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A CASE STUDY OF THE ADULT EDUCATION ASSOCIATION
OF MICHIGAN AND A NORMATIVE MODEL FOR
A COMPREHENSIVE STATE ADULT
EDUCATION ASSOCIATION

By

Lloyd J. Korhonen

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ABSTRACT

A CASE STUDY OF THE ADULT EDUCATION ASSOCIATION OF MICHIGAN AND A NORMATIVE MODEL FOR A COMPREHENSIVE STATE ADULT EDUCATION ASSOCIATION

By

Lloyd John Korhonen

The growth of professional associations within a discipline can be used as a measure and descriptor of the growth of the profession itself. This growth can take a variety of forms, among them being growth in the numerical strength of its association or associations, growth in the number of separate associations, or growth in the variety of activities that are acknowledged as classified within the profession. The adult education field has utilized a number of organizations in its desire for association. The Adult Education Association of U.S.A. was, however, the first association designed to serve the entire field of adult education. State associations such as the Adult Education Association of Michigan closely parallel the national group in the nature of growth and decline in membership and influence. The need that these two associations attempt to satisfy

is the need for a comprehensive adult education association. Although these associations endeavor to satisfy this need, there is an expressed feeling that no current association can speak for the entire field.

The problem for this research has been to assess what is desired of adult education associations by representative adult educators. It has sought, further, to answer the question, if, indeed, there are needs not now being met by the Adult Education Association of Michigan, how can the structure of the association be adjusted to permit satisfaction of these needs and to justify its continuing as a comprehensive association? The general operational problems in this research have been to assess what adult educators desire of state-wide associations, to assess the current comprehensive state association, and to develop a model which would lead to greater achievement of the goals implied by the stated desires of respondent adult educators.

The study was developed over a twelve-month period. This development was preceded by six months of review of the literature and conceptualization. The research was conducted over a six-month period from January, 1972, to June, 1972.

Three methods of data collection were utilized: (1) a mailed survey was sent to 730 representative adult educators throughout the state of Michigan, (2) interviews

were conducted with twelve founders and former presidents of the Adult Education Association of Michigan, and (3) a brief historical study of the association was conducted utilizing written records and personal correspondence.

The major conclusions of this study are drawn from the research conducted and the case study of the Adult Education Association of Michigan.

1. An adult educator will give his primary support and dedication to his specific area of adult education, not to the general field of adult education.
2. An adult educator is generally willing to support one association but will not devote his time and money to support more than one.
3. In the opinion of the respondents, there is a need for an association that speaks for the entire field of adult education, and enough common concerns among adult educators to justify its existence.
4. In the opinion of the respondents, adequate services are not available to the field of adult education. Providing these services is thought to be an acceptable role for adult education associations.

5. The respondent adult educators believe that strong regional differences exist in programs of adult education and that a state-wide association should be designed so that its actions are determined by representatives of the local, regional, or institution programs.
6. In the opinion of the respondents, there is a need for coordinated activity between the various specific associations. There is agreement that a general type of adult education organization should be responsible in this area.
7. There is a general lack of knowledge among the respondents, outside of the public adult education sector, as to the current status of programs and problems in the field of adult education.
8. The respondents from the groups representing the established adult education associations (the Adult Education Association of Michigan and the Michigan Association for Public Adult and Continuing Education) feel that there is competition for members between the current associations.
9. There exists a difference of expressed opinion in the area of the adequacy of the current adult

education associations. Those that are now being served generally feel there are an adequate number of associations for adult educators to join. Those that are not now being served express the feeling that there are not currently enough associations.

A comprehensive state adult education association, by its very nature, must serve all segments of the adult education enterprise. It should be organized on a strong regional or community basis. The association should concentrate upon the areas of communication and service, primarily to a local area, and secondarily on a state interorganizational basis. The basic structure of membership should be both individual and organizational. It should be structured to allow for regional representation for direction of the state level association. It should devote time and effort to the pursuit of inter-organizational linkages of all types.

A comprehensive state adult education association must try to work with a field that is amorphous in nature. An association of this type must be built upon common consensus and develop services and communication that are of mutual value to the entire enterprise. It should not become identified with any one segment of the field or support one against the other when conflict occurs.

The model developed in this thesis is a federated model. Two types of federation are proposed: the internal federation between the state level association and its autonomous regional and local associations, and the external federation between the comprehensive state association and the specific institutional related associations. These two types of federation form the basic foundation for the program's elements of association service, communication, legislative action, and professional standards for a comprehensive state adult education association.

ACKNOWLEDGMENTS

There is enormous difficulty in explaining, through a brief acknowledgment, the time and helpful effort of others. In this regard, it is my hope that the brevity of my comments does not indicate a lack of thorough gratefulness to those who have been so very helpful.

The author is indebted to Dr. Melvin Buschman who contributed, at important stages, to my professional and personal growth, to Dr. Gunder Myran, Dr. Richard Featherstone, and Dr. John Useem who, as committee members, were both friends and critics during this difficult period.

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author a difficult process. He deserves and receives my personal and professional respect.

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To my family who have endured through the last two years my thanks and love. A deep acknowledgment must go to my wife, Connie, who has kept our family functioning with some semblance of order. To my children, Mark, Paul, and Jennifer, who have lived without a complete father for these last two years. To my parents, Arvo and Jessie Korhonen, for the help and dedication necessary to see that education was important and personally rewarding.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The growth of professional association within a discipline can be used as a measure and descriptor of the growth of the profession itself. This growth can take a variety of forms, chief among them being growth in numerical strength of its association or associations, growth in number of separate associations, or growth in the variety of activities that are classified within the profession and acknowledged within its association or associations.

It has been my observation, through over seven years of work in the field of adult education, that no one organization has generated enough common interest among adult educators to generate their continuing support. This perception was reinforced during the past two years of my involvement with Project ENABEL, an adult basic education teacher training project at Michigan State University. Each of the six states in U.S.O.E. Region V has developed associations of adult educators. In none

of the states, however, has there emerged a comprehensive adult education association that is supported by the entire field of adult education to any significant degree.

The adult education movement in the United States has historically been a fragmented movement.

There are, perhaps, a dozen professional associations in which adult education workers associated with agencies primarily devoted to adult education are grouped according to the type of institution they work in. Examples include the National University Extension Association, the National Association of County Agents, the National Association of Public School Adult Educators, the Association of University Evening Colleges, the Adult Education Division of the American Library Association, and the American Association of Junior Colleges. These associations are concerned primarily with advancing their own institutional programs, but secondarily with their role in the general adult education movement. They tend to encompass the bulk of the people who see themselves making their careers in adult education.¹

To these organizations can be added the National Community School Education Association, the National Council on Community Services for Junior and Community Colleges, and many associations of private and public groups.

The numerical strength of the adult education movement is impossible to state precisely. Johnstone and Rivera, in a study published in 1965, found that twenty-five million adults (about one person in every five in the United States) were involved in adult education. This same study reported that 16,500,000 adults

¹Gale Jensen, A. A. Liverright, and Wilbur Hallenbeck, eds., Adult Education--Outlines of an Emerging Field (Adult Education Association of the U.S.A., 1964), p. 63.

were enrolled in regular continuing education courses sponsored by institutions within the United States in 1962.² Cyril Houle, in his book The Design of Education, enumerates seven learning modes for adult learners utilized by individuals and institutions in adult education.³

This great scope within the adult education enterprise makes it extremely difficult to mount a successful organization of general interest to all adult education. At the same time, however, the diffused nature of the field gives rise to the necessity for a single generalized organization at state and national levels if the profession is to be recognized in its totality.

Adult education in this country needs a generalized national organization of maximum inclusiveness in terms of the content and organized structure of the field . . . in the present state of our society and of adult education, the AEA seems essential.⁴

Whether the present Adult Education Association fills the need for a generalized adult education

²John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning: A Study of the Educational Pursuits of American Adults (Chicago: Aldine Publishing Co., 1965), Adapted from Table, p. 61.

³Cyril O. Houle, The Design of Education (San Francisco: Jossey Bass, Inc., 1972), pp. 90-128.

⁴Edmund de S. Brunner, "Report to the Adult Education Association" (Bureau of Applied Social Research, 1960), p. 1.

association, or if another association should arise to fill this need is really not the question. The need exists and will continue to exist. An effective generalized association, in the opinion of most students of voluntary and professional associations, will become the growth organization.

At the present time the Adult Education Association of the U.S.A. is endeavoring to fill this need. Founded in 1951 the AEA was initiated with these purposes:

1. To bind volunteer and professional workers into a fellowship dedicated to improving their competencies as adult educators.
2. To establish lines of communication for joint planning and sharing of experience between individuals and organizations engaged in Adult Education.
3. To acquaint the general public with the needs and opportunities for Adult Education and to stimulate greater support for it.⁵

In order to develop a strong national association, the development of strong state associations is necessary. As stated by Edmund de S. Brunner:

The strongest volunteer agencies are those with strong local organizations and ties and these exist only where such relationships are cultivated and mutually profitable.⁶

The state of Michigan is unique among the states in its history in adult education activity. All the

⁵Malcolm S. Knowles, "How the Adult Education Association Works," Adult Leadership, II, No. 2 (April, 1954), 5.

⁶Brunner, op. cit., p. 1.

major associations of adult education are represented within the state. It has had a leadership role in both university and cooperative extension, in public school and library adult education, in worker education, in education for women, and in many other sectors of adult and continuing education. Michigan has also led the way in the development of new associations as is illustrated in two of the newest of the national associations. The National Community School Education Association was chartered in Flint, Michigan and the founding of the National Council on Community Services for Junior and Community Colleges was led by university and community college workers in Michigan. During its first twenty years the AEA-USA has drawn six of its presidents from Michigan, and two of its twenty annual conventions have been held in Michigan.

The Adult Education Association of Michigan was founded in 1954, three years after the chartering of the Adult Education Association of the U.S.A. At the present time the state association is experiencing many of the same concerns expressed at the national level. It is presently examining its role and trying to redefine its relationships to adult education and to the various specialized adult education associations. The problem of role definition is especially difficult for this association which, by original design and continuing

intention, is concerned with the total field of adult education. At the same time as other associations define and redefine their memberships to narrower and narrower limits, the need for the integrating and unifying influence of a comprehensive state adult education association serving the total field becomes increasingly apparent.

The Problem

The problem for this research has been to assess what is desired by representative adult educators of one or more state adult education associations. It has sought, further, to answer the question, if, indeed, there are needs not now being met by the Adult Education Association of Michigan, how can the structure of the association be adjusted to permit satisfaction of these needs and to justify its continuing as a comprehensive association? The general operational problems in this research have been to assess what adult educators desire of state-wide associations, to assess the current comprehensive state association and to develop a normative model design which should lead to greater achievement of the goals implied by the stated desires of respondent adult educators.

Objectives of the Study

The dominant objective of this study has been to provide a normative model designed for a comprehensive state adult education association. Attainment of that objective has required a series of steps:

1. Identify whether there does exist among AEA-M officers and members and among other adult educators who might be expected to become members, a perceived need for a comprehensive state adult education association.
2. Identify the organizational goals as perceived by present or former officers (position incumbents) within the association.
3. Identify the organizational goals as perceived by rank and file members within the association.
4. Identify the organizational goals as perceived by persons who might be expected to become members but are currently outside of the association.
5. Assess the current stage of growth or decline in the life cycle of the association.
6. Predict which specific organizational goals will or will not foster broad consensus among adult educators.
7. Identify internal factors that need to be adjusted in order to satisfy goal expectations

of association members, present and former officers, and persons outside the association that are potential members.

Assumptions

The three major assumptions of this study are:

1. There are factors within a voluntary association that, when properly developed and related, will lead to maximum achievement.
2. There is a broad range of goals for a comprehensive adult education association which are held in common by adult educators in spite of their differences in function and role.
3. These same goals are held in common by adult educators whether or not they are currently members of the association.

This study was developed over a twelve-month period. The development period began with six months of review of the literature and conceptualization. The study was actively conducted over a six-month period from January, 1972, through June, 1972. Two methods of data collection were employed, a mailed opinion survey, and personal interviews. Data were gathered during March and April, 1972.

The thesis is developed in six chapters. The first chapter presents an introduction and statement of

the problem, objectives of the study, and assumptions. The second chapter is devoted to the normative background and research applicable to the study. The third chapter explains the research methodology employed. Chapter IV presents a brief historical sketch of the Adult Education Association of Michigan. Chapter V is devoted to an analysis of the responses to the mailed opinion questionnaire. The sixth chapter presents a summary of findings, a theoretical model for a comprehensive state adult education association, and recommendations for further research.

CHAPTER II

THEORETICAL BACKGROUND

Social Organizations

"Organizations are social units which pursue specific goals; their very 'raison d'etre' is the service of these goals."⁷

It is important in the study of social institutions to realize that the organization of human endeavor for common purposes is not a new phenomenon. The organization of energy into formal structures can be used as a gauge of level of advancement in civilization. The formation of guided action and a hierarchy of authority can be traced back to the dawn of time.

Organizations are not a modern invention. The Pharoahs used organization to build pyramids. The Emperors of China used organizations a thousand years ago to construct great irrigation systems, and the first Popes created a universal church to serve the world of religion.⁸

⁷Amatai Etzioni, Modern Organizations (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 5.

⁸Ibid., p. 1.

The diffusion of organizations, the typology, and the extent of organizational activity have developed with the growth of world population and organized societies. The elements of communication, cooperation, and competition have led to more efficient, more responsive organizational patterns. Each organization has at its inception a means of achieving specific goals.

The Problem of Studying Social Organizations

There is a major problem in designing research to examine a social phenomenon. Applying a static empirical instrument and empirical boundaries to a dynamic social entity in order to have a manageable procedure is necessarily a delimiting process. What are we truly researching? Does an organization have an identity that is its own? Does it have its own character, structure, goals, and purpose for existence? What are the elementary functions or components essential to its existence? What additional functions or components are necessary to justify its existence? This problem becomes especially difficult and especially important when one is studying a voluntary association.

For the purposes of this research, Chapin's definition of a social organization has been used because it uniquely fits the organizations within the adult education enterprise.

A social organization is an organized pattern of the attitudes and behaviors of the members of the group that stands out as a configuration against a field of culture. It consists of segments of individuals' behaviors organized into a system, and not of whole individuals or groups.⁹

It is recognized that an organization cannot exist in a vacuum apart from its surroundings, nor can it have a character without the impact of the collective character of its leadership and members. It exists in time, in structure, and in purpose. Corinne Gilb in Hidden Hierarchies summarizes her observations about the initial and evolving structure of a professional organization.

1. The initial structuring of an association and the development and change of its structure are determined by the socio-economic-political context into which the association fits as well as by a dynamic within the association itself.

2. The structure of an association alters with the passage of time in ways that, despite variations and detail, appear to be similar for different professional associations and these changes in turn alter relations with public government.

3. The internal structure of formal organizations having a quasi-governmental nature vary according to the nature of their members, the socio-economic-political positions of members, the purpose of the organization and sometimes how long it has been in existence.¹⁰

⁹F. Stuart Chapin, Contemporary American Institutions--A Sociological Analysis (New York: Harper and Brothers Publishers, 1935), p. 412.

¹⁰Corinne Lathrop Gilb, Hidden Hierarchies--The Professions and Government (New York: Harper and Row, 1966), pp. 108-10.

The association's existence then is not an independent and isolated one but rather a relative one. It is a product of many factors and its existence depends upon modification to meet the demands of each. "We may say that the structure of a social institution consists in the combination of certain related parts placed into a configuration possessing the properties of relative rigidity and relative persistence of form tending to function as a unit on a field of a contemporary culture."¹¹

Typology of Formal Organizations

It is necessary to decide what we are investigating. Can we give it a logical classification? Does it fit within a group of associations or is it unique unto itself? Everett Hughes presents a useful typology for classifying organizations.

1. The voluntary association of equals where members freely join for a specific purpose. Examples include sects, clubs, and professional associations.
2. The military model which emphasizes a fixed hierarchy of authority and status.
3. The philanthropic model consisting of a governing lay board, an itinerant professional staff, and the clients served.
4. The corporation model with its stock holders, board of directors, managers, and staff.
5. The family business in which a group of people related by kin and marriage carry on some enterprise for profit.¹²

¹¹Chapin, op. cit., p. 319.

¹²Everett C. Hughes, "Memorandum of Going Consensus" (unpublished paper read before the Society for Applied Anthropology, 1952).

Amatai Etzioni provides a slightly different, yet very effective typology based upon the beneficiaries of the association.

1. Mutual benefit associations where the prime beneficiary is the membership.
2. Service organizations where the client is the prime beneficiary.
3. Business concerns where the owners are the prime beneficiaries.
4. Commonwealth organizations where the prime beneficiary is the public at large.¹³

One can also classify associations by the closeness of the group, its relative inclusiveness or exclusiveness. H. E. Barnes uses the classical definitions:

1. Primary--elemented and spontaneous in their origin and development, family.
2. Secondary--came as civilization developed. They are of deliberate nature and usually subordinate within the larger field of primary institutions.
3. Tertiary--man's attempt through symbols, rituals, ideologies, and other intellectual and creative activity to achieve a greater degree of understanding, appreciation, and control of his natural, social, and private world.¹⁴

R. B. Perry contributes a classification based upon the size and inclusiveness of membership.

1. Major institutions--all men are eligible and qualified for participation in the major universal institutions and have some unavoidable participation in them: namely in ethical, political, legal, economic, scientific, aesthetic, language, educational, and religious institutions.

¹³Etzioni, op. cit., p. 43.

¹⁴Harry E. Barnes, Social Institutions (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1942), pp. 31-35.

2. Restricted institutions--voluntary membership such as a society of philatelists, a society or a social club.¹⁵

Social organizations can also be classified by the form in which they manifest themselves. F. S. Chapin presents two such classifications:

1. Specific or nucleated institutions possess definite locus and take specified and concrete organizational form in an area: for example local government, local political organization, local business enterprise, the family, schools, the churches, and welfare agencies.

2. Diffused symbolic organizations are of a more symbolic nature and are characterized by a higher order of abstraction: for example art, mythology, language, law, ethics, and science.¹⁶

Herbert Spencer presents a form of typology based upon functions. This classification lends itself to an interesting aspect of all associations, the functions and forces that hold it together:

1. Sustaining--marriage, kinship
2. Distributing--economic
3. Regulating--ceremonial, religious, and political¹⁷

C. A. Dawson and W. E. Gettys present a classification based upon the goals and outcomes of the various social institutions.

¹⁵R. B. Perry, Realms of Value: A Critique of Civilization (Cambridge University Press, 1954), pp. 154-56.

¹⁶Chapin, op. cit., p. 13.

¹⁷Herbert Spencer, Principles of Sociology, Part II (New York: D. Appleton and Co., 1898), Chapters VII, VIII, IX.

1. Institutions concerned with transmitting the social heritage--family, educational and religious institutions.

2. The instrumental institutions--that is those which have extremely limited goals and highly rational and impersonal techniques for reaching them, such as the hospital, the hotel, factories, department stores, banks, and public utilities.

3. Regulative institutions--the more formally organized aspects of regulated social behavior represented mainly by government.¹⁸

As can be seen from these typologies, the study of institutions can be carried out from many facets. It can employ the analysis of forces, form, nature of membership, closeness of group, beneficiaries of association, goals or outcomes, or initiating and managing groups. Each type has its own integrity and purpose, and, necessarily, this presents the researcher with the problem of which of them can best be used to facilitate his problem solving. This research has employed the analysis of forces, nature of membership, and goals in developing this thesis.

The Normative Structure of Organizations

Within any collectivity of human beings there exists a set of values, aspirations, and expectations which is both real and persistent. These shared beliefs and orientations that unite members of the collectivity

¹⁸Carl A. Dawson and Warner E. Gettys, An Introduction to Sociology (New York: Ronald Press, 1948), pp. 263-88.

and guide their conduct constitute the normative structure of an association. Norms

. . . indicate how the individual should think, feel, believe, and especially how to act in almost every common or recurrent relationship and situation. Their purpose is to standardize and channel behavior in the interactional situations in the life of a society.¹⁹

The normative structure is both prescriptive and restrictive. It operates within family groups, communities, and even communities of nations. The normative structure

. . . translates the basic ideas and principles, the body of values and the ideology of the institution into a set of more or less explicitly indicated requirements of action.²⁰

To change the normative structure of an association is to tackle the most difficult to identify, the most persistent and the hardest to change aspect of organizational behavior. The successive reinforcement of norms can have a positive or a negative impact upon either individuals or the organization as a unit.

Conformity to the normative structure can be observed in many ways both subtle and overt. Carl Gustavson refers to an overt constraint on the part of an organization when he describes it as a setting for group leadership. "Even on the most minute scale in the

¹⁹ Joyce Hertzler, American Social Institutions (Boston: Allyn and Bacon, Inc., 1961), p. 39.

²⁰ Ibid., p. 79.

local societies and clubs, a certain machine-like character becomes evident as successive office holders step into an apparatus equipped with rules and cherished procedures created by the cumulative experience of their predecessors."²¹ The succession of office holders not only inherit the norms of the collectivity, but the fact that they rather than others have been selected generally points to an expressed, implied, or assumed agreement on their part with the normative structure as contemporaneously defined. Terms such as "rebel," "outsider," trouble maker," and many others are used to label the person who does not, within any specific time and circumstance, fit the normative structure.

The normative structure is expressed also in the formal rules of an association that govern membership, conduct, and activity. It can take on all aspects of rule of law. One of the finest characteristics of a bureaucracy is derived from norms expressed as rules.

A formally established system of rules and regulations govern official decisions and actions. In principle the operations in such administrative organizations involve the application of these general regulations to particular cases. The regulations insure the uniformity of operations and together with the authority structure, make possible the coordination of the various activities.

²¹Carl G. Gustavson, The Institutions Drive (Ohio University Press, 1966), p. 113.

They also provide for the continuity of operations regardless of changes in personnel, thus promoting a stability lacking in charismatic movement.²²

A voluntary association is the most normative of associations. As such it is extremely vulnerable to control by the normative structure as interpreted and determined by office holders, previous and present. It does not generally lend itself to bureaucratization.

Control in normative organizations is much more dependent upon personal qualities than it is in coercive organizations. Hence, through various selection and socialization processes, normative organizations endeavor to staff the organizational positions from which control is exercised with individuals who command personal influence and thus combine positional normative power with personal power.²³

To build a bureaucracy then is to lead away from a voluntary association. These associations are built upon shared interests, shared norms, and shared decision making. An organizational structure that inhibits such maximum sharing can be a detriment to the growth of the voluntary association.

The field of group dynamics provides further insight to better understand how norms can affect associations. A voluntary association is built upon a feeling

²²Max Weber, Essays in Sociology, trans. by H. H. Guth and C. Wright Mills (New York: Oxford University Press, 1946), p. 204.

²³Peter Blau and W. Richard Scott, Formal Organizations (San Francisco: Chandler Publishing Co., 1962), p. 64.

of cohesiveness; and if it is to attract and retain members, it must represent to potential members, and constitute for members, a means for satisfying the needs of the person seeking affiliation.

Cohesiveness refers to phenomena which come into existence if, and only if, the group exists. A person must have some notion about the properties of a given group before he can react to it favorably or unfavorably. His attraction to the group will depend upon two sets of conditions: (a) such properties of the group as its goals, programs, size, type, or organization and position in the community, (b) the needs of the person for affiliation, recognition, security, and other things which can be mediated by groups.²⁴

The degree to which the members share the same norms as to how one should behave or what one should believe has sometimes been taken as an indicator of cohesiveness.²⁵

In a voluntary association the narrowing of the range of norms and over reliance upon an assumed consensus regarding them can lead to a static situation and even a decline. Interaction and freedom to satisfy needs are essential to health and growth in such groups. A broadening of the normative structure can allow for differing opinions and attitudes and lead to the satisfaction of a greater number of needs.

²⁴ Dorwin Cartwright and Alvin Zander, Group Dynamics--Research and Theory (Evanston, Ill.: Row, Peterson, and Co., 1960), p. 76.

²⁵ Ibid., p. 74.

The Initiating Set and Life
Cycle of Associations

What does it take to provide impetus for organizational initiation? The "initiating set" is a most important element. The formation of the initiating set requires that:

1. The relationship between persons whose interests converge are such that there is a basis for internal organization. It is necessary that they have a relationship which will provide a basis for them to work together.
2. The group ends or goals be established. Persons or groups with converging interests and with relationships which make possible some measure of group stability. It must define common goals or purposes.²⁶

The initiating set, the group which becomes the initial sponsor, is drawn together by common interest or common concern. The time of inception of an organization has been called the "Period of Incipient Organization" by J. O. Hertzler²⁷ and the work done at this time has been called the "Initiating Process" by Sower, Holland, Tiedke, and Freeman.²⁸ This time in an organization's life cycle is perhaps the most dynamic in terms of member behavior.

²⁶Christopher Sower, John Holland, Kenneth Tiedke, and Walter Freeman, Community Involvement (Glencoe, Ill.: The Free Press, 1957), p. 67.

²⁷Hertzler, op. cit., p. 155.

²⁸Sower, et al., op. cit., p. 68.

When a new group is being organized the object of each organizer is to reduce the discrepancies between his provisional image and the planned reality as much as possible. This is done through the process of negotiation. Individual proclivities clash and compromise until the activities, the physical structure, the external boundary, and perhaps the major and minor internal boundaries are defined. If the organizers cannot adjust to each other, or to the ones with the most initiative, the group may not be activated.²⁹

The interpersonal dynamics involved in this period of organizational development cannot and should not be avoided. If the organization is to have a broad base of support both from its members and the public-at-large, it must be planned as carefully and competently as possible; and it must finally accommodate as many of the contending visions of mission and structure as possible. The voluntary or mutual benefit association is faced with two unique forms of tension in maintaining active member participation in goal setting. Blau and Scott observe, with respect to such member participation and the tendency toward stabilization of goals and structure commonly identified as bureaucratization:

In mutual benefit associations bureaucratization poses the special problem of oligarchy. The function of this type of organization, where the members are expected to be the prime beneficiaries and govern themselves, are placed in jeopardy by the development of a bureaucratic apparatus that centralizes power in the hands of administrative officials.³⁰

²⁹Eric Berne, The Structure and Dynamics of Organizations and Groups (Philadelphia: J. B. Lippincott Co., 1963), pp. 92-93.

³⁰Blau and Scott, op. cit., p. 227.

Similarly, they point out the possible conflict between goal achieving and goal setting:

In mutual benefit associations there is still another source of dialectical change. The organizations are subject to conflicts that rise from the dilemma posed by their two-fold formal purpose. One purpose just as in the case of other organizations, is the effective accomplishment of the specific objectives of the organization . . . but another distinctive purpose of these associations is to provide them with a mechanism for arriving at agreement on their common objectives.³¹

These two forms of internal tension are very important in considering criteria for evaluation of organization effectiveness and flexibility. It is important to note the differences and not to confuse these associations with others in which the product of the association is something other than the two-fold mutual benefit of the membership: satisfaction of the status and other needs of members and achievement of agreed-upon goals of the collectivity.

The growth of the association can be, and often is, one of the most commonly understood goals. It becomes necessary to examine the elements that lead to organization growth. If an association is to be a growth organization, it must provide outputs, and it must be perceived in a positive way. The following criteria seem to be valid for assessing the growth potential of a voluntary association.

³¹Blau and Scott, op. cit., p. 252.

1. Does it (the association) produce an output which is a useful input to anyone else?
2. Does it attract and hold the loyalty of young and capable members?
3. Does it have a public image as a living and growing organization?
4. Does the public press describe the organization as being updated and useful to society?
5. Does the organization spend most of its energy directed toward goal achievement, or is most of it going to maintenance functions with the organization or to contesting factions within?³²

The life cycle of an association can be seen to consist of more or less distinct stages. Five such stages have been identified by Hertzler:

1. Period of incipient organization--in this initial period, some need usually demonstrated in crisis, becomes strongly felt and tentative efforts are made to meet it.
2. Period of efficiency--the institution in its organizational form is now in its early maturity. The various social needs are met by complementary structures, functions, and procedures.
3. Period of formalism--this is the period when the human purposes implicit in the institution begin to be obscured, the mechanisms become the ends in themselves.
4. Period of disorganization--it has become unresponsive to social and personal needs, lost the confidence of its membership, and lost most of its effectiveness as an instrumentality.
5. Death or reorganization--if it is so decayed, or if rival institutions are sapping its vitality, it will eventually die and disappear. If, however, a need still exists, the important function still must be performed, a portion of its membership may put it, in all of its significant elements through a transforming reorganization.³³

³²Christopher Sower, "Keeping Food Industry Organizations Effective, the Normative Sponsorship Theory" (unpublished paper, July 15, 1969), pp. 5-6.

³³Hertzler, op. cit., pp. 155-56.

There is a need, when working to achieve growth in a voluntary association, to assess the current state of growth, to ascertain whether it is ascending or descending, to identify the program elements which are significant and, if necessary, to update these in a new and effective model. If we are to design this new effective model, we must be clear as to our purposes, and we must understand what type of association we desire.

Federation Model for Organization

The adult education enterprise has historically been segmented. Each segment of the field has taken its own way in developing both program and community. Each portion of the field, community college, community school, public school adult educators, and universities, has developed its own association. These various associations manifest many of the elements of inter-union conflict prior to federation development. As each association pursues the tasks that develop its own program it may, and often does, develop conflict with other associations.

Warfare follows when the response of two contending groups to the differences separating them is based on a two-valued orientation to the situation, good-bad, right-wrong. A major two-valued orientation often characteristic of strife is win-lose.³⁴

³⁴Max S. Wortman, Critical Issues in Labor (New York: The Macmillan Co, 1969), p. 301.

When two or more associations within a field of interest view one or more differences with a win-lose orientation, conflict is an almost certain outcome. The development of the federation model in labor was intended to reduce these kinds of conflict. The federation model was developed to function in the following ways:

1. To resolve disputes between two or more member unions.
2. To represent the labor movement on matters of common concern.
3. To improve the image of the labor movement.
4. To restrain particular unions that are jeopardizing the interests of other elements of the labor movement.
5. To strengthen the weak limits within the labor movement.³⁵

There will be conflict even between cooperating groups. Where advantages or disadvantages become evident to any one group, it may try to maximize the one and minimize the other, often at the expense of other members of the federation. A federation model does not then eliminate potential problems.

The federation is always a very limited body. It clearly has little power to order individual unions to do what they do not wish to do, and circumstances make it unlikely that the situation will change in the near future.³⁶

³⁵Dirk C. Bok and John T. Dunlap, Labor and the American Community (New York: Simon and Schuster, 1970), p. 190.

³⁶Ibid., p. 198.

When conflict occurs in any win-lose situation and the win-lose assumption is evident, the situation calls for some type of realignment. The labor union model is not necessarily an adequate model for development in the field of adult education. There are, however, some very important factors that appear to be similar. With the development of the various segments of the field, the coordination of effort, in some manner, becomes a concern. The labor movement has found that: "The development of inter-local coordination and its eventual formalization in district councils, joint boards, etc. was almost inevitable, as the alternative to inter-necine strife, though the path to cooperation was frequently rocky and the outcome at times appeared uncertain."³⁷ One of the problems to be overcome in coordination is not to lose the unique contributions that are potential in the several associations.

Will coordination of effort lead to greater strength for the field as a whole, or is independent action on the part of each segment of the field better?

The coalition union is far stronger than the pre-coalition efforts and structures which have heretofore appeared on the union-cooperation scene. The realignment of unions does not necessarily involve the dissolution or complete disappearance of any particular national union.³⁸

³⁷Wortman, op. cit., p. 301.

³⁸Ibid., p. 49.

The federation model is an important option for consideration for inter-organizational development in adult education.

The Nature of Adult Education

The adult education field is amorphous in nature. Its many sectors make difficult a clear definition of either its true nature as a discipline or its boundaries within the larger field of education. Adult education has a history that can be considered as old as mankind or as new as federally financed programs in the field. It is basically staffed by few full-time professionals and many part-time professionals, paraprofessionals, or volunteers. The diffuse nature of the field has determined to a large extent the nature of the associations within it.

National approaches to organization within the field of adult education have taken two forms. The Adult Education Association of the U.S.A. has attempted to be all encompassing. The National Association of Public School Adult Educators and such other associations as the National Community School Education Association and the National University Extension Association have tended to concentrate upon segments of the enterprise and have become almost if not quite mutually exclusive with respect to membership.

The typologies enumerated by Hughes, Baines, Perry, and Chapin and the discussion of the normative structure (pp. 16-21) can lead to a better understanding of alternative models of association within the field of adult education. The current associations have some similarities. Most of them tend to be of a professional nature, of mutual benefit to the membership, and voluntary in terms of association. The leaders within each of them are chosen for reasons of professional knowledge and personal magnetism. What makes a good association or what makes an association more responsive are open questions at this time.

Perception Theory in Organizational Study

It becomes necessary to understand certain principles of perception in the study of organizations. An organization is a group of individuals or sub-organizations acting in consort to achieve a common goal. Each human brings to the organization process his own personal perceptions. These personal perceptions create some very important questions for an organizational study which relies upon personal interviews for some or all of its data. Leavitt identifies, within the context of managerial psychology, four such questions:

1. How objective can people be?
2. How and why do people see things differently?
3. Do people see only what they want to see?
4. What part do people's personal views play in the supervisory process?³⁹

When surveying the perceptions of leaders within an organization, it is necessary to keep these four questions in mind and to carefully assess what is received and estimate the degree to which it is reliable. Leavitt has used the term "selective perception" to describe the problem of bias in personal perception, both immediate and over time. He states that people's perceptions are determined by their needs. These needs create two problems in perception.

The first big problem is the problem of accuracy of somehow gaining more accurate information about other people--estimating the discrepancy between the actor and the "real" person. The second problem is to estimate how well our act is working. For surely we are in considerable trouble if the act we want to present to the world is presented so badly, so weakly, so transparently that everyone else is discounting it.⁴⁰

Thus checking and cross checking is necessary. The added dimension of time compounds the problem of "selective perception." "If one reexamines his memories of the past, he may find that his recall of positive satisfying things is better than his recall of negative

³⁹Harold J. Leavitt, Managerial Psychology (Chicago, Ill.: University of Chicago Press, 1964), p. 28.

⁴⁰Ibid., p. 39.

unpleasant things."⁴¹ Over time then it is easier to forget those problems that were stressful and to truly believe that they did not exist.

In an organization that depends upon common interest and good will, personal perceptions are extremely important. An important element involved in perception is the completeness or incompleteness of information either received or interpreted. Leavitt here utilizes the employee-employer relationship to describe lack of information.

Often assumptions about the perception of others are wrong because they are incomplete. One may assume incorrectly that employees want more money but we fail to understand that more money is accepted only within a certain framework of independence.⁴²

Behavior Situations and Perception

Carroll Shartle has enumerated an extensive classification of situational factors which can either act positively (reinforce) or act negatively (suppress) upon perception.

(1) Distance--what is the physical distance of "I" (the person whose behavior is being predicted) from the problem that will be acted upon . . .

(2) Duration--how long has "I" been in this described situation, whether "I" has been in it or not?

(3) Frequency--how many times has "I" been in this or similar situations, and how many times has this situation occurred in this organizational setting, whether "I" has been a part of it or not?

⁴¹Ibid., p. 32.

⁴²Ibid., pp. 35-36.

(4) Social Structure--how structural, in terms of group dimensions, is the situation in which "I" finds himself?

(5) Status--how high in status is the individual in the setting in which he will perform?

(6) Leadership Climate--what are the dimensions of leadership in which performance takes place?

(7) Value Climate--what is the prevailing value climate in the situation?

(8) Supply-demand Ratio in Occupational Field--it is hypothesized that a low supply-demand ratio in the occupational area of which the individual is a member will be associated with decisions that are more likely to favor the individual than the organization.

(9) Threat--how threatening is the situation (as rated by the observer) to the person or the organization whose performance is being predicted?⁴³

Each of these behavioral situations can and does affect both the ability to perform within an organization and the ability to perceive and interpret performance.

Perception As Image

Kenneth Boulding has built a taxonomy for perception theory using "Image" as a base.

The Spatial Image--the picture of the location of an organism in the space about him.

The Temporal Image--the picture of the dream of time with the organism placed in it.

The Relational Image--the picture of the universe about the organism as a system of regularity.

⁴³ Carroll L. Shartle, "A Theoretical Framework for the Study of Behavior in Organization," in Administrative Theory in Education, ed. by Andrew W. Halpin (London: Collier-MacMillan Ltd., 1958), pp. 87-88.

The Personal Image.--the picture of the organism in the midst of the universe of persons, roles, and organizations around him.

The Value Image.--the picture of ordering on a scale of the good or bad, better or worse, of the various parts of the whole image.

The Affectional or Emotional Image.--the picture by which various items in the rest of the image are imbued with feeling or affect.

The Conscious, Unconscious, and Subconscious Images.--the picture scanning mechanism which brings all parts of the image into focus. These parts are not all at the conscious level with the same degree of intensity at any given time.

The Certainty-Uncertainty Image and the Reality-Unreality Image.--the property pictures which relate to every aspect of the total image, all of which are tinged with some degree of sureness or unsureness.

The Public Image.--the picture of the organism's private scale by which he determines whether the image he holds of himself is shared by others or is peculiar to himself. This image may also be a picture of public

property as it consists of the shared images of many organisms. A single public image does not exist, rather there are many public images.⁴⁴

The concept of an organization as an image is both useful and important. The shared perceptions of the members and leaders of the organization to a large extent constitute the organization itself.

The background of information and research presented in this chapter is devoted to the analysis and study of social organizations and behavior within them. The nature of the study of associations within the adult education enterprise is directly related to the general typology. The associations within adult education can be characterized as voluntary associations as classified by Everett Hughes, mutual benefit associations as classified by Amatai Etzioni, and tertiary as classified by Harry E. Barnes. Each of the taxonomies permits an analysis of an organization from a different perspective.

The normative nature of voluntary associations is an important element to be considered. A voluntary association is the most normative of associations and as such it is extremely vulnerable to control by the norms which evolve over time, whether or not they are consciously intended. The elements of the normative

⁴⁴Kenneth E. Boulding, The Image, Ann Arbor Paperbacks (Ann Arbor: The University of Michigan Press, 1961), pp. 47-54 and 132.

structure are important to consider in developing alternative proposals for a comprehensive association.

The five stages in the life cycle of an association, as developed by Hertzler, will be utilized in analyzing the stages of growth or decline now exhibited by Adult Education Association of Michigan, the only organization which makes claim to comprehensive coverage of the adult education field.

An analysis of perception theory in organization study is utilized in order to better conduct and interpret interview findings. This is extremely important in the assessing accuracy of recall and interpretation.

The theoretical background affords an authoritative typology for studying the Association. Among other things it presents the potential dynamics to be considered. These include the normative structure within an association and interorganizational linkages between associations. Finally, this chapter presents selected propositions from research into the nature of perception. Each of these elements is extremely important to an understanding of the nature of the association studied and the model developed.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The research design for this study has consisted of two interrelated components: a historical review of the goals, membership, structure and operation of the Adult Education Association of Michigan, and a survey of opinions of selected segments of the adult education enterprise.

The historical review was in the form of a case study and was intended to answer two principal questions: (1) What is the character and status of AEA-M as a comprehensive state association for adult educators? (2) How do past and present AEA-M officers view the association? Data were obtained primarily from correspondence, records, working papers, reports and other documents of the Association, and from interviews with Association founders and officers.

The second component was an empirical analysis of opinions of a wide variety of adult educators, both members and non-members of this Association and others.

Data were obtained by using a mailed questionnaire. This allowed a broad coverage and involvement on the part of 730 adult educators in five selected groups.

Assumptions

Three interrelated assumptions were made as directly related to association effectiveness. These assumptions plus the theoretical propositions laid out in Chapter II constituted the conceptual foundation for this investigation.

1. The degree to which organizational goals will be actively pursued is directly related to the extent to which these goals are perceived as important by members of the association.
2. The degree to which an organization will be effective is directly related to the extent to which its goals are perceived as important by members of the profession outside the Association.
3. The degree to which an organization will be effective is directly related to the degree of consensus among its members as to its goals.

Analytical Framework for the Study

Factors analyzed in the study have been organized into six categories:

- (1) Interorganizational relationships--the relationship between organizations for adult educators and the present or possible structure of that relationship.
- (2) Intraorganizational relationships--the present and possible internal relationships and the structure and practices of an organization for shaping those relationships.
- (3) Communication--the present and possible modes of communication. This includes communication between organizations, within organizations, with the field as a totality, and with specific and general publics.
- (4) Association services--the present and potential services which an organization of adult educators provides or should provide to the field of adult education or to its members.
- (5) Professional standards--the present and potential standards for identifying professional members and guiding professional conduct in the adult education enterprise.
- (6) Legislative action--the present and potential activities of adult educators or their association to influence legislation or the functioning of governmental agencies at any level.

Factors in these six categories will be examined in each of the three major sections of this study:

(1) in the case study of the Adult Education Association of Michigan, (2) in the survey of adult educators' judgments about adult educators' organizations, and (3) in the development of a model for a comprehensive state adult education association.

Case Study Design

The Adult Education Association of Michigan is at present the only comprehensive state adult education association in the state of Michigan. This study of the Association has included:

- (1) An analysis of the formal goal structure;
- (2) An analysis of the growth pattern in terms of membership and service;
- (3) An analysis of the interorganization forces that have acted upon the Association;
- (4) An analysis of the perception held by Association founders and past presidents about the Association.

The following sources of documentation were utilized:

- (1) Interviews with persons directly involved--
testimony of interviewees (principally founders

and past presidents) about their personal involvement and observation during the periods of their most intense activity on behalf of the Association.

- (2) Interviews with especially qualified observers--testimony of interviewees (principally founders and past presidents) about events or periods in the life of the Association other than those in which they were directly involved.
- (3) Written documentation--the written record of the Adult Education Association of Michigan and relevant personal papers of past and present leaders and significant others.

Semi-Structured Interview

Nineteen semi-structured interviews were conducted with twelve past and present officers and seven founding members. The interview technique involved basic questions and informal cues, but was otherwise open and non-directive.

This research method proved to be a highly successful way of eliciting information. It allowed the interviewer a chance to explore new areas, and it allowed the interviewee the opportunity to pursue a line of thought which he felt was important. An important

function in this process was to allow the interviewee the opportunity to describe events.

Groups Interviewed

Two separate groups of individuals were interviewed. They were divided on the basis of point of input, initiative, or leadership. Those individuals who were principally involved as leaders in the establishment of the Association are here designated as the initiating set or founders. Those individuals who had held leadership roles as presidents of the Association are designated as position incumbents, even though they are now past presidents. Position incumbents were contacted, within the limits of availability and resources. Twelve of the position incumbents were interviewed. Two others were seriously ill; two were among the initiating set and were thus included only with that group; and three were not interviewed due to distance and limited available resources.

Initiating Set Interviewed

Robert Sharer	Karla Parker
Henry Ponitz	Arthur Lean
Howard McCluskey	Lolita Fyan
John Holden	

Position Incumbents Interviewed

Herbert Auer	Douglas Mueller
Leonard Gernant	Russell Kleis
Dan Reed	Earl Studt
Quentin Gessner	Albert Mowery
Alfred Storey	Elaine Reed
Eugene Dice	Muriel Fuller

The Consensus Matrix Method for Studying Organizations

This method of interview analysis was adapted from a model designed by Dr. Christopher Sower for analyzing developing organizations. He says of it:

The special usefulness of the matrix method of arranging the findings is that this provides the facilities for detecting the chief nexus points of normative consensus or differences within and between organizations. From this analysis, it is possible to explain and predict either cooperation or contest behavior between the different sub-units.⁴⁵

The usefulness of this method is evident in examining the nature of a comprehensive state adult education association. A comprehensive association endeavors to serve a diverse population of adult educators from a wide variety of institutions and backgrounds. Basic consensus among groups is necessary in order to build an association of common interest. The effectiveness of such an association will depend upon consensus about goals and the usefulness of its services to the membership, the potential membership, and the field.

Survey Design

There were three basic purposes to be achieved by an opinion survey:

⁴⁵Christopher Sower, "The Normative Sponsorship Theory of Updating Organizations," unpublished paper, January 27, 1969, p. 17.

- (1) to ascertain whether or not there is consensus among members of the AEA-M with respect to goals held as appropriate for a comprehensive state association and to answer the same question within four other groups surveyed;
- (2) to ascertain whether or not general consensus exists between groups as to such goals, and
- (3) to describe differences within and among groups as to goals held.

Population Surveyed

Five discrete groups, including 730 adult educators, were surveyed. Each of the groups was selected because it represented a significant sector of the total population of adult educators. The Adult Education Association (designated AEA-M) was open to persons who worked or were interested in any field of adult education. The Michigan Association of Public Adult and Community Education (designated MAPACE) was open to two specific groups of adult educators, administrators of public school adult education and directors of community school programs. Its membership had consisted historically and predominantly of the former. The ENABEL externs, a group of teachers, administrators and counselors (predominantly teachers) in adult basic education, represented a group who had recently become engaged in adult basic

education and for whom no special association existed in the state. The members of the Michigan Library Association represented a group that, at one period, was quite active within the adult education association, but had since lost essentially all of their contact with it. The other selected groups represented individuals engaged in adult education for special audiences and who were generally not connected with any adult education association at the time of the study.

The population surveyed included members of these five major groups all involved, and together reasonably representative of the interest, statewide, in the adult education enterprise.

<u>Association</u>	<u>Nature of Membership</u>
AEA-M	All segment of the adult education enterprise
MAPACE	Public school adult education and community education directors
M.L.A.	Public and private librarians of Michigan
ENABEL State Externs	Teachers, counselors, and administrators of adult basic education
Selected adult educators not generally identified with Public Adult Education	Police training, medical training, government (municipal, county, and state), church adult education groups, business training, and volunteers in cooperative extension.

The several groups were surveyed in their entirety except for the special interest groups and other minor omissions. Where individuals were found to hold memberships in more than one of the groups they were counted with the more inclusive grouping. Therefore the AEA-M group was surveyed in its entirety. In all other groups the sample included only those who were not members of the comprehensive state adult education association.

Coding and Population Surveyed

<u>Association</u>	<u>Coding</u>	<u>Total Population Surveyed</u>
MAPACE	001-125	125
ENABEL	201-322	122
M.L.A.	401-550	150
Outside public adult education	601-700	100
A. Police training	601-618	
B. Medical training	619-626	
C. Government	627-636	
D. Church adult education groups	637-647	
E. Business training	648-672	
F. Volunteers in cooperative extension	673-697	
AEA-M	701-934	233
	Total	730

Instrumentation

The function of the Organization of Adult Education Survey was to gather data which were required to assess the nature of goal consensus among adult educators (see Appendix B).

The survey was divided into five sections:

(1) assessment of the status of the adult education enterprise in the state of Michigan, (2) personal judgments as to the nature of support for associations of adult educators, (3) preferences as to structure of adult education associations, (4) opinions as to which type of adult education organization, specific or general, should provide various potential services, and (5) demographic characteristics of the respondents.

Responses

The response options for each item in the questionnaire were in two sets, each offering four possible responses. The first set of options and their assigned quantitative values were: Agree (1), Disagree (2), No Opinion (3), and No Knowledge (4). Options in the second set, together with the assigned values were: Specific Organization (1), General Organization (2), Every Organization (3), and No Organization (4).

Groups

Groups were the separate segments of the population utilized in this study. The groups numbered five: Group #1--AEA-M, Group #2--MAPACE, Group #3--M.L.A., Group #4--Group outside of public adult education, and Group #5--ENABEL externs.

Position Held

The six positions utilized as variates in this study were: Teacher, Administrator, Counselor, Librarian, Recruiter, and Others.

Analysis of Responses

The quantitatively expressed responses of each respondent were recorded on IBM Data Processing Cards. Data were analyzed with the use of a CDC 6500 computer. An ACT program, number T.R. 72-8, authored by Leighton A. Price and William P. O'Hare of the Social Science Research Computer Institute at Michigan State University was utilized. ACT yields contingency tables (bivariate frequency distributions) for designated pairs of variables. The paired variables utilized in this study are: (1) groups in which respondent is included and their quantitatively expressed responses, (2) positions held by respondents and their quantitatively expressed responses.

Reporting Format

The results were reported utilizing six measures. The measures of central tendency were: mean scores for all respondents to each of the items, variance of the means, and standard deviation. Standard deviation was utilized as an indicator of variance from the mean score as well as an indicator of across group differences.

Two separate means and standard deviations were reported, individual group means and standard deviations, and total mean and standard deviation for each item.

Contingency Table Output

The contingency tables were reported utilizing the following format:

<u>Groups</u>	<u>Responses</u>			
	1	2	3	4
1				
2				
3				
4				

Chi Square Test and Significance Level

The test of significance of variance between groups utilized in this study was the Chi Square Test. A small variance is defined as consensus (reject for large values of Chi Square). A large variance (small Chi Square) is defined as no consensus.

The significance level was set at .995. The rejection level utilizing .995 is .005 and the Chi Square values at the appropriate degrees of freedom was read from Table 8 of the Biometrika Tables for Statisticians.⁴⁶

⁴⁶William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 676.

One or the other of two numbers have represented degrees of freedom for analysis of the Organization of Adult Education Survey. The group response calculations utilized twelve degrees of freedom ($N \text{ rows} - 1 \times N \text{ columns} - 1$). Twelve degrees of freedom at the .005 level meant that the Chi Square value must have been at or below 28.2995 to indicate statistically significant group consensus. In the analysis of role responses there were fifteen degrees of freedom. At the .005 level this meant that the Chi Square value must have been at or below 32.8013 if the results were to indicate statistically significant group consensus.

Demographic Characteristics

In order to describe the population surveyed and to analyze their responses to a greater extent, a section of demographic questions was included in the Organization of Adult Education Survey. The following categories of demographic data were gathered and analyzed for all respondents.

- (1) Professional role in adult education;
- (2) Years of experience in adult education;
- (3) Institutions that support their adult education activity;

- (4) Number of hours per week devoted to adult education work;
- (5) Principal reason for being involved in adult education.

Summary

This chapter has described three methods of research utilized in two major components of this study. A historical overview of the Adult Education Association of Michigan involved (1) a document-based study of the Association, its history, and its current status, and (2) semi-structured interviews of founders and past and present office holders. The third research method employed was a mailed questionnaire sent to over 700 adult educators, responses to which were statistically analyzed and reported. The results are reported in Chapters IV and V and are utilized in the design of the normative model in Chapter VI.

CHAPTER IV

CASE STUDY OF THE ADULT EDUCATION ASSOCIATION OF MICHIGAN

Part I: A Brief History

The Adult Education Association of Michigan is, in 1972, eighteen years old. A study of its short history is both important and necessary in developing a model for a comprehensive state adult education association, for the Adult Education Association of Michigan is designed to fulfill that role. A statement of purpose and view of the field which was circulated among adult educators of the state prior to the Association's founding meeting gives a clear declaration of its mission as visualized by those individuals who promoted its development.

The Adult Education Association of Michigan is to be an organization whereby individuals and groups can work together and do cooperatively what they could not do alone. It is an attempt to mobilize all the state adult education resources in the interest of all the people of the state.⁴⁷

⁴⁷ "Proposed Adult Education Association of Michigan," paper sent to adult educators throughout Michigan prior to the constitutional assembly, April 1, 1954.

At the time of inception of the AEA-M, the Adult Education Association of the U.S.A. was in its third year and there existed in the state of Michigan two other associations of adult educators: the Michigan Adult Education Association and the Michigan Council on Adult Education.

The Michigan Adult Education Association

The Michigan Adult Education Association was made up exclusively of public school adult educators. It was an affiliate of the Michigan Education Association. Its primary purpose was to promote the growth of public school adult education. It became known as the Michigan Association of Public School Adult Educators in 1954. Its current name, in 1972, is the Michigan Association for Public Adult and Community Education or MAPACE. Its regular membership is comprised of public school adult education and community education administrators. It is affiliated with the public school administrators' group.

Michigan Council on Adult Education

The Michigan Council on Adult Education came into being in 1941. Dr. James Bruce of the University of Michigan was its first president. The roots of this Association reach back even farther than 1941. The

Michigan State Council on Immigrant Education, the parent organization for the Council, was established in 1922.⁴⁸

The Michigan Council on Adult Education was a federation of adult education agencies. At its largest it had forty-five such agencies within the federation. The Council worked primarily through a committee structure. Committees on Workers Education, Socio-Civic Education, Home and Family Education, College Field Services, and Community Organization developed study groups, field trips, and conferences, published materials, and had various other activities. This Council was the nucleus for the new Adult Education Association of Michigan.

The Council was guided and administered by highly qualified and respected professionals, but it made no regular provision for individual members or their input. The individual memberships were given as special awards and were for a one-year period. The Council held a great deal of influence and good feeling. The loyalty of past officers is evident even today. The AEA-M drew directly from the past leadership and loyalty of members and officers in the formation of the new Association.

⁴⁸"An Adult Education Association of Michigan," unpublished paper, n.d., p. 6.

The Need for an Adult Education Association in 1954

The two existing adult education associations in 1954 were both small in total numbers of individual members.

The following functions were decided upon as those which would best serve adult education and the needs of individual and group members, full and part-time workers, professional and volunteer workers:

1. To coordinate all the forces interested in the field of adult education into one state-wide organization.
2. To promote the development of a well-balanced program of educational services to meet the needs of the adult population of Michigan.
3. To provide opportunities for the growth of its individual members and the strengthening and improvement of the services of the group to which they belong.
4. To provide opportunities for its affiliated organizations to pool their resources and coordinate their efforts in specific areas of activity such as home and family living, civil defense, citizenship training, and others.
5. To stimulate programs to assist community leaders in adult education.
6. To evaluate existing programs and services and aid in developing better coordinated community programs.⁴⁹

The needs expressed in 1954 are best described in four categories: communication, services, fellowship, and coordination of activity.

The Formation of the Association

In 1951, the year of the birth of the Adult Education Association of the U.S.A., a study committee

⁴⁹Ibid., p. 1.

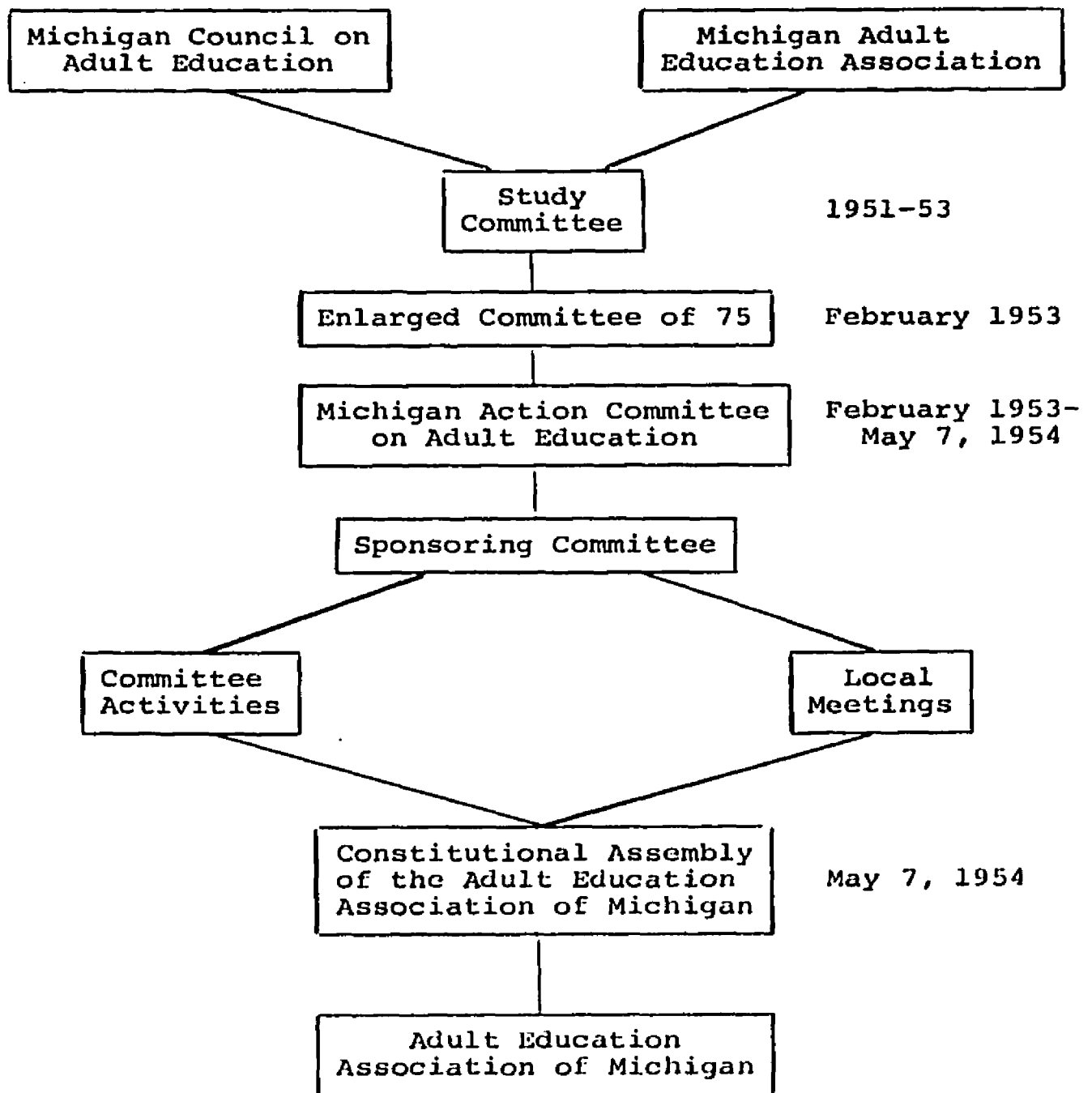


Figure 1.--The formation of the Adult Education Association of Michigan.⁵⁰

⁵⁰Adapted from the flow chart for the formation of the Adult Education Association of Michigan, Michigan Action Committee on Adult Education, Background Material, n.d., p. 4.

made up of seven members of the Michigan Council on Adult Education and seven members of the Michigan Association for Adult Education was formed. This study committee was given the task of exploring possible plans for one association for all adult education workers in Michigan. In February, 1953, an enlarged committee of seventy-five adult educators organized the Michigan Action Committee on Adult Education and took on the task of organizing this new venture.⁵¹ Chairmanship of the committee was given to John Holden.

The assistance of the two major state universities in the formation of this Association appears to have been very large. Michigan State College (now Michigan State University) not only gave help in the form of manpower, but also supplied supporting services such as secretarial and publication. The institutional base was established with Michigan State College, and Holden was given both time and resources of the college to organize this group. Holden states in a recent interview that, "I did not only feel a moral responsibility to work with this group, but I was given the job by Dean (Edgar) Harden as part of my responsibility to the university."⁵² The University of

⁵¹ Ibid., p. 8.

⁵² Interview with John Holden, Director of Graduate School, U.S. Department of Agriculture, Washington, D.C., April 24, 1972.

Michigan also contributed resources in the form of personnel. Arthur Lean, then assistant to Everett Soop, Director of University Extension, and Blue Carstenson, a graduate student of Howard McClusky, worked very closely with Holden during this formative period. The most difficult problem encountered in this period, as expressed by both Holden and Lean, was to "bury the skeleton of the Michigan Council in order to establish this new association."⁵³

On February 26, 1953, a public hearing was held at Michigan State College on the needs for an adult education organization in Michigan.⁵⁴ This meeting was extremely important for it was the first public airing for the idea of a comprehensive state association. At the meeting Clyde Caldwell reported upon a questionnaire that had been sent to adult educators within the state of Michigan. Responses to four of the questions were especially important.

Question Number Three:

Do you believe there is a need for an over-all state association?

Yes 67	No 6	Undecided 5
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⁵³ John Holden and Arthur Lean, Professor at Southern Illinois University, Carbondale, Illinois, April 14, 1972.

⁵⁴ Minutes of a public hearing on the needs for an adult education organization in Michigan, February 26, 1953.

Question Number Four:

Do you believe that a state adult education association should provide for both individual and organizational membership?

Yes 57 No 10 Undecided 12

Question Number Five:

Do you believe that the organization to which you belong would be interested in membership?

Yes 57 No 10 Undecided 12

Question Number Six:

Would you be interested in an individual membership if the dues were nominal?

Yes 57 No 16 Undecided 6⁵⁵

In the fifteen-month period from February, 1953, until the constitutional convention on May 7, 1954, more than thirty informational and organizational meetings were held.⁵⁶ In the year following the initial public hearing, momentum for a state association grew to the extent that on May 7, 1954, the Adult Education Association of Michigan was founded.

Otto Yntema, the first president of the AEA-M, writing to the members less than two months after the founding assembly stated:

⁵⁵ Ibid.

⁵⁶ Abstract of proceedings of Constitutional Assembly, Mrs. James Parker, Secretary, May 7, 1954.

On May 7, 1954, two hundred and twenty persons, representing eighty-five organizations and forty-two communities, attended the founding assembly of our new Adult Education Association of Michigan. As of today, we have about two hundred and fifty individual and approximately twenty-five organizational memberships with over one thousand dollars in dues collected.⁵⁷

The Michigan Council on Adult Education dissolved formally on May 7, 1954, the same date as the Constitutional Convention for the Adult Education Association of Michigan.⁵⁸ The Michigan Adult Education Association, the affiliate of the Michigan Education Association, never formally dissolved, but a large number of its members were instrumental in the development of the Adult Education Association of Michigan. With both elements of the adult education enterprise represented, the public and the private, the new association sought to bind together individuals and organizations, full and part-time workers, professional and lay adult educators in all areas of adult education in one association. Momentum for a state association had grown to the extent that on May 7, 1954, the Adult Education Association of Michigan was founded.

⁵⁷Letter, Otto Yntema to members of AEA-M, "A Message from the President," June 30, 1954.

⁵⁸"Adult Education Association," op. cit., p. 7.

Adult Education Association--
Membership

The Adult Education Association of Michigan has made an attempt to provide an organization which would be of interest to all sectors of the adult education enterprise. Throughout its eighteen years, the Association has maintained the open membership public policy.

Article III--Membership

Section 1--Any person who subscribes to the purpose of this association may, upon payment of the required dues, become a member of this Association.

Section 2--Under group membership, any state or local agency or organization subscribing to the purposes of this association may be entitled to an organizational or representative membership following approval of the board of directors.

Section 3--Individuals and group members shall pay annual dues in such amounts as established by the board of directors and approved by vote of the membership.

Section 4--All individual members of this Association shall have the right to vote.⁵⁹

The Association was successful in the first year, 1954-55, in attracting over 700 members from all areas of the adult education field. Figure 2 graphically points out the nature of membership in 1955-56, the first membership year completely reported. The proportion of volunteer adult education workers on the membership can be observed on the chart. Over 40 per cent of the membership indicated no institutional base of employment. In general these may be presumed to have

⁵⁹Ibid.

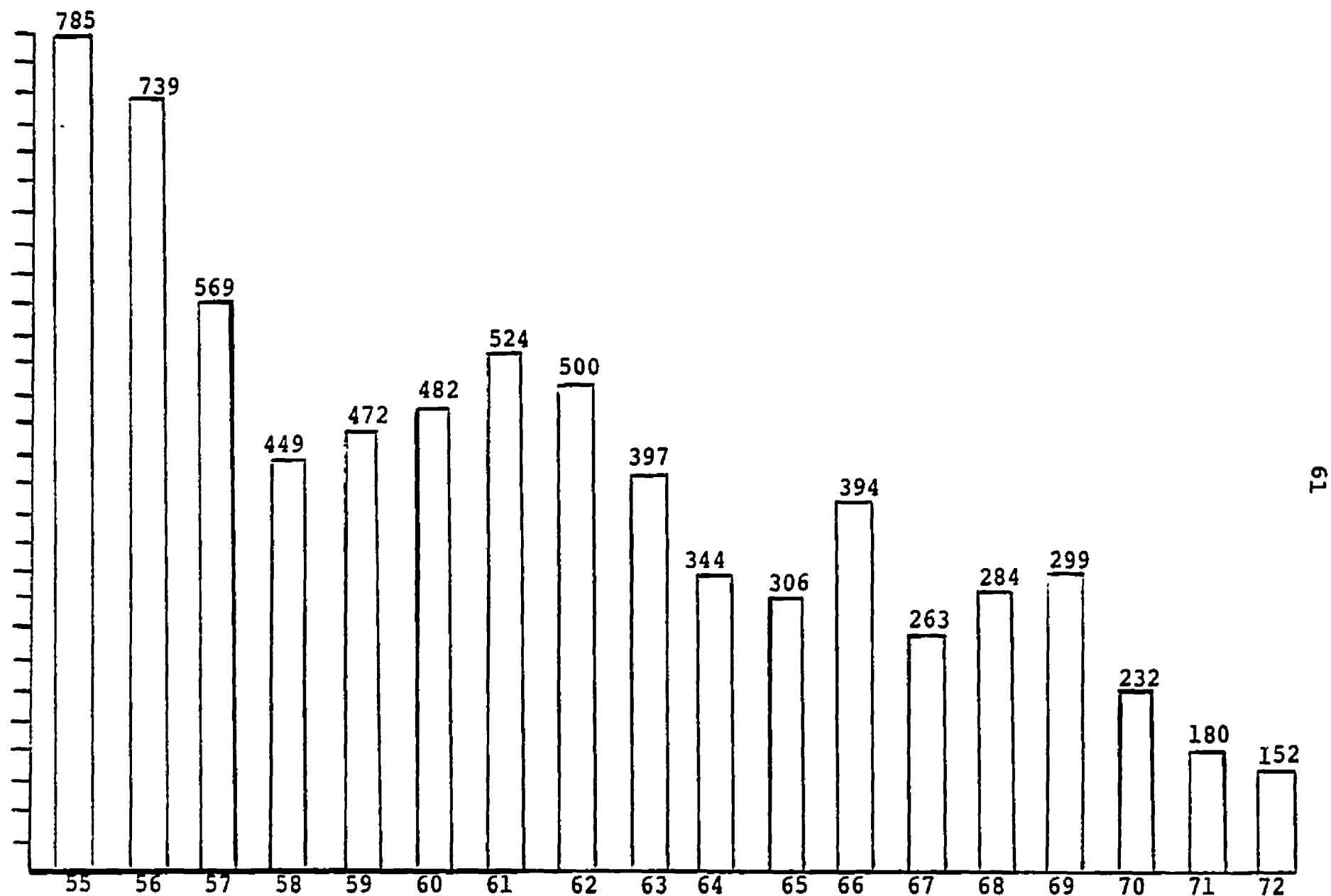


Figure 2.--Number of individual memberships from 1955 to 1972 Adult Education Association of Michigan.

been laymen interested in adult education, leaders of such groups as the P.T.A. and study clubs, and a number of adult educators who may have been employed part-time in adult education but did not indicate their place of employment. The total membership shows a relatively small percentage of university and public school employed members.

As the Association matured the percentage of university affiliated members increased in proportion to other groups. This is also true of the public school and community college membership, although, the latter has never constituted more than 7.0 per cent of the membership. Other identified groups generally declined in percentage of total membership during the eighteen years of the Association's development.

The change in membership from the voluntary to the professional, and from the private to the public sectors presses an observer to one of two conclusions. If he were to assume that the Association is supported by the entire field of adult education, he would conclude that the adult education work force is now comprised almost entirely of university, public school, and community college personnel. This clearly is a false assumption. The other conclusion he would be forced to make then is that the Association at the present time is not an "umbrella" association but that its membership

TABLE 1.--Adult Education Association of Michigan membership trends 1955 - 1972.

Year	University	Public School	Community College	Business Affiliated	Public Agency	Voluntary Associations	Total
	%	%	%	%	%	%	%
1955-56	18.3	13.1	1.9	9.6	17.0	41.1	101*
1958-59	26.5	22.5	1.4	9.2	22.9	17.4	99.9*
1963-64	37.5	14.7	4.0	6.0	19.9	17.9	100
1967-68	37.8	17.4	5.2	4.8	21.7	13.1	100
1971-72	42.2	25.8	7.0	4.7	14.9	5.5	100.1

*Error due to rounding.

distribution has shifted and that its membership now is derived predominantly from the public sector. This was clearly not the intent of the persons who led in the formation of the Association. Their intention to build a broad and comprehensive association is implied in a Detroit Free Press article of September 23, 1954:

Four leaders have been selected to head the Wayne County membership campaign for the Adult Education Association of Michigan, a newly organized cooperating organization.

The Wayne County area has been organized into four divisions, and serving as division chairmen are Mrs. Allen Canty, president of the Detroit PTA Council; Mrs. G. Sam Zilly, former president of the Detroit American Association of University Women; Mrs. Samuel Geraci, president of the Northville Community Council; and O. K. Fjetland, of Michigan Employment Security Commission.

A goal of 2,000 members in Michigan has been set for this new co-operating organization, which already has wide support from labor, industrial, business, civic, educational, and professional groups. . . .

This new organization, led by Otto Yntema, of Western Michigan College as president, was formed last May at a constitutional assembly which included 200 persons from 85 organizations and 42 communities.⁶⁰

The goal of 2,000 members was never reached. At its highest the membership reached 785 in 1955. Since that first full year the number of members has declined to 180 in 1971, the latest full year prior to this study.

⁶⁰Special to the Detroit Free Press, September 23, 1954, Continuing Education Service, Department of Information Services, Michigan State College, East Lansing, Michigan.

Adult Education Association-- Leadership

Leadership of the Association has most frequently been delegated to members who were university affiliated. Table 2 points out the leadership trends during the past eighteen years. Though university affiliated members have most frequently given direction to the organization, there has been a growing involvement of public school and community college members. Other groups, consisting much more fully of volunteer workers in adult education, have been much less frequently involved as officers and board members in directing affairs of the Association.

Committees--Standing and Special

Committee work and collective involvement have been important factors in the operation of the Association. Through committee work a variety of tasks have been accomplished. Committee work in a voluntary or professional association may be compared to a life support system in this era of space travel. Some of the important contributions of committee work are:

1. It allows for leadership contributions on the part of many individuals, hence distributing the leadership work load.
2. It generates potential leadership for the association and exposes those people who have leadership talent.

TABLE 2.--Adult Education Association of Michigan leadership trends 1955 - 1972.

Year	University	Public School	Community College	Business Affiliated	Public Agency	Voluntary Associations	Total
	%	%	%	%	%	%	%
1955-56	30.0	5.0	0.0	30.0	20.0	15.0	100
1958-59	55.6	11.1	0.0	11.1	16.7	5.5	100
1963-64	50.0	5.6	0.0	22.2	22.2	0.0	100
1967-68	42.1	21.1	10.5	0.0	21.1	5.2	100
1971-72	47.4	21.1	21.1	5.2	5.2	0.0	100

* Error due to rounding.

3. It multiplies the effectiveness of a voluntary association by enlisting a wide array of talent.
4. It generates new members by involvement at a more intense level than that of passive membership.
5. It keeps people informed about the association and provides additional avenues of communication.
6. The expense of association work can be spread to participating institutions as they contribute man power and, often, travel, clerical, and other support costs.
7. It allows members to pursue their own special area of interest to a greater degree.

These and other contributions have been extremely important in the life and work of this Association. It is important to note that the committee structure of the Association was a direct extension from the Michigan Council on Adult Education which had operated almost entirely on a committee basis.

The constitution and bylaws of the Association allow great flexibility in committee formation. Although terminology has changed, provision is made for both standing committees and special or "ad hoc" committees.

Standing Committees

The Constitution provides that:

The president, with the approval of the board of directors, shall appoint the chairman and members of the following committees.

1. Public relations and planning
2. Research
3. Finance and membership
4. State agencies and organizations
5. Auditing committee
6. Committee on nomination--selected by the board of directors⁶¹

The fourth standing committee, State Agencies and Organizations, was a continuation of a committee already active with the Michigan Council for Adult Education and was intended to have a moderately autonomous status within the organization. Having been formed in 1949, this committee predates the Association by over five years. Membership on this committee was defined by this qualifying statement: "Any state agency or state organization active in adult education requesting membership and approved by the board of directors shall be a member of the standing committee on state agencies and organizations."⁶² Participation on this committee does not require individual members of participating agencies or organizations to hold membership in the Association.

⁶¹Constitution and Bylaws for the Adult Education Association of Michigan, Article VI, Committees-Sec. 3, 1955, p. 2.

⁶²Ibid.

Each member agency or organization designates one person to represent it on the committee. The committee elects its own chairman.

Special Committees

The president has great latitude to appoint committees in areas of special interest and for performing special tasks. "The president, with the approval of the board of directors, shall appoint such other committees as may be necessary to carry out the objectives of the association."⁶³ The range of special committees that have been active is extensive. Examples of committees appointed in four representative years illustrate the degree of activity and interest in committee work.

1955--Committee Structure

1. Community Development Committee
2. Public Relations Committee
3. Legislative Policy Committee
4. College and Field Services
5. Area and Community Meetings Committee
6. Newsletter and Publications Committee
7. State Agencies and Organizations Committee
8. Public Affairs Committee
9. Leadership Training Committee⁶⁴

Each of these committees presented a report that shows active involvement on the part of its members. Each held periodic meetings and took on tasks of interest and importance.

⁶³Ibid., Sec. 6.

⁶⁴Annual Report of Committee Activities of the Adult Education Association of Michigan, 1955-56.

The year 1959 brought the height of committee designations for the Association. In that year twenty-three committees were appointed:

- | | |
|---------------------------------------|---|
| 1. Membership Committee | 13. Finance Committee |
| 2. Public Relations Committee | 14. College Field Service |
| 3. Community Improvement Committee | 15. Member Relation Committee |
| 4. State Agencies and Organizations | 16. Public Affairs Committee |
| 5. Auditing Committee | 17. Home and Family Life Committee |
| 6. Nominations Committee | 18. Liberal Arts |
| 7. Program and Policies Committee | 19. U.P. Coordinating |
| 8. Professional Advancement Committee | 20. Local Chapters and Councils |
| 9. Research and Studies Committee | 21. National Conference Joint Committee |
| 10. Annual Conference Committee | 22. Economic Recovery and Automation |
| 11. Budget Committee | 23. Inter-faith Seminar ⁶⁵ |
| 12. District Conference Committee | |

From the completeness of committee reports and membership figures it appears that these committees were involved in myriad tasks, each pursuing an area of interest under the umbrella of a comprehensive association.

The 1963-64 annual report showed a reduced number of committees. The committees during this period continued active, however, with both state and regional meetings being held throughout the state.

⁶⁵"1959-60 Leadership," Adult Education Association of Michigan, p. 1.

1. State Conference Committee
2. District Conference Committee
3. Program and Policies Committee
4. Community Development Committee
5. Home and Family Living Committee
6. Membership Committee
7. Public Relations Committee
8. Professional Advancement Committee
9. World Affairs Committee
10. Research Committee
11. State Agencies and Organizations Committee⁶⁶

By 1971-72 the committee structure of the association had almost disappeared. There were no active special committees. The only committees to report action were those necessary to maintenance of the organization. Two special task forces were appointed by the president. One was given the task of exploring why the committee structure had disappeared and to reactivate the interest groups.

There cannot be a clear inference from numbers of committees to committee or association effectiveness. Further, it is important to understand that a number of the committees from earlier years have become independent associations or committees within other associations. Examples of this are the National Community School Education Association and the National Council on Community Services of Community Colleges. The important element to be considered is that committee

⁶⁶Russell J. Kleis, Letter to all AEA-M officers and committee chairmen, Adult Education Association of Michigan.

numbers and activity have become limited and a result is that the opportunities for participation have also become limited. It follows that the many advantages to the parent association, as enumerated earlier in this section, are limited if not eliminated. It is clear that committee activity had diminished to such an extent that it no longer has a major function beyond that of organization maintenance in the Association as it currently operates.

Executive Secretary

The Adult Education Association of Michigan, in 1969-70 created the position of executive secretary. A part-time secretary was employed for only one year. Due to the great amount of discussion and difference of opinion, it is important to follow the development of this action. The lessons it affords may also be extremely important in the development of a model for a comprehensive association. The benefits and liabilities involved in the establishment of professional positions within a small voluntary association merit very serious consideration.

Creation of the post of executive secretary has been an issue since the inception of the Association. Considerations have involved the type and feasibility of professional positions. On February 5, 1954, a meeting

of the sponsoring committee for the Association met at Michigan State University. During this meeting reports were received from four committees. The committee on finance and planning under the chairmanship of Mr. Clyde Reed " . . . recommended a permanent full-time paid director . . . that a plan be set up for a three year period . . . a yearly budget of \$19,652 be adopted . . . that provision be made for a regular individual membership of \$2.00."⁶⁷

This recommendation was forwarded before a single member had joined and before the Association was chartered on May 7, 1954. In March of 1954 in a suggested organization chart, the position of the executive secretary was proposed. The secretary in this structure was given major responsibility for direction of the Association.

The position of the executive secretary was not developed during the founding period. Extensive discussion, however, continued at annual meetings. In Jackson, Michigan on May 13-14, 1958, a resolution was proposed and passed at one of those annual meetings to:

. . . explore the possibility of securing a part or full-time executive secretary. Funds to be secured during limited period by grant for

⁶⁷"Focus on the Local Community and Adult Education," unpublished paper, 1954.

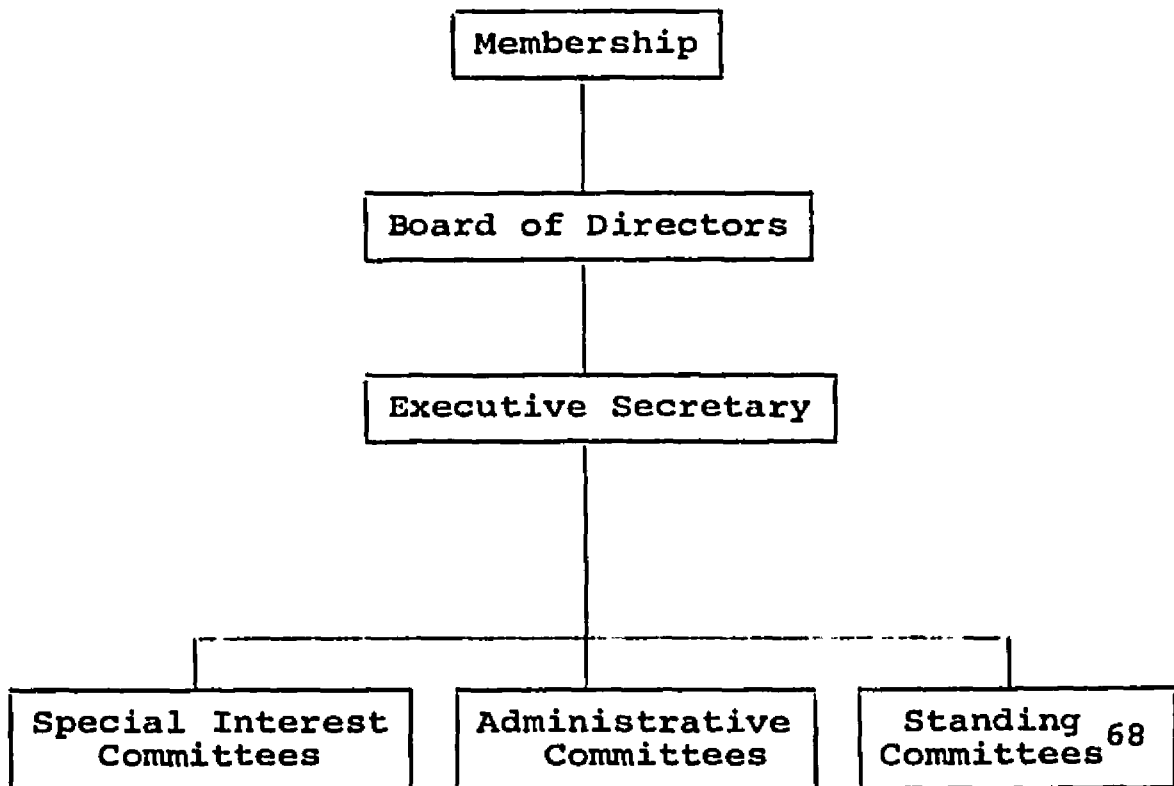


Figure 3.--Adult Education Association of Michigan suggested organization chart.

⁶⁸ Adapted from "Suggested Organization Chart and Potential Activities--Adult Education Association of Michigan," in letter to members of AEA-USA in Michigan from John Holden, Chairman, Michigan Action Committee for Adult Education, 1954.

1, 2, or 3 years. (Local responsibility and interest not to be lessened because of this action).
 Area field representatives to be developed early in the program of staff expansion.⁶⁹

This action is interesting in that: (1) a majority of the Association, at least as represented by those in attendance at the meeting, felt that appointment of an executive secretary was feasible, (2) there did exist acknowledgement of the potential that employment of an executive secretary could lessen local interest and responsibility, and (3) another category of paid staff also was anticipated in that if the executive secretary proved feasible, additional staff would be employed as area field representatives.

In 1961, a committee consisting of Hamilton Stillwell, Kenneth King, Clyde Hardwick, Myrtle Black, and Roger Blood was formed. To give an extensive look at the possibility of employing a professional staff member the committee report laid out the following proposal:

Proposal for Paid Staff

1. That the Adult Education Association - Michigan further study the possibilities of strengthening their program by arranging for a paid staff member, whose duties would include:
 - A. Stimulation, through a carefully planned program, for the securing of additional members, and to provide membership services through visitation and increased use of existing media.

⁶⁹"Reports and Recommendations from the Annual Meeting of the Adult Education Association of Michigan," Jackson, Michigan, May 13-14, 1958, p. 4.

- B. To serve as a referral consultant in the area of adult education.
 - C. To assist the officers and directors and to provide continuity in their work toward accepted goals in adult education.
 - D. To provide for steady and consistent follow through in aiding committee chairmen in the fulfillment of their tasks.
 - E. To stimulate the organization of local adult education councils, and to assist such organizations in their interpretation and fulfillment of their role and purpose to the community.
2. Recognizing that the present financial base of the Adult Education Association - Michigan is inadequate to initiate or support a program involving either a part time or full time paid staff person, it is recommended that a special ad hoc committee be appointed by the president to explore:
- A. The hiring of a retired Adult Education person, who would work part time sharing his knowledge and skills.
 - B. The possibility of working out a plan either full time or on a part time basis, in conjunction with one or more of the existing colleges or universities, whereby a paid staff person as a member of the faculty of continuing education might spend a portion or all of his time in co-operation with the AEA-M.
 - C. The possibility of an arrangement with the Extension Services of one of our universities for the part time assistance of a person to be employed as the secretary of voluntary educational associations of Michigan.
 - D. To examine any other possible working arrangements which might be feasible to the realization of a paid staff person for AEA-M.

THE COMMITTEE--Hamilton Stillwell, Kenneth King, Clyde Hardwick, Myrtle Black, and Roger Blood.⁷⁰

Upon receipt of the report from the committee, President Muriel Fuller appointed a committee consisting

⁷⁰Hamilton Stillwell, Kenneth King, Clyde Hardwick, Myrtle Black, and Roger Blood, "Proposal for Paid Staff," unpublished paper, December 26, 1961, p. 1.

of Roy Manty, Roger Blood, and Forrest Alter to study the problem further. On May 29, 1962, the committee submitted a report to the president who presented it to the board of directors on July 11, 1962.⁷¹ On September 14, 1962, Roger Blood and Forrest Alter met with Russell Kelis in Ann Arbor to discuss the problem of finance for the position of executive secretary. The following three alternatives were developed at this meeting and reported to the president's committee:

Alternative A

Ten emissaries to be appointed from our membership, picking people who travel within a region of the state as part of their regular job.

These people to send their itineraries to Mrs. Willer at the association's offices.

If someone in Alpena or Traverse City, for example, is setting up a meeting, they can contact 412 Maynard and see if one of the emissaries will be in their area on the date of the meeting and can then contact the emissary for assistance.

Alternative B

Ask the University of Michigan or Michigan State University's Extension Service if they will provide the services of a part-time professional to do this job required.

Alternative C

Seek a foundation grant to pay a staff member to do the job.⁷²

The last alternative was not supported by the committee.

It was well established by this period that a paid professional as executive secretary was viewed as desirable by a persistent segment of the membership. The problem that remained for the association was both

⁷¹Ibid., p. 2.

⁷²Ibid.

consensual and financial. The accumulated balance of \$4,000 was clearly inadequate to meet the need for an executive secretary. The proposal again was not acted upon and the idea was not formally discussed again until 1967.

In 1967 a study committee consisting of Forrest Alter (who had served on the previous committee), Herb Auer, Quentin Gessner, and Floyd Parker was given the task of coming up with a feasible plan to implement the idea of an executive secretary. The committee spent six months exploring, and presented a detailed report to the annual meeting in Muskegon on May 19, 1968. The major problem again was finance. It was estimated that it would take \$20,400 to employ and support an executive secretary.⁷³ In order to support this office, it would be necessary to assure:

- (1) 600 members willing to pay a \$20.000 association membership fee.
- (2) 100 organizations willing to pay a \$100.00 organization membership fee.
- (3) 400 annual meeting registrations at \$5.00 each.
- (4) A seed grant of \$10,000.00.⁷⁴

The association was in no financial position to afford an executive secretary. The treasurer's report showed a balance of savings plus income above

⁷³Forrest Alter, Herb Auer, Quentin Gessner, and Floyd Parker, "Executive Secretary for AEA-M," A Report of the Study Committee, March 11, 1968, p. 3.

⁷⁴Ibid., p. 6.

expenditures of \$3,931.19. In a letter to committee members on January 29, 1968, chairman Floyd Parker had expressed the following concern:

Frankly, I am a bit concerned about the fast movement of this idea. I am well aware that the officers and the board would like to place this before the membership, but I also know from past experience that the membership needs to be completely informed relative to the total process. There are many unanswered questions and problems which must be faced before having this idea on the floor at the annual meeting.⁷⁵

Knowing that the money was not available, the committee presented four alternatives:

1. The AEA-M continue as it is . . . to meet annually with primary emphasis upon local-state issues and problems, blended with the social values in working together on common interests.
2. The AEA-M continue as it is, organizationally, but select an area of emphasis such as (a) the preparation and publication of periodicals and documents on adult and continuing education, or (b) the promotion of adult education through radio and television.
3. Explore the possibility of affiliation with another educational or business association in which costs of an office and executive secretary may be shared.
4. The AEA-M should obtain the part-time or full-time services of an executive secretary for the primary purpose of developing a professional organization. Emphasis should be placed upon graduate (master's, specialist, and doctorate) programs through scholarships in the universities offering adult and continuing education programs. Auxiliary provisions should be provided AEA-M members not employed in the purely professional level.⁷⁶

⁷⁵Floyd Parker, Letter to Committee Members, Study Committee on an Executive Secretary for AEA-M, January 29, 1968.

⁷⁶Alter, et al., op. cit., p. 5.

The fourth of these alternatives illustrated an emerging tendency toward the professional model and away from the umbrella model of an adult education organization. It implied two levels of membership, the professional and the non-professional.

It is difficult to understand how this association, with 284 members from all areas of adult education, professional and voluntary, and with a balance accumulated over several years of less than \$4,000, could have deemed it feasible to hire an executive.

After a great deal of discussion, the proposal for an executive secretary (alternative 4) was supported in principle by the annual meeting and referred to the Board of Directors for further study and, if deemed feasible by them, for action. The dues were raised to ten dollars for individual membership.

The Board of Directors met shortly after the annual meeting and decided to proceed with establishment of the office of executive secretary. A part-time person, an advanced graduate student, was employed to work in facilities provided by Eastern Michigan University.

Between 1968-69 and 1970-71

1. Memberships dropped from 299 to 180.
2. Income dropped from \$5,963.00 to \$2,665.00.⁷⁷
3. In 1969-70 expenditures were \$2,026.00 above income.⁷⁸

⁷⁷Note--Some of this figure was included with joint memberships in AEA-USA which were discontinued in 1969.

⁷⁸From official treasurer's report, 1968-69, 1969-70, and 1970-71.

institutions, both public and private, official and voluntary. At the present time, the non-professional and non-public groups constitute a minimal and diminishing part of the membership. Further, the growth of specialized associations for public school administrators, community education directors, and community college workers has sapped much of the vitality of the AEA-M. Each of these associations has attracted the loyalty of professionals within its particular field of interest.

Much energy has been spent in trying to evaluate what the role of the Association should be. It is unclear, at this time, whether the Association will or can make changes in its structure and be able to stimulate growth through involvement on the part of its members and potential members.

There is a great deal of frustration expressed by the leadership. This frustration seems to come from the inability to generate enthusiasm among their fellow workers. A great burden is placed upon the president of the organization. This burden is extremely difficult to bear when it cannot be shared with other members as well as with other officers and board members.

It is important to note that this Association professes to be a comprehensive association and in this definition might be its greatest strength. Group A,

The ability of the executive secretary is not being questioned here. The ensuing difficulty appears to have arisen from trying to support an activity that was financially out of reach of the Association and a failure to expand membership to extend that reach. The final arrangement for a graduate student, part-time, was inadequate both to the required promotion of membership and the anticipated expansion of services.

Present Status

The present status of the Association is not difficult to assess. In its most recent full year it had 180 members, the lowest in a series of membership totals which has continuously declined since the first full year of the Association's life. It is structured as a comprehensive association, but its membership figures indicate that it is currently serving almost exclusively public sector workers, those employed by universities, community colleges, and public schools. Of the three adult education associations of Michigan, it is currently the smallest.

The Association, during its history, has been plagued by two very real problems: the tension between the tendency to become an organization of professionals and the alternative tendency to stay open to non-professionals, and the differences of interest between public educational institutions and other groups and

institutions, both public and private, official and voluntary. At the present time, the non-professional and non-public groups constitute a minimal and diminishing part of the membership. Further, the growth of specialized associations for public school administrators, community education directors, and community college workers has sapped much of the vitality of the AEA-M. Each of these associations has attracted the loyalty of professionals within its particular field of interest.

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It is important to note that this Association professes to be a comprehensive association and in this definition might be its greatest strength. Group A,

a section meeting at the 1972 annual meeting, held jointly with the Michigan Association of Public Adult and Community Education and the Michigan Community School Education Association, reported five areas of interorganizational conflict:

1. All groups overlap and try to serve the population.
2. Roles of each association are not understood by the other associations.
3. Competition for recognition.
4. Competition for funds.
5. Associations more interested in building membership than in serving adults.⁷⁹

The AEA-M is the only established association that has a history of interorganizational action and cooperation. Although this is now at a low level, the five conflicts expressed in 1972 seem to point to potential strengths for this association if it can renew itself.

It is unclear whether the Association, at this time, can respond to the needs of the field for coordination. If it does not respond, the need for a comprehensive association will still exist.

⁷⁹Minutes of Group (A) of the Annual Convention 1972, Wednesday, April 12, 1972, Jack C. Minzey, Chairman.

Part II: The Association as Viewed
in Retrospect by Its Founders
and Presidents

Present and past presidents and persons who provided major leadership at the time of founding the Association were interviewed to learn their views about the development and present status of the Association. The interviews were conducted and their responses are reported in terms of: (1) Interorganizational Relationships, (2) Intraorganizational Relationships, (3) Communication, (4) Association Services, (5) Professional Standards, and (6) Legislative Action.

Interorganizational Relationships

The interorganizational relationships of the Adult Education Association of Michigan have been an important part of its intention and design. The council that preceded the Association was a council of organizations. It did not have individual memberships. The Adult Education Association of Michigan was heavily influenced by this interorganizational concept during its founding period. The federation idea (with several organizations linked in loose association but each operating independently) was viewed as a negative approach to adult education by most of the founding leaders. They attempted, and, to some extent succeeded in their attempts, to make the AEA-M an association with

one voice. In order to achieve this, it was necessary to dissolve the Michigan Council as described earlier. It was the conviction of those early leaders that adult education must become a unified field. Where the Michigan Council on Adult Education had been strictly a federation of organizations, the Adult Education Association was intended to accommodate diverse interorganizational interests within the single unified Association.

The interorganizational nature of the adult education field changed in another important way. During the 1950's the organizations to be considered were those that offered the adult education service to the consumers. In this respect the Adult Education Association of Michigan was an association of deliverers. At the present time the interorganizational elements that are being considered are not the deliverers but the associations which represent them. The interorganizational nature is one of collectivities, not individuals.

The Association, in its efforts to speak with one voice, engendered a great deal of internal conflict. Those conflicts which had previously been between and among diverse organizations, came, with the merging of several organizations into one, to produce intraorganizational tension. This problem is discussed in the section describing the Intraorganizational Elements of the Association.

As separate factions became identified and withdrew from the Association, they either set up independent associations or withdrew from organized contact with the adult education field. It is the perception of several founders and leaders who were affiliated with agriculture, business, agencies, and libraries that their groups were forced over time to leave the Association. This force was generally not either overt or intentional. The effort to speak and act as a unit in areas of public decision-making came to represent disadvantage more often than advantage to the representatives of these differing groups.

As workers in the public adult education enterprise found their interests compromised or not well served by the Association, they formed and chartered separate associations. At the present time an unfortunate degree of interorganizational conflict, is perceived by the president's group as being focused upon these separate associations. There is general consensus among those interviewed that these associations have grown because of the differing and singular characters of their several endeavors. Each appeals to the professional adult educator at the institutional locus where he makes his living. This is perceived as the most important level of concern by most interviewees.

The new problem in the interorganizational relationships of the Association is how to deal with separate associations. Each of these separate associations, because of its membership base, may be expected to support that sector of the adult education enterprise which it represents. The predominant conflict that ensues is one within the adult education field and not one between adult educators and other groups or interests outside their complex field.

It is important to note that the Association has had, until recently, provision for regional interests within its program and structure. Interviewees are generally agreed that there has been a great deal of interorganizational cooperation at local and regional levels. At these levels the issues of state and national policy did not seem to be as conflict ridden.

The problem expressed by most presidents was that of regaining an "umbrella" status for AEA-M and yet maintaining the separate associations in some type of federated and cooperative relationship.

Intraorganizational Relationships

There are many factors to be considered in the intraorganizational relationships within this Association. The first to be considered is administration.

Although some changes have occurred in the basic pattern of administration, they have not been major

changes from pattern first established. As expressed by the interviewees, the position of president of the Association is one of great prestige. Although little substantive reward is evident, it is felt that the respect shown by other members of the adult education profession is a worthwhile reward for holding this office. The office holds a great deal of responsibility as well as a great deal of respect. The earlier presidents and founders, as a group, view the roles of president, other officers, and board of directors as positive. They reported much cooperation, vitality, and productiveness, and each made highly positive comments about other officers or board members. This basic feeling of helpfulness and trust does not carry through into the recent past and present. A feeling is expressed by recent position incumbents that little commitment and help are found within the board and among fellow officers, and that the role of the president is a burdensome one. This change appears from 1967 until the present time.

In 1969 a basic administrative change was attempted. Although there seems to be no adequate rationale for the action, an executive secretary was hired for the year 1969-70. The post of executive secretary had been studied and reviewed periodically. Until 1969 the option of employing a paid executive had been deemed nonfeasible due to the lack of required

funding. Under the leadership of a forceful president, and after an exhausting discussion which ended in a narrowly approved motion to "adopt in principle" a plan for financing and employing an executive, the role of executive secretary was created by the board of directors. This position existed for one year and was then eliminated.

This action is viewed by almost all interviewees as an unfortunate mistake. The frequency and negativity of the comments reveal extremely strong feeling on this point. The action also is judged to have produced negative side effects. In order to pay for the executive, the dues were raised. This, in the view of both presidents and founders, caused many members and potential members to be dissuaded from membership. The role of the president is also viewed as having been influenced negatively.

"This critical incident in the life of the Association clearly supports a conclusion that decisions are, and should be, made in such an organization with clear understanding and high levels of consensus of all involved.

It is interesting to note that, when exploring the problems of the Association, little negative comment was focused upon the general finances of the Association. There appears to be agreement that with one notable

exception the Association was able to meet its expectations within its available resources. Only the brief adventure with a paid executive secretary elicits any evidence that finances might have been a problem. Each year, except that one, the Association lived within its income. The extent of program effort of the Association also seems to have had little effect on its general financial picture.

Throughout its history the Association has had problems with internal conflict. When it was formed and tried to initiate the policy of speaking with one voice, it created many problems for itself. As was stated earlier, past presidents who were associated with large and politically active groups found very early that they could not have their individual and group-based beliefs immersed in a one-voice policy. This was especially true in the area of public policy. Members of the Farm Bureau, for example, were unwilling to support proposals for increased taxation to advance public support for adult education and did not feel that they could have this Association speaking for them. The assumption that a unified organization could produce one voice seems to have been a false assumption.

The same issues that forced the private sector to abandon the general Association also affected the public sector for a different reason. Presidents and

members who were employed in the public sector became disenchanted with the inability of the Association to promote legislation in support of adult education. The issue of legislation and funding for the field of adult education created a serious dilemma for the Association. Resulting frustration was expressed by presidents, both past and present. In the early years the conflict was principally between those in public education institutions and those not in such institutions. The locus of this same conflict has now changed. The basic conflict in more recent years exists between collectivities of public adult educators, and not between those in public education and those employed elsewhere. This, of course, results from two negative developments: the withdrawal of non-public-educator members from the Association and from interaction with it, and the shift of primary loyalty and often of membership from AEA-M to more specific associations by persons whose employing institutions often see themselves as competitors for scarce public funding.

Communication

Communication has been, and continues to be, an element of concern to Association leaders. There seems to be consensus that adequate communication within the field has never existed. The founders put great emphasis on communication. There is a general feeling

that good communications made the formation of this association possible. Support for this perception can be found in the amount and type of communication utilized during the period of inception. Communication seems to have received more attention at some points than at others. The two past presidents who have backgrounds in public relations stressed this aspect more, as might be expected, than did any of the others. The communication vehicle which has been utilized by every president has been the publication Topics (more recently Newsletter). This letter to members was evaluated positively by all position incumbents, though the decreased frequency of issues and diminished content elicited several negative responses.

Two other instruments of communications were viewed as positive by most presidents. One was the regional meetings which have, during some years, been held throughout the state. From the time of the formation of the Association until the present, there has been acknowledgement of the communication advantages of sponsoring programs in regions and local communities. This element of communication is currently at a low ebb. The annual meetings held by the Association are also viewed as a major communication tool. There is a general consensus among Association leaders that communication is of great importance, and that adequate

communication does not currently exist. Little direct work has been observed, however, nor was significant effort cited by Association leaders toward strengthening this vital linkage with members.

Association Services to the Field

The area of Association service is difficult to assess. This is due mainly to the definition of what is or is not service. There exists a general consensus that at the present time the services offered by the Adult Education Association of Michigan are minimal. Only one type of general service can be followed from the inception of the Association to the present, and that is the annual conference. This annual conference is viewed positively. At the present time and with current leaders, this is not viewed as "their" conference. The nature of the conference has changed from being an Association convention and general adult education conference to being an interorganizational conference of adult education associations. This is viewed positively by some presidents and negatively by others.

Other Association services have been tried. A resource booklet was published early in the history of the Association. This publication was viewed positively but was dropped due to the costs of maintenance. There

was an attempt to develop consultant services and sell them to the field of adult education. This endeavor is generally viewed as a failure and was only attempted for one year. Other publications and services have been attempted for short periods and have died for lack of support or lack of adequate funding. There seems to be little general consensus as to the nature and form of services a comprehensive association should offer to the field of adult education. Individual members have offered and given services to the field. These endeavors are viewed as appropriate for an Association member.

Professional Standards and Professional Criteria for Membership

The Association, at various times in its history, has struggled to define professional standards for the field. The struggle has been noted as both positive and negative. The field of adult education has been and is struggling to define its professional character.

There have been attempts to develop the AEA-M into an association for professionals. John Holden, its most visible initiating leader, recently stated that it was his desire that the Adult Education Association of Michigan should become a professional organization. The struggle about professionalism creates division within the Association. Maintaining two levels of memberships,

professional and non-professional, has a wedge effect and generates and exaggerates differences. Professionalism as a central function of the Association is viewed with mixed feelings by both professionals and non-professionals. Many of the interviewees in the non-profession sector believed that the professionals needed an association but resisted making the AEA-M that association. Many of the professionals interviewed also expressed the need for a professional association but resisted the change of the AEA-M to meet that need.

There appears to be no real consensus as to the nature of adult education as a profession or the role of the Association as a professional society. A majority of identified adult educators continue to be volunteers, part-time professionals and professionals in other fields than adult education. With this fact agreed upon, most professionals and most non-professionals appear to view the open and differentiated membership policy of the Association as a strength and are unwilling to force professional exclusiveness upon it as a standard for membership.

Legislative Action

There is no clear consensus among leaders as to the Association's role in legislative action. The Association, in its early history, carried on moderate

lobbying efforts with the State Department of Education and the State Legislature. This effort is viewed positively by most leaders. The lobbying action was in behalf of recognition of the adult student and the adult educator. Much of the effort had general, though passive, support from all segments of the Association, as expressed by interviewees. Lobbying action has not been supported where it was not of a general nature or when it was seen as benefiting one segment of adult education to the detriment of the others or of other groups to which members belonged. It has been difficult for this Association, because of its general nature, to support any legislation that was not of general benefit to the field and there has been almost none of that variety. During the year 1971-72, the Association provided a forum for discussion of legislative matters. This activity was viewed positively by all those past leaders who were familiar with the meetings. Legislative forums have often been sponsored by the Association, but 1971 was the first year in which this Association had served as mediator among various segments of the adult education enterprise. The leaders interviewed view this role positively.

Evaluations of the Association in Past Years

The evaluation of the Association over the years, in terms of status, development, problems, membership, and structure, is presented graphically in Chart I. The perceptions presented are those of the initiating set, past position incumbents, and present position incumbents interviewed. The interviewees were asked to evaluate the Association at the time they held office.

The most important developments as evaluated by the interviewees were of a varied nature. There appears to be no general consensus as to the type of development that is viewed as positive. Those developments mentioned most frequently were regional meetings and communication.

Each leader and leader team has faced similar though not identical problems. The initiating set faced problems of generating interest in the new Association and creating a foundation for it. The problems expressed by the past presidents have centered around those of private/public conflicts and the professional/non-professional conflicts. The most recent leaders express problems in the area of loss of loyalty and inability to get action.

The founders assumed a growing membership in the Association as they had anticipated at the time of

TABLE 3.—Perceptions of the founders and past presidents regarding the history of the Adult Education Association of Michigan.

Evaluation of Status	Most Important Development	Most Difficult Problem	Member		Perception About the Structure of the Association		
			Growth State	Nature of Membership	President	Officers	Board of Directors
<u>Perception of Founders</u>							
1. Positive	Foundation for Association	Identification as Ad Ed	Positive	All Groups	Positive	Positive	Positive
2. Positive	Regional Groups	"Burying" the Council	Positive	All Groups	Strong Role	Positive	Positive
3. Positive	Selling of Adult Education	Group interests	Positive	All Groups	Positive	Positive	Positive
4. Positive	Disbanding of Council	Narrow point of view	Positive	University	Positive	Positive	Positive
5. Positive	Disbanding of Council	Feeling for new Association	Positive	All Groups	Positive	Positive	Positive
<u>Perception of Past Presidents</u>							
6. Positive	Regional Groups	Professionals University	Positive	All Groups	Positive	Positive	Positive
7. Positive	Interest Groups	Political Action	Positive	University Professional	Stronger Role	Stronger Role	Positive
8. Positive	Interest Groups	Union Fear	Negative	University Professional	More Freedom	Paid Secretary	Smaller
9. Positive	Regional Meetings	Loss of Labor and Farm Bureau	Positive	All Groups	Paid	Positive	Positive
10. Positive	No Answer	Lack of Commitment	Negative	All Groups	Positive	Negative	Negative
11. Positive	Publication Pamphlets	Loyalty and Support	Negative	University All Groups	More Supportive Service	Positive	Positive
12. Positive	Training Activities	Professional Out of Touch	Negative	Business University	Positive	Positive	Positive
13. Positive	Publications Training	Loss of Loyalty	Positive	All Groups	Positive	Positive	Positive
14. Negative	Communication	Loss of Numbers	Negative	University Public School	Stronger Role	Positive	Smaller
15. Status Quo	Small College Council	Increase in Dues	Negative	University Public School	Paid Professional	More commitment	More commitment
16. Negative	Regional Meetings	Inability to Get Action	Negative	Business University	Positive	Positive	Smaller
17. Positive	Executive secretary	Trying to Set up service	Negative	University Public School	Positive	Positive	Positive
18. Negative	Regional Meeting	Loss of Loyalty	Negative	University Public School Community College	Stronger Role	More commitment	Positive
19. Positive	New Officers	Committee Structure	Positive	University Community College	Stronger Role	Paid Secretary	Positive

inception. All members of the founding group reported their belief that the membership was growing. There also was an assumption among the founders that a diverse group of adult educators held membership in the Association. The past presidents, on the other hand, were aware of the decline in membership. There was no consensus among them, however, as to the distribution of membership and its changes over time. They assumed that university and professional influence upon the field was increasing, but that generally all groups were still actively represented in the membership. Recent presidents were very much aware of the loss of membership.

Evaluation of Association at Present

The evaluation of the present association in terms of status, development, problems, membership, and structure is presented graphically in Table 4. The perceptions presented are those of the founders and past presidents. The interviewees were asked to evaluate the Association as it exists at the present time.

There is a general consensus among both groups, past presidents and founders, that they presently view the Adult Education Association of Michigan with deep concern. The most important development of the

TABLE 4.--Perceptions of the founders and past presidents of the Adult Education Association of Michigan regarding its present status.

Evaluation of Status	Most Important Development	Most Difficult Problem	Member		Perception About the Structure of the Association			
			Growth State	Nature of Membership	President	Officers	Board of Directors	
<u>Perception of Founders</u>								
1. Negative	No Answer	Loss of Services	Negative	University Public School	Positive	Positive	Positive	
2. Positive	Professionals Organizing	Trying to Involve All	Negative	University	Paid	Positive	Positive	
3. Negative	No Answer	Loss of Organizations	Negative	University Public School	Positive	Positive	Positive	
4. Could not answer for current association--has not been involved for many years.								
5. Negative	No Answer	Loss of Groups	Negative	University Public School	Positive	Positive	Positive	
<u>Perception of Past Presidents</u>								
6. Could not answer for current association--has not been involved for many years.								
7. Negative	Legislative Action	Loss of Groups	Negative	Professionals	Stronger Role	Positive	Positive	
8. Negative	Change to Professional	Loss of Different Groups	Negative	University Professionals	Paid Release Time	Positive	Smaller	
9. Positive	Growth of Public School Ad. Ed.	Impossible dilemma	Negative	Public School	Paid	Positive	Positive	
10. Negative	Vital Issues	Loss of Members	Negative	University Public School	Positive	Positive	Positive	
11. Could not answer for current association--has not been involved for many years.								
12. Negative	Professional Group	Loss of Members	Negative	Public School Professionals	Positive	Positive	Positive	
13. Positive	Council	Uniting Field	Negative	University Public School	Positive	Positive	Positive	
14. Negative	Professional	Communication	Negative	University Professional	Stronger Role	Positive	Smaller	
15. Negative	Membership Dues Increase	Communicating in Field	Negative	University Public School	More than 1 Year Term	More Commitment	More commitment	
16. Negative	No Answer	No Commitment	Positive	University Public School	Stronger Role	Positive	Smaller Number	
17. Negative	Council	Loss of Members	Negative	University Public School	Positive	Positive	Positive	
18. Negative	Council	No Vitality	Negative	University Public School	Stronger Role	More commitment	Positive	
19. Negative	New & Different Officers	Committee Structure	Positive	University Public School	Stronger Role	Monetary Support	Positive	

Association as viewed by the interviewees is the growth of professionalism and the growth of public school adult education. Many other developments were suggested. The recent presidents were divided in their designation of major developments. Two of them viewed the formation of the interassociation council as the most important development.

The problem that was of major concern to most past presidents was the loss of membership both in total numbers and in sectors of the field represented. The perception held by all interviewees was that the Association's membership was declining and that it was serving predominantly university and public school interests. Presidents who were from the private sector identified this membership as "professionals."

The administrative structure of the present Association was viewed as generally positive. Many of the past presidents stated that the president of the Association should have a stronger role. Two of them state that the president should be paid for his services. There was strong consensus among the recent presidents that a stronger role for the president is needed. There was also significant comment that more commitment is needed on the part of other officers and members of the board of directors. There is general positive

consensus among the interviewees that the roles of officers, as currently performed, are appropriate.

There was a generally apprehensive perception among all interviewees in their evaluation of the current state of the Association. This perception did not effect their general rating of the worth of a comprehensive association. It was reflected in discontent with the Association's ability to function as they believed that it should function. This feeling, when probed, is expressed as frustration. The frustration comes in trying to explain and remedy the situation with which the Association is faced.

CHAPTER V

JUDGMENTS HELD BY SURVEY RESPONDENTS

REGARDING ORGANIZATIONS FOR

ADULT EDUCATORS

The purpose of this chapter is to report the results of the Organization of Adult Education Survey sent to 730 individuals. Five sub-populations of adult educators were surveyed: the Adult Education Association of Michigan (AEAM), the Michigan Association for Public Adult and Community Education (MAPACE), the Michigan Library Association (MLA), the state externs from Michigan for Project ENABEL (ENABEL), and a group selected as representative of adult educators outside these organizations (OPAE). Four hundred eleven or 56.3 per cent of all questionnaires were returned. Twenty-two were invalid due to failure to provide essential data. Thus the report represents the judgment of 389 respondents, 53.3 per cent of those surveyed.

<u>Groups</u>	<u>Surveys Mailed</u>	<u>Usable Returned Surveys</u>	<u>Weighted Percentage</u>
AEA-M	233	126	54.1
MAPACE	125	90	72.0
MLA	150	62	41.3
OPAE	100	45	45.0
ENABEL	122	66	54.1
TOTAL	730	389	53.3

Figure 4.--Distribution of usable survey returns by selected and surveyed groups.

Procedures and instrumentation were described in detail in Chapter III. The Organization of Adult Education Survey was administered in the form of a mailed questionnaire.

Data Analysis

Individual responses were recorded on IBM Data Processing Cards. Analysis of the responses was done with the use of a CDC 6500 computer, utilizing program number T.R. 72-8. This is an ACT program for analyzing results and reporting them in the form of contingency tables. It was written by Leighton A. Price and William P. O'Hare under the auspices of the Computer Institute for Social Science Research of Michigan State University. ACT contingency tables represent bivariate frequency distributions for designated pairs of variables. This chapter does not represent an exhaustive interpretation and analysis of the data obtained from this program. The data reported are those deemed necessary for proper

analysis and as bases for advancing a theoretical model for a comprehensive state adult education association.

The bivariate frequency distributions involved two sets of paired variables. In the first set the association or group in which the respondent held membership (AEA-M, MAPACE, MLA, OPAC, and ENABEL) is paired with responses to the sixty-three items in the Organization of Adult Education Survey. In the second set the respondent role classification (Teacher, Administrator, Counselor, Librarian, Recruiter, Other) is paired with responses concerning the adequacy of current associations, their personal commitment to various forms of associations, and their views concerning association conflict.

Measures

Results are reported in terms of five measures.

The measure of central tendency utilized is the mean score for all respondents to each of the variables. Variance from the mean, standard deviation, is taken as an indicator of agreement within groups. Two classes of means and standard deviations are reported, individual group means and standard deviations, and total mean and standard deviation for each statement. Mean scores give an indication of "level" which, in this case, represents one or another of alternative positions (or lack of knowledge or opinion). They do not necessarily give a true measure of consensus. Where a wide

range of scores occurs within one or more groups, the fact that the group mean may happen to fall within a narrow range of group means does not permit a conclusion that there is consensus, rather it represents similarity of response patterns on the item or items involved.

The measure of agreement is variance from the mean. In gross terms, it is indicated by a small standard deviation. Individual variances have been calculated and tested for statistical significance by use of the Chi Square test. A small variance is defined as agreement (reject for large values of Chi Square). A large variance is defined as no agreement. The significance level utilized for this study is .995. The rejection level utilizing .995 is .005. Values of Chi Square representing that level of confidence at the appropriate level for degrees of freedom have been ascertained from the Biometrika tables and applied in the analysis of variance. Degrees of freedom are derived from the formula $(N \text{ rows} - 1 \times N \text{ columns} - 1)$. In each of the analyses of group responses there are twelve degrees of freedom. At the .005 level this requires that the Chi Square value must be at or below 28.2995 to indicate agreement. In each of the analyses of role responses there are fifteen degrees of freedom. At the .005 level this requires that the Chi Square value must be at or below 32.8013.

The five measures are percentage of response per item across groups, percentage of total response on each item, total mean and group means, standard deviation, and the Chi Square test.

Format for Analyzing Study Findings

Goal consensus and variance were analyzed within the following six categories: (1) Interorganizational elements, (2) Intraorganizational elements, (3) Communications, (4) Association services, (5) Professional standards, and (6) Legislative action. The questionnaire includes a section calling for data in each of these categories. (See Appendix C.)

Statements numbered one through fifteen call for judgments about the current status of adult education within the state of Michigan (Section I). Statements numbered sixteen through twenty-one call for responses revealing personal commitment to type and nature of adult education organization supported (Section II). Statements numbered twenty-two through thirty-three are concerned with judgments as to most appropriate patterns of organization for adult education within the state (Section III). Alternative responses to statements numbered one through thirty-three, and their assigned values are: Agree (1), Disagree (2), No Opinion (3), and No Knowledge (4).

Statements numbered thirty-four through fifty-five are concerned with preferences as to type of association and the services each type of association should perform. Alternative responses and the values assigned are: Specific Organization (1), General Organization (2), Every Organization (3), and No Organization (4).

Respondents have been grouped in two different ways for the analysis of responses to the survey instrument: first by affiliation or non-affiliation with the selected organizations of adult educators (Section II), second, by professional function performed (Section III). Section I identifies the respondent groups in terms of seven demographic characteristics:

- (1) Position held in adult education;
- (2) Years of experience in adult education;
- (3) Place of employment in adult education;
- (4) Place of secondary involvement in adult education;
- (5) Description of their role in adult education;
- (6) Hours per week devoted to adult education work;
- (7) Principal reason for being involved in adult education.

Section I. Demographic Characteristics of the Respondent Groups

This section is intended to describe the total population of respondents to the mailed questionnaire. The data are important in the consideration of a model for it identifies those that are currently members of the selected state associations and those that are not members and the characteristics of each group.

Position Held in Adult Education

The adult education associations, AEA-M and MAPACE, are currently serving members, a majority of whom are administrators (Table 5). This is especially true for the MAPACE group whose current membership is over 90 per cent public school administrators. This group, by association rule, has designed itself to serve primarily administrators. All other memberships are affiliate memberships. The comprehensive nature of the AEA-M is evident in the data. Over 30 per cent of the members have other roles than administrators of adult education. The group of adult educators outside of the selected organizations is comprised principally of administrators. Over 35 per cent of this group, however, have other than administrators' positions. The nature of voluntary agency adult education leads to this dual membership breakout. Most agencies are staffed by administrators, and part-time volunteers who have no

TABLE 5.--Position held in adult education by respondents in the five surveyed groups.

Group	<u>Teacher</u>	<u>Administrator</u>	<u>Counselor</u>	<u>Librarian</u>	<u>Recruiter</u>	<u>Other</u>
	%	%	%	%	%	%
AEA-M	7.94	69.84	.79	7.94	0.00	17.00
MAPACE	1.11	93.33	4.44	0.00	1.11	0.00
MLA	6.45	9.68	1.61	82.26	0.00	0.00
OPAE	17.78	60.00	4.44	0.00	0.00	17.78
ENABEL	53.03	30.30	13.64	0.00	1.52	1.52
TOTAL	14.91	57.84	4.37	15.68	.51	6.68

defined professional title in contrast to those in the public adult education sector. The only group that has a majority in the category of teacher is the ENABEL group. This, again, is by design. These are predominantly teachers of adult basic education, a population of adult educators who are not now being served by any specific organization.

Place of Employment in Adult Education

It is evident from the data (Table 6) that the current adult education organizations are serving members primarily from the public adult education sectors. This, again, is particularly true of the MAPACE which was designed as an association of public school adult educators. The AEA-M has members from a wide variety of institutions. No one institution has a majority of the membership. It is clear that the Association has a large majority of its members from the public sector. It is the only group, however, that has memberships from all groups surveyed. Three groups are not now being served as groups by either of the two selected adult education associations. The ENABEL group, though it is a public school adult education group, consists primarily of teachers and counselors, neither of whom are currently eligible for membership in MAPACE and neither of whom have elected as groups to affiliate

TABLE 6.--The institutions that support the activity of the respondents, reported by group affiliation.

Group	Public School	Community College	University	Business	Church	Govern- ment	Library	Other	None
	%	%	%	%	%	%	%	%	%
AEA-M	26.19	6.35	35.51	3.97	1.59	1.59	6.35	11.90	5.56
MAPACE	97.78	0.00	2.22	0.00	0.00	0.00	0.00	0.00	0.00
MLA	16.13	1.61	4.84	0.00	0.00	29.03	43.55	4.84	0.00
OPAE	4.44	22.22	6.67	28.89	4.44	11.11	0.00	22.22	0.00
ENABEL	98.48	1.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL	50.90	5.14	13.88	4.63	1.03	6.43	9.00	7.20	1.80

with AEA-M. The library adult educators have their principal affiliation with librarians, rather than with adult educators. The final group members were selected as representative of those adult educators who are not affiliated with any adult education association.

Number of Years of Experience
in Adult Education

The current comprehensive adult education organization, AEA-M, has a majority of members with over ten years of experience in adult education (Table 7). The MAPACE members are much younger in terms of years of experience. All other groups have a majority of members with less than ten years of experience in adult education. While a large proportion of the members in the group outside of public adult education have less than ten years experience in adult education, over 30 per cent have over ten years of experience. This wide range of years of experience again reflects the nature of the private agencies. They are staffed by a number of highly experienced professionals and by a larger, but quickly changing, group of non-professionals or volunteers. The ENABEL group has a large percentage of its membership with less than six years experience. This indicates two important characteristics of this group. They are members of a newly defined group, public school adult basic education teachers, and they

TABLE 7.--The years of experience in adult education as reported by the respondents from each of the surveyed groups.

Group	<u>-2 yrs.</u> %	<u>2-5 yrs.</u> %	<u>6-9 yrs.</u> %	<u>10-15 yrs.</u> %	<u>15-19 yrs.</u> %	<u>+19 yrs.</u> %
AEA-M	3.17	10.32	21.43	22.22	16.67	26.19
MAPACE	7.78	31.11	35.56	16.67	5.56	3.33
MLA	16.13	17.74	25.81	17.74	6.45	16.13
OPAE	15.56	33.33	20.00	8.89	4.44	17.78
ENABEL	18.18	59.09	19.70	0.00	1.52	1.52
TOTAL	10.28	27.25	24.94	14.91	8.48	14.14

are young in terms of years of experience. The adult basic education enterprise, in its present form, has existed only since 1965. Also, adult basic education has typically shown a great deal of turnover in professional staff. The MLA shows a great diversity in years of experience. This is most likely due to the stable nature of this profession. Few new library programs have been established in the last few years and the profession shows the experience range which might be expected in a relatively stable and mature professional group.

The Amount of Time Devoted to
Adult Education Work

The two adult education associations have members that are generally full time in adult education (Table 8). A majority of members in these two groups indicate that they spend over forty hours per week in adult education work. This is also true of the group outside of these associations. The ENABEL group shows a wide difference in the proportion of time given to adult education. This group illustrates, and to a degree represents, the part-timeness of the adult basic education enterprise. Most members are teaching adults on a part-time basis above their regular responsibility of teaching children. The diverse nature of the library profession can also be seen by the responses to this item. There is a wide

TABLE 8.--The number of hours per week devoted to adult education work as reported by the respondents in each of the groups surveyed.

Group	0-8 hrs. %	9-16 hrs. %	17-24 hrs. %	25-32 hrs. %	33-40 hrs. %	40+ hrs. %
AEA-M	18.25	11.11	7.14	4.76	7.14	51.59
MAPACE	12.22	7.78	15.56	4.44	5.56	54.44
MLA	29.03	8.06	12.90	6.45	22.58	20.97
OPAE	17.78	4.44	4.44	2.22	11.11	60.00
ENABEL	39.39	19.70	7.58	6.06	9.09	18.18
TOTAL	22.11	10.54	9.77	4.88	10.03	42.67

difference in time spent in adult education work. Some librarians have roles which do not permit working directly with people, others have roles that demand that they do. Librarians who are responsible for smaller libraries throughout the state must distribute their time and therefore cannot devote a majority of time to adult education or to any one responsibility.

Nature of the Roles in Adult Education

It appears from these responses that a majority of members in each of the groups are paid professionals (Table 9). This may represent a true distribution of members; or it may be that paid professionals are disproportionately represented among respondents. Recalling that only slightly more than half of those surveyed returned the questionnaire, the possibility is posed that non-respondents may be heavily representative of non-paid workers, or those who have less access to clerical assistance, or those whose commitment to adult education is less intense. In any case this appears to be an element to consider in designing an adult education organization to serve the needs of all adult education workers. The organizations are not, necessarily, taking into account the difference between professionals and non-professionals, but rather the differences in the Associations seems to give more attention to the

TABLE 9.--The nature of the work performed in adult education in relation to payment for services and position, as reported by the respondents in the surveyed groups.

Group	Volunteer Leader	Volunteer Staff Member	Volunteer Aide	Paid Professional	Paid Para- Professional	Paid Non- Professional
	%	%	%	%	%	%
AEA-M	7.14	0.00	3.17	86.51	2.38	.79
MAPACE	0.00	0.00	0.00	97.78	2.22	0.00
MLA	0.00	3.28	1.64	81.97	9.84	3.28
OPAE	8.89	0.00	4.44	77.78	4.44	4.44
ENABEL	3.03	1.52	6.00	87.88	7.58	0.00
TOTAL	3.87	.77	1.80	87.63	4.64	1.29

nature of the profession and the place of employment. An adult educator who is in the public adult education enterprise must realize that the person who performs the role with a church, business, library, or private agency may also consider himself a professional. Further, whether or not he considers himself a professional, his need for affiliation is not necessarily less because he is paid less or works in a setting whose predominant function is something other than adult education.

Reason for Involvement in Adult Education

The most frequently stated principal reason for involvement in adult education among the respondents is monetary (Table 10). Except for the ENABEL group, about half of all respondents have adult education as their principal source of income. Only a fraction of the total respondents were working in adult education because it was an interesting use of time. However, the part-time nature of adult education is also evident in that half of the total respondents reported other reasons for working in adult education than as a principal source of income. The second most important reason for involvement, among respondents, is that adult education involves a purpose they believe in. The largest percentage of responses from the ENABEL group were in this category.

TABLE 10.--The principal reason for being involved in adult education as reported by the respondents in the five surveyed groups.

Group	AEA-M	MAPACE	MLA	OPAE	ENABEL	TOTAL
	%	%	%	%	%	%
Principal source of income	48.41	51.11	46.77	66.67	21.21	46.27
Supplement to regular income	3.97	5.56	12.90	4.44	4.55	5.91
Purpose I believe in	34.92	27.78	27.42	20.00	42.42	31.62
Do something for other people	7.14	7.78	4.84	2.22	30.30	10.28
Interesting use of time	1.59	0.00	0.00	0.00	0.00	.51
Other	3.97	6.67	8.06	6.67	1.52	5.14

The Secondary Involvement of
the Respondents in Adult
Education Outside of Their
Primary Role in the Field

Most of the adult educators surveyed have some secondary involvement in adult education other than their primary role. Most of these secondary involvements are with the public adult education enterprise, public schools, community colleges, and universities. A significant percentage, also, have secondary involvement with churches. The largest percentages of responses both total and within groups was in the category of no secondary involvement. Although this did not involve a majority of the responses, over 38 per cent of the adult educators have no involvement above their primary role. It is clear that adult educators as a group do become involved. This secondary involvement is likely to be in the institution that provides their primary responsibility or with a public adult education program.

Summary

The membership of the state adult education associations surveyed are comprised, to a large extent, of administrators of adult education.

The data indicate that the current comprehensive specific association (AEA-M) has a majority of its current members with over ten years of experience. The group outside of public adult education and the ENABEL group (both not now being served by a state adult education

TABLE 11.--The place of secondary involvement in adult education as reported by the respondents in the five surveyed groups.

Group	Public School	Community College	University	Business	Church	Govern- ment	Library	Other	None
	%	%	%	%	%	%	%	%	%
AEA-M	14.29	10.32	7.74	5.56	8.73	0.00	1.59	10.32	41.27
MAPACE	20.00	23.33	6.67	5.56	4.44	2.22	0.00	7.78	30.00
MLA	14.52	3.23	1.61	0.00	12.90	3.23	11.29	11.29	41.94
OPAE	2.22	15.56	17.78	4.44	4.44	6.67	0.00	13.33	35.56
ENABEL	30.30	1.52	10.61	6.06	6.06	0.00	0.00	3.03	42.42
TOTAL	16.97	11.31	8.23	4.63	7.46	1.80	2.31	9.00	38.30

association) are comprised of a majority of members who have less than ten years experience in adult education.

The two state adult education associations have a large percentage of public adult education members. In the Michigan Association for Public, Adult, and Community Education, this is by association dictate. The Adult Education Association of Michigan is structured to allow all adult educators to join. Its membership reflects, to some degree but far less than might be expected, this structure and intent.

If adult educators have a secondary involvement, it is likely that it will be in the same area in which they are primarily involved. Of the total respondents, 38.30 per cent have no secondary involvement.

The selected state adult education associations have membership primarily made up of paid professionals in the field of adult education.

The selected state associations are comprised of adult educators who have adult education as their primary, though not always full-time, work responsibility. The nature of adult education as a part-time profession is reflected in the data. Sixty-seven per cent (67.35%) of the total respondents engage in adult education as at least a half-time profession.

These data suggest a change in adult education work from a part-time voluntary position to a full-time

paid professional position. No firm conclusion is drawn with respect to this suggestion because of a suspicion that volunteer and part-time workers are disproportionately represented among non-respondents. The respondents, also, indicated that they were working in an area and for a purpose in which they believed.

The demographic data show clearly that the selected associations are serving members who can be classified in general, though surely not in all cases, as:

- (1) Full-time in adult education;
- (2) Paid professionals;
- (3) Involved in only one area of adult education;
- (4) Depending upon adult educator as their principal source of income;
- (5) Experienced (in years) in the field for adult education.

The groups not now being served by the selected adult education associations can be classified as:

- (1) Part-time in adult education;
- (2) Paid professionals;
- (3) Involved in only one area of adult education;

- (4) Depending upon adult education as their principal source of income;
- (5) Inexperienced in years in adult education.

It is important to keep in mind the nature of membership and the characteristics of these separate groups in examining the results reported in Section II and III of this thesis.

Section II. An Analysis of the Responses
on Statements Related to the Pro-
fession of Adult Education by
Surveyed Groups

In the opinion of adult education respondents there is agreement that at the present time there are not clear bases for distinguishing adult educators from non-adult educators, generally agreed upon qualifications for workers in adult education, adequate University preparation of professionals, or generally agreed upon principles for practice in the field. There is generally a lack of knowledge on the part of those individuals outside of the selected adult education associations in assessing the current situation within the profession.

There is significant agreement between groups that a general type of organization should have a role in setting certification standards and developing a common set of principles for practice. There is extremely high agreement (90%+) that some type of association should have this role.

In Michigan, at the present time, there are not clearly agreed-upon qualifications for workers in adult education as perceived by the respondents to the mailed survey. There is general agreement (53.47% of all respondents) that agreed-upon qualifications for adult education workers do not exist. There also appears to be a large percentage of respondents in the Michigan Library Association group and the group outside of public education who have either no opinion or no knowledge as to the professional qualifications of adult educators (35.48% and 22.22% respectively). See Table 12, Appendix A.

The respondents express general agreement that there are not now agreed-upon principles for practice in adult education (54.64% of the total respondents). A similar pattern of lack of opinion and knowledge by those groups outside of the associations and public adult education is evident. These groups have 20 per cent or more of their respondents expressing no opinion or no knowledge. See Table 13, Appendix A.

There is general agreement among all respondents (58.14% of the total respondents) that there are not now clear bases for distinguishing adult educators from non-adult educators. This perception is especially evident in the response of those adult educators that are in the public education sector. Over 60 per cent of the

respondents in those groups feel that no clear bases are evident. A lack of opinion and knowledge is indicated by those groups outside of the surveyed adult education associations. Among librarians 28.89 per cent of respondents reported no knowledge in the area of distinguishing adult educators from non-adult educators. See Table 14, Appendix A.

The preparation of professionals in the field of adult education in the state of Michigan, in the opinion of respondents, appears to be inadequate. This is an interesting finding in light of the fact that Michigan has more university programs offering professional training for adult educators than any other state except one. Of the total respondents, 59.13 per cent express the opinion that adequate University preparation does not exist at this time. All groups surveyed, with the exception of the Michigan Library Association, agree that adequate preparation is not available. Among Michigan Library Association respondents 45.16 per cent expressed no opinion or no knowledge. The strongest opinion about lack of adequate University preparation was among the group in public adult education. Among MAPACE respondents 67.78 per cent judged that the University preparation now available is not adequate. See Table 15, Appendix A.

There exists significant agreement between groups that a general type of adult education association should develop certification standards in adult education (53.98% of the total respondents). Of the respondents, 21.85 per cent feel that a specific type of association should have this role and 18.51 per cent feel that every organization should be involved in developing certification standards. There was agreement (94.24% of the respondents) that some type of organization should have a role in this area. See Table 16, Appendix A.

In the area of principles of practice in adult education there is significant agreement that a general type of organization should develop a common set of principles of practice in adult education (63.14% of the total respondents). Only 13.40 per cent felt that a specific type of organization should have this role. See Table 17, Appendix A.

Analysis of the Responses on
Statements Related to Com-
munication in Adult Edu-
cation

There is a clearly expressed judgment that there is lack of adequate communication in the field of adult education. This lack of communication is believed to exist between all units and between adult educators and the public at large. It appears from the responses of the individuals surveyed that communication is an

important function and responsibility of every group in adult education. There is an expressed need, an expressed void and an expressed desire for adequate communication. There is no one type of organization that is favored, but rather a need that some type or all types of organizations perform this role.

There is general agreement among all groups (71.98% of the total respondents) that there is not now adequate communications within the field of adult education. This lack of communication is perceived by respondents in all groups surveyed but most acutely by the AEA-M group. A lack of knowledge is reported on the part of many respondents outside of the adult education associations, but a feeling of lack of adequate communication is felt by all groups, even those who profess a lack of knowledge in the area. This appears to be a general concern whether within the profession or out of it. See Table 18, Appendix A.

There is significant agreement between groups that a general type of adult education organization should distribute newsletters to all segments of the adult education field. There is a high degree of agreement (95.37% of all respondents) that some type of organization should perform this role and 22.11 per cent of these feel that it should be the responsibility of all organizations. See Table 19, Appendix A.

There is significant agreement between all groups that every organization should contribute to publications other than its own. This agreement appears to be strong with 95.12 per cent of all respondents saying that some type of organizations or all organizations should share communications. There is no clear agreement that one organization, more than others, should either share or receive news, but a feeling that all should share their communications. See Table 20, Appendix A. There is modest agreement (50.90%) among all respondents who feel that a general type of organization should solicit articles. In this respect an aggregate of 96.40 per cent of all respondents feel that some type of organization should have this responsibility even though there is not agreement as to which organization or which type of organization should have it. See Table 21, Appendix A.

There is belief, expressed by 98.97 per cent of all respondents, that a forum is needed for discussing common goals and differences. There is significant agreement between groups that a general type of adult education organization should provide this forum. See Table 22, Appendix A.

There is significant agreement between groups that a general type of organization should provide for communications by governmental units. This communication would be on a regular basis. Of all the respondents,

98.97 per cent express a need for providing communication linkages with appropriate governmental units. This need for communication on this level points out, also, a lack of adequate communication on the part of the governmental units with the field. See Table 23, Appendix A.

In the area of public understanding of the adult education enterprise, there is significant agreement between groups that there is not now adequate public understanding. Of all respondents, 90.46 per cent agree that there is a lack of public understanding. See Table 24, Appendix A. There is significant agreement between groups that regular communication links should be established with the news media, but no agreement as to which type of organization should perform this role. There is consensus (98.97% of all respondents) that some type of organization or all organizations should be responsible in this area. See Table 25, Appendix A. This feeling for need of communications is also expressed in the area of communication to governmental bodies. There is less general agreement, however, (56.04% of all respondents) that a general type of adult education organization should have this role. See Table 26, Appendix A.

The state of Michigan, in the opinion of the respondents, has strong regional differences in programs of adult education. A lack of knowledge on the part of

both the Michigan Library Association and the group outside of public adult education points to a lack of communications and understanding between groups. Among all groups, even those in the formal adult education enterprise, there was a lack of knowledge or a lack of opinion regarding regional differences in program. See Table 27, Appendix A.

Analysis of the Responses on State-
ments Related to the Interorgani-
zational Elements of Adult Edu-
cation

Interorganizational questions elicited a diversity in responses. The Adult Education Association of Michigan and the Michigan Association for Public, Adult, and Community Education agreed that: there are presently enough organizations for adult educators to join; there is currently competition for members; there is not unity within the field; each segment of the adult education enterprise should not develop its own organization. At the same time there is agreement between all groups that an adult educator should give his principal support to an organization related to his specific area of responsibility. The library group and the group outside of public education showed an especially high degree of lack of knowledge on areas of interorganizational relationships.

There is little agreement between the groups surveyed as to whether there is, at the present time, an adequate number of associations for adult educators to join. Those respondents who are currently members of the two adult education associations surveyed agree that there is currently an adequate number of associations. Other respondents generally feel that there are currently not enough organizations. Many respondents from both the Michigan Library Association and the group outside of public adult education (over 25%) express either no opinion or no knowledge in this area. There is generally a great difference of opinion as to whether the associations that are currently available are adequate. Judgment here seems to be related to whether the individual surveyed is currently involved or not. See Table 28, Appendix A.

Competition for members between associations is perceived by a narrow majority of the individuals surveyed (51.41%). This competition is felt most keenly by the public adult education group MAPACE. In this group, 72.22 per cent state that there is competition for members. All other groups express agreement that competition exists but to a much smaller degree. Significant portions of all groups surveyed, with the exception of the MAPACE group, report lack of opinion or knowledge. This lack of opinion or knowledge

suggests that the sense of competition is strongest within the public sector and is not felt with anywhere near the same intensity in other groups. See Table 29, Appendix A.

There appears to be a perceived lack of unity within the field of adult education on issues of concern to all adult educators. Of the respondents, 57.07 per cent express this lack of unity. The two groups outside of the formal adult education enterprise express a great lack of opinion or knowledge in this area. The Michigan Library Association group had 40.32 per cent of its respondents with either no opinion or no knowledge. The group outside of public adult education had 48.89 per cent of its respondents in these two categories. See Table 30, Appendix A.

Significant agreement between groups on organization support indicates an opinion, widely shared, that an adult educator should give his primary support to an association that serves his specific area of adult education. The AEA-M group was the only group that did not have a majority of its respondents expressing this judgment. It did, however, have a plurality that expressed the opinion that an adult educator should support an organization in his specific area of adult education. See Table 31, Appendix A.

There is general agreement between groups that each segment of the adult education field should not develop its own organization (62.72% of all respondents). See Table 32, Appendix A. At the same time there is general agreement (58.14% of all respondents) that there are not currently an adequate number of organizations for adult educators to join. See Table 33, Appendix A. This is both an interesting and a perplexing result. The responses on these two items appear to contradict one another. A closer examination of the questions and the responses indicates that what might be expressed here is a lack of organizations for certain identified populations of adult educators such as teachers of adult basic education. Statement number nineteen asks whether each segment should develop its own organization and the general agreement is that this should not be the case. There are not currently enough organizations but not every segment should develop its own.

Analysis of Responses on State-
ments Related to the Legisla-
tive Action Elements of Adult
Education

In the area of legislative action, there is a clear agreement that there is currently not enough legislation to support adult education. That public legislation for support of adult education is needed is believed by all groups. Public support of private adult

education is generally favored but there is also strong opposition to any type of adult education organization named in this study lobbying for it. There is a clear indication that a general type of association should work in the area of legislative action in preference to other types of associations.

In the opinion of the survey respondents there is not adequate state support for adult education. There is strong agreement among all groups surveyed (75.84% of all respondents). The group outside of public adult education expressed a lack of knowledge and opinion in this area. No opinion or no knowledge was expressed by 40 per cent of the respondents in this group. It appears that the feeling of lack of support is common whether an adult educator is within the profession or not. See Table 34, Appendix A.

There is significant agreement that legislation for financial support for adult education should be sought by a general type of adult education organization. Over 98 per cent of all respondents feel that some type of organization should seek adult education legislation; and 60.41 per cent believe that a general type of adult education organization should assume this role. See Table 35, 36, Appendix A.

That financial support for private agency adult education should be promoted by some type of adult

education organization was assented to by a majority of the respondents (77.38%). There was no clear indication as to which type of state adult education organization should promote it, however. A general type of organization is favored by 44.22 per cent of the respondents. There appears to be strong sentiment (22.62% of all respondents) that no state adult education organization should promote legislative support of appropriations in the private sector. See Table 37, Appendix A.

There is a high degree of agreement that a general adult education organization should be involved in promoting funding from public sources for programs in adult education. Over 97 per cent of the respondents express the opinion that some organization or every organization should perform this role; 60.31 per cent favor the general type of organization. See Table 38, Appendix A.

Political action in more general forms is favored by 97.17 per cent of all respondents. This appears to be an almost universally acceptable role. Of those responding, 56.81 per cent believe that a general adult education organization should be the one to engage in such political action. See Table 39, Appendix A.

Analysis of Responses on State-
ments Related to the Potential
Service Elements of Adult
Education Associations

The responses reported and interpreted in this section are those related to potential services of an association for adult educators.

It is evident from the respondents that there is a difference in perception as to the adequacy of present in-service education opportunities. The adult education association members agree that there are adequate opportunities; all other groups disagree. There is a plurality of respondents who agree that a specific adult education organization should provide in-service education to its members. There is, however, a significant number of respondents who feel that a general organization should have this role.

There is agreement that there are not adequate consultant services available to local programs of adult education. All groups are in agreement that some type of organization or every organization should provide these services. A majority of those responding favor a general type of organization.

In the area of consultant services it appears, from the perceptions of the respondents, that adequate consultant services do not now exist. Of the total respondents 58.60 per cent agree that these services are lacking in the state of Michigan. There is a lack

of knowledge expressed by both the Michigan Library Association group and the group outside of public adult education. The Michigan Library Association has 40.32 per cent of its respondents with either no opinion or no knowledge. See Table 40, Appendix A.

There is little general agreement among respondents as to which type of organization should provide evaluation services to local programs of adult education. Significant agreement exists between groups, but within groups opinions are diverse. Over 99 per cent of all respondents agree that some type of organization or every organization of adult educators should perform this role. Within that large agreement, however, only 47.81 per cent believe that a general adult education organization should provide this service. Of the total respondents 23.91 per cent would have a specific association perform this role and 27.51 per cent would have every association perform this role. See Table 41, Appendix A.

It is evident from the responses that need for research service to programs of adult education is believed to exist in Michigan. Over 99 per cent of all respondents agree that some type of state organization or every state organization should endeavor to provide research services. It was agreed by 53.21 per cent that a general type of adult education organization

should perform this task. The specific association had the support of 32.29 per cent of the respondents. See Table 42, Appendix A.

There is strong agreement among all groups that consultant services to the field of adult education should be provided by adult educators' organizations (98.46% of all respondents). There is not, however, a clear indication as to what type of adult education association should provide consultant services. The two groups most closely associated with the public school adult education programs both show equal preference for either a specific or a general organization. It is felt by 44.47 per cent of the total respondents that a general type of organization should perform this role. See Table 43, Appendix A.

There is modest agreement among respondents that there are adequate in-service education opportunities for adult educators. The two established adult education associations, AEA-M and MAPACE, agree that there is currently adequate in-service education. The other groups express an opinion that there is not adequate in-service education. The group outside of public adult education has a significant percentage, 35.55 per cent of the respondents, with either no opinion or no knowledge in this area. See Table 44, Appendix A.

In the area of in-service education to the various professional specialties within adult education there is significant agreement across all groups. It appears in all instances that a specific type of adult education organization should provide such services to its workers. Although this agreement is significant, an analysis is necessary in order to better understand the various elements. It is evident from the results that either a specific or a general type of organization should perform this role. In all cases (the in-service education of paraprofessionals and volunteers, teachers, administrators, and counselors) the AEA-M group favored a general type of organization. The MAPACE group favored a specific organization in the education of teachers, counselors, and supervisors. The MLA favored the specific organization in all areas of in-service education. The ENABEL group favored a specific organization for in-service training for paraprofessionals, teachers, and supervisors. The group outside of public adult education has mixed responses and they clearly favored no one type of organization generally. On all questions of in-service education there was significant agreement that some type of association should provide these services (over 98% of all respondents to each statement). See Tables 45, 46, 47, and 48, Appendix A.

Analysis of Responses on State-
ments Related to the Intra-
organizational Elements of
Adult Education

In the area of intraorganizational structure there is general agreement that there is enough common interest among adult educators to justify an organization to which all of them might belong. The individual respondents express willingness to support one type of organization, but are not willing to support more than one adult education group. There is an expressed need for coordination of effort and the feeling that everyone should be allowed to join and have a voice in organization decisions. An organization was viewed more positively if it had national ties than if it did not. This would support the current model for the Adult Education Association of the USA and the National Association for Public Continuing and Adult Education.

The responses reported and interpreted in this section are those related to the intraorganizational elements of adult education. They have implications as to how an association should be constructed and developed.

The respondents agree generally that there is enough common interest among adult educators to justify a state organization to which all of them might belong (67.10% of all respondents). The Michigan Library Association group and the group outside of public adult

education have a large number of respondents with no opinion or no knowledge in this area. See Table 49, Appendix A.

General agreement does not exist between groups as to the willingness of most adult educators to join and support more than one adult education organization. All groups indicate a large number of respondents who have no opinion or no knowledge. This is especially true within the M.L.A. group and the group outside of public adult education, where 51.61 per cent and 48.89 per cent respectively express either no opinion or no knowledge. A plurality of the responses (43.44%) indicate that adult educators are willing to support more than one organization. See Table 50, Appendix A.

The respondents agree that they (each individual) should devote time and money to support one adult education organization (65.30% of the total respondents). Over 20 per cent of the respondents were not willing to support even one adult education organization. See Table 51, Appendix A. There is, also, agreement between groups that they would not be willing to support more than one adult education organization (52.96%). No group had more than 38 per cent of its respondents favoring giving time and money to a second organization. See Table 52, Appendix A.

In the judgment of the groups surveyed Michigan needs an organization that speaks for the entire field

of adult education (72.49%). Only 15.42 per cent of the respondents felt this was unnecessary. There was significant agreement between groups on this item indicating the similarity of their feeling and response. See Table 53, Appendix A.

The area of association structure pointed out the need for a general association. When asked whether an association should be structured so that members from all areas of adult education are included, 82.78 per cent responded affirmatively. Significant agreement existed between groups in this respect. See Table 54, Appendix A. It was also agreed that institutional membership should be fostered (76.61%). Significant agreement between groups also existed in this area. Only 7.97 per cent of the respondents felt that institutional membership should not be included. See Table 55, Appendix A. This finding is also substantiated by responses to the question whether an association should be structured so that individual memberships were the only basis for inclusion in the organization. Of the responses, 63.66 per cent were negative. On this item only 20.36 per cent of the respondents felt that individual membership should be the only type for organizations of adult education. See Table 56, Appendix A.

Respondents generally agree, though only modestly, that governmental units should hold memberships

and have a voice in organization decisions (53.61%). This percentage is in addition to 13.40 per cent of the respondents who had no opinion in this area. See Table 57, Appendix A. Significant agreement is evident in the area of a general type of organization being open to membership on the part of specific adult education associations. The respondents felt that a general association should be structured to allow for such involvement (73.78% of the total respondents). Only 12.60 per cent of the respondents felt this should not be the case. See Table 58, Appendix A.

The affiliation of a state organization with a national organization is viewed positively by the respondents to the survey. The respondents agree that a state organization should be related to a national group (68.89% of the total respondents). The group outside of public adult education has 40.00 per cent of its respondents with no opinion. This appears to reinforce the structure of the current state adult education associations, for each of them has a national affiliation. See Table 59, Appendix A.

It is believed by a moderately large majority of respondents that one state adult education organization should incorporate and receive part of its revenue from contributions of member associations (70.62% of the total respondents). These responses would support

those who advocate an organization that is an organization of associations. See Table 60, Appendix A.

The respondents to the survey express the sentiment that direction of a state adult education organization should be provided on a representative basis. Over 73 per cent of the respondents feel that representatives of the various associations should direct the organizations to which they belong. There was significant agreement between groups on this item. See Table 61, Appendix A.

There is an expressed need for coordination of effort. The respondents feel that one state adult education organization should coordinate and facilitate the work of the specialized adult education associations (79.90% of the total respondents). Agreement on this point was significant between groups. All groups surveyed agreed that this type of coordination should be performed by one comprehensive state adult education organization. See Table 62, Appendix A.

The respondents express the need to have inputs from the students of adult education in the direction of adult education organizations (74.04% of the total respondents). There is a high degree of agreement between groups that students of adult education should be involved. The largest dissenting group was the MAPACE respondents. Even in this group, however, only

13.11 per cent of the respondents felt that students should not be included. See Table 63, Appendix A.

There is general agreement between groups that a general type of organization should encourage its members to join other adult education groups (51.41% of the total respondents). The respondents from all groups, also, express a lack of opinion (22.37% of the total respondents) in this area. It appears that there is a general agreement that membership in more than one association is viewed positively even though there is expressed unwillingness to support more than one. See Table 64, Appendix A. It is, also, agreed, among the respondents, that a general type of adult education organization should stimulate the growth of new associations in the field of adult education (59.13% of the total respondents). Over 88 per cent of all the respondents feel that some type of organization or all organizations should perform this role. See Table 65, Appendix A.

Section III. Analysis of Responses on Statements Related to Need, Status, and Form for a Comprehensive State Adult Education Association by Role Responses

The results reported in this section are those on responses by specific role groups within the adult education enterprise. The role groups utilized are: teacher, administrator, counselor, librarian, recruiter, and other.

The data indicate a difference of opinion concerning comprehensive association for adult educators. The administrators' group feels that there are currently enough associations. The other groups express a need for more associations. The administrators' group also feels there is currently competition for members between adult education associations. Other groups do not indicate this to any great extent. There is significant agreement between all groups that there is a need for an organization that speaks for the entire field. There is, also, significant agreement that an adult educator should give his primary support to his specific area of adult education. As a total population they also are not willing, as individuals, to support more than one adult education organization.

There is not significant agreement between role groups. One group, the administrators, agree that there are, at present, one or more organizations which can adequately serve all segments of adult education. All other groups disagree and believe that there are currently not enough organizations to join. Due to the weight of members in the administrators group, 47.81 per cent of the total respondents feel that there are currently enough organizations to join. See Table 66, Appendix A.

The competition for members between various adult education groups is felt most keenly by the administrators group. Of this group 65.78 per cent feel there is competition for members. All other role groups disagree and express the belief that there is not competition. This result points out that administrators are both aware of and involved in these other associations to a greater degree than other role groups. See Table 67, Appendix A.

All role groups agree that there is enough common interest among adult educators to justify a state organization to which all of them might belong. There is significant agreement between all groups on this element (67.10% of the total respondents agree). Only 16.45 per cent of the respondents feel that there is not enough common interest. The need expressed on this item, for a general association, is supported in other areas of the survey. See Table 68, Appendix A. This feeling for a general organization is also supported in the responses to the need for an organization that speaks for the entire field of adult education. There is significant agreement between groups that the field of adult education needs an organization to speak for it in its entirety (72.49% of the total respondents). Only 15.42 per cent of the respondents feel that this need does not exist. See Table 69, Appendix A.

There is significant agreement between groups that an adult educator should give his principal support

to an organization which serves his specific area of adult education. Over 50 per cent of the total respondents agree. Only one role group, the counselors, disagree with this statement. See Table 70, Appendix A.

There is significant agreement between all role groups that they (the individual respondents) are not willing to devote time and money to more than one adult education group. This has significant meaning in designing the role and structure of organizations in this field. Of the respondents, 52.96 per cent express the opinion that they would be unwilling to support a second organization. See Table 71, Appendix A.

Summary

The research reported in Chapter V points out a wide variety of perceptions on the part of the respondent adult educators. There are, however, important elements of agreement that are apparent.

1. There is agreement among respondents that some elements of a profession are missing in the field of adult education. These include an agreed-upon set of principles and qualifications for workers in adult education. Although the agreement in this area involves a bare majority (over 50%), it indicates that there are basic questions involving the profession. There is a need

expressed for developing these elements of profession and basic agreement that a general type of organization should perform this task. An overwhelming majority of the respondents feel that some type of organization, specific, general, or every organization should work in this area.

2. There is currently a lack of communication both within the field of adult education and with the public at large. There is an expressed need for communication but no strong agreement as to which type of organization should either transmit information or receive it. There is basic agreement that a general type of organization should have the largest role in this endeavor. This is especially true in areas of communication between adult education associations and with legislative bodies.
3. There is agreement between the members of the current adult education associations surveyed (the AEA-M and MAPACE) that there are currently enough organizations for adult educators to join, competition for members between these associations, and a lack of unity in the field on common issues. Those outside of these two established groups do not strongly express

these perceptions. There exists a basic lack of knowledge in assessing the current status of the field of adult education on the part of those persons not now being served by these two associations.

4. There is strong agreement that existing legislation is not adequate to support adult education. Support is expressed for both private and public adult education legislation, although, the support for private adult education is not strongly expressed by any of the surveyed groups. It is agreed that a general type of organization should have the primary role in the area of legislative action for adult education. Political action appears to be an acceptable role in the view of the respondents for adult education organizations. This is interesting in view of the history of the AEA-M in this area which points to problems of conflict when political action was taken to support specific legislation.
5. Adequate services (consultant services, evaluation services, or research services) are not currently available to the field of adult education in the opinion of the respondents. There is significant agreement that some type

of organization should have a role in providing these services to the adult education field.

Although there is some agreement that a general type of organization should have the primary role, there appears to be no clear perception as to which type of association should provide them, but an expressed need that some type or every type of association should work in this area.

6. There is agreement that there is enough common interest and need in the field of adult education to justify an organization to which they all (adult educators) might belong. The respondents agree that no one within the broad scope of adult education should be excluded from joining adult education organizations and that all should have an equal voice in their affairs.
7. The adult educators responding to the survey feel that they are not willing to support, with time and money, more than one adult education organization on an individual membership basis. There is also agreement that an adult educator should give his principal support to an organization that serves his specific sector of adult education.

8. A state adult education organization should be related to a national association in the opinion of most respondents. This was most strongly supported by those who are currently members of nationally affiliated groups.
9. There is an expressed need for coordination of effort of all types between state adult education organizations. It is agreed by the respondents that a general type of organization should have the primary role in this effort.

It appears from these responses that there are some elements of organization structure and effort that produce a difference of opinion between the adult educators in the surveyed groups.

1. There is generally a lack of knowledge on the part of the respondents outside of formal adult education (MLA and OPAB) on the current status of the field of adult education. As groups, they expressed little knowledge in areas of common interest, common concerns, and common support within the field.
2. There is a difference of opinion expressed by the respondents as to the adequacy of the current associations. Those within the existing associations (AEA-M and MAPACE) feel that there are one

or more organizations which can adequately serve the field. Those not now being served do not agree and generally feel that more associations are needed. Competition for members between various associations is felt most strongly by those persons within the public adult education sectors and much less strongly outside of this group. This may be due to the current state of institutional conflict within Michigan. The lack of unity in the field of adult education is also expressed most strongly by those groups who represent established organizations of adult educators (AEA-M and MAPACE). There is generally a stronger expressed response on the part of the adult educators in the public education groups for support of specific organizations.

3. The respondents differ in their perceptions as to the adequacy of current in-service education opportunities. Those that are members of AEA-M and MAPACE believe these opportunities are currently adequate. Those outside of these two groups disagree with this point of view. There is a disagreement also in the area of in-service training to paraprofessionals and volunteers. Those outside of the two current organizations believe that this training should

be the responsibility of specific organizations. The members of the two associations feel that this role should be taken by a general organization. This feeling may come from the professional nature of the current associations and the explicit nature of membership in MAPACE.

9. There is a stronger expressed desire for national affiliation on the part of the current organization members. This is most likely due to the current associations which are both affiliated with national groups.

These agreements and disagreements and the analysis of past practices of the Adult Education Association will form the basis for the development of the normative model presented in Chapter VI.

CHAPTER VI

SUMMARY AND NORMATIVE MODEL FOR A COMPREHENSIVE STATE ADULT EDUCATION ASSOCIATION

Introduction

Workers in the field of adult education have employed many types of associations in their desire to organize. The Adult Education Association of the USA (AEA-USA), however, was the first association that attempted to serve the entire field. The founding of the state associations such as the Adult Education Association of Michigan (AEA-M) followed closely the founding of AEA-USA and these state associations have shared the problems of structure and growth which have been encountered by the national group. Since its first year of high hopes, intensive planning, elaborate recruiting, and mushroom-like membership growth, the AEA-M has continually lost membership; and in recent years specific types of adult education associations have developed in individual sectors of the field.

The diminishing effectiveness of the Adult Education Association of Michigan leaves the state with no unit that can speak for the comprehensiveness of adult education. The separate specific associations do not serve the entire field of adult education. The AEA-M was created to serve a perceived need for an organization that speaks for the total field of adult education. The need for this type of association is still evident. This need is expressed in the case study presented in Chapter IV and in the survey data presented in Chapter V. The respondents feel strongly that there is a need for an association that serves the total field, and that there are enough common concerns to justify an association of this type.

The purpose of this research has been to develop a normative judgment-based model for a comprehensive state adult education organization. The study has involved three components: (1) a study of the AEA-M, its successes, failures, and basic structure, (2) interviews with individuals who were instrumental in building and directing this association, and (3) a survey of persons across the entire field of adult education to ascertain their opinions about specific and general organizations, their judgments about present and potential organizational structures and functions for state level organization of adult educators, and their

willingness to join and support adult education associations. These three components individually and in consort provide the rationale and form the basis for the model presented later in this chapter.

A Brief Summary of the Research Findings

The results of the three research components provide bases for some important conclusions. Although a more complete reporting is presented in Chapter V, a basic summary provides a platform for deriving the model.

1. An adult educator, as represented by a majority of the respondents, will give his primary support to an organization related directly to his specific area of adult education. There is, also, the expressed opinion that there are currently not enough associations to serve the needs of the field. These two expressed feelings indicate that the field of adult education is more likely going to increase than decrease in the number of specific associations.

The survey respondents agree that there are issues of common concern to all adult educators and that these areas are adequate to justify a comprehensive adult education association. This general type of adult education organization would have as part of its role the responsibility

of creating new interest groups or associations where they do not now exist. It is the opinion of the adult educators surveyed that they would be willing to support only one adult education association. Of the total responding only 30 per cent were willing to support more than one. This opinion creates a problem of what types of linkage must be maintained in order to preserve the comprehensive association and allow it to generate these new groups.

2. The field of adult education, in the opinion of the respondents, lacks some of the elements of a profession. Qualifications for workers and principles for action in the field are felt to be important elements of professionalism, and striving to improve them is a generally desired role for an adult education association.
3. The adult educators surveyed feel strongly that a comprehensive adult education association should be directed by representatives of defined constituencies. These constituencies should have either a geographic or institutional base. There is a strong expressed desire that adult education associations should be open to members from the entire enterprise. This would

include all institutions and levels of professional responsibility. An association of this nature must represent, and be represented by, persons from diverse areas and institutions.

4. There is agreement that both public and private agencies should conduct adult education programs. Greater support is given to public agencies in terms of receiving public funding, although public funds for the private sector are supported by over 87 per cent of the respondents. Legislative action is judged by most to be an important function of a comprehensive adult education association. This type of action, when previously attempted by the AEA-M, became a source of internal conflict.
5. There are expressed needs for all types of service to the field of adult education. These services include research, evaluation, consultation, and in-service training. There is a stated need for these services but no clear desire as to which type of state association should provide them. Over 90 per cent of the respondents favor some type of association working in this area. It is clear that all associations in the field of adult education

should examine their role in relation to providing service to their membership and the general field of adult education.

6. There is a strongly expressed need for coordination of activity between various specialized adult education associations. It is felt that this coordination of activity should be directed by a general type of adult education association.
7. The respondent adult educators expressed the need for expanded communication. They perceived that at the present time there is not adequate communication within the field of adult education or with the general public. In the sensitive area of communication with governmental units and legislative bodies a general type of state association is favored. Respondents viewed all forms of communication as being important. It appears that communication in any form and provided by any group would be perceived as valuable.

Implications of the Research for
Patterns of Association
Within the Field of
Adult Education

The findings of this research provide a basis for understanding the current patterns and predicting future problems of adult education association.

1. It is understandable that organizations of adult education have tended to become fragmented into specific associations serving small populations of adult educators. This fragmentation comes about because, in general, adult educators will support their specific sector of adult education rather than support the general field of adult education. This fact in combination with the evidence that they (adult educators) are willing to support only one association leads to the conclusion that specific organizations will develop and grow and that a comprehensive association will not receive adequate financial and participation support from only individual memberships.
2. There is a high degree of homogeneity of work and interest among members in the specific associations. This homogeneity can lead to a belief within each association that adult education is limited principally to activities of individual and institutional members of that association. Such parochial views lead easily to conclusions that special prerogatives belong to one segment or another of the adult education enterprise. This belief pattern can and does lead to interinstitutional strife which is reflected in interorganizational conflict.

This growth of specific associations can produce the impression that a unified field of adult education does not exist and that each segment must be dealt with individually. In periods of crisis this division can be used by outside forces and can make common action difficult if not impossible.

3. Interorganizational linkages are most readily formed, among specialized associations, in response to a general threat or perceived threat to the field of adult education. These linkages to combat adversity or generate support are necessary and desirable. By the very nature of their construction, however, they cannot be relied upon as the basis for an organization to represent the field of adult education for long periods of time.
4. The greatest contributions desired by adult educators from a comprehensive adult education association are in the areas of communication and service. None of the current associations are delivering either, on a regular basis, to the field as a whole. This expressed need for service and communications can be met between the specific sectors of the field and also within the specific sectors only by a comprehensive association.

5. The pattern of local and regional association has broken down in the past few years. This pattern had proven itself to be productive for both association growth and service to local areas. As specialized associations have evolved state-wide, they have tended to not provide for regional and local collaboration between segments of the field. Such involvement was instrumental in the development of the AEA-M, and was a successful element of communication and service when utilized by the Association.
6. Current state adult education associations tend to serve the administrators more fully than the other practitioners. Some associations have purposefully limited themselves to serving ever-narrowing populations. Other associations, by implication, have limited themselves by failure to serve or represent various segments of the field.

These six implications have direct bearing upon current association development. The pattern in the state of Michigan is unique in the number of associations for adult education and in the history of their actions. Michigan's rich background in adult education and its attempts to organize the field provide significant lessons for other states who are initiating this process.

Problems and Limitations
of the Study

Although this study presents data that are of common concern and application, certain limitations in interpretation are necessary. Several items should be acknowledged as imposing limitations upon the application of the findings. This section presents those problems and limitations which should be considered.

This study was conducted within the state of Michigan which has a rich history of adult education activity. Within this state there are presently five nationally affiliated organizations which are generally acknowledged as adult education organizations. There are also many state groups which have no outside affiliation and several which are not generally identified as adult education organizations. Considerable thought should be given before applying generalizations from this study to states where fewer or no adult education organizations presently exist.

This study was conducted during a period in which the adult education enterprise in Michigan was internally divided. This division between segments of the public adult education sector was sharpened by public policy proposals as to which institutions should have the primary role in delivery of tax-supported adult education services. A longer range study over years,

or a study conducted at another time, might find less concern with these items of conflict.

This study involved 730 adult educators, with 19 founders and past presidents of AEA-M and 389 respondents in six identified groups, providing their judgments and opinions. Further study involving other segments of the adult education field or selecting respondents in different ways would be useful.

The data utilized in this study are entirely subjective in nature. It relied upon the perceptions of 389 individuals responding to a mailed survey. In this regard, also, the founder-president interviewees may have, by virtue of their involvement and commitment, presented a systematic, though unintended, bias in their responses.

In a study utilizing a mailed survey instrument it is important to note that nearly half of the sample selected did not respond to the questionnaire. It is at least likely that volunteers and those disaffected with the present association pattern may be in the majority among the non-respondents. The greatest percentage of returns were from members of the current associations and the public school group.

The Adult Education Association of Michigan, during the last eighteen years, has not kept systematic records of important items. It was a difficult process to piece together, from a variety of sources, the

information contained in the case study. This difficulty is one that bothers all researchers in this area, but is of special note here because of the nature of this association and its leadership. Most of the past presidents of the Association had highly personal and individualized leadership styles. Their ability and desire to keep accurate records was a product of the person himself and not of the Association's structure.

Finally, this study was conducted by one investigator within the limitations of his resources and ability. A more comprehensive group effort or another investigator with different resources and abilities might yield variations to the thesis presented here.

A Normative Model for a
Comprehensive State
Adult Education
Association

The model derived from this study is a model for a comprehensive state adult education association. It is directed by the expressed opinions of the founders and past presidents of the AEA-M and of 389 adult educators who were selected as being broadly representative of the adult education enterprise in the state of Michigan. It is not concerned with serving exclusively any specific segment of the field or group within it. Rather it is concerned with the entire field of adult education and, as far as possible, all segments of the

field and all groups and individuals within it. As an association model it seems clear that such a comprehensive state association should serve:

- (1) Adult educators (the persons or groups who deliver adult education services);
- (2) Adult education students (the consumers of adult education services);
- (3) The field of adult education (the body of knowledge and practice relating to the education of adults).

Six components of the model, and the rationale in support of each component, are presented. The format employed is the same as that used in the analysis of the data. It incorporates two broad segments: intra-organizational factors and interorganizational factors, and four functional components: association services, communication, legislative action, and professional standards. These six components were utilized in Chapters IV and V and presented in Chapter III.

Intraorganizational Factors

I. State Association Structure.--A comprehensive state adult education association should be developed and maintained. It should provide within its structure for strong and relatively autonomous special interest

sections, it should be structured to serve state level adult education needs of general concern to all segments of the adult education enterprise, and it should facilitate the development of local and regional associations of adult educators.

- A. Areas of special concern to individual segments of the adult education enterprise should form the basis for interest groups, e.g., teachers of adult education, continuing legal education, and similar clusters of commitment.
- B. Regional and local units should be established to serve local needs, to facilitate cooperation and coordination among institutions, and as a basis for developing and maintaining the state organization.
- C. Regional representation should be an integral part of the association's governing mechanism.
- D. Regional, local, and special interest units should be allowed great latitude in program and service.

Rationale.--

1. Survey data indicate that strong regional differences are believed to exist in programs of adult education.

2. The case study of the Adult Education Association of Michigan indicates the success of regional and local programs when they have been attempted.
3. There is an expressed need for association on the part of segments of the adult education field not now being served, e.g., teachers of adult basic education.
4. Survey data indicate that the respondent adult educators believe that a comprehensive association within the field should be directed by some persons who represent geographic areas and others who represent institutional or special interest areas.
5. The case study of the Adult Education Association of Michigan shows that a great deal of involvement existed in special interest areas when the development of these areas was fostered by AEA-M.
6. The case study of the Adult Education Association of Michigan indicates that several of the current specific associations were developed after being involved as special interest groups within the AEA-M.

II. The comprehensive state adult education association should allocate resources to develop professional

services. Provision of these services should be one of this association's principal reasons for existence.

- A. The state association should focus upon areas of general concern to adult educators, especially those affecting the teaching-learning process for adults.
- B. The state association should endeavor to develop the various sectors of adult education by offering services that are of interest and help to the adult education enterprise as a field.
- C. The state association should identify resources (people and programs) that can be utilized in local, regional, and state-wide professional improvement efforts. The association should endeavor to catalog these resources of people and programs. This catalog should be available to workers in the field of adult education and should be updated periodically.
- D. The state association should develop special interest groups to work in the area of professionalism. These special groups should endeavor to involve a wide variety of persons in the development of basic principles for practice in the field of adult education.

- E. The state association should endeavor to develop local and regional programs of professional development.

Rationale.--

1. Survey data indicate that there are deficiencies in association professional services at the present time.
2. Survey data indicate that there are sectors of the adult education enterprise not receiving professional development services from the present associations.
3. Survey data indicate that adult education associations should develop services in the areas of in-service training, evaluation, and research.
4. Survey data indicate that a general adult education organization should develop principles for practice within the field of adult education.
5. The case study of the Adult Education Association of Michigan indicates the success of local or regional professional development programs when they were utilized.

III. A comprehensive state adult education association should allocate resources to develop a complete communication service.

- A. On the state level the association would develop communication within the entire field of adult education. This demands that a publication of broad interest and focus be designed.
- B. Special and general interest newsletters and other forms of communication should be fostered and supported.
- C. State, local, and regional conferences should be supported and publicized through all association communication facilities.
- D. Governmental units, e.g., state departments of education, should have access to the communication instruments of the association in order to better communicate with the field.

Rationale.--

- 1. Survey data indicate strong agreement that adequate communication does not exist within the field of adult education or with the general public.
- 2. Survey data indicate that respondents believe a general adult education association should provide regular communication units throughout the field.

3. The case study of the Adult Education Association of Michigan indicates that communication was an important tool utilized in the development of the Association.

IV. A comprehensive state adult education association should develop strategies for action on legislative matters. It should provide reliable information on public policy issues; and it should develop guidelines for the support or non-support of legislation which is in the general interest of the field of adult education.

- A. The state association should present to elected officials and others thoughtful appraisal and suggested action where agreement is possible. It should, likewise, honestly present differences of opinion within the field so that they can be understood.
- B. The state association should provide an unbiased forum to the various sectors of the adult education enterprise, to other appropriate groups, and to governmental units for presenting reliable and needed information regarding issues under consideration.
- C. The state association should avoid supporting legislation on behalf of any one segment of the

adult education field or becoming too closely associated with it, if such legislation is seen as detrimental to any other segments of the field.

- D. The state association should avoid being one of the combatants in areas of interinstitutional conflict. It should endeavor to remain outside of such conflict in order to better perform a role as mediator or consensus builder.

Rationale.--

1. The case study of the Adult Education Association of Michigan indicates that the support of legislation for specific sectors of the adult education field created internal conflict within the Association.
2. The case study of the Adult Education Association indicates that thoughtful and honest appraisal of problems produced better results than direct action in relation to the legislature or administrative units of government. This was done in 1971-72 when the Association responded to a proposed state plan for adult education. In this instance a thoughtful study followed by an honestly presented and unbiased stand was apparently very helpful.

3. Survey data indicate that a general type of organization is preferred for providing a forum for discussion of issues within the field of adult education.

V. A comprehensive state adult education association should be open to all persons engaged in any sector of the adult education enterprise at any level of professional maturity. It should focus its efforts and resources upon professional problems among all segments of the field, but it should not foster discrimination based upon levels of academic or professional achievement or place of employment.

- A. Special interest groups should endeavor to include all levels of professional status. There should be a conscious effort to develop these groups in major areas of emphasis, e.g., teachers of adults or administrators of continuing education.
- B. New interest groups should be fostered to provide for emerging areas of special emphasis and to relate to new developments within the field.

Rationale.--

1. Survey data indicate that the respondents believe that adult education associations should be open to everyone in the field.

2. The case study of the Adult Education Association of Michigan indicates that the division between professional and non-professional levels has caused division and alienation within the Association.
3. Survey data indicate that, at the present time, there are no clear bases for distinguishing adult educators from non-adult educators.

I. Local and Regional Association Structure.--

Regional or local associations should be encouraged and assisted to serve adult education workers within natural geographic or demographic areas.

- A. These regional and local units should be structured so that they are basically autonomous. Each such association should design the structures and services that best meet its needs.
- B. These regional or local units should provide for the inputs of individuals from diverse sectors of the field in the direction of their activities.
- C. The regional or local units should allow for great diversity in interest and involvement.
- D. The regional or local units should provide representation in the governance of the state level association.

Rationale.--

1. Survey data indicate that regional differences are believed to exist among programs of adult education.
2. Survey data indicate a need for communication, in-service training, and consultation for local and regional programs of adult education.
3. Survey respondents agree that the governance of a state-wide association should involve representation of regional or local areas.
4. The case study of the Adult Education Association of Michigan indicates that the Association was judged as being strongest and most productive when it facilitated the development of local or regional groups.

II. Each regional or local association should develop a systematic program of communication within its geographic or demographic area.

- A. On the local level the association should develop communication to and about individuals, programs, and special interest groups.
- B. Local programs of adult education should be fostered and interpreted through all available local communication networks.

Rationale.--

1. Survey data indicate that there is not adequate communication within the field of adult education, or adequate public understanding of the adult education enterprise.
2. Survey data indicate that communications at both state and local levels are desired by the respondents.
3. The case study of the Adult Education Association of Michigan indicates earlier success in its efforts for local communication through newsletters, conferences, and public media.

III. A local or regional adult education association should develop guidelines for study and action on local public policy matters.

- A. The local or regional associations should endeavor to involve as many individuals and interests as possible on the local level. The associations should avoid, if possible, homogeneous grouping that might advocate specific actions designed to benefit segments of the community or of the adult education enterprise at the expense of other segments.

- B. The direction of the local or regional units should purposefully involve persons from diverse institutions and disciplines.
- C. The local or regional adult education associations should endeavor to support, through concerted action, the development of local funding and support for all segments of the local adult education enterprises. This is especially necessary since the voluntary nature of adult education is most evident at this level and funding for these types of programs is basically a community effort.

Rationale.--

1. Survey data indicate that adult education associations should be open to membership to a wide variety of adult educators from diverse settings.
2. Survey data indicate that adult education associations should be structured to allow for direction by a variety of adult educators from diverse settings.
3. The case study of the Adult Education Association of Michigan indicates that the expenditure of funds to promote local and regional support for adult education was viewed as being of value to the state association.

4. Survey data indicate that there is not now adequate legislative support for adult education.

IV. A local or regional adult education association should be open to all persons engaged in any sector of adult education within a geographically or demographically defined area.

- A. The local and regional associations should involve all individuals in both the public and private sectors of adult education within the local area.
- B. The local and regional associations should endeavor to establish linkages between programs of adult education within the local area.
- C. The students involved in the adult education programs in local or regional areas should be invited to join and help direct the actions of the local group.

Rationale.--

1. Survey data indicate a lack of communication within the field of adult education, and the need for services on the local level.

2. Survey data indicate respondents' judgment that students of adult education programs should be involved in adult education associations.
3. The case study of the Adult Education Association of Michigan indicates at least limited success of programs and organization in geographic regions during early years of the Association's development.
4. The case study of the Adult Education Association of Michigan indicates that local involvement and the membership of non-professionals in the Association was important to its development.

V. Local or regional adult education associations should allocate resources in order to utilize recognized state and local authorities in the field of adult education in professional improvement activities.

- A. The local or regional associations should utilize both local and state resources in the areas of program evaluation, research services, and in-service training.
- B. The local and regional associations should identify and develop those professional resources that are available locally. They should further make these resources known to other local, regional, and state associations.

- C. A primary role of local professional service projects is to foster individual action on the part of teachers, administrators, and counselors who have expertise or to share with fellow workers in the field of adult education.

Rationale.--

1. Survey data indicate the need for professional services on the local level. These services are in the area of evaluation, research, and in-service training. The utilization of recognized state authorities should supplement local resources known and to be made known.
2. Survey data indicate that current in-service education is inadequate. The development of local in-service training will make the training more readily accessible and thus more fully utilized.

Interorganizational Factors

I. A comprehensive state adult education association, as respondents generally agree, will incorporate, in federated relationships, a variety of state-wide special interest groups and local and regional multi-agency and multi-interest groups. Such a comprehensive association should develop numerous interorganizational

linkages. These linkages will provide the comprehensive association with the diversity necessary to construct the programs and deliver the services desired by adult educators.

- A. The comprehensive state association should develop linkages among the specific associations of adult educators. These linkages can be fostered when general issues of concern to the field are being considered. It will be difficult to maintain these ties for long periods of time. This is fundamentally due to the nature of the specific associations, and the institutional bases of the work of their membership.
- B. The state association should develop inter-organizational linkages between broad programs in adult education, e.g., farm bureau and community college.
- C. The state association should foster the growth of new specific associations where general interest indicates a need for such organizations.
- D. The state association should develop inter-organizational linkages with governmental units directly involved in adult education activity.

Rationale.--

1. Survey data indicate the need for much more frequent and effective concerted effort within the adult education field. There is also general agreement that a comprehensive association should encompass and coordinate the efforts of separate and maximally autonomous specific associations.
2. Survey data indicate the lack of unity within the field of adult education. There is an agreement among the respondents that a need exists for an association that speaks for the entire field of adult education.
3. Survey data indicate that a general type of adult education organization should stimulate the growth of new associations within the field of adult education.
4. Survey data indicate that governmental units should be involved in associations for adult educators on both an individual membership and organizational membership basis.

II. A comprehensive state adult education association should develop close interorganizational linkages with its local and regional associations.

- A. The primary membership of adult educators would be a state membership, either individual or organizational. Organizational membership would allow all members within the organization equal membership rights.
- B. The comprehensive state association should strive to stimulate locally based programs by allocating resources for their development. It should provide services and funds to these local or regional units on a membership basis. A portion of the individual or organizational membership fee would be returned to the local association.
- C. Governance of the comprehensive state association should provide for representation of the local and regional associations.

Rationale.--

- 1. The case study of the Adult Education Association of Michigan indicates that the close association of local and state groups is productive for association growth.
- 2. Survey data indicate that both individual and organizational membership should be available within a comprehensive state association.

3. Organizational memberships would allow adult educators the opportunity to individually join a specific association and, through organizational membership, support the comprehensive association.
4. Survey data indicate that the respondent adult educators favor representative participation by local and special interest groups in the governance of a comprehensive state adult education association.
5. The case study of the Adult Education Association of Michigan indicates that local or regional activities do not require large expenditures.

Recommendations for Further Research

This study has generated questions and revealed possible areas for further study. Investigation in the following areas seems both appropriate and feasible.

1. The major outcome of this study has been a model for a comprehensive state adult education association. A desirable follow-up would be an application of this model for the development of a comprehensive state adult education association and the testing of its appropriateness and effectiveness.

2. Further research is needed into the nature of interorganizational linkages between voluntary adult education associations for specialized groups. This is especially necessary since the number of specific associations in the field of adult education is growing.
3. This study has not attempted to develop detailed models for communication or services. In these two critical areas much research is needed. A model for communication within a local or regional area would have direct application to the model developed by this study. Similarly the development and testing of a model for state level communications or for state level services would be a useful extension of this study.
4. Replication of this study in a state where the organizational pattern for adult education varies greatly from that of Michigan would probably add much to our understanding of organizational problems in adult education.
5. Actual behavior patterns within adult education associations need to be examined to further and complement this opinion-centered study. It would seem appropriate to examine member behavior in both comprehensive and specific

associations. This type of needed research would be helpful in developing a typology of organizations within the field and models for working with them.

6. The analysis of interorganizational conflict between adult education associations is an important area for research. This conflict, and the resolution of it, has direct implications to any comprehensive adult education association.

Concluding Statement

There is a strongly felt need for unification on the part of the adult education field. The nature of the field, however, does not lend itself well to basic unity. Adult education is an aggregate of separate programs. These programs are divided as to structure, setting, clientele, institutional base, and many other elements. They are all, however, concerned with the education of adults, at various levels and in various fields, and with the updating and developing of competence within adult educators and within their students. A comprehensive association must be built and held together by these elements of common interest. Associations that foster support of one specific segment of the adult education enterprise at the expense of other segments cannot hope to gain wide support across the field.

Only in times of general peril will specialized groups fully merge into one homogeneous unit to meet a common enemy. Such mergers are only temporary and associations built upon these linkages will, in times of no conflict, be unable to generate significant common involvement. A comprehensive state association should serve and be served by the entire field of adult education.

The nature of adult education is such that a diversity of associations is both necessary and desirable. Each association and organization must determine its role within the total enterprise. It is necessary in this process that linkages, whether temporary or permanent, should be developed. The normative model developed in this thesis promotes a federated form of comprehensive state adult education association. This federated model is built upon strong and relatively autonomous associations. Two types of interorganizational federation are presented: the internal federation between local and regional associations and the state association, and the external federation between specific associations with diverse state and national affiliations. These two types of federation provide the basis for both independent action on the part of the separate associations and concerted action on the part of larger comprehensive state adult education association.

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APPENDICES

APPENDIX A

TABLES

TABLE 12.--In this state at the present time there are generally agreed upon qualifications for workers in adult education; Statement Number 5.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	21.43	59.52	7.94	11.11	100	2.09	.86
M.A.P.A.C.E.	90	36.67	51.11	3.33	8.89	100	1.84	.86
M.L.A.	62	29.03	35.48	12.90	22.58	100	2.29	1.12
O.P.A.E.	45	11.11	66.67	2.22	20.00	100	2.31	.92
ENABEL	66	40.91	53.03	3.03	3.03	100	1.68	.68
TOTAL	389	28.28	53.47	6.17	12.08	100	2.02	.91
Chi Square		40.815 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 13.--In this state at the present time there is a generally agreed upon set of principles for practice in adult education; Statement Number 6.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M	126	25.40	58.73	6.35	9.52	100	2.00	.84
M.A.P.A.C.E.	90	31.46	60.67	1.12	6.74	100	1.83	.76
M.L.A.	62	25.81	37.10	9.68	27.42	100	2.39	1.15
O.P.A.E.	45	17.78	62.22	0.00	20.00	100	2.22	.97
ENABEL	66	33.33	50.00	13.64	3.03	100	1.86	.76
TOTAL	389	27.32	54.64	6.19	11.86	100	2.03	.90
Chi Square		44.043 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 14.--In this state at the present time there are clear bases for distinguishing adult educators from non-adult educators; Statement Number 12.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	125	19.20	62.40	13.60	4.80	100	2.04	.72
M.A.P.A.C.E.	90	16.67	64.44	12.22	6.67	100	2.09	.74
M.L.A.	62	11.29	35.48	29.03	24.19	100	2.66	.97
O.P.A.E.	45	2.22	57.78	11.11	28.89	100	2.67	.93
ENABEL	65	20.00	63.08	9.23	7.69	100	2.05	.78
TOTAL	387	15.50	58.14	14.73	11.63	100	2.22	.85
Chi Square		53.180 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 15--In this state at the present time there is adequate university preparation of professionals in the field of adult education; Statement Number 14.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	30.16	57.14	7.14	5.56	100	1.88	.77
M.A.P.A.C.E.	90	17.78	67.78	12.22	2.22	100	1.99	.63
M.L.A.	62	22.58	32.26	16.13	29.03	100	2.52	1.14
O.P.A.E.	45	17.78	68.89	4.44	8.89	100	2.04	.77
ENABEL	66	19.70	69.70	9.09	1.52	100	1.92	.59
TOTAL	389	22.88	59.13	9.77	8.23	100	2.03	.81
Chi Square		62.163 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 16--The type of state adult education association that should develop certification standards for workers in adult education; Statement Number 41.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	12.70	56.35	23.02	7.94	100	2.26	.78
M.A.P.A.C.E.	90	24.44	54.44	14.44	6.67	100	2.03	.81
M.L.A.	62	29.03	53.23	17.74	0.00	100	1.89	.68
O.P.A.E.	45	24.44	48.89	20.00	6.67	100	2.09	.85
ENABEL	66	27.27	53.03	15.15	4.55	100	1.97	.78
TOTAL	389	21.85	53.98	18.51	5.66	100	2.08	.79
Chi Square		15.681 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 17.—The type of state adult education association that should develop a common set of principles for practice in adult education; Statement Number 43.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	3.97	66.67	25.40	3.97	100	2.29	.61
M.A.P.A.C.E.	90	17.78	63.33	16.67	2.22	100	2.03	.66
M.L.A.	62	9.68	70.97	19.35	0.00	100	2.10	.53
O.P.A.E.	45	13.33	60.00	22.22	4.44	100	2.18	.72
ENABEL	65	29.23	50.77	20.00	0.00	100	1.91	.70
TOTAL	125	13.40	63.14	21.13	2.32	100	2.12	.65
Chi Square	32.335 ^{n.s.*}			DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 18.--In this state at the present time there is adequate communication within the field of adult education; Statement Number 3.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	14.29	79.37	3.97	2.38	100	1.94	.53
M.A.P.A.C.E.	90	28.89	63.33	5.56	2.22	100	1.81	.63
M.L.A.	62	4.84	67.74	4.84	22.58	100	2.45	.90
O.P.A.E.	45	4.44	68.89	6.67	20.00	100	2.42	.87
ENABEL	66	18.18	75.76	6.06	0.00	100	1.88	.48
TOTAL	389	15.68	71.98	5.14	7.20	100	2.04	.70
Chi Square		64.165 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 19.--The type of state adult education association that should regularly distribute newsletters to all segments of the adult education field; Statement Number 49.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	11.11	65.08	19.05	4.76	100	2.17	.68
M.A.P.A.C.E.	90	15.56	56.67	25.56	2.22	100	2.14	.70
M.L.A.	62	11.29	53.23	29.03	6.45	100	2.31	.76
O.P.A.E.	45	15.56	57.78	13.33	13.33	100	2.24	.88
ENABEL	66	21.21	56.06	22.73	0.00	100	2.02	.67
TOTAL	389	14.40	58.87	22.11	4.63	100	2.17	.72
Chi Square		20.890 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 20--The type of state adult education association that should contribute to newsletters not necessarily its own; Statement Number 50.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	13.49	39.68	44.44	2.38	100	2.36	.74
M.A.P.A.C.E.	90	10.00	41.11	44.44	4.44	100	2.43	.74
M.L.A.	62	17.74	32.26	38.71	11.29	100	2.44	.92
O.P.A.E.	45	22.22	28.89	37.78	11.11	100	2.38	.96
ENABEL	66	10.61	45.45	43.94	0.00	100	2.33	.66
TOTAL	389	13.88	38.56	42.67	4.88	100	2.39	.78
Chi Square		21.480 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 21.--The type of state adult education association that should solicit articles from other associations to be included in its publications; Statement Number 53.

Group	N	Spec. Organi- zation	General Organi- zation	Every Organi- zation	No Organi- zation	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	5.56	51.59	39.68	3.17	100	2.40	.65
M.A.P.A.C.E.	90	5.56	61.11	33.33	0.00	100	2.28	.56
M.L.A.	62	20.97	30.65	37.10	11.29	100	2.39	.95
O.P.A.E.	45	13.33	55.56	26.67	4.44	100	2.22	.74
ENABEL	66	12.12	51.52	34.85	1.52	100	2.26	.69
TOTAL	389	10.03	50.90	35.48	3.60	100	2.33	.70
Chi Square		35.700 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 22.--The type of state adult education association that should provide a forum for various state associations to discuss common goals and differences; Statement Number 54.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	8.74	75.40	18.25	1.59	100	2.17	.52
M.A.P.A.C.E.	90	7.78	75.56	15.56	1.11	100	2.10	.52
M.L.A.	62	12.90	66.13	19.35	1.61	100	2.10	.62
O.P.A.E.	45	6.67	73.33	20.00	0.00	100	2.13	.50
ENABEL	66	15.15	68.18	16.67	0.00	100	2.02	.57
TOTAL	389		72.49	17.74	1.03	100	2.11	.54
Chi Square		9.975 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 23.--The type of state adult education association that should provide government units an opportunity to communicate information on a regular basis; Statement Number 55.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	6.35	62.70	29.37	1.59	100	2.26	.60
M.A.P.A.C.E.	90	8.89	58.89	31.11	1.11	100	2.24	.62
M.L.A.	62	4.84	70.97	22.58	1.61	100	2.21	.55
O.P.A.E.	45	17.78	62.22	20.00	0.00	100	2.02	.62
ENABEL	66	25.76	57.58	16.67	0.00	100	1.91	.65
TOTAL	389	11.31	62.21	25.45	1.03	100	2.16	.62
Chi Square		26.859 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 24.--In this state at the present time there is adequate public understanding of the adult education enterprise; Statement Number 7.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	4.76	91.27	2.38	1.59	100	2.01	.37
M.A.P.A.C.E.	90	6.67	92.22	1.11	0.00	100	1.94	.27
M.L.A.	62	8.20	81.97	3.28	6.56	100	2.08	.61
O.P.A.E.	45	2.22	93.33	0.00	4.44	100	2.07	.45
ENABEL	66	6.06	92.42	1.52	0.00	100	1.95	.27
TOTAL	389	5.67	90.46	1.80	2.06	100	2.00	.40
Chi Square		15.206 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 25.--The type of state adult education association that should provide regular releases to the news media; Statement Number 51.

Group	N	Spec. Organi- zation	General Organi- zation	Every Organi- zation	No Organi- zation	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	10.32	46.83	42.06	.79	100	2.33	.67
M.A.P.A.C.E.	90	11.11	43.33	45.56	0.00	100	2.34	.67
M.L.A.	62	12.90	41.94	43.55	1.61	100	2.34	.72
O.P.A.E.	45	11.11	42.22	42.22	4.44	100	2.40	.75
ENABEL	66	24.24	46.97	28.79	0.00	100	2.05	.73
TOTAL	389	13.37	44.73	40.87	1.03	100	2.30	.71
Chi Square		17.647 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 26.--The type of state adult education association that should provide regular communication to government bodies, e.g., state legislature, board of education . . . ; Statement Number 52.

Group	N	Spec. Organi- zation	General Organi- zation	Every Organi- zation	No Organi- zation	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	7.14	57.94	34.13	.79	100	2.29	.60
M.A.P.A.C.E.	90	7.78	62.22	30.00	0.00	100	2.22	.58
M.L.A.	62	9.68	51.61	38.71	0.00	100	2.29	.64
O.P.A.E.	45	2.22	48.89	44.44	4.44	100	2.51	.63
ENABEL	66	25.76	53.03	21.21	0.00	100	1.95	.69
TOTAL	389	10.28	56.04	32.90	.77	100	2.24	.64
Chi Square		36.463 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 27.--In this state at the present time there are strong regional differences in programs of adult education; Statement Number 4.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	57.14	17.46	11.90	13.49	100	1.82	1.10
M.A.P.A.C.E.	90	60.00	24.44	7.78	7.78	100	1.63	.93
M.L.A.	62	59.68	6.45	4.84	29.03	100	2.03	1.35
O.P.A.E.	45	60.00	2.22	11.11	26.67	100	2.04	1.35
ENABEL	66	66.67	9.09	12.12	12.12	100	1.70	1.10
TOTAL	389	60.15	14.14	9.77	15.94	100	1.81	1.14
Chi Square		34.411 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 28.--In this state at the present time there are one or more organizations which can adequately serve all segments of adult education; Statement Number 1.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	59.52	30.16	5.56	4.76	100	1.56	.81
M.A.P.A.C.E.	90	66.67	26.67	3.33	3.33	100	1.43	.72
M.L.A.	62	30.65	45.16	9.68	14.52	100	2.08	1.00
O.P.A.E.	45	28.89	35.56	13.33	22.22	100	2.29	1.12
ENABEL	66	28.79	60.61	0.00	10.61	100	1.92	.85
TOTAL	389	47.81	37.53	5.66	9.00	100	1.76	.92
Chi Square		65.334 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 29.--In this state at the present time there is competition for members between various adult education organizations; Statement Number 9.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	57.14	21.43	11.11	10.32	100	1.75	1.02
M.A.P.A.C.E.	90	72.22	17.78	4.44	5.56	100	1.43	.82
M.L.A.	62	33.87	25.81	16.13	24.19	100	2.31	1.18
O.P.A.E.	45	42.22	6.67	8.89	42.22	100	2.51	1.41
ENABEL	66	34.85	34.85	10.61	19.70	100	2.15	1.11
TOTAL	389	51.41	21.85	10.03	16.71	100	1.92	1.13
Chi Square		62.416 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 30.--In this state at the present time there is unity within the field on issues of concern to adult educators; Statement Number 10.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	13.49	72.22	7.94	6.35	100	2.07	.68
M.A.P.A.C.E.	90	34.44	57.78	3.33	4.44	100	1.78	.72
M.L.A.	62	17.74	41.94	16.13	24.19	100	2.47	1.05
O.P.A.E.	45	11.11	40.00	20.00	28.89	100	2.67	1.02
ENABEL	66	37.88	53.03	1.52	7.58	100	1.79	.81
TOTAL	389	22.88	57.07	8.48	11.57	100	2.09	.88
Chi Square		76.077 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 31.--It is my judgment that an adult educator should give his principal support to an organization which serves his specific area of adult education; Statement Number 17.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	47.62	41.27	11.11	0.00	100	1.63	.68
M.A.P.A.C.E.	90	56.67	35.56	7.78	0.00	100	1.51	.64
M.L.A.	62	54.84	25.81	17.74	1.61	100	1.66	.83
O.P.A.E.	45	55.56	26.67	17.78	0.00	100	1.62	.78
ENABEL	66	56.06	24.24	19.70	0.00	100	1.64	.80
TOTAL	389	53.21	32.90	13.62	0.26	100	1.61	.73
Chi Square		18.223 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 32.--It is my judgment that each segment of the adult education field should develop its own organization; Statement Number 19.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	24.60	69.89	5.56	0.00	100	1.81	.52
M.A.P.A.C.E.	90	27.78	64.44	7.78	0.00	100	1.80	.56
M.L.A.	62	24.19	54.84	16.13	4.84	100	2.02	.78
O.P.A.E.	45	24.44	51.11	24.44	0.00	100	2.00	.71
ENABEL	66	25.76	62.12	7.58	4.55	100	1.91	.72
TOTAL	389	25.45	62.72	10.28	1.54	100	1.88	.64
Chi Square		29.799 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 33.--In this state at the present time there is an adequate number of organizations for adult educators to join; Statement Number 11.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	19.20	62.40	13.60	4.80	100	2.04	.72
M.A.P.A.C.E.	90	16.67	64.44	12.22	6.67	100	2.09	.74
M.L.A.	62	11.29	35.48	29.03	24.19	100	2.66	.97
O.P.A.E.	45	2.22	57.78	11.11	28.89	100	2.67	.93
ENABEL	66	20.00	63.08	9.23	7.69	100	2.05	.78
TOTAL	389	15.50	58.14	14.73	11.63	100	2.22	.85
Chi Square		53.180 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 34.--In this state at the present time there is adequate state financial support for adult education; Statement Number 13.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	5.56	82.54	6.35	5.56	100	2.12	.57
M.A.P.A.C.E.	90	13.33	86.67	0.00	0.00	100	1.87	.34
M.L.A.	62	11.29	67.74	4.84	16.13	100	2.26	.87
O.P.A.E.	45	4.44	55.56	11.11	28.89	100	2.64	.96
ENABEL	66	9.09	69.70	7.58	13.64	100	2.26	.81
TOTAL	389	8.74	75.84	5.40	10.03	100	2.17	.72
Chi Square		49.571 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 35.--The type of state adult education association that should promote legislation for financial support for adult education; Statement Number 35.

Group	N	Spec. Organi- zation	General Organi- zation	Every Organi- zation	No Organi- zation	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	10.32	59.52	29.37	.79	100	2.21	.62
M.A.P.A.C.E.	90	5.56	65.56	28.89	0.00	100	2.23	.54
M.L.A.	62	6.45	64.52	29.03	0.00	100	2.23	.56
O.P.A.E.	45	11.11	55.56	33.33	0.00	100	2.22	.64
ENABEL	66	18.18	54.55	22.73	4.55	100	2.14	.76
TOTAL	389	10.03	60.41	28.53	1.03	100	2.21	.62
Chi Square		19.378 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 36.—The type of state adult education association that should promote legislation for financial support for public school adult education; State-
ment Number 42.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	8.73	55.56	33.33	2.38	100	2.29	.66
M.A.P.A.C.E.	90	11.11	61.11	27.78	0.00	100	2.17	.60
M.L.A.	62	6.45	59.68	32.26	1.61	100	2.29	.61
O.P.A.E.	45	17.78	51.11	31.11	0.00	100	2.13	.69
ENABEL	66	15.15	59.09	21.21	4.55	100	2.15	.73
TOTAL	389	11.05	57.58	29.56	1.80	100	2.22	.66
Chi Square		13.224 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 37.—The type of state adult education association that should promote legislation for financial support for private agency adult education, businesses, private schools, technical schools; Statement Number 48.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	11.11	41.27	23.02	24.60	100	2.61	.98
M.A.P.A.C.E.	90	8.89	50.00	18.89	22.22	100	2.54	.94
M.L.A.	62	8.06	45.16	22.58	24.19	100	2.63	.94
O.P.A.E.	45	11.11	37.78	26.67	24.44	100	2.64	.98
ENABEL	66	10.61	45.45	27.27	16.67	100	2.58	.95
TOTAL	389	10.03	44.22	23.14	22.62	100	2.58	.95
Chi Square		4.797 ^{S*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 38.--The type of state adult education association that should promote funding from public sources for programs in adult education; Statement Number 47.

Group	N	Spec. Organi- zation	General Organi- zation	Every Organi- zation	No Organi- zation	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	7.14	57.94	33.33	1.59	100	2.29	.62
M.A.P.A.C.E.	90	4.49	68.54	26.97	0.00	100	2.22	.52
M.L.A.	62	8.06	59.68	29.03	3.23	100	2.27	.66
O.P.A.E.	45	8.89	51.11	31.11	8.89	100	2.40	.78
ENABEL	66	10.61	60.61	28.79	0.00	100	2.18	.61
TOTAL	389	7.47	60.31	30.15	2.06	100	2.27	.62
Chi Square		18.561 ^{s.} *		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 39.--The type of state adult education association that should exert pressure on political bodies on behalf of the adult education field; Statement Number 46.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	5.56	56.35	33.33	4.76	100	2.37	.67
M.A.P.A.C.E.	90	2.22	64.44	33.33	0.00	100	2.31	.51
M.L.A.	62	6.45	56.45	33.87	3.23	100	2.34	.65
O.P.A.E.	45	4.44	55.56	37.78	2.22	100	2.38	.61
ENABEL	66	18.18	48.48	30.30	3.03	100	2.18	.76
TOTAL	389	6.94	56.81	33.42	2.83	100	2.32	.64
Chi Square		22.190 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 40.--In this state at the present time there are adequate consultant services available to local programs of adult education; Statement Number 8.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	26.19	57.94	5.56	10.32	100	2.00	.86
M.A.P.A.C.E.	90	26.67	62.22	3.33	7.78	100	1.92	.78
M.L.A.	62	19.35	40.32	6.45	33.87	100	2.55	1.15
O.P.A.E.	45	13.33	57.78	4.44	24.44	100	2.40	1.01
ENABEL	66	12.12	72.73	9.09	6.06	100	2.09	.67
TOTAL	389	21.34	58.61	5.66	14.40	100	2.13	.91
Chi Square		41.973 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 41.--The type of state adult education association that should provide evaluation service for adult education programs; Statement Number 36.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	19.84	51.59	26.98	1.59	100	2.10	.72
M.A.P.A.C.E.	90	25.56	47.78	26.67	0.00	100	2.01	.73
M.L.A.	62	16.13	54.84	29.03	0.00	100	2.13	.66
O.P.A.E.	45	28.89	40.00	31.11	0.00	100	2.02	.78
ENABEL	66	33.33	39.39	25.76	1.52	100	1.95	.81
TOTAL	389	23.91	47.81	27.51	.77	100	2.05	.74
Chi Square		11.486 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 42.--The type of state adult education association that should provide research services to local programs of adult education; Statement Number 38.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	27.78	52.38	18.25	1.59	100	1.94	.72
M.A.P.A.C.E.	90	36.67	53.33	10.00	0.00	100	1.73	.63
M.L.A.	62	40.32	41.94	17.74	0.00	100	1.77	.73
O.P.A.E.	45	26.67	60.00	11.11	2.22	100	1.89	.68
ENABEL	66	31.82	60.61	7.58	0.00	100	1.76	.58
TOTAL	389	32.39	53.21	13.62	.77	100	1.83	.68
Chi Square		15.168 ^{S.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 43.--The type of state adult education association that should provide consultant services to programs of adult education; Statement Number 39.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	23.81	45.24	29.37	1.59	100	2.09	.77
M.A.P.A.C.E.	90	43.33	44.44	8.89	3.33	100	1.72	.76
M.L.A.	62	33.87	43.55	20.97	1.61	100	1.90	.78
O.P.A.E.	45	24.44	44.44	31.11	0.00	100	2.07	.75
ENABEL	66	40.91	43.94	15.15	0.00	100	1.74	.71
TOTAL	389	32.90	44.47	21.08	1.54	100	1.91	.77
Chi Square		25.741 ^{S*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 44.--In this state at the present time there are adequate in-service education opportunities for adult education personnel; Statement Number 2.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard. Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	59.52	30.16	5.56	4.76	100	1.56	.81
M.A.P.A.C.E.	90	66.67	26.67	3.33	3.33	100	1.43	.72
M.L.A.	62	30.65	45.16	9.68	14.52	100	2.08	1.00
O.P.A.E.	45	28.89	35.56	13.33	22.22	100	2.29	1.12
ENABEL	66	28.79	60.61	0.00	10.61	100	1.92	.85
TOTAL	389	47.81	37.53	5.66	9.00	100	1.76	.92
Chi Square		65.334 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 45.--The type of state adult education association that should provide in-service education for para-professionals and volunteers in adult education; Statement Number 34.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	37.30	41.27	17.46	3.97	100	1.88	.84
M.A.P.A.C.E.	90	36.67	46.67	16.67	0.00	100	1.80	.71
M.L.A.	62	46.77	43.55	8.06	1.61	100	1.65	.70
O.P.A.E.	45	46.67	28.89	24.44	0.00	100	1.78	.82
ENABEL	66	50.00	33.33	16.67	0.00	100	1.67	.75
TOTAL	389	41.90	40.10	16.45	1.54	100	1.78	.77
Chi Square		18.602 ^{s.} *		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 46.--The type of state adult education association that should provide in-service education for supervisors of programs in adult education;
Statement Number 37.

Group	N	Spec. Organi- zation	General Organi- zation	Every Organi- zation	No Organi- zation	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	32.54	43.65	22.22	1.59	100	1.93	.78
M.A.P.A.C.E.	90	43.33	42.22	14.44	0.00	100	1.71	.71
M.L.A.	62	56.45	35.48	8.06	0.00	100	1.52	.65
O.P.A.E.	45	40.00	31.11	28.89	0.00	100	1.89	.83
ENABEL	66	48.48	34.85	15.15	1.52	100	1.70	.78
TOTAL	389	42.42	39.07	17.74	.77	100	1.77	.76
Chi Square		20.304 ^{S*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 47.--The type of state adult education association that should be providing in-service education to instructors of adults; Statement Number 40.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	34.92	36.51	26.19	2.38	100	1.96	.84
M.A.P.A.C.E.	90	44.44	41.11	13.33	1.11	100	1.71	.74
M.L.A.	62	41.94	38.71	19.35	0.00	100	1.77	.76
O.P.A.E.	45	26.67	37.78	33.33	2.22	100	2.11	.83
ENABEL	66	46.97	37.88	15.15	0.00	100	1.68	.73
TOTAL	389	39.33	38.30	21.08	1.29	100	1.84	.80
Chi Square		16.110 ^{S*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 48.--The type of state adult education association that should provide in-service education to counselors in adult education; Statement Number 44.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	32.54	46.83	19.05	1.59	100	1.90	.76
M.A.P.A.C.E.	90	50.00	34.44	15.56	0.00	100	1.66	.74
M.L.A.	62	43.55	40.32	16.13	0.00	100	1.73	.73
O.P.A.E.	45	28.89	46.67	24.44	0.00	100	1.96	.74
ENABEL	66	36.36	42.42	21.21	0.00	100	1.85	.75
TOTAL	389	38.56	42.16	18.77	.51	100	1.81	.75
Chi Square		13.890 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 49.--In this state at the present time there is enough common interest among adult educators to justify a state organization to which all of them might belong; Statement Number 15.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	69.84	17.46	8.73	3.97	100	1.47	.82
M.A.P.A.C.E.	90	83.33	13.33	3.33	0.00	100	1.20	.48
M.L.A.	62	50.00	19.35	17.74	12.90	100	1.94	1.10
O.P.A.E.	45	55.56	15.56	2.22	26.67	100	2.00	1.30
ENABEL	66	63.64	16.67	7.58	12.12	100	1.58	.96
TOTAL	389	67.10	16.45	7.97	8.48	100	1.58	.96
Chi Square		50.827 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 50.—It is my judgment that most adult educators are willing to join and support more than one adult education organization; Statement Number 18.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	46.03	30.95	15.87	7.14	100	1.84	.94
M.A.P.A.C.E.	90	57.78	27.78	7.78	6.67	100	1.63	.89
M.L.A.	62	24.19	24.19	33.87	17.74	100	2.45	1.05
O.P.A.E.	45	37.78	13.33	28.89	20.00	100	2.31	1.18
ENABEL	66	40.91	33.33	10.61	15.15	100	2.00	1.07
TOTAL	389	43.44	27.51	17.48	11.57	100	1.97	1.04
Chi Square		44.303 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 51.--It is my judgment that I can and should devote time and money to support one adult education organization; Statement Number 20.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	69.84	17.46	12.70	0.00	100	1.43	.71
M.A.P.A.C.E.	90	64.44	30.00	5.56	0.00	100	1.41	.60
M.L.A.	62	62.90	14.52	20.97	1.61	100	1.61	.88
O.P.A.E.	45	51.11	28.89	20.00	0.00	100	1.69	.79
ENABEL	66	69.70	13.64	12.12	4.55	100	1.52	.88
TOTAL	389	65.30	20.57	13.11	1.03	100	1.50	.76
Chi Square		30.054 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 52.--It is my judgment that I can and should devote my time and money to more than one adult education organization; Statement Number 21.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	36.51	52.38	11.11	0.00	100	1.75	.64
M.A.P.A.C.E.	90	38.89	51.11	10.00	0.00	100	1.71	.64
M.L.A.	62	17.74	53.23	27.42	1.61	100	2.13	.71
O.P.A.E.	45	33.33	40.00	24.44	2.22	100	1.96	.82
ENABEL	66	15.15	65.15	15.15	4.55	100	2.09	.78
TOTAL	389	30.08	52.96	15.68	1.29	100	1.88	.70
Chi Square		35.373 ^{n.s.*}						

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 53.--It is my judgment that this state needs an organization that speaks for the entire field of adult education; Statement Number 16.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	76.19	15.87	7.14	.79	100	1.33	.64
M.A.P.A.C.E.	90	73.33	17.78	8.89	0.00	100	1.36	.64
M.L.A.	62	62.90	14.52	17.74	4.84	100	1.65	.94
O.P.A.E.	45	66.67	11.11	15.56	6.67	100	1.62	.98
ENABEL	66	77.27	15.15	6.06	1.52	100	1.32	.66
TOTAL	389	72.49	15.42	10.03	2.06	100	1.42	.75
Chi Square		19.527 ^{s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 54.--There should be one state adult education organization which is structured so that members from all areas of the adult education field are included; Statement Number 22.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	85.71	10.32	3.97	0.00	100	1.18	.48
M.A.P.A.C.E.	90	85.56	11.11	3.33	0.00	100	1.18	.46
M.L.A.	62	74.19	16.13	8.06	1.61	100	1.37	.71
O.P.A.E.	45	75.56	6.67	15.56	2.22	100	1.44	.84
ENABEL	66	86.36	6.06	6.06	1.52	100	1.23	.63
TOTAL	389	82.78	10.28	6.17	.77	100	1.25	.60
Chi Square		17.879 ^{S*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 55.--There should be one state adult education organization which is structured so that agencies and institutions involved in adult education may become institutional members; Statement Number 23.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	82.54	7.14	9.52	.79	100	1.29	.67
M.A.P.A.C.E.	90	84.44	7.78	5.56	2.22	100	1.26	.66
M.L.A.	62	69.35	6.45	20.97	3.23	100	1.58	.93
O.P.A.E.	45	62.22	11.11	22.22	4.44	100	1.69	.97
ENABEL	66	71.21	9.09	15.15	4.55	100	1.53	.92
TOTAL	389	76.61	7.97	12.85	2.57	100	1.41	.81
Chi Square		18.791 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 56.--There should be one state adult education organization which is structured so that individual memberships are the only bases for inclusion in the organization; Statement Number 24.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	16.67	72.22	10.32	.79	100	1.95	.55
M.A.P.A.C.E.	90	15.73	71.91	8.99	3.37	100	2.00	.62
M.L.A.	62	17.74	59.68	20.97	1.61	100	2.06	.67
O.P.A.E.	45	17.78	60.00	20.00	2.22	100	2.07	.69
ENABEL	66	37.88	42.42	10.61	9.09	100	1.99	.68
TOTAL	389	20.36	63.66	12.89	3.09	100	1.99	.68
Chi Square		36.685 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 57.--There should be one state adult education organization which is structured so that governmental units may hold membership and have a voice in organization decisions; Statement Number 25.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	61.90	28.57	8.73	.79	100	1.48	.69
M.A.P.A.C.E.	90	54.44	37.78	5.56	2.22	100	1.56	.70
M.L.A.	62	40.98	34.43	22.95	1.64	100	1.85	.83
O.P.A.E.	45	40.00	26.67	24.44	8.89	100	2.02	1.01
ENABEL	66	57.58	15.15	16.67	10.61	100	1.80	1.07
TOTAL	389	53.61	29.12	13.40	3.87	100	1.68	.85
Chi Square		42.761 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 58.--There should be one state adult education organization which is structured so that specialized organizations of adult educators may hold organizational memberships; Statement Number 26.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	77.78	14.29	7.94	0.00	100	1.30	.61
M.A.P.A.C.E.	90	74.44	10.00	14.44	1.11	100	1.42	.78
M.L.A.	62	69.35	14.52	12.90	3.23	100	1.50	.84
O.P.A.E.	45	75.56	11.11	11.11	2.22	100	1.40	.78
ENABEL	66	68.18	12.12	12.12	7.58	100	1.59	.98
TOTAL	389	73.78	12.60	11.31	2.31	100	1.42	.78
Chi Square		15.612 ^{S*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 59.--There should be one state adult education organization which is structured so that it is unrelated to any national association; Statement Number 27.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	6.35	80.16	13.49	0.00	100	2.07	.44
M.A.P.A.C.E.	90	5.56	80.00	14.44	0.00	100	2.09	.44
M.L.A.	62	19.35	64.52	16.13	0.00	100	1.97	.60
O.P.A.E.	45	26.67	33.33	40.00	0.00	100	2.13	.81
ENABEL	66	30.30	60.61	7.58	1.52	100	1.80	.64
TOTAL	389	14.65	68.89	16.20	.26	100	2.02	.56
Chi Square		64.84 ^{n.s.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 60.--There should be one state adult education organization which is structured so that its revenues come in part from contributions of member associations; Statement Number 28.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	70.63	11.90	17.46	0.00	100	1.47	.78
M.A.P.A.C.E.	90	79.78	7.87	12.36	0.00	100	1.33	.69
M.L.A.	62	59.68	16.13	22.58	1.61	100	1.66	.89
O.P.A.E.	45	68.89	8.89	22.22	0.00	100	1.53	.84
ENABEL	66	69.70	15.15	10.61	4.55	100	1.50	.86
TOTAL	389	70.62	11.86	16.49	1.03	100	1.48	.80
Chi Square		20.684 ^{s*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 61.--There should be one state adult education organization which is structured so that the direction of its affairs is provided by representatives of various specialized associations in adult education; Statement Number 29.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	69.84	15.87	14.29	0.00	100	1.44	.73
M.A.P.A.C.E.	90	77.78	12.22	10.00	0.00	100	1.32	.65
M.L.A.	62	67.74	8.06	19.35	4.84	100	1.61	.96
O.P.A.E.	45	71.11	6.67	20.00	2.22	100	1.53	.89
ENABEL	66	83.33	12.12	3.03	1.52	100	1.23	.58
TOTAL	389	73.78	12.08	12.85	1.29	100	1.42	.76
Chi Square		23.801 ^{S.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 62.--There should be one state adult education organization which is structured so that it coordinates and facilitates the work of specialized adult education associations; Statement Number 30.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	77.60	12.00	10.40	0.00	100	1.33	.66
M.A.P.A.C.E.	90	83.33	11.11	5.56	0.00	100	1.22	.54
M.L.A.	62	77.42	4.84	16.13	1.61	100	1.42	.82
O.P.A.E.	45	73.33	6.67	17.78	2.22	100	1.49	.87
ENABEL	66	86.36	3.03	7.58	3.03	100	1.27	.73
TOTAL	389	79.90	8.51	10.57	1.03	100	1.33	.70
Chi Square		19.179 ^{S.*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 63.--There should be one state adult education organization which is structured so that the clients, i.e., students of adult education, have a voice in the direction of the association; Statement Number 32.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
A.E.A.-M.	126	73.81	13.49	12.70	0.00	100	1.39	.70
M.A.P.A.C.E.	90	68.89	18.89	11.11	1.11	100	1.44	.74
M.L.A.	62	82.26	8.06	8.06	1.61	100	1.29	.69
O.P.A.E.	45	71.11	8.89	17.78	2.22	100	1.51	.87
ENABEL	66	75.76	12.12	10.61	1.52	100	1.38	.74
TOTAL	389	74.04	13.11	11.83	1.03	100	1.40	.73
Chi Square		9.715 ^{s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 64.--There should be one state adult education organization which is structured so that individual adult educators are encouraged to hold membership in more than one adult education organization; Statement Number 33.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
A.E.A.-M.	126	53.17	28.57	17.46	0.79	100	1.66	.79
M.A.P.A.C.E.	90	58.89	26.67	14.44	0.00	100	1.56	.74
M.L.A.	62	54.84	9.68	35.48	0.00	100	1.81	.94
O.P.A.E.	45	46.67	8.89	42.22	2.22	100	2.00	1.00
ENABEL	66	37.88	40.91	16.67	4.55	100	1.88	.85
TOTAL	389	51.41	24.94	22.37	1.29	100	1.74	.85
Chi Square		47.208 ^{n.s.*}		DF 12				

* Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 65.—The type of state adult education association that should stimulate the growth of new associations for segments of the adult education field not now being served; Statement Number 45.

Group	N	Spec. Organi- zation %	General Organi- zation %	Every Organi- zation %	No Organi- zation %	Percentage of Group Response %	Mean	Standard Deviation
A.E.A.-M.	126	9.52	49.21	24.60	16.67	100	2.48	.88
M.A.P.A.C.E.	90	10.00	62.22	12.22	15.56	100	2.33	.86
M.L.A.	62	4.84	72.58	16.13	6.45	100	2.24	.64
O.P.A.E.	45	6.67	68.89	20.00	4.44	100	2.22	.64
ENABEL	66	12.12	54.55	25.76	7.58	100	2.29	.78
TOTAL	389	9.00	59.13	20.05	11.83	100	2.35	.80
Chi Square		21.172 ^{S*}		DF 12				

*Chi square (χ^2) value at or below 28.2995 with 12 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 66.--In this state at the present time there are one or more organizations which can adequately serve all segments of adult education; Statement Number 1.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
Teacher	58	37.93	44.83	6.90	10.34	100	1.90	.93
Administrator	225	55.11	36.00	3.11	5.78	100	1.60	.81
Counselor	17	29.41	47.06	11.76	11.76	100	2.06	.97
Librarian	61	36.07	39.34	8.20	16.39	100	2.05	1.06
Recruiter	2	0.00	50.00	0.00	50.00	100	3.00	1.41
Other	26	50.00	23.08	15.38	11.54	100	1.88	1.07
TOTAL	389	47.81	37.53	5.66	9.00	100	1.76	.92
Chi Square		30.098 ^{S.*}		DF 15				

* Chi square (χ^2) value at or below 32.8013 with 15 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 67.—In this state at the present time there is competition for members between various adult education organizations; Statement Number 9.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
Teacher	58	18.97	39.66	20.69	20.69	100	2.43	1.03
Administrator	225	65.78	20.44	4.44	9.33	100	1.57	.95
Counselor	17	29.41	11.76	17.65	41.18	100	2.71	1.31
Librarian	61	36.07	18.03	18.03	27.87	100	2.38	1.24
Recruiter	2	50.00	50.00	0.00	50.00	100	2.50	2.12
Other	26	50.00	11.54	11.54	26.92	100	2.15	1.32
TOTAL	389	51.41	21.85	10.03	16.71	100	1.92	1.13
Chi Square		77.010 ^{n.s.*}		DF 15				

*Chi square (χ^2) value at or below 32.8013 with 15 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 68.--In this state at the present time there is enough common interest among adult educators to justify a state organization to which all of them might belong; Statement Number 15.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
Teacher	58	65.52	15.52	8.62	10.34	100	1.64	1.02
Administrator	225	74.22	17.78	3.56	4.44	100	1.38	.76
Counselor	17	82.35	0.00	5.88	11.76	100	1.47	1.07
Librarian	61	49.18	18.03	19.67	13.11	100	1.97	1.11
Recruiter	2	50.00	0.00	50.00	0.00	100	2.00	1.41
Other	26	42.31	15.38	15.38	26.92	100	2.27	1.28
TOTAL	389	67.10	16.45	7.97	8.48	100	1.58	.96
Chi Square		30.456 ^{S.*}		DF 15				

*Chi square (χ^2) value at or below 32.8013 with 15 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 69.--It is my judgment that this state needs an organization that speaks for the entire field of adult education; Statement Number 16.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		%	%	%	%	%		
Teacher	58	84.48	10.34	5.17	0.00	100	1.21	.52
Administrator	225	71.56	20.00	6.67	1.78	100	1.39	.69
Counselor	17	64.71	0.00	29.41	5.88	100	1.76	1.09
Librarian	61	67.21	11.48	18.03	3.28	100	1.57	.90
Recruiter	2	100.00	0.00	0.00	0.00	100	1.00	0.00
Other	26	69.23	7.69	19.23	3.85	100	1.58	.95
TOTAL	389	72.49	15.42	10.03	2.06	100	1.42	.75
Chi Square		30.324 ^{s*}		DF 15				

* Chi square (χ^2) value at or below 32.8013 with 15 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 70.--It is my judgment that an adult educator should give his principal support to an organization which serves his specific area of adult education; Statement Number 17.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
Teacher	58	56.90	22.41	20.69	0.00	100	1.64	.81
Administrator	225	52.44	38.22	8.89	0.44	100	1.57	.67
Counselor	17	35.29	41.18	23.53	0.00	100	1.88	.78
Librarian	61	57.38	26.23	16.39	0.00	100	1.59	.76
Recruiter	2	0.00	50.00	50.00	0.00	100	2.50	.71
Other	26	57.69	19.23	23.08	0.00	100	1.65	.85
TOTAL	389	53.21	32.90	13.62	0.26	100	1.61	.73
Chi Square		21.040 ^{s*}		DF 15				

*Chi square (χ^2) value at or below 32.8013 with 15 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

TABLE 71.--It is my judgment that I can and should devote my time and money to more than one adult education organization; Statement Number 21.

Group	N	Agree	Disagree	No Opinion	No Knowledge	Percentage of Group Response	Mean	Standard Deviation
		<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>		
Teacher	58	13.79	58.62	24.14	3.45	100	2.17	.70
Administrator	225	38.67	51.56	8.89	.89	100	1.72	.66
Counselor	17	17.65	58.82	17.65	5.88	100	2.12	.78
Librarian	61	22.95	54.10	22.95	0.00	100	2.00	.68
Recruiter	2	0.00	50.00	50.00	0.00	100	2.50	.71
Other	26	19.23	46.15	34.62	0.00	100	2.15	.73
TOTAL	389	30.08	52.96	15.68	1.29	100	1.88	.70
Chi Square		30.079 ^{S*}		DF 15				

*Chi square (χ^2) value at or below 32.8013 with 15 degrees of freedom indicates very close agreement (significant at .005 level) among groups in their responses.

APPENDIX B

LETTER

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
BRICKSON HALL

Dear Adult Educator,

You have been identified as a person who has a concern for the education of adults. We are trying to learn from you what you perceive to be the needs and role for a state adult education organization.

Because of your interest and concern you are asked to share with us your perception about the field of adult education. It is our hope that what information becomes available will help those organizations currently in the field to better meet your needs, and to provide information to persons who seek to develop organizations for adult educators.

This survey will only take a short amount of time. It is our hope that you can complete it and return it to us at your earliest convenience. We value your judgement so please be candid in your responses. Thank you for your interest and time.

Studies In Continuing Education
Michigan State University

APPENDIX C

INSTRUMENT

APPENDIX C

ORGANIZATION OF ADULT EDUCATION SURVEY

Information:

This survey is concerned with state level organization or organizations for men and women whose work involves the educational programs for adults. Its purpose is to learn what such workers believe to be the needs which state level organizations should serve, and the roles such organizations should play. A wide variety of adult education workers are being invited to respond to the survey. We would greatly appreciate your best judgement and candid responses.

Studies In Continuing Education
Michigan State University

It will take you approximately 11 minutes to complete this survey.

No. _____

DIRECTIONS: Check only one box in each row. Be sure not to skip any rows.

1. <u>In this State at the present time there is/are:</u>	AGREE	DISAGREE	NO OPINION	NO KNOWLEDGE
1. One or more organizations which can adequately serve all segments of adult education.				
2. Adequate in-service education opportunities for adult education personnel.				
3. Adequate communication within the field of adult education.				
4. Strong regional differences in programs of adult education.				
5. Generally agreed upon qualifications for workers in adult education.				
6. A generally agreed upon set of principles for practice in adult education.				
7. Adequate public understanding of the adult education enterprise.				
8. Adequate consultant services available to local programs of adult education.				
9. Competition for members between various adult education organizations.				
10. Unity within the field on issues of concern to adult educators.				
11. An adequate number of organizations for adult educators to join.				
12. Clear bases for distinguishing adult educators from non-adult educators.				
13. Adequate State financial support for adult education.				
14. Adequate university preparation of professionals in the field of adult education.				
15. Enough common interest among adult educators to justify a State organization to which all of them might belong.				

II. It is my judgment that:

16. This State needs an organization that speaks for the entire field of adult education.
17. An adult educator should give his principal support to an organization which serves his specific area of adult education, e.g., public schools, library, college, religious education, industrial training, etc.
18. Most adult educators are willing to join and support more than one adult education organization.
19. Each segment of the adult education field should develop its own organization.
20. I can and should devote time and money to support one adult education organization.
21. I can and should devote my time and money to more than one adult education organization.

AGREE	DISAGREE	NO OPINION	NO KNOWLEDGE

III. There should be one state adult education organization which is structured so that:

22. Members from all areas of the adult education field are included.
23. Agencies and institutions involved in adult education may become institutional members.
24. Individual memberships are the only basis for inclusion in the organization.
25. Governmental units may hold membership and have a voice in organization decisions, e.g., State Department of Education, State Employment Security Commission, etc.
26. Specialized organizations of adult educators may hold organizational memberships, e.g., University Extension Association, Society for Training and Development, Library Adult Educators, Child Study Clubs, etc.

AGREE	DISAGREE	NO OPINION	NO KNOWLEDGE

- (continued)
 III. There should be one state adult education organization which is structured so that:

AGREE	DISAGREE	NO OPINION	NO KNOWLEDGE
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27. It is unrelated to any national association.
28. Its revenues come in part from contributions of member associations.
29. The direction of its affairs is provided by representatives of various specialized associations in adult education.
30. It coordinates and facilitates the work of specialized adult education associations.
31. Concerted effort can be exerted on behalf of the adult education enterprise.
32. The clients, i.e., students of adult education, have a voice in the direction of the association.
33. Individual adult educators are encouraged to hold membership in more than one adult education organization.

DIRECTIONS: Check only one box in each row. Be sure not to skip any rows. Check which type of organization should provide the services listed.

- IV. Which type of state adult education organization should provide the following services:

SPECIFIC ORGAN.	GENERAL ORGAN.	EVERY ORGAN.	NO ORGAN.
--------------------	-------------------	-----------------	--------------

Specific Organization - an organization representing a certain section of the adult education field, i.e., community college.

General Organization - an organization representing the entire field of adult education.

34. Provide in-service education for para-professionals and volunteers in adult education.
35. Promote legislation for financial support for adult education.
36. Provide evaluation service for adult education programs.

(continued)

IV. Which type of state adult education organization should provide the following services:

[illegible]

37. Provide in-service education for supervisors of programs in adult education.
38. Provide research services to local programs of adult education.
39. Provide consultant services to programs of adult education.
40. Providing in-service education to instructors of adults.
41. Develop certification standards for workers in adult education.
42. Promote legislation for financial support for public school adult education, e.g., public K-12 schools, community colleges.
43. Develop a common set of principles for practice in adult education.
44. Provide in-service education to counselors in adult education.
45. Stimulate the growth of new associations for segments of the adult education field not now being served.
46. Exert pressure on political bodies on behalf of the adult education field.
47. Promote funding from public sources for programs in adult education.
48. Promote legislation for financial support for private agency adult education, businesses, private schools, technical schools.
49. Regularly distribute newsletters to all segments of the adult education field.
50. Contribute to newsletters not necessarily its own.
51. Provide regular releases to the news media.
52. Provide regular communication to government bodies, e.g., State Legislature, Board of Education, etc.
53. Solicit articles from other associations to be included in its publications.

(continued)

- IV. Which type of state adult education organization should provide the following services:

SPECIFIC ORGAN.	GENERAL ORGAN.	EVERY ORGAN.	NO ORGAN.
-----------------	----------------	--------------	-----------

54. Provide a forum for various state associations to discuss common goals and differences.

--	--	--	--

55. Provide government units an opportunity to communicate information on a regular basis.

--	--	--	--

DIRECTIONS:

Circle the response that best corresponds to your current responsibility.

1. The term that best identifies my work in adult education.

- | | |
|------------------|----------------|
| A. Teacher | D. Librarian |
| B. Administrator | E. Recruiter |
| C. Counselor | F. Other _____ |

(please specify)

2. The number of years I have been significantly involved in adult education work.

- | | |
|----------------|-----------------|
| A. Less than 2 | D. 10 - 15 |
| B. 2 - 5 | E. 15 - 19 |
| C. 6 - 9 | F. More than 19 |

3. The institution that supports my activity in adult education.

- | | |
|----------------------|------------------------|
| A. Public School | D. Business Enterprise |
| B. Community College | E. Church Body |
| C. University | F. Other _____ |

(please specify)

4. I am also secondarily involved in adult education with.

- | | |
|----------------------|------------------------|
| A. Public School | D. Business Enterprise |
| B. Community College | E. Church Body |
| C. University | F. Other _____ |

(please specify)

5. My work is performed as:

- | | |
|---------------------------|--------------------------|
| A. Volunteer Leader | D. Paid Professional |
| B. Volunteer Staff Member | E. Paid Paraprofessional |
| C. Volunteer Aide | F. Paid Non-Professional |

6. The number of hours per week I generally devote to adult education work.

- | | |
|------------|-----------------|
| A. 0 - 8 | D. 25 - 32 |
| B. 9 - 16 | E. 33 - 40 |
| C. 17 - 24 | F. More than 40 |

7. My principal reason for being involved in adult education.

- A. It is my principal source of income
- B. It provides needed supplement to my regular income
- C. It serves a purpose that I believe in
- D. I want to do something that helps other people
- E. It is an interesting way to use extra time that I now have
- F. Other _____

(please specify)