstrates considerable value as a model for replication.

I heartily endorse the undertaking of this project by any community group.

Sincerely,

Richard J. Smith, Coordinator  
Community Service, Continuing Education

mmk



APPENDIX C

LETTER FROM THE JACKSON FOUNDATION



APPENDIX C

LETTER FROM THE JACKSON FOUNDATION

December 9, 1976

Elwood Voller, President  
Spring Arbor College  
Spring Arbor, Michigan 49283

Lifelong Education Inventory

Dear Woody:

The proposal for the Jackson County Lifelong Education Inventory presented to our request committee by you and Wendy Coles was in turn considered by the trustees of this Foundation at its meeting last Monday, December 6, 1976.

The request was denied without prejudice to a possible reconsideration at some later date. As was indicated at the meeting with the committee, there were a number of unanswered questions. The cost of nearly \$21,000 was more than the Foundation felt able to handle at this time. There was a particular question as to the cost of making the Inventory available to interested individuals. This cost amounted to approximately \$12,000.

Sincerely,

F. W. Corwin  
Executive Secretary

FWC:kal  
cc Wendy Coles  
Continuing Education Service  
Michigan State University  
Kellogg Center  
East Lansing, MI 48823



APPENDIX D

ORIGINAL LIST OF INTEREST SECTORS



APPENDIX D

ORIGINAL LIST OF INTEREST SECTORS

Agriculture	Labor
Automotive	Law
Business	Manufacturing
Communications (Mass Media)	Politics
Construction	Protective Agencies
Corrections Education	Real Estate
Finance	Recreation
Fine Arts	Religion
Food Services	Retirement
Government	Transportation
Health	Urban Planning
Human Relations	Other
Human Services (Public & Private)	

APPENDIX E

SURVEY FORMS AND INTRODUCTORY LETTER



APPENDIX E

SURVEY FORMS AND INTRODUCTORY LETTER

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48824

CONTINUING EDUCATION SERVICE · KELLOGG CENTER

MEMORANDUM

TO: Respondents to the Jackson Lifelong Education Activities Inventory

RE: Schedules I, II & III

FROM: Jackson County Education Consortium--Jackson Community College,  
Spring Arbor College, Jackson Intermediate School District,  
Michigan State University

Most of the adults in our community are participating in lifelong education programs sponsored and conducted by hundreds of local groups and organizations. While we know adults continue to learn throughout their lifetime and that they are continually exposed to new learning situations, a thorough inventory of these programs does not exist.

This survey is an attempt to identify, by sponsoring organization, those existing educational programs beyond the formal postsecondary training--programs in which a group of adults are brought together for a scheduled organized presentation. We hope to catalog the programs for possible publication and thereby promote wider participation of groups and organization members in the programmed activities of the area.

You have been selected as a respondent because your organization plays a significant role in special interest education programs in our community, and because, as a key member of your organization, you have specialized and personal knowledge of the adult education activities of your organization and other organizations within your interest sector.

*Wendy Coles.*

Wendy Coles, Staff Member  
Institute for Community Development/MSU  
for the Jackson County Education Consortium







SCHEDULE II -- INTEREST SECTOR'S EDUCATIONAL ACTIVITIES

Interest Sector: \_\_\_\_\_

Name of Respondent \_\_\_\_\_

Organization \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

ZIP \_\_\_\_\_

List the lifelong educational activities in which other organizations within your interest sector are involved.

Activity	Activity Title (title of program, course, class, etc.)	Program Description (content, depth of program)	Level & Type of Training (beginning or adv.; skill type; infor- mational)	Location of Program	Length of Program & When Offered	Intended Audience	Provider of Program (include ad- dress, con- tact person, phone)	Admission Requirements (costs, pre- requisites, etc.)
1.								
2.								
3.								
4.								
5.								



## APPENDIX F

### TEAM OF INTERVIEWERS

#### Jackson Community College:

Robert Snyder--Consortium Representative--Vice-President  
for Instruction

Robert Hanlin --Director of Apprenticeship and Related  
Training Instruction

Russell Hanson --Dean of Arts and Science

Lee Howser --Assistant to the President

Nancy Johnson --Director of Public Relations

Harold Matthews--Dean of the Evening College

Wally Ollila --Dean of Occupational Education

Charles Sayer --Dean of Community Services

James Tennant --Director of Community Development

Henry Zavislak --Director of Criminal Justice Programs

#### Spring Arbor College:

Charles Campbell--Consortium Representative--Assistant to  
the Academic Dean

Paul Baker --Director of Public Relations

David Gines --Vice-President for Development

David Gyertson --Assistant to the Vice-President for  
Development

Pauline Hoffman--Assistant to the Assistant Academic Dean

Alton Kurtz --Dean of Academic Affairs

Richard LaFave --Professor of Business

John Newby --Vice-President for Academic Affairs

Edwin Stevens --Professor of Economics and Business

Leon Winslow --Director of Teacher Education



APPENDIX G

INTERVIEWERS' TRAINING WORKSHOP: AGENDA AND NOTES



## APPENDIX G

### INTERVIEWERS' TRAINING WORKSHOP: AGENDA AND NOTES

#### Workshop Schedule

#### for

#### The Jackson County Education Consortium Interviewers

Tues., Oct. 26

1:00	Opening Remarks and Introductions --Robert Snyder, Jackson Community College
1:10	Overview of Project Its Importance Major Procedural Steps --Institute for Community Development Staff
1:45	The Interviewer Why Me? What am I to do and how? Schedules, Deadlines
2:00	The Interviewer in Action!
2:30	Questions and Discussion
3:00	Adjournment



## NOTES TO INTERVIEWERS

Jackson County Education Consortium  
Inventory of Lifelong Education Activities

This project is an attempt to inventory the lifelong education activities and needs of Jackson County. The inventory will serve both organizations and individuals by increasing their awareness and understanding of the educational opportunities presently available. It will particularly serve organizations by increasing their understanding of the activities and needs of the other organizations within Jackson County.

Important terms that you should be prepared to explain to the respondents are:

Lifelong education activity--a planned and regularly scheduled curriculum, course, workshop, class, conference or program for participants 18 years or older. (Many of these activities are non-credit, however, credit courses should be included.) Such activities may be described as vocational enrichment, inservice training, recreational, etc.

Interest sector--a cluster of organizations with a common focus of community interest. (See the list of interest sectors identified by the Consortium.) It is possible that an organization may overlap into two interest sectors. It is wiser for the interviewers to record this organization in both interest sectors, rather than to risk the possibility of its omission.

Key organizations--often tend to be the larger organizations within each interest sector. These are the organizations who are most likely to be involved in lifelong education, and who may be aware of what other organizations in the interest sector are doing with regards to lifelong education.

Included within this definition of key organizations is association of organizations which is a collectivity of several organizations into one organizational unit (i.e., Manufacturer's Association).

Importance of Survey (See pages 3-4 in publication)

To individuals: Having a list of all the existing activities will enhance the opportunities of individuals to participate in the host of educational activities that are presently unknown to them.

To organizations: This data will provide all organizations with the opportunity to gain a greater understanding of the other organizations within the community. The data will provide organizations with names of organizations that they may wish to contact in order to receive assistance in developing their own inservice programs. The data may also provide organizations with ideas regarding possible lifelong education activities they may wish to implement.



## RECORDING ACTIVITIES ON THE SCHEDULE FORMS

## Include activities:

- sponsored by Jackson County organizations
- inservice training for organizational members
- for clients
- for the general public
- activities should be recorded regardless of prerequisites established for participation (merely indicate prerequisites in the appropriate schedule column)
- do not attempt to prejudge the value of including or excluding certain activities--RECORD ALL ACTIVITIES MENTIONED
- credit and non-credit classes should be included
- that may be described as vocational, enrichment, inservice training, recreational, etc.

## do not include activities:

- held in locations outside of Jackson County--even if they are sponsored by Jackson organizations
- that are not offered at least once each year



### Major Procedural Steps

1. A sponsoring group has been established--Jackson County Education Consortium made up of Jackson Community College, Spring Arbor College, Jackson Intermediate School District and Michigan State University. Endorsement has also been received from Greater Jackson Chamber of Commerce.

2. The specific lifelong education information desired has been identified (see the column headings on Schedules I, II & III).

3. Respondent organizations have begun to be identified, however, this is an ongoing process. In choosing respondent organizations, we are looking for those key organizations that we speculate may have some lifelong education activities and may know something about the other organizations within their interest sector. Interviewers will continue to identify additional respondent organizations until the data collected from these interviews becomes repetitious of previously gathered data and no new activities are being reported.

4. The Survey Method involves collecting data on three survey forms (see Schedules I, II & III) and then collating this data into master listings.

You will note that there is an accompanying letter to be given to the respondents. However, please note that the cover letter has little detail--it is the interviewer's responsibility to explain the survey and how to fill out the forms.

5. After all the data has been collected and tabulated, we intend to publish the Activities Inventory in the Jackson Citizen Patriot. A separate publication of the reported educational needs will be available to organizations upon request.

Interviewers should be prepared to reassure respondents that no data will be published without their consent. The data, in its final form, will be sent to the sponsoring organization with an accompanying letter asking for verification of the data as well as consent for publication.



## THE INTERVIEWER

It is the Interviewer's responsibility to conduct an exhaustive inventory of his/her assigned interest sector.

1. Beginning with your initial listing of organizations, schedule appointments of approximately 30-45 minutes duration with the chief executive officer of each organization. Do not go into a great deal of detail regarding the survey when making the appointment.

2. Upon meeting with each respondent:

- a. explain the purpose and outcome of the study.
- b. indicate who's sponsoring the study.
- c. point out the value of the study--particularly with respect to the organization being interviewed.
- d. indicate why the respondent was selected (i.e., key organization) and explain the other important survey terms.
- e. fill in the schedules.

(See p. 11-13 of the publication for greater detail of the Interviewer's role.)

Upon completion of the interview, the Interviewer should be sure to:

- A. Collect any brochures or pamphlets regarding the organization's recorded lifelong education activities.
- B. Ask: "Are there any particular persons or organizations within the Interest Sector that you recommend that I interview?"

3. Upon completing the interviews of the names on the original listing, continue making appointments and interviewing organizations that have been mentioned in the schedules, and/or organizations that respondents have recommended you interview. Continue expanding your list of interviewed organizations until no new organizations are mentioned and the data is becoming repetitious.

4. Upon completing your thorough examination of your assigned Interest Sector, data from all the schedule forms should be compiled into two major listings (see page 13) under the titles:

1. Activities Inventory for \_\_\_\_\_  
Interest Sector
2. Needs Inventory for \_\_\_\_\_  
Interest Sector

Unused Schedule Forms should be used to compile these listings.

5. The completed Interest Sector listings, all original schedule forms, and collected pamphlets and publications are then forwarded to the MSU staff.



## TIME SCHEDULE

October 27-29	Set up appointments
October 28-November 2	Conduct initial interviews
November 3-5	Conduct interviews with additional organizations
November 8-11	Complete interviews and tabulation
November 12	Materials will be picked up by MSU staff



## INTEREST SECTORS

Agriculture:	Agricultural Extension Services - Harold Spink
Business:	
Finance	American Institute of Banking First Federal Savings and Loans - John Guy
Food Services	McDonalds - Mike Brown Jackson Vending Sheraton Gilberts Restaurant - Bill Cohen
Insurance	Certified Life Underwriters - LaVerne Bierke (of Metropolitan Life Insurance Company)
Real Estate	Board of Realtors
Retailing	Jacobsen's Meijers Jackson Auto Glass Grooms Jewelers - Paul DePuis Furniture - Lyn Vermulen Weatherwax Pharmacy
Transportation	Jackson Public Transit Company North Central Airways Allied Van Lines United Parcel
Utilities	Consumers Bell Telephone
Communications:	WILX - Bill Hart WIBM - Ed Hughes Citizen Patriot
Community Services:	Lions Jaycees Rotary American Assoc. of University Women Business and Professional Women Inter-Service Organization - Mike Noose
Construction:	Jayda Construction - Jack Hurla Building Trades Council - Bob Weider (of Brown & Weider)

Corrections: SPSM - Charles Utess  
 Region 2 Law Enforcement - Frank Krusca

Education: Hope Activity Center - Mary Saunders  
 Spring Arbor College  
 Intermediate School District  
 New Tribes  
 Jackson Business University  
 County Library  
 City Library

Fine Arts: Ella Sharpe Museum - Milly Hadwin  
 Susan Vaughn's School of Dance

Government: Post Office  
 County Personnel Director - Smith  
 City Personnel Director  
 Township Clerks Association  
 Region 2 Planning Office - Chuck Manchurian

Health: Foote Hospital - Director of Staff Development  
 County Mental Health - Dr. Triby  
 Osteopathic Hospital  
 J.C. Medical Association  
 Dental Association - Jerry Booth  
 Nursing Home - Dr. Bob Cotton  
 Veterinarian  
 Beth Mosier Mental Health Clinic

Labor: AFL (Building Trades)  
 CIO (Mfg. Trades & Services)  
 MEA  
 AFSCME

Law: Bar Association - Jerry Suskind

Manufacturing: Mfg. Association - Roger Wilson  
 Allied Chucker and Engineering Co.  
 Camshaft Machine Co.  
 Clark Equipment Co.  
 Crankshaft Machine Co.  
 John Crowley Boiler Works, Inc.  
 Diecast Corporation  
 General Products Corporation  
 Goodyear Tire and Rubber Co.  
 Hayes-Albion Corporation  
 Jackson Crankshaft Co.  
 Kelsey Hayes Co.  
 Kent-Moore Corporation  
 LuPaul Tool and Die  
 Mechanical Products  
 Miller Tool and Die Co.  
 Walker Manufacturing



Protective  
 Agencies: Police, Sheriff (City, County & Township)  
 Animal Control  
 Fire  
 Pinkerton Security

Recreation: City Recreation Department  
 Country Club  
 Raquet Club  
 Sportsmen's Club  
 Y Center  
 Sports Arena  
 Michigan School of Driving

Religion: Jackson Ministerial Association  
 Evangelical Association  
 Independent Baptists Association

Retirement: American Assoc. of Retired People - Orlo Abbott  
 Senior Citizen Council  
 S.C. Residences - Walter Norris

Social Services: Girl Scouts - Claudia Dugens  
 Boy Scouts - Ken Jarko  
 Y Center - Dick Hall or Jon Throne  
 Red Cross - Elma Leslie  
 Catholic Social Services - Cathy Walsh  
 (Big Brothers, RSOP)  
 Salvation Army - Captain Dolberg  
 Life Consultation - Karen Lawrence  
 Good Will Training Center - Phil Freidenger

Special Interests  
 and Political  
 Groups: NAACP  
 League of Women Voters  
 Jackson County Soldiers and Sailors - Dick Sheid  
 Political Parties

APPENDIX H

SAMPLE OF LETTER SENT TO ORGANIZATIONS WHOSE  
SURVEY INFORMATION WAS NOT COMPLETE



APPENDIX H

SAMPLE OF LETTER SENT TO ORGANIZATIONS WHOSE  
SURVEY INFORMATION WAS NOT COMPLETE

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

---

CONTINUING EDUCATION SERVICE • INSTITUTE FOR COMMUNITY DEVELOPMENT AND SERVICES • KELLOGG CENTER

April 4, 1977

Dear Ms. Postma,

Edwin Stevens met with you concerning the Jackson Lifelong Education Activities Inventory. As you may recall, he collected information regarding the adult educational programs and needs in which your organization is involved.

In order to make sure that our coverage of your organization is complete and accurate, we need to clarify a few things with you. We would appreciate your responding to the attached questions and returning them in the enclosed envelope as soon as possible.

If you have any questions please contact me at 355-0100.  
Many thanks for your assistance.

Sincerely yours,

Wendy Coles

for the Jackson County Education Consortium  
Institute for Community Development  
Michigan State University



APPENDIX I

WHAT'S WHAT IN JACKSON COUNTY:

JACKSON COUNTY LIFELONG EDUCATION ACTIVITIES AND NEEDS



## APPENDIX I

### WHAT'S WHAT IN JACKSON COUNTY: JACKSON COUNTY LIFELONG EDUCATION ACTIVITIES AND NEEDS

#### **WHAT'S WHAT IN JACKSON COUNTY:** **Jackson County Lifelong Education Activities and Needs**

written by Wendy Coles

compiled by the Jackson County Education Consortium

published by the Institute for Community Development  
Continuing Education Service  
Michigan State University

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ON THE AFFECTED ORGANIZATION IS PROHIBITED

FR 185



# ACKNOWLEDGEMENTS

This survey is the culmination of the efforts of many individuals and organizations. I am deeply grateful for the cooperation of the organizations and individuals who have helped me throughout the project. I am especially grateful for the help of Robert Snyder from Jackson Community College, and Charles Campbell from Spring Arbor College. Thanks are also due to the interviewers: Robert Mullins, Russell Hanson, Lee Houser, Nancy Johnson, William Kutz, and Orlan Chaskey. Thanks are also due to the following individuals: Zerkiah from ACC and Paul Baker, David Givens, David Giverson, Pauline Hoffman, Alton Kurtz, Richard LaFave, John Needy, Edwin Stevens, and Leon Winklow from SAC.

A special note of appreciation is due to each of the organizations of Jackson County whose representatives cooperated so willingly. Without their cooperation, this project would not have been possible. (See the alphabetical listing on page 54 for the names of participating organizations.)

And last, but certainly not least, I want to thank Dr. Robert C. Anderson of the Institute for Community Development, MSU, who provided me with encouragement and office space throughout the project, and who helped me with the final editing of the report. I also thank the forms and tables--preliminary and final--in MONT'S MOUNT IN JACKSON COUNTY.

--Wendy Coles

CUN: KTS

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Introduction	2
Part I: Educational Activities	4
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Finance	6
Food Service	6
Insurance	6
Real Estate	6
Retail	7
Transportation	7
Utilities	8
Communications	10
Community Services	12
Corrections	14
Education	16
Fine Arts	22
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3

class, conference, or program for participants 10 years old or older. The survey was designed to identify and describe educational activities regardless of prerequisites for participation, we included educational activities developed and sponsored by organizations as well as those developed and sponsored by individuals, organizations, clients and/or the general public. The reasoning behind this non-restrictive inclusion was twofold: (1) learning about an organization's inservice education could be helpful to other organizations considering such activities, and (2) the survey was designed to include all employment with an organization because of the inservice education offered. However, some restrictions were necessary in selecting activities. Activities were limited to the calendar year 1970-1971, and if they were conducted within the boundaries of Jackson County.

The Jackson County Education Consortium selected organizations to be surveyed. The consortium first identified the areas of interest within the community. They then identified key organizations within each interest area. The consortium then contacted these organizations and (1) invited them to be the most likely organizations to have lifeline educational activities, and (2) they were most likely to know something about the other organizations within their interest sector and could provide further contact information. The consortium then contacted the representatives of Jackson Community College and Spring Arbor College. All interviewers attended a training workshop before they first met with the organization representatives.

Consortium members felt that the best respondents for the survey were persons who could speak officially for their organizations and who had the authority to provide information about the organization's educational activities. The consortium chose the chief executive officers of each selected organization to be the primary respondents for the survey. The interviewers contacted these officials and asked them for their cooperation in the study.

The respondents were asked to complete three forms. In the first, they were asked to describe the educational activities provided by their own organization. In the second, they were asked to describe the educational activities of other organizations within their interest sector. In the third form, the respondents noted the educational needs that existed with their own organizations and/or within their interest sector.

The results of this survey make up the major portion of this publication. We hope that this collection of activities and needs will be helpful to your organization as

--an information tool.

Having a list of existing community activities will enhance your organization's understanding of the educational activities going on in the community. It will also provide a basis for identifying gaps in educational activities that were previously unknown to them.

--a planning tool.

Identification of existing activities and needs provides organizations with the data necessary to plan and develop educational activities to fill unmet needs.

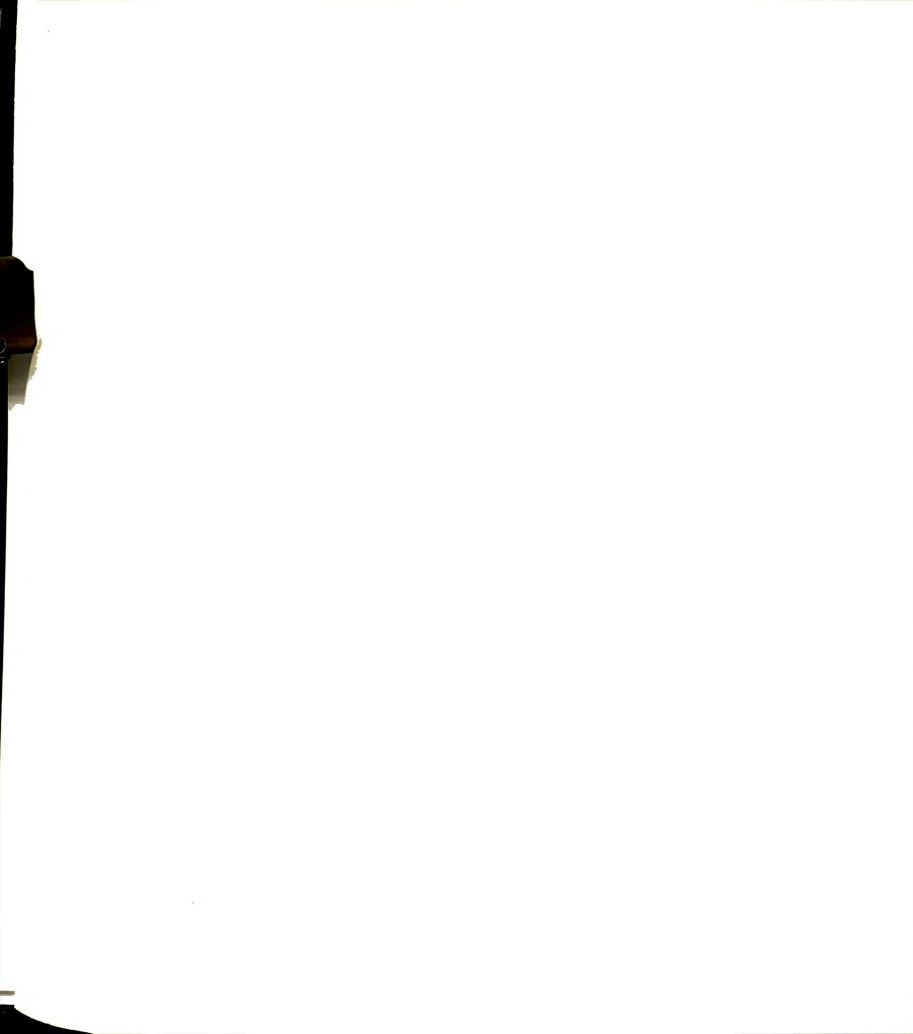
--an impartial "collaboration" mechanism.

No single organization within a community is ever granted the

social right to determine or dictate all adult lifelong education activities. However, coordination, in the sense of "harmonizing in a common action or effort," will be much more likely to occur if the organizations involved in the educational activities coordinate their efforts and arrive at a common understanding of how best to serve the community.

WENT'S MINT IN JACKSON COUNTY is divided into two main sections. Part I describes the educational activities of the community as compiled by the consortium interviewers. Unless otherwise indicated, it is assumed that these activities are those that are perceived by the respondents. Following these sections is an alphabetical listing of all the organizations and the page numbers where they appear in the publication.

In presenting this inventory to you, we wish to remind you that this is not the final product of our mission. Not all the organizations and educational activities have been identified. In the future, as more information becomes available, we have not all received final verification by the organizations. Therefore, the data is a draft copy, depicting the original compilation of activities and needs gathered by the interviewers. Under such circumstances, PERMISSION MUST BE OBTAINED FROM THE JACKSON COUNTY EDUCATION CONSORTIUM FOR REPRODUCTION RIGHTS TO ANY PAGE OF THIS PUBLICATION.



**PART 1**

**EDUCATIONAL ACTIVITIES**



## SECTOR--AGRICULTURE

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Program Provider	Topic	Program Description	Level/Type	Location	Length; and When Offered	Audience	Other Information
Jackson County Coopera- tive Extension Serv. 412 Erie St. Jackson 45202 788-1294	Agricultural Program	Classes in vegetable gardening, house plant care, landscaping, weed and pest control, grain production, farm machinery production, livestock nutrition and health, land use, irriga- tion, commercial horticultural crop production, etc.	Informa- tional, skill train- ing, and all levels	Varies (schools, restaurants, colleges, exten- sion offices, etc.)	Varies	General public	
	Home Horticulture	Programs include a range of horticulture topics.	Informa- tional	WLL-TV--Channel 10	15 minute spots	General public	Provided with WLL-TV--Channel 10



## SECTOR - BUSINESS

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
<b>FINANCE</b> Jackson Institute of Banking c/o Marilyn Wyman Executive Secretary 1300 E. Michigan Ave. Jackson 49201 788-2702	Banking Programs	Four courses per semester. Topics: Principles of Banking and other bank-related information.	Beg.-Adv. Skill train- ing and know- ledge courses.	Bank of America Episcopal Church Jackson Community College	Beg.-Adv. 1 hr./week for 16 weeks	All bank employees except employees of Bank of Jackson	All bank employees. Cost is \$45-160 per course. Material costs are sometimes extra.
<b>FOOD SERVICE</b> Gilbert's Restaurant 2323 Clinton Road Jackson 49201 782-7135	Inservise Training	Instruction in salads, pastries, general cooking.	Beg.-Adv.	Gilbert's Restaurant	On-the-job, as hired	New staff	
<b>McDonalds System</b> Hamburgers c/o Mike Brown, Supervisor Office & Training Cler. 2900 E. Michigan Jackson 49202 787-4451	Basic Operation Course	Training for lead people on floor.	Adv.	McDonalds Office & Trng. Center	4 days once per 4 weeks	McDonalds Office & Trng. Center	
	McDonalds Inservice Training	Lectures, quizzes and films on McDonalds system. Topics: (1) Fry and pie, (4) Floor, (5) Window (counter), (6) Maintenance.	Beg.	McDonalds Office & Trng. Center	1-hr. class/once per 4 weeks	New trainees	
<b>INSURANCE</b> Jackson Assoc. of Life Insurance c/o Lavern Blythe, CLU 505 S. Jackson Jackson	Chartered Life Insurance (CLU)	10 lessons covering actuarials, law, economics, etc.	Adv.	Jackson Community College	2 yrs., with 2 lessons per year	Life insurance persons with Jackson Community College	Portion costs for insurance with Jackson Community College
	LIPC (Life Underwriters Training Council); Parts I & II	Sales oriented training including field work. Part I focuses on personal uses of life insurance. Part II focuses on business uses of life insurance.	Skill train- ing	Jackson Community College	2 yrs., beginning in Sept., 20 weeks/year	New life insurance salesmen	\$70 per part. Offered with Life Underwriters Training Council
<b>REAL ESTATE</b> Jackson Board of Real Estate c/o Dorothy Peterson 111 E. Michigan Ave. Jackson 49201 787-4175	GRI-I GRI-II Jackson Board of Real Estate Certification Session	Basics of Real Estate Advanced Real Estate Basic rules and regulations of code of ethics, correct filling of forms, etc.	Beg. Adv. Beg.	Jackson Community College Jackson Community College Jackson Board of Real Estate	15 weeks (45 hrs.) 15 weeks (45 hrs.) 2 hrs. bi-weekly for 5 days	General public Licensed real estate persons New licensees	Cost is \$51 Prerequisite: Real estate part I. Cost is \$51 Limited to persons with real estate license in B. of R. (brokers)



Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and when offered	Audience	Other Information
REAL ESTATE Cont'd. Jackson Board of Realtors c/o Raymond Peterson 111 E. Michigan Ave. Jackson 49201 787-6175	Real Estate	Psychology of selling. Real estate methods, including listing and organizing.	Informational for all levels.	Local	3 days (25 hrs.)	General public	Cost is \$125
University of Michigan Extension Service	General Real Estate	10 sessions on various real estate-related topics.	All	Space available	10 weeks (30 hrs.)	Real Estate licensees	Cost is \$85
RETAILING Chamber of Commerce 401 S. Jackson 782-8221	Check Fraud Seminar	Methods of detecting fraudulent checks.	Informational for all levels	Varies	One 3-hr. session held annually	Primarily business people	Advance registration Approximately \$5-10 fee
	Eggs and Issues Meeting	Lecture and discussion breakfast meetings on legislative subjects and various business topics.	Informational	Varies	Meets 7:30-9:00 a.m. monthly	Business people	Advance registration Approximately \$4 fee
	Human Relations and Improvement Program	Content varies around personal improvement area.	Informational for all levels	Varies	3-hr. session, held on 4th and 6th evenings. One program annually	Primarily business people	Advance registration Approximately \$60 fee
Jacobson's c/o Wayne Gardner 255 W. Michigan Jackson 49201 787-3600	Shoplifting Seminar	Methods of preventing and detecting shoplifting.	Informational for all levels	Varies	One 3-hr. session, held annually	Limited to retail employees	
	Executive training program	Work as trainee with special job assignments and trained in all areas of the company.	Adv.	Jacobson's Store		College graduate employees and a retail promotion	
	Introduction to sales	Slide program.	Reg.	Jacobson's Store	1 week	New salesperson	
	Orientation program	Orientation and on-the-job training.	Reg.	Jacobson's Store	1 week	New salesperson	
	Systems program-on-the-job training		Reg.	Jacobson's Store	1 week	New salesperson	
Meacham Pharmacy 102 Telford Spring Arbor 750-2550	Pharmacist internship	Practical experience for student pharmacists.	Skill trng.	Meacham Drug Store	Usually Approx. 1 yr., 1,000 hrs.	Potential pharmacists	Prerequisite: prerequisite for pharmaceutical training



Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and When Offered	Audience	Other Information
<b>TRANSPORTATION</b> Jackson County Airport c/o Sandy Collier, Mgr. 1000 Woodland Ave. Jackson	Fire training	How to put out fires.	Reg.-Adv.	County Airport	1/2 day period- Airport employees called as needed for fire fighters	Some training programs are only for employees of the airport and city/township fire departments. Training is offered with Black Mountain Fire Department and the ship Fire Chief.	
<b>UTILITIES</b> Consumers Power Company Training Supervisor Hayes Building 1000 Woodland Ave. Jackson BBB-0050	Customer Relations Training	Designed to improve the majority of all contacts with customers.	Skill training	Hayes Building	Approx. 2 hr./session, 3 sessions	Employees	
	Effective Letters	Writing better letters, reports and memos.	Skill training	Hayes Building	20 hrs.	Employees	Employees who need such knowledge for their jobs with Consumers
	Effective Reading	Designed to achieve a higher level of reading speed.	Skill training	Hayes Building	8 hrs.	Employees	Provided for employees whose jobs require extensive reading.
	Fundamentals of Electricity I: (Basic Principles)	Electrical fundamentals as applied to Consumers Power Company.	Reg.	Hayes Building	20 hrs.	Employees	Employees who need such knowledge for their jobs with Consumers Power.
	Fundamentals of Electricity II: (Alternating Current)	Designed for individual instruction	Adv.	Hayes Building	30 hrs.	Employees	Employees who need such knowledge for their jobs with Consumers Power.
	Fundamentals of Natural Gas	Basic principles of natural gas as applied to Consumers Power Company.	Adv.	Hayes Building	10, 2-hr. meetings	Employees	Employees who need such knowledge for their jobs with Consumers Power.
	Principles of Supervision	Designed to provide useful information and management tools.	Reg.	Hayes Building	8:30 a.m. Monday through Friday to late Friday afternoon	2 hr. sessions All employees	
	Productive Listening (Customer Oriented)	Designed to develop an awareness of the problems and opportunities existing in a listening situation.	Skill training	Hayes Building	2 hr. sessions with one session/week for 5 weeks	Employees	
	Productive Listening (Management Oriented)	Designed to develop an awareness of the problems and opportunities existing in a listening situation.	All levels	Hayes Building	2 hr. sessions with one session/week for 5 weeks	Employees	



Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and When Offered	Audience	Other Information
UPLINKS Cont'd. Consensus Power Company Videotape Training 7100 W. 81st Hyatt Building Jackson 788-0550	Videotape Training of Jrs Supervisor	Techniques involved in video-taping and performance or presentation.	Skill training	Videotape 7100 W. 81st Jackson	Approx. 3 hrs.	Employees	
Michigan Bell Telephone 817 W. 81st Jackson 789-3903	Training for Operators	On-the-job training at the switchboard.	Reg., skill training	Jackson Bell Telephone Office	5-week program	New Bell employees, business employees of new Bell equipment	
	Training for Service Representatives	On-the-job and classroom instruction.	Reg., skill training & information	Jackson Bell Telephone Office	6-week program offered as needed	New Bell employees, business employees, new Bell equipment	
Swartley Telephone Answering Service 3100 Franklin Jackson 787-4470	Swartley Telephone Answering Service	Training for telephone secretaries.	Information and skill training	Swartley Answering Service Office	Maximum of 1 month program	New answering service employees	



Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
WJMW/WRJR Radio 2511 Kirby Road Jackson	Conversation Piece	Interview-type program on public Affairs.	Informational	1450 on the AM radio dial	5 days/week for 10 minutes ea.	General public	
	PM 94 Dialogue	Interview-type program on public Affairs.	Informational	94.1 on the FM radio dial	1/2 hr. (30 minutes per week)	General public	
	Issues and Answers	Interview-type program on public Affairs.	Informational	1450 on the AM radio dial	10:00 p.m. each Sunday	General public	Provided with NBC
	MM Garden Guides		Informational	1450 on the AM radio dial		General public	Provided with Jackson Cooperative Extension Service
WJLC-TV c/o Stuart Hazard Jackson 789-2621	Operation Second Chance	General high school material reviewed in preparation for the State General Educational Development	High school level	Channel 10 on the TV dial	6:30-7:00 a.m. 5 days/week for 9 weeks	Persons waiting a Jackson diploma	Offered with Jackson Public Education and Michigan Blue Shield.
WJMW Radio 1700 Glenshire Drive Jackson 9221 784-7181	Family Facts	Various topics pertaining to the family.	Informational	Throughout Jackson County	10:15-10:20 a.m. 5 days/week (different programs each day)	General public	Provided with Jackson Cooperative Extension Service
	Farm Facts	Various topics pertaining to farming.	Informational	970 on the AM radio dial	5:45-6:00 a.m. 5 days/week (different programs each day)	General public	Provided with Jackson Cooperative Extension Service
WJAE c/o Carl Jacobson, Dir. Michigan Enterprise Spring Arbor 49283 750-1200, ext. 220	American Enterprise Institute for Public Policy Forum Dear Cousin	Discussion of public affairs with authorities on timely subjects. Social studies on England and the United States	Informational	89.3 on the FM radio dial	1 hr. program/week	General public	Produced with Mutual Broadcasting Company
			Basic informational	89.3 on the FM radio dial	2-10 minute program/week	4th grade level and up	Produced with Jackson Adult Basic Education program.
	De Español a Inglés	English for those that speak Spanish; Spanish for those that speak English.	Basic skill training	89.3 on the FM radio dial	4-15 minute program/week	General public	Produced with Jackson Adult Basic Education program.



## SECTOR--COMMUNICATIONS Cont'd.

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Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and When Offered	Audience	Other Information
WBEZ Central Jackson, N.Y. Spring Arbor College Spring Arbor 49283 750-1200, ext. 220	Listening Fun	Reading readiness for students 3rd grade and up and adults.	Beg., skill	89.3 on the FM radio dial	4-10 minute programs/week	General public	Produced with WBEZ Grant money used in Jackson Adult Basic Education program.
NBC University Theatre		Dramatization of great American novels.	Informa- tional	89.3 on the FM radio dial	3-50 minute programs/week	General public	Produced with NBC
Radio Bible College		Bible courses.	Informa- tional	89.3 on the FM radio dial	6:30-6:45 p.m. 5 days/week	General public	Produced with Moody Bible Insti- tute. Courses Credit available through Moody at \$7.50/credit hour.
Radio School of the Bible		Bible courses.	Informa- tional	89.3 on the FM radio dial	11:45-12:00noon 5 days/week	General public	Produced with Moody Bible Insti- tute. Courses Credit available through Moody at \$7.50/credit hour.
Speaking of Books		Literature.	Informa- tional	89.3 on the FM radio dial	15 Minutes/ week	Junior high school and up	Used in Jackson Adult Basic Educa- tion program.
What You See Is What You Get		Consumer education.	Beg., in- formational	89.3 on the FM radio dial	4-15 minute programs/week	4th grade and up	Produced with National Public Radio. Used in Jackson Adult Basic Education program.
Who Are the Americans?		Social science stories of dif- ferent cultures of the U.S.	Informa- tional	89.3 on the FM radio dial	2-15 minute programs/week	General public	Produced with National Public Radio



Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Jackson Association of University Women c/o Juanita Riedel 3140 Grand Jackson 49203 782-9555	Branch Meetings  Study Groups	A variety of presentations by guest speakers.  Groups include Book Club, Art Appreciation, Music Appreciation, Child Study, Creative Writing, Sewing, Gardening, Cooking, Investments, Crafts, Self-Improvement (Weight class).	Reg. - Adv.  Reg. - Adv.	Members' homes  Members' homes	1 meeting/ month, Sept.- May  Approx. 2-1/2 hrs./session/ 1-2 sessions/ month, Sept.- May	Members  Members	Membership is \$16/ yr. for college graduates. A age- limit of 18 is observed. "Community Members" includes persons without college education who have additional qualifications.
Business & Professional Women's Club c/o Olive Merlin, Chairperson of World Affairs Committee 705 S. Grinnell Jackson 49203 783-4781	Individual Development Plan: Course One  Individual Development Plan: Course Two	Experience in public speaking, reading and presentation in meetings. Preparation for local speak-offs.  Introduces participants to discussion techniques and to group relationships and problems. Preparation for state and national speak-offs.	Reg.  Adv.	YMCA  YMCA	2-1/2 hr./week for 8 weeks  1-1/2 hr./week for 8 weeks	Members  Members	Costs determined by number of course is self- supporting  Prerequisite: Completion of Course One.
Jackson County Lions c/o Herb Blandling Sec. 717 S. Grinnell Jackson 49201	Community Information	Variety of speakers, films, demonstrations, etc.	Informa- tional	Varies with club	30 minutes/ week every other week	Members	Seven clubs within Jackson County
Jackson Rotary Club c/o Sol Stoloway Pres. 204-1/2 Jackson 49203 782-0670 or Michigan Center Rotary Club c/o Mrs. J. Fee, 176 N. State Michigan Center 764-2205	Contemporary Issues	Speakers on a variety of community, vocational and international issues.	Informa- tional	Holiday Inn, Jackson/Masonic Center Michigan Center	Noon, Wed./ Thurs.	Members	
Junior Chamber of Commerce c/o Edna Blandley 120 W. Michigan Jackson 788-4398	Communication Dynamics		Informa- tional; Reg.	Spring Arbor College, Jackson House, McDonald's Trng. Office	6-12 hrs.	Jaycees	Cost is \$2.00
	Leadership Dynamics		Informa- tional; Reg.	Spring Arbor College, Jackson Club House, McDonald's Trng. Office	6-12 hrs.	Jaycees	Cost is \$2.00







Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Dept. of Corrections C/O R. Scott, Training Division State Prison of Southern Michigan RD 3 Jackson 782-0301	Apprenticeship Training Program	Industrial electrical and machine repair services.	Apprentice skill train.	State Prison of Southern Michigan	10,000 hrs.	Residents of State Prison of Southern Michigan	Offered in conjunction with Jackson Community College & Michigan State University. Prerequisite: High school graduate and/or an apprenticeship job.
	Associates Degree Program	Arts courses, with some occupational and science classes.	First 2 yrs. of college	State Prison of Southern Michigan and Jackson Community College	Varies	Residents of State Prison of Southern Michigan	Offered in conjunction with Jackson Community College. Prerequisite: High school graduate and/or passed the GED.
	Bachelor of General Studies	Junior and senior courses in General Studies.	Junior and senior college level	State Prison of Southern Michigan	Varies	Residents of State Prison of Southern Michigan	Offered in conjunction with Wayne State University. Prerequisite: Associates degree or 60 hrs. of college credit.
	Corrections Employee Training	Orientation of new employees to corrections philosophy, report writing, team concepts, defensive arts, psychology of management, human behavior.	Beg.	Training Academy, Gun Range	6 weeks, offered as needed	New employees	
	Corrections Specialist School	Psychology of human behavior, group and individual counseling, team concepts, advanced report writing, data collection.	Skilled	Training Academy	4 weeks	Corrections Specialist employees	Prerequisite: Certified corrections specialist with 2 yrs. experience
	Inservice Training	Program varies with needs of department and unit involved.	Varies	State Prison of Southern Michigan	Varies	Employment with assignments	Employment with state prison
	Michigan Braille Transcription	Training in the preparation of Braille transcription, operation of Braille writers and Braille programming.	Beg. - Adv.	State Prison of Southern Michigan	1 yr.	Residents of State Prison of Southern Michigan	Offered in conjunction with Jackson Intermediate School District and Lions Club. Prerequisite: High school graduate with college training. Manual dexterity required.



## SECTOR--CORRECTIONS Cont'd.

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Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and When Offered	Audience	Other Information
Dept. of Corrections Prison Services Division State Prison of Southern Michigan #1 Jackson 782-0301	Middle Management	Sharpen skills as managers. Develop and maintain relationships, policies and procedures, civil service rules and regulations, labor relations.	Adv.	Training Academy	4 weeks	Middle Management	Prerequisite: Must be a management worker in mid-management whose supervisor has indicated need for additional training.
	Paralegal	Law firm research providing knowledge of the law.	Reg.	State Prison of Southern Michigan	1 year	Resident of State Prison of Southern Michigan	Offered in conjunction with American Bar Association. Prerequisite: High school graduate with some college training.
Prison Services Division State Prison of Southern Michigan #1 Jackson 782-0301	Weapon Requalification	Proficiency in handgun, rifle, shotgun	Skill training	Gun range	2 weeks, or more depending on time to pass minimum scores	All correctional officers and others required to carry guns	



Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
City of Jackson Library c/o Mildred Shank 244 W. Michigan Ave. Jackson 49201 788-4081	Book Reviewing	Gives upon request to all kinds of books and types of groups.	Informa- tional	Library or where requested	As needed	As requested	Cost varies from nothing to a minimal fee
	Film Program	Film to be shown at library or home.	Informa- tional	Library or elsewhere	Varies, 3 min. to 1 hr.	General public	No cost
	"Your Public Library"	16 minute or movie-length in "Info 10" on Channel 10 with TV, commercial and related matters.	Informa- tional	WML-TV	16 minutes, once a week	General public	Offered with WML-TV, Jackson
Hope Activity Center c/o Mary Saunders 816 West Macon Jackson 782-0417	Academic Program	Courses and experiences in self-help personal skills, general nutrition, cooking, use of public library, shopping, eating in restaurants, remedial reading.	Skill trng.- Level varies according to each student's needs	Primarily Hope Activity Center but may include YMCA and other locations	Daily 8:30-2:00 year round	Mentally retarded adults, 18 years of age and older	Students are usually referred by another agency, or social worker, par- ents, etc. Cost is based on sliding scale, according to income.
	Arts and Crafts	Instruction in needlepoint, crocheting, knitting, decoupage.	Skill trng.- Level varies according to each student's needs	Primarily Hope Activity Center, but may include YMCA and other locations	Daily 8:30-2:00 year round	Mentally retarded adults, 25 years of age and older	Students are usually referred by another agency, or social worker, par- ents, etc. Cost is based on sliding scale, according to income.
	Recreation	Instruction in bowling, swimming, calisthenics, basketball, card games, indoor games, music, dancing, hiking, field trips.	Skill trng.- Level varies according to each student's needs	Primarily Hope Activity Center, but may include YMCA and other locations	Daily 8:30-2:00 year round	Mentally retarded adults, 25 years of age and older	Students are usually referred by another agency, or social worker, par- ents, etc. Cost is based on sliding scale, according to income.
	Workshop	Instruction in woodwork, use of simple tools, painting, janitorial experience, lawkeeping.	Skill trng.- Level varies according to each student's needs	Primarily Hope Activity Center, but may include YMCA and other locations	Daily 8:30-2:00 year round	Mentally retarded adults, 25 years of age and older	Students are usually referred by another agency, or social worker, par- ents, etc. Cost is based on sliding scale, according to income.



Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Jackson Business University c/o Jack Bance 214 S. Mechanic St. Jackson 49201 739-6123	Accounting Management	Diploma program.	Beg., -Adv.	Jackson Business University	120 term-hour credits. Approx. 8 terms (2 yrs.) during day or evening	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.
	Business Management	Diploma program.	Beg., -Adv.	Jackson Business University	120 term-hour credits. Approx. 8 terms (2 yrs.) during day or evening	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.
	Executive Secretary	Diploma program.	Beg., -Adv.	Jackson Business University	94 term-hour credits. Approx. 6 terms	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.
	Legal Secretary	Diploma program.	Beg., -Adv.	Jackson Business University	94 term-hour credits. Approx. 6 terms	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.
	Medical Secretary	Diploma program.	Beg., -Adv.	Jackson Business University	94 term-hour credits. Approx. 6 terms	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.
	Office Accounting	Diploma program.	Beg., -Adv.	Jackson Business University	94 term-hour credits. Approx. 6 terms	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.
	Real Estate	Certificate program.	Beg., -Adv.	Jackson Business University	60 term-hour credits. Approx. 4 terms (1 yr.)	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.
	Receptionist-Typist	Certificate program.	Beg., -Adv.	Jackson Business University	60 term-hour credits. Approx. 4 terms (1 yr.)	General public	Prerequisite: High school diploma or GED equivalency. Cost is \$25 per credit hour.



Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Jackson Business University 24 S. Main Jackson 49201 789-6123	Stenographic	Certificate program.	Reg. - Adv.	Jackson Business University	60 term-hour credits. Approx. 4 terms (1 yr)	General public	Prerequisite: High school diploma or GED. Cost is \$25 per credit hour.
Jackson Community College 2111 Ramone Jackson 49201 787-0800	Associate Degree and/or Certificate Program	Communications (English, Foreign Language, Reading, Speech), Humanities (Art, Dance, Literature, Music, Philosophy), Computer Science, Geology, Engineering, Mathematics, Physics), Social and Behavioral Sciences, History, Political Science, Psychology, Sociology, Law Enforcement, Physical Education, Health, Physical Fitness, Recreation).	Intro. - Adv.	Jackson Community College	Courses offered year round. Each course is 10 weeks.	High school graduates senior citizens 60 years or older. Those who are capable of benefiting from special students-- see catalog	Cost is \$16/credit hour; free to senior citizens 60 years or older. Cost of materials not included in course fee.
	Apprenticeship and Related Training Instruction	Building Trades, Industrial Trades, Service Trades.	Skill Trng.	Jackson Community College & local industries	Varies from 2-6 yrs.		Provided with 280 employers in area.
	Community Services and Extension Courses	Includes a variety of educational programs.	Intro. - Adv.	Jackson Community College plus various local industries, e.g., Jackson County, i.e., Clark Equipment Company	Courses offered year round. Each course is 10 weeks.	High school graduates or any per-son 18 yrs. or older. Cost of materials not included in course fee. There are special students-- see catalog	Cost is \$16/credit hour; free to senior citizens 60 years or older. Cost of materials not included in course fee.
	Law Enforcement College Courses	Classes in Criminal Law and Investigation, Criminology, Patrol Techniques, Emergency Service, Search and Seizure, Firearms Training, Report Writing	Intro. - Adv.; Informational and Skill	Jackson Community College	15 week courses in fall and winter semesters	Law officers and sent officers and recruits	Offered with Jackson Police Dept. and Sheriff Dept.
	Law Program	Sessions on how to Try an Arbitration Case, Labor Relations in the Public Sector, Matrimonial Compensation.	General Adv.	Jackson	3 days	Company and individual persons-- 6-county area	Cost is \$20 with lunch per day.



## SECTOR--EDUCATION Cont'd.

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Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Jackson County Cooperative Extension 412 Erie St. Jackson 49202 788-4294	Community Leadership	Program to develop leadership skills to be used in problems and community issues.	Informational skill trng.	Jackson Community College	2-yr. program	General public	Provided with Jackson Community College
	Educational Classes	Classes in nutrition, safety and health, parenting, budgeting and resource management, food preservation, consumerism, energy, etc. etc. play, community dev., etc.	Informational skill trng. all levels	Varies (schools, restaurants, extension offices, etc.)	Varies	General public	
	Family Living	Topics include energy conservation, canning, appliance maintenance, etc.	Informational	WJLX-TV--Channel 10	1 minute spots	General public	Provided with WJLX-TV--Channel 10
	Home Economy	Newspaper column dealing with home economy.	Informational	Jackson Citizens' Patriot newspaper	Weekly column in newspaper	General public	Provided with Jackson Citizen Patriot newspaper
Jackson Intermediate School District 2301 East Michigan Ave. Jackson 49202 787-2806	Seminar for School Administrators	Covers aspects of school administration chosen by participants.	Adv. skill and informational	Jackson County School District Administration Office	18 3-hr. sessions	School Administrators	
	Workshop for School Board Members	Covers various items of information and problems concerning schools.	All levels of skill and informational	Various locations	4-5 hrs.; once per year	School Board Members	

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Jackson Public Schools c/o Don Kelso 312 Wilwood Ave. Jackson 782-8121	Adult Basic Education	Basic educational skills.	Elementary level	Jackson Public Schools, Salvation Army, John Wesley Church, Community Action Agency	Sept.-June	General public	Low level functioning (reading, writing, etc.)
	GED Preparation Classes	Preparation for General Educational Development Tests	High school level	John George Hall and Jackson Public Schools	Fall and Spring semester day and/or evening	General public	No high school degree
	High School Credit Classes	Classes in History, Child Psychology, Science, Government, etc.	High school level	Jackson Public Schools and John George Hall	Day and/or evening	General public	No high school degree. Also offered at Clark App. Co.
	Homebound Study Program	Regular high school classes.	High school level	Student's home	Flexible	Persons who are unable to leave their homes	Prerequisite: No high school degree.
	Mentally Handicapped Program	Basic adjustment skills.	Informal and skill trng.	Allen School and Jackson Junior High	Flexible	Mentally handicapped 18 yrs. and over	
	Nurses Aid Training	Training for nurses aid.	Basic skill and posture training.	John George Hall	On demand	Public assistance recipients	5 openings for general public
	Office Block Classes	Classes in dictaphones, shorthand, typing, recordkeeping, etc.	Reg.	Jackson High School	Fall and Spring semester day and/or evening	General public	
	Vocational Education Classes	Classes in Accounting, Auto Shop, Electronics, Interior Decorating, etc.	Reg.	Jackson Public Schools and John George Hall	Fall and Spring semester day and/or evening	General public	
	WIN Program	Preparation for the General Educational Development tests.	High school level	John George Hall	Continuous and flexible	Public assistance recipients	
New Tribes Bible Institute c/o James H. Platt 102 Frances St. Jackson 8201 782-9309	Bible School	Diploma program—Bible courses, campus work-detail, and practical Christian work.	Vocational trng.	New Tribes Bible Institute	3 semesters (45 hrs.)	Enrolled students	Admission subject to high school diploma, statement of faith, and approved behavior.

Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and When Offered	Audience	Other Information
Personal Growth Inst. c/o Alton Kurtz 2001 Spring Arbor Rd. Jackson 49203 789-7185	Mental Health Education	Learn how to solve personal problems, stress management, assertiveness training, creative movement, etc.	Social skill training.	Personal Growth Institute	Operates on 12-week basis	Disabilities, students who wish to make a change	Cost is on sliding scale according to income.
Spring Arbor College c/o Alton Kurtz Spring Arbor 750-1200, ext. 204	Academic Degree Program	Classes in Art, Economics, English, French, Spanish, Music, Philosophy, Physical Education, Mathematics, Psychology, Social Sciences, Contemporary Ministries.	College level	Spring Arbor College	Courses offered year round. Total of 124 hrs. needed for graduation. Approx. 4 yrs.	Enrolled students	\$2300/yr for 10-14 hrs./semester for students taking 7 hrs. or less. Total cost of 2 semesters. \$70/credit hr. for each of 2 summer sessions.
Health Administration Program		Program incorporated into economics major or social science major.	College level	Spring Arbor College Internship in an approved medical facility.	Courses offered year round. Total of 124 hrs. needed for graduation. Approx. 4 yrs.	Enrolled students	Same as above.
Pre-professional Program		Program offered in Medical, Biology, Chemistry, Medicine, Social Work, Law.	College level	Spring Arbor College	Courses offered year round. Total of 124 hrs. needed for graduation. Approx. 4 yrs.	Enrolled students	Same as above.
Teacher Education		Preparation for Michigan certification for secondary and/or secondary levels.	College level	Spring Arbor College Students are supervised teaching experience in classroom and/or secondary classroom.	Courses offered year round. Total of 124 hrs. needed for graduation. Approx. 4 yrs.	Enrolled students	Prerequisite: Teacher Education Program and approval of the student education Council.

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Ella Sharp Museum c/o Lyn Loftis 1225 4th St. Jackson 787-2320	Music, history, pottery, maple sugaring, sheep shearing, etc.	Lectures, demonstrations, seminars and concerts.	Informational	Museum Gallery or Grounds	Varies from 1-6 hrs.	General public	Cost varies from free to \$2 depending on whether Museum member
	Natural wool dying, fiber arts, spinning, etc.	Workshops	Beg. -Adv.	Varies from Museum Gallery, to studio, to gallery	Varies from 2-6 hrs.	General public	Cost varies from free to \$20
	Photography, weaving, drawing, painting, children's literature, ceramic sculpture, etc.	Classes	Beg. -Adv.	Museum studio or gallery	Varies from 4-8 weeks	General public	Cost varies from \$10 to \$20
Susan Vaughn School of 2009 W. Michigan Jackson 783-1150	Ballet	Classic ballet technique, Modern, French and Cecchetti-Mixed	Beg. -Adv.	Susan Vaughn School of Dance	8-week sessions available throughout the year	General public	Cost is \$16/month.
	Jazz	Intensive study of American jazz dance and exercise oriented.	Beg. -Adv.	Susan Vaughn School of Dance	8-week sessions available throughout the year	General public	Cost is \$16/month
	Tap	Tap technique covering single, double, triple tap steps, shuffles, toe steps and rhythmic hooks, bar and center exercises.	Beg. -Adv.	Susan Vaughn School of Dance	8-week sessions available throughout the year	General public	Cost is \$16/month

## SECTOR--GOVERNMENT

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Region II Planning Commission c/o Chuck Manchurian 120 W. Michigan Ave. Jackson 47201 778-4426	Basic Planning Workshops	Basic planning knowledge concerning land use, parks, transportation, law enforcement, etc.	Informational	Jackson County	Semi-annual	Local govt. officials	
	Planning Presentations	To familiarize local civic groups, school classes, local government, and business with the Jackson Comprehensive Plan.	Informational	Jackson County	Throughout the year	Local govt. officials and public	

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Bath Nubler Mental Health Clinic 906 N. Monroe Jackson 49202 784-0508	Inservice Seminar	Seminar on methods of treatment.	Beg. -Adv.	Bath Nubler Mental Health Clinic	Approx. 1 hr./week - ongoing	Staff	
	Inservice Training for Other Agencies	Workshops dealing with social health care.	Beg. -Adv.	Various agencies	Workshop meets weekly for 6 months-1 yr. Hold 3-4 workshops per year	Staff of other social work agencies	
Cedar Knoll West Home 9230 Cedar Knoll Dr. Grass Lake 49240 522-8471	Nurses Aide Training	Inservice training regarding patient care (baths, beds, feeding, etc.).	Beg.	Educational unit of Cedar Knoll West Home Inc.	Probationary period extends over 3 months	All nursing employees that are not licensed	
	Senior Nurse Aide	Inservice training regarding advanced patient care (catheterization, enemas, respiration, etc.).	Adv.	Educational unit of Cedar Knoll West Home Inc.	1 yr.	All nursing staff that are not licensed	Prerequisite: Completion of (Beg.) Nurses Aide Trng.
Foots Hospital Director of Staff 205 W. Main Avenue Jackson 783-2771	Basic Interviewing Skills "Interviewing for Facts"	Covers basic skills involving planning, preparing, strategy, questioning, listening, feedback, documenting and reporting.	Beg.	Foots Hospital East and West	3 hrs./week for 5 weeks	Professional employees	
	Cardiology	Basic principles of EKG Anatomy and Physiology, Basic Arrhythmia recognition. Applications of ICU	Adv. plus skill	Classroom Foots East	2 hrs./week for 8 weeks	HR in ICU RN, DR and BR	Prerequisite: Working in area where patients are monitored.
	Catheter Care	Principles of caring for patient with catheter to minimize hospital acquired infection, hospital acquired catheter sepsis and for doing catheterizations.	Beg. -Adv.	Classroom Foots East	1 hr. session offered yearly to all nursing staff monthly to all nursing orientations	All levels of nursing staff	
	CPR	4 performance standards of CPR according to AHA guidelines. Participants according to evidence, CPR code and policy for hospital.	Beg. -Adv.	Foots East and West	2 to 4 hr. sessions depending on nursing orientation program and yearly	All levels of nursing staff	

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Footes Hospital Director of Staff 205 N. East Ave. Jackson 783-2771	Creative Personal Communications	Uses T.A. principles to deal with self awareness and interpersonal relationships.	Reg. -Adv.	Footes East and West	3 hrs./week for 5 weeks	All levels of employees	
	Health Studies	Four-year degree program in health studies.	All levels beyond high school	Footes Hospital	Various lengths in 1 to 4-year program	Persons interested in continuing education in health field	Offered with Western Michigan University Continuing Education
	Hospital Administration	Four-year degree in Hospital Administration Program.	All levels of college undergrad work	Spring Arbor College and Footes Hospital	Various lengths in 4-yr. program	Hospital administration	Offered with Spring Arbor College
	Infection Control	Basic microbiology principles and applications to infection control and the care system of isolation.	Reg. -Adv.	Classroom Footes East	4, 1-hr. sessions	All levels of nursing staff	
	Management Development (JCC Course B15 for 2 hrs. credit)	Scale with self awareness, team solving, analyzing performance problems, and effective job instruction techniques.	Adv. management	Footes Hospital East and West	3 hrs./week for 10 weeks	Middle management team	Member of Footes Hospital Management team plus JCC academic requirement of 216 per credit hr.
	Neurological Nursing	Covered anatomy and physiology of the nervous system of the neurological patient care of patients receiving chemical drugs and diagnostic studies.	Reg. -Adv.	Footes Hospital	3 days 8 hrs.	NR/LPN	Prerequisite: Must be related to these areas. Must pass class test.
	Orientation Program (includes Orientation, Orders, Lab Tech., Transfers (i.e., from one unit or position to another), and JCC PE, etc.)	Hospital environment, organizational structure, procedure/policy, CPM, safety (including fire, legalities, equipment, body mechanics), job responsibilities, nursing unit routines.	Informational	Footes East and West	2-3 weeks (sessions were often more often)	See under Management column	Prerequisite: Must be nursing school or licensed graduate of approved program (i.e., JCC or other previous experience).
	Orthopedic Clinic	Topics dealing with orthopedic cases.	Informational	Footes Educational Center	10 sessions	Nurses and orthopedic technicians	
	Paramedical Education	RR education. X-ray tech. School plus other paramedical programs serving numerous departments of the hospital.	Reg. -Adv.	JCC and Footes Hospital	Various lengths in 1 to 2-year programs	Persons interested in paramedics	Offered in conjunction with Jackson Community College.

Program Provider	Topic	Program Description	Level/Type Training	Location	Length: and When Offered	Audience	Other Information
Footes Hospital Department of Staff Development 205 N. East Ave. Jackson 782-2771	Performance Effective- ness through Goal setting PRS.	Covers the application of (NBO) principles of the hospital pro- fessional nursing staff as well as other levels of hospital employee performance.	Adv.	Footes Hospital East and West	3 hrs./week 5 weeks	Management and profes- sional employees	
	Prenatal Class	Reproduction, body changes, labor and delivery, etc.	Reg.	Foot Educational Center	1 night/week 6:00 a.m. - 7:00 p.m.	Expectant patients	
	Respiratory Nursing	Anatomy and physiology, inter- vention of the chest, breath sounds.	Reg. - Adv.	Classroom Footes East	2 hrs./week for 2 hrs. each	Now in ICU PR, Adv. and where patients are monitored	Transferrable
	Safety Training at Footes Hospital--Part I	Part I--Safety in interpersonal relationships. TA principles applied to communications in a hospital.	All levels	Footes Hospital East and West	1-1/2 hrs./ week for 6 weeks	All employees	
	Safety Training at Footes Hospital--Part II	Part II--Covers safe practices in regard to the use of equip- ment, personal hygiene, electri- city, lifting and climbing.	All levels	Footes Hospital East and West	3/4 hr./week for 9 weeks	All employees	
	School for Medical Technologists	Clinical education and training necessary to serve as medical technologist.	Adv.	Footes Hospital East and West	1 yr.	4 yrs. college applicants	College or Univer- sity plus Footes Hospital
	School for X-ray Tech- nologists	Clinical education and training necessary to serve as X-ray technologists.	Adv.		1 yr.	Selected	As required by Footes Hospital
	Techniques for Improv- ing Instructional Skills	Covers basic principles of learning plus practical and innovative techniques for giv- ing instruction.	Reg.	Footes Hospital East and West	3 hrs./week for 3 weeks	Supervisors and profes- sional em- ployees	
	Techniques for Improv- ing Instructional Skills (TIPS)	Covers presentation planning, evaluation, and feedback plus practice via video- tape to make a presentation and handle an audience question and answer session.	Reg.	Footes Hospital East and West	3 hrs./week for 2 weeks	Management and profes- sional employees	
	Training Program Nurse Aide, Obedience	Orientation program, followed by classroom and lab, then in basic bedside nursing skills and clinical practice.	Reg.	Footes Hospital East and West	4 weeks as necessary	Nurse nurse management and profes- sional employees	High school grad- uate with basic reading and writing abilities
	Nurse Secretary	Orientation program, followed by classroom and lab, then clinical practice.	Reg.	Footes Hospital East and West	4 weeks as necessary	Nurse ward secretaries	

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Jackson Dental Assoc. 1215 S. Washington 206 W. Washington Jackson 49201	Dentistry	Speeches on various technical phases of dentistry	Adv. Informa- tional	Local restaurant	1 hr./evening/ month	Dentists	
Jackson Osteopathic Hospital c/o Inservice Director 1215 S. Washington Jackson 49202 707-1440	Audit and Standards	Review of charting procedures and data auditing.	Adv.	Educational unit	All day once/ month	Nurses	
	Cardio Pulmonary Resus- citation	Demonstration	All levels	Educational unit	1 hr., every 2 months	Nurses and technical personnel	
	Monthly meetings by the following groups: 1. Head nurses and supervisors 2. RNs and LPNs 3. Aides 4. Ward Clerks	Various topics to keep staff current, utilizing audio-visual aids.	All levels	Educational unit	1 hr./month	Staff	
	New employee orienta- tion	Orientation	Beg.	Educational unit	Varies from 2 hr. to 2 weeks, depending on level	All new employees	
	Nurses Workshop	Nursing assessments and plans for maintaining nursing care.	Adv.	Educational unit	1 day/year	Nurses	
	Pathology Programs	Results of lab tests, handling specimens, processing tests, infection control.	Adv.	Educational unit	2 hrs./month	Nurses	
	Product Inservice	Explanation or demonstration of new products.	Informa- tional	Educational unit	Once/month	Nurses	Offered with com- mercial products, all new products to hospitals.
	Special Topics	Lectures on surgery or other current topics.	All levels	Educational unit	1 hr. quarterly	Nurses and technical personnel	
	Supervisory Development	Union contract, employee rela- tions, state and federal laws, and federal policies.	Informa- tional	Educational unit	1 hr./week for 4 sessions	Supervisors	

## SECTOR--HEALTH Cont'd.

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Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and When Offered	Audience	Other Information
Licensed Practical Nursing Organization c/o Mrs. E. J. Cowgill, President 1106 S. Jackson St. Jackson 49203 782-4169	Heimlich Maneuver	Slides and cassette tape on dealing with coughing victims.	Basic Informational	Restaurants, church groups, community groups, etc.	15 minutes	Available to general public upon request.	
	LPN Information	Guest speakers on a variety of medical issues.	Adv.	Inservice Room, Jackson General Hospital	1 hr., second Monday of each month, Sept.-June	LPNs	
	LPN Workshop	Rehabilitation, geriatrics, cancer care, etc.	Skill training.	Various	1 day, 2 times/yr.		

Program Provider	Topic	Program Description	Level/Type Training	Location	Length: and When Offered	Audience	Other Information
Michigan Education Committee c/o Kirk Curtis 210 Wildwood Jackson 49202 787-4513	Methods and Techniques of Grievance Handling.	Contract administration, work- men's grievance relations, methods and technique, fair representation.	Beg. -Adv.	Hotels	1-2 days	Elected representa- tives of MEA asso- ciations	
	Negotiation Workshop	Verbal skills, labor law, table skills	Adv.	Jackson Educa- tion Associa- tion	2-day workshop	Chief negotiators of MEA	
United Labor Education Committee c/o Charles Anderson, Chairperson 325 Falcon St. Jackson	Union Education	Includes basic bargaining, arbi- tration, steward and guide pro- cedure, grievance procedure and public speaking.	Beg. -Adv.	Jackson Labor Temple	3 hrs./night for 6 wks.	Union mem- bers	Cost is \$4 Fee.
	Update on Workmen's Compensation Law	Lectures on update of workmen's compensation law.	Beg. -Adv.	Jackson UMW Hall	6-8 weeks for 6 wks.	Workers Union Hall labor group	Approx. 56 Fee. Approx. 56 Fee. United May
	Workmen's Compensation	The basics of workmen's compensa- tion.	Beg.	Jackson Labor Temple	3 hr./night for 6 wks.	Union members	\$4 Fee



Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Allied Chucker and Engineering Co. c/o Julian Vankhale 3529 Scheels Dr. Jackson 49201 789-1378	On-The-Job Training	For each position, how to do the job and how to keep improving.	Reg.-Adv. Skill and Informational	Allied Chucker and Engineering Company	Ongoing	Employees selected hourly	
Clark Equipment Co. c/o Dan Bartolic 789-6000 Jackson 49203 784-6000	Employee Orientation	Basic introduction to company safety and affirmative action.	Reg. Informational	Clark Equipment Company	4 hrs.	New employees	
	Inservice Training	Blueprint, metrics, human relationship, case study, first aid, safety, etc.	Reg. Skill	Clark Equipment Company	Varies, 10 wks. to 2 hrs.	All employees	
	Management Training	Improve management skills.	Intermediate Skill	Clark Equipment Company or other metal	Varies 2 days to 2 wks.	Management employees	Clark selects and pays all costs
	Skill Training Program	Individualized programmed instruction to improve management and advancement.	Reg.-Adv. Skill	Clark Equipment Company	Continuous	Employees	Provided employees with working hours
	Supervisory Visitation	Basic introduction to supervision.	Adv. Skill	Clark Equipment Company	2 days	New supervisors	
Crankshaft Machine Co. c/o Robert Honor 314 N. Jackson St. Jackson 49201 787-3794	On-The-Job Training	Orientation, safety.	Reg.-Adv. Technical skill	Crankshaft Machine Co.	One year of supervision	Employees	
Biscuit Corporation c/o Robert Honor 522 Rupp Ave. Jackson 787-2050	Management Training	Management planning and leadership.	Informational	Sheraton Inn	Once a month	Management employees	Offered with Alpha Associates of Minnesota
Goodyear Tire and Rubber Company c/o W. R. Rogers 2219 W. Highway 51 Jackson 782-8181	Squadron Training	First line management supervisor training.	Reg.-Adv.	Goodyear Tire and Rubber Co. plant		First line management supervisors	
J.M. Crowley Boiler Works 703 Airline Dr. Jackson 49203 782-0494	Job Orientation	On-the-job training.	Reg. Skill	J.M. Crowley Boiler Works	1 hr. and supervision	Employees	
Kelsey-Hayes c/o Dan Varillon 512 N. Main Jackson 789-7151	Effective Supervision Seminars	Seminar in supervision.	Informational	Kelsey-Hayes	Once a month	Management employees	



## SECTOR--MANUFACTURING Cont'd.

31

Program Provider	Topic	Program Description	Level/Type of Training	Location	Length, and When Offered	Audience	Other Information
Manufactures Associa- tion c/o Roger Wilson 401 S. Jackson St. Jackson 49201 782-8268	Contract Negotiations	Guidelines for negotiating a labor agreement.	Adv. Informa- tional	Motel	2-1/2 hr./night for 4 nights once per year	Industrial supervisors personnel	
	Foreman Training	Psychology, Grievance Procedures and Leadership	Informa- tional	Holiday Inn	6-7 classes, 2 hr. each	Employed supervisors	
	Grievance Handling	Training for supervisors in how to handle grievances.	Sup. skill	Motel	2-1/2 hr./night for 4 nights once per year	First and second line supervisors	
	NIOSH "A Day with NIOSH"	Explains laws and requirements.	Reg. Informa- tional	Motel	1 day (7 hrs.) once per year	Safety supervisors	
	Practice of Supervision	Management techniques of supervisors.	Reg. skill	Scholar's Restaurant	2-1/2 hr./night for 4 nights, once per year	First and second line supervisors	
	Safety Workshop	Direct safety consciousness.	Reg. skill	Motel	1 day (7 hrs.) once per year	Safety supervisors	
	Unemployment Compensation	Explanation of laws.	Adv. informa- tional	Motel	1 day (7 hrs.) once per year	Personnel managers	



## SECTOR--PROTECTIVE AGENCIES

Program Provider	Topic	Program Description	Level/type Training	Location	Length; and When Offered	Audience	Other Information
Jackson County Sheriff Department c/o Michael Watkins 212 W. Wesley 788-4200 Jackson	Advance Patrol Techniques  Evidence Gathering and Handling	Patrol techniques, identification of needs, situations, and "preferred" techniques.  Theory and field experience.	Adv. skill Informa- tional	Blackman Township	10 weeks	Police officers	
			Informa- tional skill	Blackman Township	10 weeks as needed	Deputy sheriffs	Provided with Michigan State Police, 714 So. Jackson Ave., Jackson, 332-2521
	Firearms	Firearms proficiency	Skill	Jackson City Police Firing Range	Ongoing	Police officers	
Jackson Fire Department c/o William Fall 518 N. Jackson St. Jackson 49201 788-4150	Fire Department Orientation  Significant Topics to Significant Firefighters	Preservice instruction.  Inservice topics include Dept. Orientation, Department Responsibilities, Forcible Entry, Ropes, Extinguishers, Ladder Use, Fire Service, Fire Streams, Fire Hydrants, Ventilation, Reserve & Protective Breathing, First Aid, Water Control, Fire Investigation, Services, Alarm Services, Civil Disorder, Arson, Public Relations.	Informa- tional skill	Jackson Fire Department	8 weeks	New employees	
	Special Firefighter Topics	Topics include such things as L.P. Gas, Public Utilities, Community Awareness.	Informa- tional skill	Jackson Fire Department	240 hrs.		
Jackson Police Department Blackman Township 212 W. Wesley 788-4100 Jackson	Cadet Program	Preservice on-the-job training.	Skills, general information regulations & procedures (no arrest power)	Police Dept.	3 years usually ongoing	New cadets	Offered with business, industry and govt. organizations
	Firearms	Firearm utilization.	Skill	Varies	Monthly	Law enforcement officers from all police agencies	



## SECTOR--PROTECTIVE AGENCIES Cont'd.

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Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Hollins Security Service c/o Pat Hollins 603 W. Michigan Jackson 47201 787-5495	Security Manual	On-the-job training regarding company policies, procedures, rules and regulations of client company.	Informational	Client company	4 hr./session with 4 sessions	Security officer employees	Offered with client company
	Security Service Orientation	Preservice orientation program including Scope of Operations, Rules, Regulations, Policies, Procedures, Legal Aspects, etc.	Informational	Hollins Security Service office	3 hr. as needed	New employees	

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and when offered	Audience	Other Information
Arbor Hills Country Club 3400 Arbor Hills Road Jackson 49201 750-1400	Golf	Individual or group lessons.	Reg., Intern., Adv.	Arbor Hills Country Club	Instruction at individual or group request	Club members	Club membership fees vary
	Swimming Lessons	Individual or group lessons.	Reg., Intern., Adv.	Arbor Hills Country Club	Instruction at individual or group request	Club members	Club membership fees vary
	Tennis Lessons	Individual or group lessons.	Reg., Intern., Adv.	Arbor Hills Country Club	Instruction at individual or group request	Club members	Club membership fees vary
	Swimming Lessons	Individual or group lessons.	Reg., Intern., Adv.	Country Club of Jackson	Instruction individual or group request	Club members	Club membership fees vary
Country Club of Jackson	Tennis Lessons	Individual or group lessons.	Reg., Intern., Adv.	Country Club of Jackson	Instruction individual or group request	Club members	Club membership fees vary
	Coaching Seminar	Officiating techniques.	Reg., Adv. (Instructional skill)	King or Boos Center	2 hrs./session	Part-time staff	
	Instructional Seminars for Sports Interest Groups	Name information, officiating techniques.	Informational	Location appropriate to special interest group	2 hrs./session	Community groups	
	Recreational Leadership	Play techniques for various age groups, i.e., games-purposes and content	Informational	All play and recreation centers	2 hrs./session	Part-time staff	
Jackson Racquet Club 1300 West North Street Jackson 49202 787-2664	Senior Citizens Center Director	Planning and people problems.	Idea exchange	Recreation office	2 hrs./session weekly	Part-time staff	
	Tennis Lessons	How to enjoy and play the game.	All skill levels	Jackson Racquet Club	3-week clinics before, after and during summer	Clinics are held at public otherwise members only	\$40-\$50 fee for clinic
	Ladies Skate	Fun, relaxation and instruction.	Any level	Jackson Sports Arena	10:00-11:45 a.m. Thursday, Sept. 4-April	General female public	Cost is \$2/week
	Skate Club	Program focuses on developing confidence, grace in skaters.	All levels	Jackson Sports Arena	Sept.-April	General population	Cost is \$16 for 6 weeks



## SECTOR--RELIGION

35

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Bethel Baptist Church c/o Rev. Robert Rynph 1691 Springport Rd. Jackson 784-4431	Bible Studies	Introduction to Bible studies.	Reg.	Bethel Baptist Church	Tues. 8 a.m., Sept.-June	General public	
	Handicrafts	Instruction in crafts.	Reg. Adv.	Bethel Baptist Church	Tues. 8 p.m., Sept.-June	General public	
Evangelical Ministers Association c/o Rev. Robert Rynph 1691 Springport Rd. Jackson 784-4431	Evangelical Ministerial Meetings	Inservice training of ministers concerning local work and community problems.	Adv. Informa-tional	Churches	One hr./month	Evangelical \$3 membership fee/year	
Brethren Church 505 S. Clinton Rd. Jackson 784-5388	Adult study	Self-improvement courses.	Informa-tional	First Congrega-tional Church	6-8 week ses-sions, 7 p.m., a.m. Held from Sept.-June		
First Presbyterian Church c/o Dr. Robert Rynph 120 N. Jackson Jackson 784-4577	Bethel Bible Series	Bible study.	Informa-tional; level open to stu-dent's needs	First Presby-terian Church	6 terms of 7 weeks ea.; 2-year course	General public	Free of nominal fee to cover materials used.
First Presbyterian Church c/o Rev. Wilson 743 N. Michigan Jackson	School of Faith	Topics include: Church History, Bible, Community and Social Problems, Transactional Analysis	Informa-tional; level open to stu-dent's needs	First Presby-terian Church	7 weeks for ea. topic, 1 hr./week held on Wed. even-ings	General public	Free of nominal fee to cover materials used.
First United Methodist Church c/o Rev. Richard Erickson 725 N. Michigan Jackson 787-4460	University of Life	Variety of courses in psycho-logy, sociology, history, Bible study, etc.	Informa-tional	First United Methodist Church	4 Sundays in Lent each year	General public	
St. John's Catholic Church Cooper and Ganson Sts. Jackson	Baptism Class	Catholic doctrine of baptism.	Reg.	St. John's Catholic Church	Ongoing	General public	
	Inquiry Classes	Knowledge of Catholic doctrine.	Reg.	St. John's Catholic Church	2 or 3 sessions per year	General public	
	Marriage Encounter	Study the dynamics and problems of marriage.	Informa-tional	St. Joseph Home	One session/ month, year round	General public	
	Scripture Groups	Study the scriptures.	Reg.	Parish homes	Ongoing	General public	

## SECTOR - RELIGION Cont'd.

36

Program Provider	Topic	Program Description	Level/Type Training	Location	Length, and When Offered	Audience	Other Information
St. Joseph's Catholic Church c/o Maurice Liebhart 717 N. Waterloo Jackson 784-9716	Adult Information Class	Religious information.	Informational; religious information according to student's needs	St. Joseph Catholic Church	4-8 weeks; offered 4 times per year	Persons interested in Catholic faith	

## SECTOR--RETIREMENT

37

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
American Association of Retirees c/o C.J. Houston 4301 Domesley Rd. Jackson 49201 764-3023	Defensive Driving	Older persons to keep up to date.	Lecture	To be determined	2 hrs./day for 4 days	Persons 55 years or older	
Jackson County Council on Aging c/Jackson Regional Jackson Rec. Dept. 210 Gilbert Box 1500 Jackson 49204 788-4054	Jackson Senior Citizens Broom Bag Luncheons	Community speakers, films, etc.	Informational	Recreation centers in city	Noon meeting weekly	Senior citizens	

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
American Red Cross c/o Elma Leslie 779 West Michigan Jackson 49201 782-9486	First Aid	All aspects of first aid, including contemporary resuscitation.	All levels	Where needed, schools, organizations, college students, tutoring assoc., industry, on-the-job	8 to 40 hours	General public	Maybe cost for tests and/or supplies
	Home Nursing	Basic home care.	All levels	Same as above.	12 hours	General public	Maybe cost for tests and/or supplies
	Red Cross Orientation	Basic workshop and on-the-job training	Reg. skill trng.	Varies	Quarterly	General public and volunteers	Maybe cost for tests and/or supplies
	Water Safety	Instructor training for hand-capped swim class.	Adv.	Michigan Center H.S. pool and SSGP	12 hours	Swim instructors	Current card holder. Red Cross number
	Commissioner Basic	Broad overview of program and where help is available.	Reg.	Varies	6 hrs. as needed	Adult commissioners	
	Cub Scout Leader Basic	Broad overview of program and where help is available.	Reg. informational	Varies (indoor)	4 hr., 4 times/year	Adult Cub Leaders	
	Explorer Leader Development	Broad overview of program and where help is available.	Reg. informational	Varies	3 hrs., as needed	Explorer adult leaders	
	Scout Leader Development	Broad overview of program and where help is available.	Reg. informational	Varies (indoor and outdoor)	3 evenings and 2 weekends	Adult troop leader	
	Supplementary Training	Basic training in specified subjects.	Adv.	Varies as needed	1-2 hrs. as needed	Adult Cub leaders, Adult Scout troop leaders, Explorer adult leaders, Scouts, Adult commissioners	
	Train the Trainer	Training and evaluation of trainers	Adv.	Camp Tetonkah	3 days/yr.	Trainers	Completion of previous training experience

## SECTOR--SOCIAL SERVICES CONT'D.

39

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Boy Scouts of America c/o Ken Jachow Lead O'Lakes Council 723 W. Michigan Jackson 49201 782-9567	Wood/Badge Training	Advanced training for trainers.	Adv.	Varies (outdoor)	8 days	Leaders with tenure	Complete one of above basic courses. Cost is \$65.
Family Service and Guidance Soc. 729 W. Michigan Jackson 49201 782-8191	Board Members	Duties and responsibilities of board members.	Informational	Family Service and Guidance Soc. Office	October of each year	Elected Bd. Members	
	Foster Parent Training	Agency expectations, rules and regulations, human growth and development, child development, and juvenile delinquency from viewpoint of (1) child, (2) from parent, (3) professional.	Bag.	Family Service and Guidance Soc. Office	Ongoing	Foster parents who are boarding for the agency.	Required for foster homes who are boarding for the agency.
	Professional Staff Training	Treatment modalities, trans-actional analysis, Gestalt, bioenergetics, ego-psychology, family and group therapy treatments.	Post Master's Academic Level	Lansing, Ann Arbor, Adrian, Jackson	Ongoing	All professional staff	
	Volunteer Social Work Assistants	Review agency structure, agency goals and development and recordkeeping.	Bag.	Family Service and Guidance Soc. Office	Varies	Persons in volunteer services to agency	Prerequisites: Must be accepted by volunteer services.
Goodwill Industries 617 N. Mechanic St. Jackson 49202 787-0570	Sheltered Employment	Remunerative employment for disabled persons functioning at a competitive level.	All levels, individual programming	Goodwill Industries	Indefinite; year round	Primarily severely physically disabled persons	Must meet criteria stated in Goodwill Service Manual. \$75/week tuition no fee
	Work Activity	Work therapy program for severely disabled persons; professional, academic, manual and academic activities along with remunerative employment.	Skill trng.	Goodwill Industries	Continuous program, long term	Severely physically disabled persons	Must meet criteria stated in Goodwill Service Manual. \$45/week tuition
	Work Adjustment Training	Modify or stabilize behavioral barriers to competitive employment. Teach appropriate work behavior and job seeking skills.	Behavioral trng.--Bag.	Goodwill Industries	Varies with individual needs, usually 12 wks.	All mentally and physically disabled persons	Must meet criteria stated in Goodwill Service Manual. \$60/week tuition
	Work Evaluation	Assessment of client's potential for competitive employment.	Informational, all levels	Goodwill Industries	4-week sessions, each Mon.	All mentally and physically disabled persons	Must meet criteria stated in Goodwill Service Manual. \$75/week tuition

## SECTOR - SOCIAL SERVICES Cont'd.

Program Provider	Topic	Program Description	Level/Type Training	Location	Length: and When Offered	Audience	Other Information
Irish Hills Girl Scout c/o Sandra Seala 759 W. Michigan Jackson 49201 784-8543	Basic Orientation to Girl Scouting	A lecture-question and answer session on Girl Scouting and the Irish Hills Girl Scouts Council.	Reg. Informa- tional	Girl Scout Office	2-3 hours during fall and spring	New girl scouts and volunteers	
	Camp Staff Training	Activities related to camp and its administrators.	Informa- tional and skill trng.	Camp O'The Hills Brooklyn, MI	During summer	Day and resident camp staff	
	Outdoor Skills Day	Learning activities related to camp skills (fires, tents, etc.)	Skill trng.	Camp O'The Hills Brooklyn, MI	One day/each spring	Volunteers	Small fee charged to cover costs
	Program Level Roundtables	Discussion on various aspects of four girl scout levels.	Adv. Informa- tional	Girl Scout Office	2-3 hours, fall through spring	Girl scout volunteers	
	Program Level Workshops	Introduction to the four program levels of girl scouting.	Reg. Informa- tional	Girl Scout Office	2-3 hours during fall and spring	New girl scouts or those changing positions	
	Service Team Workshops	Discussions on various job tasks of the girl scout volunteer.	Skill Informa- tional	Girl Scout Office	2-3 hours, throughout the year	Girl scout functional volunteer	
	Staff Training	Various activities that enhance job performance (creative writing, time management, etc.).	Informa- tional	Girl Scout Office	1-3 hours, throughout the year	Girl scout executive staff	
	Troop Camp Training	Introduction to camping with a girl scout troop.	Reg. Informa- tional	Girl Scout Office	2-3 hours during fall and spring	Volunteers new at camping	
	Various Program Sessions (songs and games, life exercises, etc.).	Various program activity introductions for the troop leader.	Skill and Informa- tional Reg. Adv.	Girl Scout Office	2-3 hours, fall through spring	Girl scout volunteers	
	Salvation Army Substance Abuse Health Behavior	Scale mostly with alcohol problem.	Informa- tional	Salvation Army	3-4 hr. sessions/month	General public and abusers	Fee based on sliding scale
Salvation Army Super- visory Headquarters c/o Capt. Theodore Dallberg 6000 E. Grand Jackson 49201 782-3029	Training Center Seminar	Hospital and nursing home visitation.	Skill and Informa- tional	Jackson	1 day	Volunteers	Registered volunteers only
	Training Workshop	Overall outreach for community centers.	Adv. skill trng.	Varies	3 days	Employees	

Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Y Center c/o Jon Throne 127 W. Mealey Jackson 49201 782-0531	Aikido	A Japanese form of throwing and controlling an adversary and soft flowing motions to meet its objectives.	Bag.	Y Center	1-1/2 hr./week	Members	Cost is \$10/month
	Assertiveness Training	Instruction in communication skills.	Bag.	Y Center	8 weeks	Members	Cost is \$10
	Book Reviews	Presentation and discussion of literature.	Informational	Y Center	Monthly	General public	Cost is \$1 for Y members, \$2 for non-members
	Bus Trips	Visitations to historical sites and other points of interest.	Informational	Varies	Varies	General public	Minimal fee for bus and possible admission fee
	Chair Caning	Instruction in caning chairs.	Bag.	Y Center	6 weeks	General public	Cost is \$15. Offered with Jackson Community College
	Dance	Classes in belly dancing, modern dance, ballet, etc.	Bag.	Y Center	Approx. 1 hr./week	Members	Cost is \$2-\$8/month
	Exercise	Varied	Bag.	Y Center	3 days/week	Members	Cost is \$5/month
	Fencing	Instruction in the European style of sword fighting.	Bag.	Y Center	1-1/2 hr./week	Members	Cost is \$5/month
	House Plants	Instruction in house plants.	Bag.	Y Center	10 weeks	General public	Cost is \$15. Offered with Jackson Community College
	Interior Decorating	Instruction in interior decorating.	Bag.	Y Center	8 weeks	Members	Cost is \$20
	Judo	Instruction in grappling techniques and joint locks and strangle holds.	Basic and advanced	Y Center	Monthly-continuing cost	Members	Cost is \$4-\$7
	Macrame	Instruction in tying knots.	Bag.	Y Center	8 weeks	General public	Cost is \$15. Offered with Jackson Community College
	Needlepoint	Instruction in needlepoint.	Bag.	Y Center	5 weeks	Members	Cost is \$15
	Scuba Diving	Provides instruction in technical scuba diving skills, safety and certification.	Technical training.	Y Center	10 weeks	Members	Cost is \$75. Offered with Jackson Community College. Qualified swimmer







Program Provider	Topic	Program Description	Level/Type Training	Location	Length; and When Offered	Audience	Other Information
Jackson County Democratic c/o Randall Treacher 152 E. Cortland Jackson	County committee meeting	Discussion of issues, internal problems, press releases, dates.	Informational	Jackson County Democratic Party Headquarters	1 hr./month	Public	
	County convention	Involvement in political process, candidate selection.	Informational	Jackson County Building	1 hr./year	Precinct delegates and interested public	Must be precinct delegate to participate. No request to observe
	Fair Program	Jackson County Fair information booklet, information update information.	Informational	Jackson County Fairgrounds	Duration of fair	General public	
	Political Education	Speaker's Bureau--development of issues.	Informational	Varies	Varies	Interested party	
Jackson County Republican c/o Everett Lincoln 209 1st St. Jackson 783-2697	County convention	Gain insight into operations of a political party.	Informational	Jackson County Building	Semi-annual	Party members and members	
	Fair Program	Jackson County Fair information booklet, information update information.	Informational	Jackson County Fairgrounds	Duration of fair	General public	
	Party Process and Administration	Gain insight into operations of a political party.	Informational	Jackson County Building, but can vary	2 hr./month	Potential party leaders	
	Speakers Bureau	Governmental process/legislation.	Informational interaction	Throughout Jackson County	Varies--request basis	General public	
League of Women Voters c/o Margaret Duane Frazier 738 Oakridge Jackson 782-4112	Discussion Leader Training	Techniques of group discussion and leadership.	Adv.	Varies	Day-long workshop, 1/year	Members	
	Issue Oriented Meetings	Michigan election laws, social services, local courts, jail issues, zoning, United Nations, energy sources, etc.	Informational	Various locations in Jackson	2 hr. bi-weekly	Members and general public	Membership dues \$12. Free to general public (selected meetings) must be citizen of USA
	Leadership training workshop	Organizational leadership training, recruitment, PORECQB.	Adv.	Varies	Day-long workshop, 1/year	Members	
	Struggle for Women's Suffrage	Slide tape presentation, historical document on women's voting rights movement.	Informational	Various locations in Jackson County	1 hr. on request basis	General public	No charge but donations accepted.

## SECTOR--SPECIAL INTERESTS AND POLITICAL GROUPS Cont'd.

Program Provider	Topic	Program Description	Level/Type Training	Location	Length: and When Offered	Audience	Other Information
League of Women Voters c/o Margaret Duane, Pres. 1000 Jackson 782-4112	Voter Service Meetings	Topics of local current political issues, i.e., millage, school, public government awareness, i.e. tours of facilities, trip to state legislature.	Informational	Various locations in Jackson	2-3 hrs./session	Primarily members	

## PART 2

## EDUCATIONAL NEEDS

Identifier of Need	Educational Need	Intended Audience	Proposed Sponsor	Other
<b>SECTOR--BUSINESS</b> <u>INSURANCE</u> Insurance Group c/o Don Putney 302 W. Prospect Jackson 789-8323	Course for chartered property and casualty underwriters program (CPCU).	Non-insurance salesmen	Jackson Community College (who now offer CLU program)	5-year program in 2 segments/year.
<b>REAL ESTATE</b> Jackson Board of Realtors c/o Dorothy Peterson 111 E. Michigan Ave. Jackson 787-6175	GRI III.	Those desiring GRI designation; those wanting advanced real estate knowledge.	Jackson Board of Realtors, Oakland University	Hold at least every 2 years, 5 days duration.
<u>TRANSPORTATION</u> Jackson Transit Lines c/o Carl Buchanan, Director of Transportation 119 W. Glick Hwy. Jackson 49201	Safety training for bus drivers.	Jackson Transit Lines drivers		Might be possible to work out a program with public school drivers.
<b>SECTOR--CORRECTIONS</b> Region II, Law Enforcement c/o Frank Kruszka, Chief Planner 120 W. Michigan Jackson 49201 788-4426	Course on total systems planning approach to criminal justice system.	a. Individuals who do planning work in criminal justice system. b. Civilian consultants to police department. c. Those who provide aid to police department. d. People interested in specializing in police-related fields.	Michigan State University, University of Michigan	
<b>SECTOR--EDUCATION</b> Hope Activity Center c/o Mary Saunders 816 W. Munroe Jackson 782-0417 Jackson Business University c/o Jack Bunce 234 S. Mechanic Street Jackson 49202 789-6123	Residential center outside of the Potential Development Homes like the John George Hall or Friendly Home. Advanced degrees. Automotive repair facilities Exchange of professors ("job bank").	Mentally retarded adults Businesses and business students	Spring Arbor College Jackson Business University Spring Arbor College, Jackson Community College, Jackson Business University	



Identifier of Need	Educational Need	Intended Audience	Proposed Sponsor	Other
SECTOR--EDUCATION Cont'd. Jackson Business University c/o Jack Bunce 234 S. Mechanic Street Jackson 49202 789-6123	Labor and union management training program.  Program for cashiers, tellers.	Businesses and business students	Jackson Community College	Currently banks have their own program, but each program is designed for that specific bank.
----- Jackson County Intermediate School District 2301 E. Michigan Avenue Jackson 49202 787-2800	Inservice education.  Staff education.	Jackson County Intermediate School District staff  Professional staff in all K-12 schools in Jackson County Intermediate School District.	Various  Various	  Efforts are being made to establish a Professional Development Center with Michigan Department of Education assistance.
----- Jackson County Library c/o Bruce Kauffman, Director 1400 N. West Avenue Jackson 788-4480	Reading classes to promote reading for older people.  Reading classes to promote reading in the black community.  Speed reading course--one evening per week.	Senior citizens  Black community  Enrolled students at New Tribes Bible Institute	Jackson County Library  Jackson County Library  A volunteer	
New Tribes Bible Institute c/o Vern Bartlett 102 Frances St. Jackson 49201 782-9309	Bachelor's degree in nursing.	Registered nurses or college students		
Spring Arbor College c/o Alton Kurtz Spring Arbor 49283 750-1200, 224	Master's degree in education.	Certified teachers	Spring Arbor College	
SECTOR--FINE ARTS Susan Vaughn School of Dance c/o Susan Vaughn, Manager 2009 W. Michigan Jackson 49201 783-1150	Dance  Dance	Space for large classes, gymnasium and mirrors  Troups and Master classes		Community center, individual teachers
SECTOR--HEALTH Cedar Knoll Rest Home Inc. 9230 Cedar Knoll Dr. Grass Lake 49240 522-8471	Continuing education programs as required for state certification.  Courses for nursing home administrators.	Nursing home administrators		18 hrs. of instruction required by state

Identifier of Need	Educational Need	Intended Audience	Proposed Sponsor	Other
SECTOR--HEALTH Cont'd. Cedar Boon Rest Home Inc. 9230 Cedar Knoll Dr. 532-4471 Green Lake 4940	<p>Recreational activities, crafts and recreational programs.</p> <p>Geriatrics course for nurses.</p> <p>LPN program that can be taken along with regular work.</p> <p>Medication course for LPNs.</p> <p>Physical therapy aide.</p>	<p>Nursing home staff</p> <p>Nurses who work in nursing homes</p> <p>Nursing aides</p> <p>LPNs not certified for medication</p>		
Footes Hospital 500 Director of Staff Development 500 West Main Street Jackson 783-2771	<p>Rehabilitation and restorative nursing.</p> <p>Educational programs to assist RNs from 2- and 3-year programs to secure added courses to receive a RN degree.</p> <p>Nursing process course.</p>	<p>Nursing home staff</p> <p>Professional nursing staff</p>		
Jackson Dental Association c/o Jerry Booth 306 W. Washington Jackson 49501	<p>Jackson Dental Society Study Club to consider the following topics: (1) Acid Etch applications, (2) Composite resins, (3) Adhesive bonding, (4) Root canal treatment and surgery, (4) Sargenti and other root canal methods and techniques, (5) Advances in control of facial growth in orthodontics, (6) Current theories of TMJ management, (9) Metal base dentures and their rationale (8) (10) Current concepts in periodontics and (12) Current concepts in plaque control and dietetics (13) The role of professional corporations in 1976, (14) Recent developments in dental radiology and radiations, (15) Third party carriers and their effect on our practices.</p> <p>Dental Practice Management.</p>	<p>Footes nursing staff</p> <p>All dentists (both generalists and specialists) who need to know about general practices.</p>	<p>Recognized speakers in the special areas listed.</p>	
		Dentists	Lawyers, accountants, management authorities	
	Office Assistant Workshops--bookkeeping, tax forms, insurance forms, office procedures.	Dental office personnel		
	Workshop covering medical emergency in dental offices including CPR, intravenous techniques, vital signs, blood pressure, etc.	Dentists and office personnel		

Identifier of Need	Educational Need	Intended Audience	Proposed Sponsor	Other
SECTOR--HEALTH Cont'd. Jackson Osteopathic Hospital c/o Inservice Director 121 Seymour Avenue Jackson 49202 787-1440	Motivational dynamics.	All personnel		
SECTOR--LABOR Labor Education Committee, UAW c/o Lavern Pederson, Chairperson 325 Falcon St. Jackson	Pensions and insurance program.	Labor union members		
Suskind & Hedstrom, PC c/o Jerome Suskind 2530 Spring Arbor Road Jackson 49203 787-4412	Advanced study in labor relations including the arbitration process for both private and public sector.  Similar programs dealing with unemployment and Workmen's Compensation (emphasis in defense only).	Labor and management; corporate line and bargaining committee and stewards  Management, corporate, insurance representatives and attorneys	Jackson Community College  Jackson Community College	
SECTOR--MANUFACTURING Allied Chucker and Engineering Co. c/o Julian VanHahle, President 3529 Scheele Dr. Jackson 49201 787-1370	Numerical control machine training (tapes).	Employees--current and potential	Allied Chucker and Engineering Co., and Jackson Community College	
Clark Equipment Company c/o Glen Bartholic Supervisor of Training & Communication 1300 Falahee Rd. Jackson 49203 764-6000	Career development center.	Employee evaluation, advancement	Clark Equipment Co.	
Crankshaft Machine Company c/o Henry Gainet, General Manager 314 N. Jackson Street Jackson 49201 787-3791	Counseling of high school students.	Future employees	Schools and colleges	
Diecast Corporation c/o Robert Honor, President 522 Hupp Avenue Jackson 787-2050	General management training.	All management people		Not interested in formalized program.
General Products Corporation c/o P.W. Rowberg 2219 Chapin Jackson 782-8181	Skilled trades; tool and die, electricians, machinery repair, accounting, bookkeeping, management courses.	Employees in the manufacturing office and management areas.	Community college	

Identifier of Need	Educational Need	Intended Audience	Proposed Sponsor	Other
SECTOR--MANUFACTURING Cont'd. Goodyear Tire & Rubber Company 2219 Chapin Jackson 782-8181	Electrical trade area demand outstrips supply.			
Manufactures Association c/o Roger Wilson, Exec. Manager 401 S. Jackson Street Jackson 49201 782-8268	Interpretation of new laws.	Personnel administrators	Manufactures Association	
SECTOR--PROTECTIVE AGENCIES Jackson County Sheriff Department c/o Michael Watkins 212 W. Wesley Jackson 788-4200	Courses in reporting procedures, criminal law, vehicle law, defense tactics, evidence handling and crime scene search, public relations and police courtesy.	All police officers including city and county	Cooperative effort within county including: Training Officers Council and Jackson Community College	
Jackson Fire Department c/o William Fall 518 N. Jackson Street Jackson 49201 788-4150	Always a need for additional technical knowledge in operational areas such as: fire fighting techniques, legal aspects, water systems and related topics, fire apparatus and related procedures, plus many others.	All firemen	Central authority	
Jackson Police Department Blackman Township 216 E. Washington Avenue Jackson 788-4100	Basic and advanced operational training for small police departments. Collective bargaining instruction. County Law Enforcement Council to deal with all educational and training needs. This would be an advisory group only. Instruction in management and business principles applied to police work. Management training for all command levels. Ongoing operational needs--information concerning impact of recent court decisions, new laws, new public regulations, etc. Training materials.	Small police agencies Command personnel Community Command personnel Command personnel Law enforcement officers	College level College level  College level College level County prosecutor's office	
Rollins Security Service c/o Pat Rollins 605 W. Michigan Jackson 49201 787-5495	Preservice training--organized approach to security information preceding employment, including area of instruction such as: Introduction to Security, Security Systems, Security Problems, Reporting.	Those interested in security work.	An organized approach --perhaps by a local college	Centralized location



Identifier of Need	Educational Need	Intended Audience	Proposed Sponsor	Other
SECTOR--RECREATION Jackson Racquet Club 5313 S. Meridian Road Jackson 49204 787-8191	Parlor games--backgammon.	General public	Jackson Racquet Club	
1300 W. North Street Jackson 49202 787-2664	Physical education classes.	Female students		
SECTOR--RELIGION Evangelical Ministers Association c/o Rev. Herbert Cherry Gethsemane United Brethren Church 5235 Clinton Road Jackson 784-5388	Laymen training. More religion programs for self-improvement. Industry training. Social and community problems.	Sunday school teachers Ministers Ministers	Churches Evangelical Ministers Association Evangelical Ministers Association	
SECTOR--RETIREMENT Jackson County Council on Aging c/o Marie Strowel Jackson Rec. Department 210 Gilbert Jackson 49204 788-4064	Training program.	Training program to train legal and tax counselors	Senior citizens	Jackson County Council on Aging
SECTOR--SOCIAL SERVICE Boy Scouts of America Linn County Council Linn County Jail, Executive Dir. 729 W. Michigan Jackson 49201 782-0567	Short courses or seminars in management techniques.	Adult Scout leaders	Local colleges or business and industry	Would have to be evenings or weekends
Family Service & Children's Aid c/o Ken McLaughlin, Executive Dir. 729 W. Michigan Avenue Jackson 49201 782-8191	Family Life Education--parenting, marriage enrichment, human sexuality, building self-esteem for women, divorce's meaning to children, child abuse, child neglect, assertiveness training, parenting the emotional or physically handicapped.	General public		Family Service & Children's Aid would plan to furnish staff, materials and space for classroom facilities.
Goodwill Industries c/o Kim Swartz, Director of Rehabilitation 617 N. Meacham Jackson 49201 787-0570	Appropriate skill training in lower skill levels of janitorial, food service, etc.	All who could benefit	Goodwill Industries, Jackson Community College, Area Career Center	
	Independent or semi-independent living training for physically handicapped, including systematic training in independent living, group residences with comprehensive programming.	Primarily new detainees, inmates, parolees, specified residents in adult foster care or respite.	Goodwill Industries, Jackson Community College, Area Career Center	

Identifier of Need	Educational Need	Intended Audience	Proposed Sponsor	Other
<b>SECTOR--SOCIAL SERVICE Cont'd.</b> Irish Hills Girl Scout Council c/o Claudia Driggins, Exec. Dir. 729 W. Michigan Jackson 49201 784-8543 ----- Life Consultation c/o Karen Lawrence, Director 410 Erie Street Jackson 49202 782-0115 ----- Salvation Army c/o Capt. Theodore Dalberg, Executive Director 806 E. Pearl Jackson 49201 782-3029	More activities in the area of management and supervisory skills. ----- Understanding the mentally handicapped. Course, courses or workshops to inform the general public and/or employers of the positive abilities of the mentally handicapped as productive citizens. ----- Sharing sessions. ----- Social and caseworkers need to learn techniques in counseling, investigative procedures, etc.	Staff and volunteers ----- General public Private employment sector ----- Between providers and recipients ----- Social and caseworkers	Jackson Community College, Michigan Bell Consumers Power ----- Jackson Community College ----- Private agencies such as Community Action ----- County health department, hospitals or colleges	----- Need for possibly two courses or workshops directed to specific audiences. ----- ----- ----- Programs offered through smaller agencies have not been well attended.
<b>SECTOR--SPECIAL INTERESTS</b> Jackson County Democratic Party c/o Randall Treacher 152 E. Cortland Jackson ----- Jackson County Veterans Office c/o Richard Sheid, Director 120 W. Michigan Jackson 49201 788-4425 ----- League of Women Voters c/o Margaret Duane, President 738 Oakridge Jackson 782-4112	----- Practical education in political process, governmental system. ----- Trade programs. ----- Political education--need to inform/educate public as to governmental actions preceding official action. Schedule of public hearings, commission meeting, etc. Agendas. To encourage public participation in government.	----- General public ----- ----- ----- Veterans ----- General public	----- Political parties, non-profit organizations, community college ----- Private sector industry ----- Citizen patriot or governmental agencies	----- Meeting needs of general adult community. ----- ----- -----

**APPENDIX**

## ALPHABETICAL LISTING OF PARTICIPATING ORGANIZATIONS

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- ALLIED CHUCKER AND ENGINEERING CO.--30, 49  
 AMERICAN ASSOC. OF RETIRED PEOPLE--37  
 AMERICAN ASSOC. OF UNIVERSITY WOMEN--12  
 AMERICAN INSTITUTE OF BANKING--6  
 AMERICAN RED CROSS--38  
 ARBOR HILLS COUNTRY CLUB--34  
 BETH MOSHER MENTAL HEALTH CLINIC--24  
 BETHEL BAPTIST CHURCH--35  
 BOY SCOUTS OF AMERICA--30, 39, 51  
 BUSINESS AND PROFESSIONAL WOMEN'S CLUB--12  
 CEDAR KNOLL REST HOME INC.--24, 47, 48  
 CHAMBER OF COMMERCE--7  
 CLARK EQUITMENT CO.--30, 49  
 CONSUMERS POWER CO.--8, 9  
 COUNTRY CLUB OF JACKSON--34  
 CRANKSHAFT MACHINE CO.--30, 49  
 DIECAST CORPORATION--30, 49  
 ELLA SHARP MUSEUM--22  
 EVANGELICAL MINISTERS ASSOC.--35, 51  
 FIRST CONGREGATIONAL CHURCH--35  
 FIRST PRESBYTERIAN CHURCH--35  
 FIRST UNITED METHODIST CHURCH--35  
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 GENERAL PRODUCTS CORPORATION--49  
 GILBERT'S RESTAURANT--6  
 GOODWILL INDUSTRIES--39, 51  
 GODFREY TIRE AND RUBBER CO.--30, 50  
 HOPE ACTIVITY CENTER--10, 46  
 INSURANCE GROUP--46  
 IRISH HILLS GIRL SCOUT COUNCIL--40, 52  
 JACKSON ASSOC. OF LIFE UNDERWRITERS--6  
 JACKSON BOARD OF REALTORS--6, 7, 46  
 JACKSON BUSINESS UNIVERSITY--17, 18, 46, 47  
 JACKSON-CITY OF  
   FIRE DEPARTMENT--32, 50  
   LIBRARY--16  
 PARKS AND RECREATION DEPARTMENT--34  
 POLICE DEPARTMENT--32, 50  
 ST. JOSEPH'S CATHOLIC CHURCH--36  
 SALVATION ARMY--40, 52  
 SPRING ARBOR COLLEGE--21, 47  
 STATE PRISON OF SOUTHERN MICHIGAN--14, 15  
 SUSAN VAUGHN SCHOOL OF DANCE--22, 47  
 SUKIND AND HEIDTROM, P.C.--49  
 SMARTLEY TELEPHONE ANSWERING SERVICE--9  
 UNITED LABOR EDUCATION COMMITTEE (UAE)--29, 49  
 UNITED LABOR EDUCATION COMMITTEE (UAE)--29, 49  
 UNIVERSITY OF MICHIGAN EXTENSION SERVICE--7  
 NEUTHERMAL PHARMACY--7  
 WEAHART RADIO--30  
 WFLA-TV--30  
 WMM RADIO--30  
 WSAE RADIO--30, 11  
 Y CENTER--41, 42
- Additional Participating Organizations  
 that Reported No Activities or Needs  
 BLACKMAN TOWNSHIP CLERKS  
 BUILDING TRADES COUNCIL  
 CATHOLIC SOCIAL SERVICES  
 CITIZEN PATRIOT  
 GROOM'S JEWELRY STORE  
 INSTITUTE OF FINANCIAL EDUCATION  
 INTER-SERVICE ORGANIZATION  
 JACKSON-CITY OF PERSONNEL LABOR RELATIONS  
 JACKSON-COUNTY OF HEALTH DEPARTMENT  
 PERSONNEL  
 JACKSON CRANKSHAFT CO.  
 JACKSON PUBLIC HOUSING  
 JACKSON VENDING  
 JAYDA CONSTRUCTION  
 JELLYS THRIFTY ACRES  
 MACP  
 UNITED PARCEL SERVICE  
 UNITED STATES POST OFFICE DEPARTMENT  
 VERMULEN FURNITURE

APPENDIX J

LETTER OF THANKS TO SURVEY PARTICIPANTS

## APPENDIX J

### LETTER OF THANKS TO SURVEY PARTICIPANTS

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48821

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CONTINUING EDUCATION SERVICE • INSTITUTE FOR COMMUNITY DEVELOPMENT AND SERVICES • KELLOGG CENTER

September 19, 1977

Dear Participant:

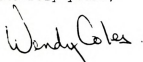
At long last the Jackson County Lifelong Education Activities data have been compiled! On behalf of the Jackson County Education Consortium, I thank you most sincerely for the time and effort you gave willingly to make it all possible.

The information is now in your hands--but is there any value in the publication or the survey method? In order to judge both the survey and the resulting publication, we are asking you to take an additional 10 minutes to answer a few questions. Please return your responses in the enclosed envelope.

If you would prefer to meet or talk by telephone, rather than filling in the questionnaire, please call me at (517) 584-6430.

Again, many thanks for your participation.

Sincerely yours,



Wendy Coles  
Institute for Community Development

WC:lg

Enc.

APPENDIX K

EVALUATION FORM USED BY REPRESENTATIVES  
OF PARTICIPATING ORGANIZATIONS

APPENDIX K

EVALUATION FORM USED BY REPRESENTATIVES  
OF PARTICIPATING ORGANIZATIONS

EVALUATION OF THE JACKSON COUNTY LIFELONG  
EDUCATION ACTIVITIES INVENTORY BY  
THE REPRESENTATIVES OF THE  
RESPONDING ORGANIZATIONS

NAME \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

1. Is the information regarding your organization complete and correct? If not, what changes would you make?  
( ) Yes ( ) No
  
2. Will you or your organization have any use for this kind of information? Please explain. ( ) Yes ( ) No
  
3. Was the process of meeting with the interviewer and identifying educational activities of any value to you or your organization? Please explain. ( ) Yes ( ) No
  
4. Do you believe that the information in this booklet would be useful to the general public? ( ) Yes ( ) No  
Do you recommend that this information be distributed to the general public? ( ) Yes ( ) No
  
5. Any additional comments?

(If you need more writing space, please attach additional paper.)

APPENDIX L

EVALUATION FORM USED BY INTERVIEWERS



APPENDIX L

EVALUATION FORM USED BY INTERVIEWERS

EVALUATION OF THE JACKSON COUNTY LIFELONG  
EDUCATION ACTIVITIES INVENTORY BY  
THE SURVEY INTERVIEWERS

NAME \_\_\_\_\_

INSTITUTION \_\_\_\_\_

1. You have now seen the compiled data in the enclosed publication--is this the type of information that you expected to result? Please explain. ( ) Yes ( ) No
  
2. If your response to No. 1 was No, do you have any suggestions for ways to clarify the instruction to interviewers prior to their interviewing? Please explain.  
( ) Yes ( ) No
  
3. Was the process of interviewing of any value to you? Please explain. ( ) Yes ( ) No
  
4. Will you or your institution have any use for this kind of information? Please explain. ( ) Yes ( ) No
  
5. Any additional comments?

(If you need more writing space, please attach additional paper.)

APPENDIX M

FOLLOW-UP POSTCARD

APPENDIX M

FOLLOW-UP POSTCARD

October 20, 1977

Dear Survey Participant:

Several weeks ago you received a complimentary copy of What's What in Jackson County and an evaluation form. As of this date, we have not received your comments regarding the survey & publication.

Should this type of project be repeated? Is it a waste of time? Is the publication of any value to you?

Without hearing from you, we cannot determine whether similar projects should be conducted in other communities.

We would appreciate receiving your Evaluation form. Please let us hear from you.

Sincerely,

*W. Coles*

W. Coles

Institute for Community Development  
Kellogg Center, Michigan State University  
East Lansing, Michigan 48823

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