

June 5, 1950

To the Committee on Graduate Study:

I am submitting to you a thesis written by Paul Eugene Bostic entitled "A Program of Adult Education for the Clearfork Valley Community." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.

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We have read this thesis
and recommend its acceptance:

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**A PROGRAM OF ADULT EDUCATION FOR THE
CLEARFORK VALLEY COMMUNITY**

A THESIS

**Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science**

**by
Paul Eugene Bostic**

June 1950

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CHAPTER I

THE CLEARFORK VALLEY COMMUNITY'S PROBLEM IN ADULT EDUCATION

A sound prediction from the field of adult education is that adult education will become, in the future, a concern of all forms of government in the United States and of each person in every community of this land. Leading toward such a concern for adult education will be the individual efforts of large and small communities to establish their own means for continuing their learning. The discussion that follows in the six chapters of this thesis is concerned with one community's problem of establishing a program of adult education.

I. The Problem

The Clearfork Valley Community has a problem in that it does not have an organized program of adult education, but it is thought that some possibilities are present whereby a program could be initiated. Actually, the overall problem of the community is to secure an adult education program, but there are more specific problems to be dealt with. These rather basic problems will deal with how the leaders of the proposed program can go about arousing interest to get it started and the supplying of financial and material aid and moral support to keep it operating from day to day, month

to month and year to year.

II. Purpose of the Study

When setting up a program of adult education it is always interesting to find out what portion of the total population is composed of adults. According to Lyman Bryson our society has more adults than children,¹ but in a particular community one can only assume this to be true, if he is not in a position to make a careful survey of the community. Time was not available for such an extensive survey so it will be assumed that this generalization is probably true for the Clearfork Valley Community.

In consideration of the adult people in this community, the overall purpose of this study is to point out some of the possibilities for introducing a program of adult education. These possibilities would include those courses that ought to be offered and the facilities and resources which would be needed in order to successfully carry out the program. Another purpose, and an important one, is to try to determine on the basis of this study whether or not the Clearfork Valley Community can have a program of adult education. That is, does the community have the necessary facilities and resources which will enable them to organize,

¹Bryson, Lyman, "Do We Need Adult Education?" Ladies Home Journal, 65:40, July 1948.

finance and support a program of adult education?

III. Definitions of the Terms to Be Used

A definition should be an accurate and complete explanation of the boundaries and limits, the essential nature and characteristics of a word or groups of words in a way that will make them distinguishable from other words and agreeable to all concerned. Without such a definition of the terms to be used in this study, one might become confused at certain points about the objectives in mind. Some of the important terms used in this study will follow below.

Academic Education. This type of education refers to those courses of study dealing with cultural or pure subject matter.

Adult. An adult in this community is a person, man or woman, who has accepted the responsibilities of an adult.

Adult Education. Since this study is built around these two words, it is necessary to have an accurate definition in mind. Good's Dictionary of Education defines adult education as:

Formal and informal instruction and aids to study for mature persons, all activities with an educational purpose carried on by mature persons on a part time basis and any voluntary, purposeful effort toward the self development of adults, conducted by public and private agencies such as adult schools, extension centers, settlements, churches, clubs, etc.²

²Good, Carter V., editor, Dictionary of Education, (New York: McGraw-Hill Book Company, Inc., 1945), p. 13.

Homer Kempfer brings out a good definition for all education by saying that education is an open end process, open to all who are eager to learn.³ These are definitions to cover the field in general, but for the situation in this community the definition has to be a little more specific.

Adult education for the purpose of this study means all educational activities, of the adult members of the community, carried on for the purpose of personal and community development. The adult students will be: those who have never been exposed to formal education, those who have not completed their education through the high school and those people above the high school level who are interested in attending. This adult education includes both academic and vocational education.

Educational Level of the People. This is to be determined according to the last grade completed in the public school.

Facilities and Resources. All those items or materials available to make the operation of the program run effectively.

Local Leadership. All those people, groups of people and agencies in the community that have definite possibilities for helping to carry out a program of adult education.

³Kempfer, Homer, and Wright, Grace S., 100 Evening Schools, U. S. Office of Education, Bulletin 1949, No. 4, (Washington, D. C.: U. S. Government Printing Office, 1949), p. iii.

The Clearfork Valley Community. The community is composed of all people living in and around the six villages located in the valley. These villages are Fonde in Kentucky, and Pruden, Valley Creek, Clairfield, Marion and Egan in Tennessee.

Vocational Education. That which is organized for the purpose of allowing the learner to enter a chosen occupation such as carpentry and plumbing and also those courses set up whereby the members of the various trades can improve their knowledge of a particular field.

IV. Some Ideas Related to the Need of Adult Education in this Community

One objective of public education is to provide learning situations for all the youth of this land. In comparison to this, adult education has as its objective the continuation of learning situations for the adults of all sections of the country. Opportunities for the continuation of learning can mean various things for the people of different areas, but in the Clearfork Valley Community it could mean:

1. a chance to follow certain interests through a planned learning situation,
2. a means of using leisure time for personal benefit,

3. that parents will become more interested in the public schools,
4. financial help to some people,
5. that the people will become better informed on what is happening in the rest of the world, or
6. it could help the people to become better acquainted and to participate more in community affairs.

V. Procedures Used and Sources of Data

Data for this study were obtained through six sources: (1) the questionnaire, (2) the interview, (3) school records, (4) observations, (5) writers in the field of adult education and (6) from a study of literature on or dealing with adult education programs throughout the country.

A questionnaire was presented to and collected from one hundred people in the community (see appendix). Questions were used to determine the interest in a program of adult education, willingness to support and attend the program, the educational level of the adults, courses they wanted offered and whether or not the person was seeking new employment.

Interviews were conducted with community leaders-- school principals, presidents of the mine workers' unions, presidents of the parent-teacher associations, mine super-

intendents and school board members--in order to determine their reaction to the program (see appendix). They were asked such questions as: Do you think a program can be organized? Will public school property be available for instructional use? Can company buildings be used for the vocational program? Will you use your influence to support the program?

School records were examined to determine the validity of the reported educational level of each person.

Observations were made in order to determine which village would have the most adequate facilities for carrying out the adult education program. This would take into consideration such things as the location of the buildings in village, size of the buildings and the central location in the community as a whole.

Literature in the field of adult education was examined so that a reasonable knowledge of the field could be obtained.

The American Association for Adult Education was contacted and they provided a bibliography of writers in adult education and the names of other small communities developing programs of adult education.

Some odd bits of information were collected from local people connected with adult education programs.

VI. Chapter Organization

After being introduced to some of the reasons why this study was carried on, perhaps it is necessary to give some indication as to what remains to be said in the five other chapters.

Chapter II takes the reader into the Clearfork Valley Community for a description of the valley, its people, local employment, needs and interests for adult education and facilities available for adult education.

Chapter III is concerned with the actual planning procedures proposed for the valley such as: announcing the project, who plans, curriculum development, attendance, finance and the instruction needed.

Chapter IV deals with the organization and administration of the program including community responsibility, structural organization of the program, local leadership, the staff and possible aid from outside the community.

Chapter V is concerned with the actual ways of meeting the academic and vocational needs of the adults, methods of instruction and how to maintain interest and co-operation in classwork.

Chapter VI is the concluding chapter which summarizes the study and gives conclusions about the future of the valley's adult education program.

CHAPTER II

THE CLEARFORK VALLEY COMMUNITY AND ITS NEEDS IN RELATION TO AN ADULT EDUCATION PROGRAM

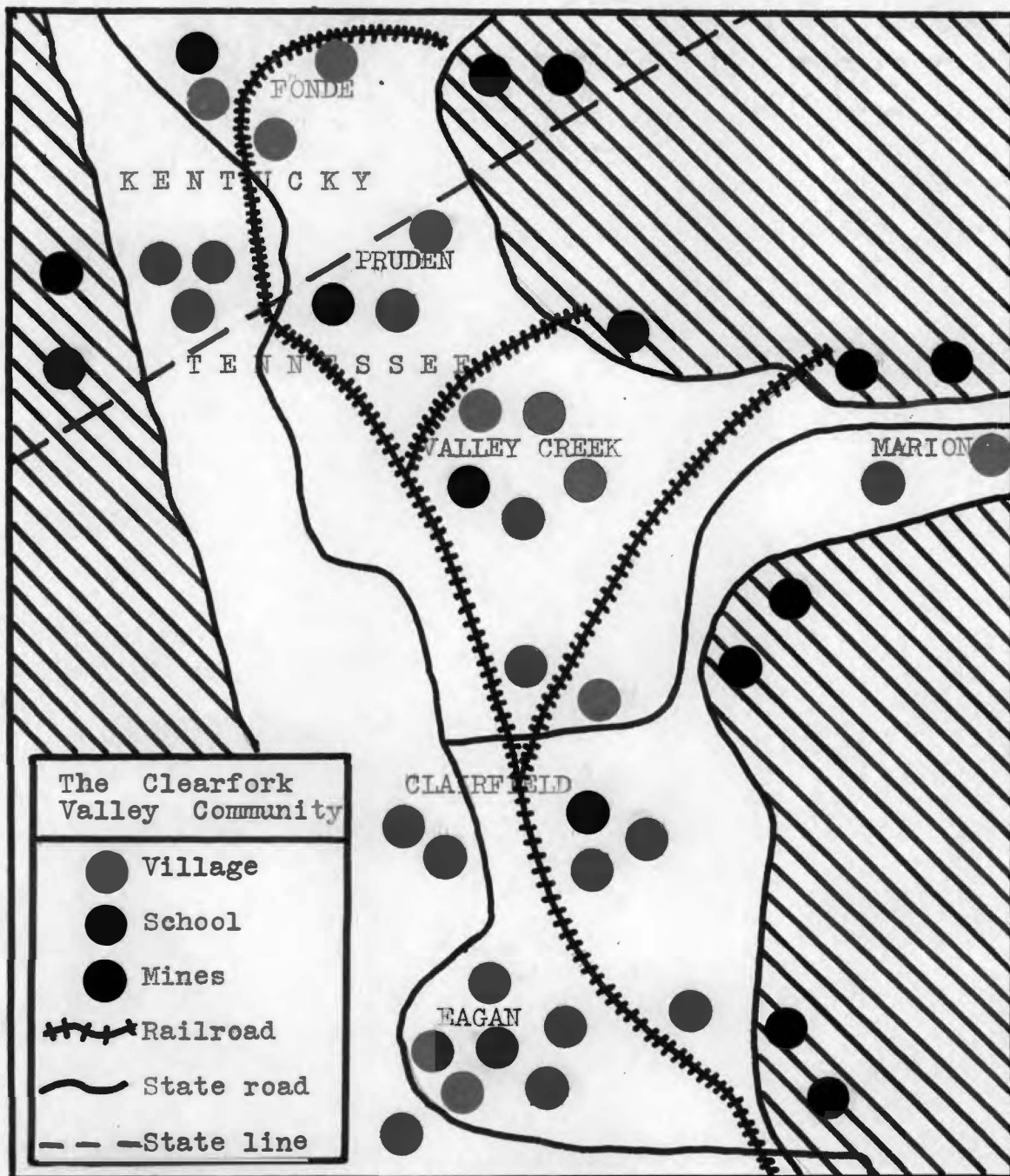
Adults in this community have had very little, if any, training in adult education. If it is possible to call learning on the job a type of adult education then most of the miners have had experience with adult education. However, this kind of education was, and still is, a type in which the adult serves as an apprentice until he learns a task well enough to perform it by himself. For example, the apprentice is taken inside the mines and shown how to operate certain machinery, then he is allowed to perform the operations under the auspices of the older person until he feels that he is capable of operating the machines by himself. Of course this is a type of learning, but the people of the valley need a program which includes much more than the apprentice type of education. They should have a program which would be of benefit, socially and economically. Social benefits are to come from learning more about their neighbors, through the study of politics and government and discussions about family relations. Economic benefits can come from the skills learned whereby they can save or earn money.

Since a program of adult education would be new to this community, there are certain items which should be considered before attempting to plan or set up a program. Some

of these items as discussed in this chapter are: (1) the size of the community and the nature of its people, (2) the educational level of the population, (3) employment in the locality, (4) the actual needs of the community for an adult education program, and (5) the facilities available for use in the community program of adult education. In all probability there are more items which should be considered, but these seem to be more pertinent and important to the building of the program in this community.

I. Size of the Community and the Nature of its People

The Clearfork Valley lies in eastern Tennessee and Kentucky about midway between the towns of Middlesboro, Kentucky, and Jellico, Tennessee. This valley has an overall length of six miles and a width averaging one mile. Six coal mining villages are located along the state highway which gives the community access to the towns mentioned above and they are spaced so that there is approximately one mile separating each village. The villages are: Fonde, Pruden, Valley Creek, Clairfield, Marion and Egan (see the map of the Clearfork Valley Community). Fonde is just across the Tennessee line in Bell County, Kentucky, while the other villages are located in Claiborne County, Tennessee. By combining the population given for each village a total population of 5,000 is reached for the entire com-



A Map of the Clearfork Valley Community

munity.¹

Each of the villages is composed of small wood frame houses, a school building,* one to three churches, a company store, mining workshops, company offices, coal tipples and a post office. There are four restaurants, two theatres and numerous general merchandise stores located in the valley, but the small stores are situated outside the mining communities as the coal companies want no competition for their stores.

The people in the Clearfork Valley have a rough reputation, supposedly, resulting from drunken brawls, shootings and other intemperate acts. However, this is in name only because the people are actually friendly, easy to get along with and helpful to strangers and newcomers. For the most part they are a group of "coal diggers," happy when working and gloomy during the periods of strikes. In the first chapter an adult was described as a person who had accepted the responsibilities of adulthood. According to such a description, a person could be justified in thinking that most adults are at least seventeen years of age. But in this community that would not be so in all cases. Adult

¹Rand McNally Commercial Atlas and Marketing Guide, (New York: Rand McNally Company, 1949), pp. 173, 397, 398. This is an estimation of the population based on the number of people receiving mail through the village post offices.

*Except for Marion, they transport their school children to the Clairfield school.

responsibility may begin in this community at an earlier age because of early marriages, the death of a parent or sickness in the family, the need for more income to support the family and the fact that some parents allow their young to shift for themselves.

As for a social class system in this community, one does not exist on the same level as those six social classes that are described by Warner and Lunt² in their Yankee City Series. The Clearfork Valley cannot provide for the development of a six class social system, because the economic opportunities are not available and because the community is new in structure, being established about twenty five years ago. In comparison to the six class system--upper upper, lower upper, upper middle, lower middle, upper lower and lower lower--it could be said that this community's social class system can be divided into three sections: upper middle, lower middle and lower. The upper middle would consist of the mine superintendents and officials and the more prosperous of the local merchants. The lower middle class would be composed of miners, independent workers and store owners who are able to use their money, wisely enough, to put up a good front and to take an interest in community affairs. The lower class would consist of miners

²Warner, W. Lloyd, and Lunt, Paul S., The Social Life of a Modern Community (New Haven: Yale University Press, 1941), pp. 92-126.

and independent workers who can never seem to keep their heads above water, financially.

There is no friction in the community school caused by the different racial and nationality groups as there is only one race and there are no foreign born people who are residents of the community.

II. The Educational Level of One Hundred Adults in the Clearfork Valley and Their Interest in a Program of Adult Education

According to the number of school years completed, the adults do not rank very high, educationally. After averaging the number of years spent in school by one hundred people, the figure was found to be 6.5 years. By listing, in Table I, the level of school grades from zero to twelve and then listing opposite the number of people who have completed each grade level, it is then possible to compare grade levels which the people have completed. There are four groups which stand out and the largest one of these is concentrated in that group of fifteen which had completed the fifth grade. The next largest group of thirteen had completed the tenth grade and the two remaining large groups of ten each were made up of those persons who had finished the third and eighth grades. This educational level of the population does show that there is a need for adult education, because

TABLE I

THE EDUCATIONAL LEVEL OF 100 ADULTS IN THE CLEARFORK VALLEY
AND THEIR INTEREST IN A PROGRAM OF ADULT EDUCATION*

Educational Level by Grades	Number Completing Each Grade	Interested Would Attend	Interested Might Attend	Would Not Attend	Interested for Credit
0	5	3	1	1	0
1	3	2	1	0	0
2	1	1	0	0	0
3	10	6	3	1	0
4	8	3	2	3	0
5	15	8	4	3	0
6	5	2	1	2	1
7	6	2	3	1	2
8	10	5	1	4	4
9	7	4	2	1	2
10	13	6	4	3	4
11	9	2	4	3	3
12	8	1	2	5	0
Total	100	45	28	27	16

*Source: A Questionnaire presented to 100 people of
the Clearfork Valley.

in the sample taken a total of twenty seven adults had not completed the fifth grade and five of these had never been to school at all. Going on down the educational scale, it is found that thirty seven adults have completed the eighth grade and eight of these have graduated from high school. After subtracting this figure from one hundred, there will be sixty three people below the eighth grade level. On the other side of the picture, there are some adults who have been to colleges and universities for additional education, but, sooner or later, this group will move on to areas of better job opportunities. This leaves behind those people with educational deficiencies and presents to the leaders of adult education a challenge to try to raise the educational level of the adult population.

After receiving information about the number of school years completed by one hundred adults, it is an important step to find out just how many of these adults are interested in a program of adult education. The results compiled in Table I show the interest of the adults in four different ways: those who are interested and would attend the school if it is set up, those interested who might attend, those who would not attend and those who are interested in working for credit. Of the one hundred people answering the questionnaires, forty five stated that they were interested in a program of adult education and would attend if a satisfactory program is set up, twenty eight people were

interested in the program to a degree where they might be willing to attend and the other twenty seven people stated that they would not attend a program put on by an adult school. To be included with those people who are interested in attending, will be those sixteen people who wish to earn credit in order to be able to qualify for a high school diploma. This information, taken from the questionnaires, seems to indicate that a large portion of the adult population is interested in seeing the adult program started. This sample showed that seventy three of one hundred people were interested in adult education and if the rest of the adult population does not vary much from this percentage, it might be said that a majority of the adults are in favor of a program being established in the Clearfork Valley Community.

III. Employment in the Community

When the mines are operating, about eighty per cent of the people gainfully employed on full time jobs in the Clearfork Valley are laborers, foremen and officials connected in some way with the operation of five coal companies.* With a high percentage of the people employed

*Based on the number of workers employed by the five coal companies and the possibility of at least 2,000 people being gainfully employed in the valley.

by the coal companies, it seems that all good employment opportunities are connected with the five coal companies operating in the valley. The companies and the number of men and women workers they employ are as follows:*

1. Clearfork Coal Company, Fonde, Kentucky--350 workers.
2. Pruden Coal and Coke Company, Pruden, Tennessee--400 workers.
3. Virginia-Jellico Coal Company, Clairfield, Tennessee--275 workers.
4. Blue Diamond Coal Company, Eagan, Tennessee--310 workers.
5. Black Diamond Coal Company, Marion, Tennessee--315 workers.

Other people not working in the coal mines are grocery store owners, construction workers and two or three people who deal in live stock trading. Most of the women and children do their work at home or on a part time basis in the community, so they cannot be included among those workers employed on a full time basis.

In order to see just how much the community can pay toward the upkeep of an adult school it is necessary to have

*Taken from the files of the five coal companies for the year of 1948.

some knowledge of the wages paid to the coal miners because they make up the larger percentage of the population gainfully employed. An editorial in the United Mine Workers Journal gives the following picture of the miner's financial status:

The coal miners are well paid as the 1947 contract gave them a minimum daily wage of \$14.05, and this rate extends upward according to the nature of work performed by the miner. Also a vacation pay amounting to one hundred dollars is given to cover a vacation of ten days per year.³

The new contract agreed to, on March 3, 1950, by both mine operators and the United Mine Workers Union gave the miner seventy cents a day increase boosting their daily pay to \$14.75.⁴

There seems to be enough housing in the community to provide a residence for each family unit, but the quality does not come up to what it could be, because some of the houses are in need of running water, more closet space, new paint and additional yard space. In those houses which are owned by the companies, the rent is reasonable as the mine owners are held to an agreement not to raise it at any time, but this applies only to those people who are working for the coal companies. There are some privately owned homes

³Adams, K. C., editor, "Bituminous Miners Win Highest Pay and Fundamental Betterments in the History of the U. M. W.," United Mine Workers Journal, 50:3, July 1947.

⁴Associated Press Dispatch, The Knoxville (Tennessee) News-Sentinel, March 4, 1950, p. 1.

but they are located on the outer fringe of the "coal town" villages and they are in a somewhat better condition than those owned by the coal companies.

When the mines are operating, jobs are plentiful and there is prosperity in the villages. The local store owners have plenty of sales and the towns of Middlesboro and Jellico open wide their doors to receive money from the miners. Then when the strikes come another picture prevails, all business is at a low ebb, the local merchant worries about money due him and the businesses in town are quick to cut off credit. A need for adult education can be seen in this picture as the people should have some way of using their time during periods of "no work."

IV. The Fields and Subjects Which Interest the People of the Clearfork Valley Community

When the mines close down for strikes or other reasons, many of the coal miners find that a source of income must be found for the period of "no work," or at least they need to find some means whereby their time on hand can be used in a way which will benefit them. During the coal strikes one can easily observe situations where the miners have plenty of time on hand and wish they had something to do. One reason for situations like this existing is the fact that most coal miners in this section know only one

trade and that is the task which they perform for the coal companies. Where are these people to turn and what are they to do when there is no opportunity to earn pay by working in the mines? It seems that a program of adult education might help to lighten the load of these people during the lean periods. However, this aid cannot come after the strikes are on because they need to be ready for them. Aid through adult education can come only by the teaching of new skills, trades and the development of old ones. These might enable the adults to work for pay in other fields or possibly to do tasks which need to be done at home. In the academic field a course in budgeting and home management might prove to be an aid, if the people are interested in saving for a rainy day. Anyway, it can be seen that there are problems in this community for adult education to help solve.

While actually dealing with the adult needs which a program of adult education might satisfy, it is pertinent to consider all fields of study or work that corresponds to the interests of the community. One hundred persons were asked to contribute their ideas about the fields or subjects in which they were interested. These fields and subjects, selected, fall into the different categories as listed in Table II. According to the number of replies given in the questionnaires, the desire to look into the newer developments in coal mining seems to run very high.

TABLE II

THE FIELDS AND SUBJECTS WHICH INTEREST THE PEOPLE
OF THE CLEARFORK VALLEY*

Field or Subject	Number of People Giving Replies
Studies of the newer developments in coal mining	38
Program of study for adults of the elementary school level	37
Recreation and health	28
Homemaking, home management and budgeting	23
Small scale gardening	20
Trade and industrial studies	16
Politics and government	14
Parent education	11
English	9
Basic mathematics	7
Courses for beginning adults	5

*Source: A questionnaire presented to 100 people
in the Clearfork Valley Community.

This can be explained by the fact that this is a coal mining community. Next according to the number of replies given was the interest for a program of study for elementary adult students and that is to include those people from the eighth grade down to the beginning grades. Homemaking, home management and budgeting proved to be popular choices as did the interest for a health and recreation program, a gardening course, trade and industrial studies and courses in politics and government. Replies for some academic studies ranked low in comparison to the other groupings, but even so there is an indication of interest in the subjects. This sample shows that English may not have received enough replies to justify offering it, but administrators and teachers can assume that others not questioned will be interested. Also it should be pointed out that these replies, as listed, show that one person picks as his choice more than one field or subject.

V. Facilities Available for Use in this Community Program of Adult Education

With an educational program in mind, there will be a need for teachers in the particular fields of study. Looking over the community a total of five schools can be found. Four of these are elementary schools while the other one is a twelve grade school which takes care of all the high school

pupils in the community. There is a total of forty elementary and secondary public school teachers in the community and this presents a great possibility for securing qualified teachers for the adult school. There will be secondary teachers qualified to teach in such fields as: homemaking, mathematics, English, spelling, parental education, recreation, politics, history and government. It is also possible that the elementary teachers who are qualified to teach public school beginners can be made qualified for the teaching of adult beginners and elementary students. Whether or not these public school teachers will have the time to participate in an adult program is a problem to be worked out, but according to the interviews made with the public school teachers, they are of the opinion that it will be possible for them to carry part of the instructional load.

Going outside the schools to contact other teachers and instructors will be a beginning task for the leaders of the program. It will be necessary for them to make contact with the local tradesmen hired by the coal companies. Among these tradesmen will be found such skilled workers as: carpenters, electricians, mechanics, plumbers and welders. There are five medical doctors who could be called in for lectures on health, parental education and infant care. Other good possibilities are the local officials, businessmen and clerical workers who will probably be available if enough interest is found in their fields. As for finding

some one to teach the newer developments in mining or at least introduce them, it is possible to make use of the United Mine Worker's local district officials who have their offices in Middlesboro, Kentucky. Also to be considered is the itinerant instructor for mining who has his office located at Lafollette, Tennessee, which is only about twenty miles from the Clearfork Valley. Of course the distant possibilities of aid from the different colleges and universities of both states have to be considered. Lincoln Memorial University at Harrogate, Tennessee, and Union College at Barbourville, Kentucky, have expressed interest in a program of adult education for the valley.

As for buildings and grounds, there should be enough of both to take care of the program, because all five of the school buildings and their surrounding grounds can be made available after public school pupils are dismissed in the afternoon, except when the schools have special programs of their own. Coal company officials have agreed to set up some kind of a situation whereby company workshops can be used for adult instruction. These workshops are equipped so that they may be useful for vocational training. Another possibility for obtaining building space for the program would be the acquiring of permission to use the local church buildings of the valley. These buildings may be utilized for instruction in the academic field if necessary. Recreational grounds are available but as yet they are not equipped

so that maximum use can be obtained. Each community and each school has its own recreational area and they are open to public use whenever the need for recreation arises. Both recreational areas have their possibilities, but those of the schools would prove to be better for use in the program if the adult school is to be located in the public school buildings. Table III gives a numerical grouping of all the buildings and grounds available for use in the entire community.

TABLE III

BUILDINGS AND GROUNDS WHICH COULD BE MADE
AVAILABLE FOR USE IN THE COMMUNITY
PROGRAM OF ADULT EDUCATION*

<u>Buildings and Grounds</u>	<u>Number</u>
Church buildings	11
School buildings	6
Baseball fields and their surrounding areas	5
Company workshops	
electrical shops	5
carpenter shops	5
plumbing shops	5
machine shops	5
Garages for automobile repair	3
Total	45

*Source: Taken from observations made in the valley and interviews made with coal company officials, school administrators, church officials and garage owners.

CHAPTER III

PLANNING A PROGRAM OF ADULT EDUCATION FOR THE CLEARFORK VALLEY COMMUNITY

Adult education programs of today require ample planning in order to be able to meet the varying needs and interests of the adult population. The people of the Clearfork Valley Community have a felt need for an adult education program and they have recognized the fact that there will be much planning to do before the program can begin. In order to see just what this community can do when they begin to plan for an adult education program, this chapter will deal with community planning under eight different topics. They are: (1) who plans the program, (2) ways of announcing the project, (3) procedures to be used in planning the program, (4) the part played by the public school in planning, (5) developing a curriculum to fit the needs of the community, (6) registration, maintaining attendance, scheduling classwork and classifying students, (7) estimating costs and methods of financing the program and (8) future evaluation of the program.

I. Who Plans the Program?

In order that the co-operation of the community may be obtained for this venture into adult education, it is

suggested by most authors in the field of adult education that groups should be organized in the community so that the specific objective may be reached. When an individual or group tries to organize an autonomous community group, they must have a vital purpose, a well laid plan, a membership equipped to help in the organization's area of interest and vigorous leadership.¹ It is advisable not to start a new organization unless there are plans prepared to follow through.

The first step which should be taken in this community is to obtain the backing of a number of impressive sponsors. That is, gain the support of the people who are most respected and whose opinions carry the most weight in the community. Next, small working committees could be formed in order to make preliminary plans and invite people to become members. These members ought to have the time and energy for the activities the organization proposes to undertake. Careful plans should be made for the first meeting, if it fails the new venture may die. At this first meeting, the membership of the new group should elect its own officers, the ground work for the first project should be set up and different groups and committees should accept responsibility for the different phases of work. This first meeting and

¹Widutis, Florence B., Here's How It's Done (New York: The Postwar Information Exchange, Inc.), p. 44.

others to come should be a meeting of informal neighborhood discussion groups as they usually entail no other obligation than interest in the subject and attendance at meetings. The practical organizational problems and other problems which need to be discussed, by this group, will follow in other sections of this chapter in greater detail.

Some attention has been paid to the organization of groups for planning, but what about the person or group which is responsible for the initial interest in the program. After giving consideration to the buildings and grounds available for use in the program,* it is obvious that the person who initiates the program should be familiar with the public school equipment and possess the ability to visualize some of its possibilities.² This does not mean that the person who starts the program must be a teacher or a principal in the community schools. A local program could be initiated by a local citizen, but it will be necessary to secure the consent and co-operation of the principal of any school selected for the activities. Possibly there are some people or groups in the Clearfork Valley who could get the program started and these would include the public school principals, parent-teacher associations, board of education,

*See page 25.

²Torbert, John Keith, The Establishment of an Adult School (New York: The Macmillan Company, 1936), p. 4.

churches and the citizenry at large.

The Public School Principal. A public school principal, if interested in his profession, will naturally be "school minded," that is, he will want to promote a type of education so that all people may be included. After having much experience in school systems, they are generally able to speak more fluently in public and present their ideas in a persuasive manner and they, more easily than anyone, could make the physical arrangements for the meetings. Although it is not necessary for a public school principal to set the stage for the program, it seems, in this situation, that the responsibility may be placed on their doorstep. Reasons for this are: (1) they usually have had experience in organizing public schools for a teaching year, (2) they have had opportunities to meet more people of the community and (3) they probably know more about how the public schools and their equipment can be utilized for the program of adult education.

Parent-Teacher Associations. Even if the five parent-teacher associations of the valley are not the ones to initiate the adult program, they do have a useful and vital role in the development of the adult school. That is, if this organization helps to sponsor the program, it will help to justify the use of the public schools and grounds by the adult school. Most persons who belong to these associations have children in school and thus have a compelling interest and challenge to continue their own educa-

tion. Another point to keep in mind is that if the parents help sponsor and plan the program, then more people will be interested in joining the adult group.

The Board of Education. Since the board of education is representative of the people, it should have the interests of the people at heart. According to many people, it is part of the board's responsibility to further the educational program so as to have a better adjusted community, economically and socially. The two board members of the Clearfork Valley can clear the way, officially, for the use of all public school buildings and materials in preparation for the beginning of the program. Also they can serve in an advisory capacity, because of their connection with the educational systems of the counties and states.

Churches. The churches are represented as a minor element, or possibility, in developing the program. It is doubtful that any individual church could launch a widely supported program,³ but a community of this size can make use of the several influential persons who are members of the various churches of the valley. The support of the churches will prove to be a valuable aid as many of the adults, women especially, are regular church going people.

The people who are going to attend the adult school

³Overstreet, Harry A., and Overstreet, Bonaro W., Leaders for Adult Education (New York: American Association for Adult Education, 1941), p. 5.

are going to have to take part in the original planning, after all it will be their attendance which will keep the school moving toward success. So it is important to enlist their aid at all times if they want to participate in the actual planning. It would be safe to say that they will want to.

This valley is unfortunate in that it does not have a college or university near by where classes can be held. However, it is possible that help can be obtained from Union College (Kentucky) and Lincoln Memorial University (Tennessee) for originating the program. They have expressed their favorable opinions on various occasions, but as yet no program has been envisioned out of their interests.

The type of individual or group which organizes and plans the program should actually include all of those mentioned above because to be effective all groups are going to have to be represented. There must be a spirit of co-operation and nonpartisan generosity among all groups and persons concerned. The leaders must be willing to make whatever concessions necessary or to meet whatever problems that are present. Also, all people interested and willing to help should be included regardless of sex or other reasons.

II. Ways of Announcing the Project

Several good possibilities, in the surrounding areas,

are available to announce the project. Some of these are: the newspaper, radio, window displays, movies, distribution of publicity material, billboards and bulletin boards, speakers, letters and postcards, person to person contacts and meetings with the community organizations.

Almost everyone in the valley listens to the radio but the programs should be put on such times that it will reach most of the people, and in this situation it will need to be in the mornings or the evenings because of the work schedules of the miners. Through the use of the two radio stations in Middlesboro, Kentucky, the program can be announced by using speakers to inform the public about the aims, purposes and objectives of the program. It is advisable to announce to the public just when these programs are to be on the air.

The Middlesboro newspaper contains more local news than any other paper coming into the valley and therefore, it will be more widely read. The news of the program can be announced in the local news section where it will catch the eye of most of the adult people. The leaders of the program can keep the news people informed on the progress of the development of the program and if they do not want to carry what seems to be important it would be a good idea for some paid ads to be inserted for a certain length of time. Newspapers have an advantage in that they are placed at the doorstep of almost every home in the community.

While delivering his newspapers, a paper boy could also slip in a handbill announcing the program and its objectives.

Window displays can be put in the various stores giving notice regarding times of meetings and where they will be held.

It might be possible to show a film dealing with a successful adult educational program as a short subject in the three theatres of the valley. This would be a very effective means of showing the adult how he can use his spare time.

Letters and postcards can and should be mailed to every adult in the community to make sure that he is notified of the plan in mind.

Perhaps the most important method of announcing the program to the public would be by personal contact through the various organizations of the community. Such organizations as the parent-teacher associations, united mine workers and the public school could be used to advantage. Members of the parent-teacher associations can serve as agents in contacting the people near them. The United Mine Worker's Unions have all of the miners as members and they meet once per week, so this would be a good place to catch the men and pass out the necessary information. The school can serve as a means of contact through the children and perhaps they can sell their parents on the idea of going back to school.

III. Procedures to Be Used in Planning

Any comprehensive adult education program should plan to co-ordinate their program with that of the public school. The adult groups should plan meeting schedules which do not create building use conflicts with the regular school program. There are also some other problems which might arise unless some planning is done to take care of them. This is one of the preparatory steps in setting up a program, but to really get the ball rolling perhaps it would be wise to set up some sort of procedure to follow while doing the planning. According to Walter S. Crewson, Superintendent of schools, Hamilton, Ohio, the first step in the planning procedure for an adult education program would be to set up a community advisory council.⁴ This council would serve as a planning board until something more permanent can be set up. It should be representative of all groups in the community such as businessmen, laborers and education people, or as applied to the Clearfork Valley the miners, mine officials, grocerymen and the education people. In selecting these people, they should be picked according to some standards or qualifications such as those set up by Thatcher:⁵

⁴Crewson, Walter S., "Education for all Americans," National Education Association Journal, 38:696, December 1949.

⁵Thatcher, John H., "Adult Education Leadership in the Public Schools," Adult Education Journal, 4:108-109, July 1949.

1. They should be professionally trained, that is trained according to some standards set up in their particular field of work.
2. They should think in terms of the community rather than the school.
3. They should be democratic in approach and practice at the expense of efficiency.
4. They should be quick to recognize change in socio-economic life.

One advantage the program will have after it is underway is the fact that the students are attending on a voluntary basis in order to satisfy some need.⁶ Since the program is to consist of voluntary members, it is only natural that the program should be planned on a democratic basis. In considering how democratic the leaders should be, it should be pointed out that the adult students will have their own interests and will know what they are after, so it is hardly possible that they would stand for any such autocratic systems as are present in some of our public school systems.

One thing that should not be forgotten in the planning process is the development of objectives for the program. In the beginning, perhaps, it would be possible to set up some long time objectives for the program. This can

⁶Schinnerer, Mark C., "Current Adult Education Needs," Adult Education Bulletin, 14:51, December 1949.

be brought about through the informal discussion groups with each person having something to say about what he expects of the program in the future. Mary S. Lyle sets up some long time objectives which could be considered in the development of any adult education program:⁷

1. to develop the ability to think clearly, both individually and in groups,
2. to develop and maintain better rural-urban relationships,
3. to bring members of the various community groups and organizations together on a common ground,
4. to encourage group discussion,
5. to develop individual talents and promote leisure time activities,
6. to impart information of interest and value to the adults of the community,
7. to provide opportunities for knowledge and training that will assist in vocational success,
8. to develop an understanding of the problems of our democracy and
9. to train leaders for greater service to their community and our democracy.

If such objectives could be set up and fulfilled in this

⁷Lyle, Mary S., Adult Education for Democracy in Family Life (Ames, Iowa: The Collegiate Press, Inc., 1944), p. 93.

community, one would be able to say that the program was a huge success. These kind of objectives are set up only as a goal to strive for, but they are necessary if a long range plan is to be developed.

IV. Part Played by the Public School in Planning

The importance of the public school, in planning, cannot be over emphasized as in this particular case most of the activities will be taking place in the public school buildings. Also, there is the factor that a good majority of the teachers are going to be from the public schools. It is almost certain that most of the teachers have had no experience in dealing with adults, that is, in the classroom, but the public school leaders will have a better chance to get some person or persons to arrange for an inservice training program. The school people do have an advantage in that they use all of the school equipment and are supposedly well trained in how to use it. It could be said that time and experience will do much to increase reliability in teaching adults.

Of course it is necessary to consult with the public school officials regarding the time the school buildings and grounds may be used. Time will have to be allowed for extra activities which are necessary in the public schools and there will be occasions when some of the teachers cannot meet adult classes and so arrangements will have to be made

in advance for the supply of teachers to be on hand.

Much valuable advice may be obtained from the officials of the school in that they have some ideas about school programs such as attendance, classwork, and the classification of students. In all probability, most of the organization and administration will fall into the hands of the public school personnel, until other people who are capable of running the program can be found.

V. Developing a Curriculum to Fit the Needs of the Community

A curriculum to fit the needs of this community would be one which actually satisfies the academic and vocational interests and needs of the adult population. The point is that the people who are administering the program should try to see that all needs are met if there is sufficient demand to offer work or study in certain fields of interest. It is recognized that all demands are worth trying to satisfy, but it might be that certain factors will prevent the offering of all courses wanted. There could be a shortage of instructional help, room space or even funds which might keep the curriculum down so as to satisfy only the greatest demands first.

In this community there are some people who want to begin in the adult school as beginners in order to become

"educated" enough to be able to read and write, sign their name, vote for the person they want to. To these people this is a felt need and to learn to read and write would be a major accomplishment for them. As for other reasons why these adults wanted courses offered, Table IV has analyzed some of their reasons in a homogeneous grouping. The group receiving the highest number of replies was that one dealing with their occupational field. It is only natural for persons to want to improve themselves and being as these people are miners they will be interested in that field. Other reasons which ranked high in choice were for some help in improving home and family life, to earn a high school diploma, to learn to read better and to learn more about the governments under which they live. Some people wanted courses so that they could have something to do during their spare time and that could be a good argument because as yet the valley has not offered much activity for leisure. These reasons are representative of what might be expected by other members of the adult group and it is important that curriculum planners take them into consideration when they plan the fields of study. Even though they did not say so in their answers, some people might want to study in order that they could advance as far as possible according to the grade scale set up. That is, they might want to keep building up their education as pupils do in the public school.

There is a question of what distinction should be

TABLE IV

THE REASONS WHY 100 PEOPLE WANTED SELECTED COURSES
TO BE OFFERED BY AN ADULT EDUCATION PROGRAM*

Reasons	Replies
To learn more about their occupation	31
To learn how to improve home and family living	29
To earn a high school diploma	16
To learn to read better and to find out what to read	16
To meet people with similar interests	14
To learn more about the different governments and who to vote for	12
To get some training in other vocational fields	11
To have something to do during their spare time	9
To learn to read and write	5
Total	143

*Source: A questionnaire presented to 100 people
in the Clearfork Valley Community.

made between those persons working for high school credit and the non-credit students. It could be said that those people working for credit are there for the special purpose of earning a high school diploma, but what about those people not seeking credit? One of the ways to look at this situation is to say that the adult students are there on a voluntary basis so they must have a field of interest. Then according to this argument there should be no distinction made other than the requirements put on the student who is seeking to earn credits toward a high school diploma.

In all likelihood, the field of vocational study will be the most difficult to provide because there is not one school in the valley which provides vocational education in their curriculum. This would mean that there are no shops in the public school which could be used by the adult program and it also means that there are no trained vocational teachers which can be used. However it is hoped that some training can be provided for those people interested in the different trades. It seems possible that a system can be worked out whereby the skilled workers can be trained so that they will make desirable instructors.

In determining the curriculum for the community any person interested should be offered an opportunity to help develop the final program because each one has an objective to work toward and this would mean a partial fulfillment if his suggestions are listened to. One thing that is recog-

nized by most adult leaders is the fact that adults will drop out of activities which do not seem to serve their interests and needs.

VI. Registration, Maintaining Attendance, Scheduling Classwork and Classifying Students

Registration. Registration is necessary in order to be able to determine just how many students will participate, for the collection of fees, if charged, and to get all other information needed by the school such as the educational level, when the person last attended school, age, residence and occupation. It will usually be preferable to require registrations in person at the school on an appointed night in order to save time for the people doing the registering.⁸ Since this will be a new program of adult education, the leaders will not know in advance which courses will be the most in demand, but after some experience, they can anticipate at least some of them. The community can plan on having some people registering late and it should be permitted because restrictions should be placed only on those people applying for credit.⁹ Details for handling the registration should be developed with the utmost care as this will be

⁸Torbert, op. cit., p. 52.

⁹Kempfer, Homer, and Wright, Grace S., 100 Evening Schools, U. S. Office of Education, Bulletin 1949, No. 4 (Washington, D. C.: U. S. Government Printing Office, 1949), p. 7.

one of the most difficult tasks of the year for the adult school to cope with.¹⁰ Registration cards have to be issued for obtaining personal information and the classes desired. At least ten students should be registered for a class before it may be started.

Maintaining Attendance. In setting up attendance regulations, they should depend upon whether or not credit is to be given. The person seeking credit should be required to attend the same amount of time as required in the public school. Attendance for the remainder of the students will have to be on the basis that enough people are present to justify holding class. For example, if a minimum of ten is required for the class to start then at least six or more should be on hand at every meeting.

Scheduling Classwork. There will be some difficulty in scheduling classwork due to the day and night shifts of work at the mines. According to the company officials, it might be worked out so that the day and night men can change jobs with those who want to attend school, providing the men will agree and if the number is not too large.

During the regular school year, under which the public school operates, the adult school will have to operate as an evening school. That is, all classes will have to be scheduled after the public school turns out. This will work

¹⁰Torbert, op. cit., p. 54.

out rather well as the day shift and the school day are over at approximately the same time (3:30 p. m.). The educational leaders of the community have recommended that a starting time should be between six and seven o'clock in the evening, because that would give the people some time between the job and school.

In all probability, it is the willingness of adults to meet, rather than an optimum learning schedule, that determines the frequency with which classes meet. Because personal schedules of many people preclude attendance on certain nights, it is going to be necessary to arrange classwork accordingly. Evening school principals are finding that adults will participate in an activity not more than once or twice weekly.¹¹ This will also be true in the Clearfork Valley as there will be evening meetings of the United Mine Workers and other engagements to meet. Here again, classes will have to be arranged accordingly.

The length of the classes will have to be determined according to the number of times per week the classes meet. It is recommended above that the classes meet two or possibly three times per week, so in that case it could be assumed that the class period should be some longer. In some evening schools the two hour class has proven to be the most satisfactory.¹² It is believed that the two hour

¹¹Kempfer and Wright, op. cit., p. 23.

¹²Ibid., p. 23.

class periods can be justified and approved by the people of the valley because of the few meetings each week.

The recommended length of term, by adult education leaders, for a beginning program is a period from nine to twelve weeks.¹³ Two terms, per year, would probably go over better in this community at first, but after a program has been satisfactorily introduced the terms should be lengthened according to the interests of the adult students. That is, if the program is meeting the interests of the community, then an increase in length of term might be desirable.

Classifying Students. In order that desirable groupings for teaching can be made, some definite procedures must be followed. The registration period will offer the best opportunity to classify these students as they can be grouped or classified according to whether or not they are: beginning students, those seeking credit for adult courses or those attending to satisfy some interest in either academic or vocational educational education. If the school turns out to be rather large, then the students can be classified according to the last grade completed in the public schools.

¹³Torbert, op. cit., p. 48.

VII. Estimating Costs and Means of Financing the Program

Even in the Clearfork Valley, there will be certain costs and expenses such as furnishing school supplies, maintaining instructors, arranging janitor service and meeting utility bills. Debatin lists three possible sources of income for the future: the school, the state and the consumer.¹⁴ However this situation is concerned with the present; hence they will need to utilize income from the school and the community as money from the state is uncertain. The schools can promote certain activities and programs such as plays and socials in order to raise funds. Another possibility is for the school to receive donations from the coal companies, United Mine Worker's Unions and the other organizations of the community.

Some adult schools across the country have carried on without fees and other payments by the consumer. In Watertown, Connecticut, the adult education leaders have set up a system that is self sufficient and the program is apparently reaching the interests of the people.¹⁵ If the consumer does have to share in paying for his education,

¹⁴Debatin, Frank Michael, Administration of Adult Education (New York: American Book Company, 1938), pp. 377, 383.

¹⁵Kendal, I. L., editor, "Adult Education in Watertown, Connecticut," School and Society, 70:365, December 1949.

then it is advisable to charge an admission fee plus a small amount for each course taken.¹⁶ This seems to be the best way of obtaining funds from the adults in this community, unless each is just asked for a certain round figure to cover all costs. The main question regarding adult education in the future is whether the people will prefer to pay for it from public taxes, or fees and tuition, or a combination of both.¹⁷ Most educational people feel that when the adult sees his need for adult education, then there will be little question that he will be willing to pay for it. Until the time comes when adult education may be supported by taxes, planners will have to take into consideration the adult's ability to pay and whether or not he wants to, but it should be pointed out that it might be necessary for him to pay these amounts until money can be obtained from other sources.

There is a good possibility for the part time vocational school to receive funds from the state to supplement what is raised locally. It is one source of funds that can be considered but the planners cannot count on any definite amount. For further explanation of how the program can qualify for these supplemental funds see the section on

¹⁶Torbert, op. cit., pp. 108, 110.

¹⁷Essert, Paul L., "Adult Education in the United States," The Annals of the American Academy of Political and Social Science, 265:128, September 1949.

state and federal aid in Chapter IV.

VIII. Future Evaluation of the Program

An evaluation of the program should be carried out to see whether or not it is meeting the demands of the people who are participating. These participants are the only ones who can actually determine what they are getting out of the program, but the teachers and administrators have a part to play in the final analysis for they should have some points of view on just how well the program is proceeding toward its objectives. In order that the program can be evaluated, some sort of criteria must be set up so the different opinions can be expressed. Burch lists the following as good criteria for evaluating any program of adult education:¹⁸

1. it should assure adequate opportunity for continuing education to all, regardless of sex, age or religion,
2. it should be conceived in terms of individual and social needs,
3. it should employ methods and materials suitable to the people and purposes served,
4. it should provide teachers and leaders competent in adult education techniques,

¹⁸Burch, Glen, "Evaluating Adult Education," Adult Education Journal, 6:75, April 1947.

5. it should have facilities for the preparation and in-service training of professional and voluntary adult educators and teachers,
6. it should provide adequate publicity and promotion of adult education opportunities and
7. it should provide adequate physical facilities in which to conduct educational activities.

Whether or not the people of the Clearfork Valley can meet all these criteria, remains to be seen, but if they can there will be a successful adult education program.

CHAPTER IV

ORGANIZATION AND ADMINISTRATION OF THE PROGRAM OF ADULT EDUCATION

No matter how large or small a program in adult education is, it is going to be necessary to have some type of framework under which to operate. This framework will provide for planning, managing and directing the program. The organization managing the adult school should be highly flexible, especially at the beginning, and yet formal enough to engage the respect of the community. That is, they should be flexible enough to heed the advice of the community and formal enough to do the work which is expected of them. In dealing with the organization and administration of the adult program in this community, it will be necessary to consider the following five topics: (1) community responsibility for the program, (2) structural organization of the program, (3) local leadership, (4) state and federal aid, and (5) the administrative and instructional staffs.

I. Community Responsibility for the Program

It can be assumed that the beginning of an adult education program is a responsibility of the local citizens and organizations of the community because they are not forced to attend and the fact that they should know more

about what they need. According to Essert, one of the objectives of adult education is the directing and organizing of adult experiences in such a way that they are able to create new and meaningful experiences in the improvement of themselves and their environment.¹ This would mean that it would be each individual's responsibility to make known his interests and ideas to the persons who are in a position to get the adult program started. Adult education in this community has to be the task and responsibility of all civic minded individuals and groups because the program cannot be sponsored by one group alone. It would not be possible to get a spirit of co-operation if one group, such as the public school, tried to dominate the program, but if all organizations and outstanding people of the community support the program then more people will take interest.

How many people are interested in adult education? National surveys and spot checks show that approximately 40,000,000 adults want to continue their education.² Another source states that more than forty five million have revealed interest in adult education courses in schools.³ In-

¹Essert, Paul L., "Adult Education in the United States," The Annals of the American Academy of Political and Social Science, 265:122, September 1949.

²Kempfer, Homer, "State Aid for Adult Education," National Education Association Journal, 38:193, March 1949.

³Gallup, George, "More Than 45 Million Reveal Interest in Adult Education Courses in Schools," The Knoxville (Tennessee) News-Sentinel, March 18, 1950, p. 4.

dications are that more would participate if right kinds of education were available under competent leadership, at convenient locations and with suitable time schedules. This is a job for which the community should be responsible, that is, obtaining teachers, providing a location for the school and then working out suitable time schedules to fit the wishes of both students and teachers. There will be things for the community to do such as providing promotion and publicity for the program, making surveys to determine the interests and needs and the number of people willing to attend. So if the people can help to determine some of the needs and interests and provide teaching situations, then the nucleus of the adult program has been started. But for the program to continue operating successfully, it will take a co-operative spirit among all the groups, organizations and individuals concerned.

II. Structural Organization of the Program

The manner in which the governing structure should be set up will vary from community to community. Usually it would be considered a good policy to select the most reliable people of the community to serve on a governing board. Before going into the actual set up of the board in the Clearfork Valley, perhaps it would be pertinent to cite an example of a governing board that has been put into practice in some

other community. In Maplewood, a suburb of Milwaukee, Wisconsin, a formal board for the adult school was organized and it was composed of presidents of the parent-teacher associations, principals of the public schools, superintendent of schools, representatives of local civic welfare organizations and five citizens at large.⁴

To get a good representation of the Clearfork Valley, it would look somewhat similar to that of Maplewood. The board as it could be set up might draw representation from:

1. five parent-teacher associations,
2. five public schools,
3. superintendents of schools,
4. five united mine worker's unions,
5. school board members and
6. the citizens at large.

As for the people to represent these groups, the logical choices would be: presidents of the parent-teacher associations and the united mine workers, the principals of the public schools and citizens chosen according to their interest and willingness to work with the program.

From such a board of adult education, as listed above, it should be possible to have a dependable executive committee. An executive committee would be the group with

⁴Torbert, John Keith, The Establishment of an Adult School (New York: The Macmillan Company, 1936), pp. 17-18.

the authority to handle almost any situation by making decisions and reviewing the acts of other committees.⁵ However, this committee's acts should be reviewed and approved by the entire governing board. Among other types of committees which could be used in the valley are:

1. program of study committee,
2. finance committee,
3. arrangements committee,
4. forum committee,
5. publicity committee and
6. special committees as required.

Officers of these committees should be kept to a minimum such as president, vice president, secretary and treasurer. The best qualified person, according to his particular committee, should be in charge of its actions.

As for a chairman of the entire board, the person should be chosen by the members on the basis of his qualifications for the role. The valley does not, as yet, have a person who is professionally trained in the field of adult education, but the principal of the high school seems to have better qualifications to fill the role than any other member of the board. This principal has more professional training (earned master's degree) than any other possible candidate, and a better knowledge of the entire community

⁵Ibid., p. 18.

because he has contact with the students and parents of each village. Another factor applicable here is that the high school buildings provide a better location for the adult school because the buildings are closer together and there is more ground space.

III. Local Leadership

Whether the adult school principal is to be a professional man or a glorified clerk depends in part on the amount and quality of clerical help available. There will be a certain amount of detailed records to keep, telephone calls to answer and callers to attend to as is the case in any school. Of course, if there is credit to be offered for courses taken, then records will have to be kept for the officials of the public school systems. More than likely this clerical work will be heavier at the inauguration of the program than at any other time because all records will have to be started. This is one spot where the local citizens can be useful as several of the clerical workers, employed by the coal companies, have offered to volunteer their services for at least one term. It is possible that these people may be obtained permanently, if some small amount of money is advanced for their time. As things stand now their services will be offered free for one term or until the program is operating smoothly and able to pay for

services rendered. They ask only one thing and that is to be properly instructed so as to be able to carry out the job in an efficient manner.

Local leadership may be of value in other ways besides providing clerical help. They can aid committees for promotion of the program by serving as their agents and workers in the different villages. They can provide instructional help from the occupations of the community and those occupations outside the community. Most important of all, they can help to financially support the program by sponsoring money making activities and seeing to it that other sources for raising money can be made available.

IV. State and Federal Aid

During the building and construction of the program in the Clearfork Valley, it can be expected that most of the financial support and instructional help will come from within the valley, but there are possibilities of financial aid and advice from the state and federal governments. These possibilities give some encouragement to the whole field of adult education, because according to Paul L. Essert, "Public support in adult education is increasing as public school and college and university activities seem to be moving in the direction of state and local support of a

broad program of general adult education."⁶ That could mean, in the future, a program of adult education might be established with the same support that the public schools now receive.

As for state and federal financial aid to part time or evening schools, it seems that the state government has to meet, equally, those funds appropriated by the federal government through the Smith-Hughes Act and the George-Barden Act. Section 11 of the Smith-Hughes Act requires that at least one-third of the sum appropriated to any state for the salaries of teachers of trade, home economics and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered employment.⁷ Section 7 of the George-Barden Act states that the provisions of Section 11 of the Smith-Hughes Vocational Act, requiring at least one-third of the sum appropriated to any state shall be held to include any part-time day-school classes for workers sixteen years of age or over.⁸ The funds provided under the two acts are to be expended under the direction of the State Board for Vocational Education as provided in its state plan

⁶Essert, op. cit., pp. 128-129.

⁷Administration of Vocational Education, U. S. Office of Education, Vocational Education Bulletin 1948, No. 1 (Washington, D. C.: U. S. Government Printing Office, 1948), p. 65.

⁸Loc. cit.

which shall include certain general characteristics, the chief of which are:⁹

1. The education provided shall be under public supervision or control.
2. The controlling purpose of such education shall be to fit for useful employment.
3. Such education shall be less than college grade and designed to meet the needs of persons over 14 years of age.
4. The funds received by the state shall be paid out only as reimbursement for expenditures already incurred.
5. Each dollar of federal money used shall be matched by a dollar of state or local money, or both, expended for the same purpose.
6. The cost of instruction supplementary to the vocational instruction necessary to build a well rounded course of training shall be borne by the state and local communities and no part of the cost thereof shall be paid from federal funds.

The State of Tennessee, in 1948, appropriated \$476,000 for vocational education purposes to be distributed on the basis of matching Federal funds.¹⁰ For approved programs meeting the standards of the state plan and employing qualified personnel, salaries may be reimbursed, to a certain extent, by State and Federal vocational education funds. It can be seen that these appropriations might prove to be a financial resource for the Clearfork Valley adult education program. Of course, it will be necessary for the leaders of the valley program to get together with the District Supervisor for

⁹Ibid., p. 88.

¹⁰A Study of Tennessee's Program of Public Education (Nashville: State Department of Education, 1948), p. 84.

Vocational Education in upper East Tennessee so as to decide whether or not the adult program can meet the standards of the state plan. Even if this valley program cannot meet the requirements, at first, there is always a possibility that they can. At least it is something to look forward to as far as financial aid is concerned.

According to some of the adult educators of the state, the state of Tennessee is willing to give advisory aid in the establishment of adult education programs. The District Supervisor for Vocational Education in upper East Tennessee is one person who will be on call for the development of the vocational program as it is his section of the state to cover.

V. The Administrative and Instructional Staff

What should the administrative head of the adult school be called? Kempfer and Wright say that administrative heads of evening schools go by a variety of names but the one most commonly used is principal.¹¹ For the purposes of this study, the administrative head of the adult education program will be called principal. In many cases it is not advisable to have as the administrative head, the chairman

¹¹Kempfer, Homer, and Wright, Grace S., 100 Evening Schools, U. S. Office of Education, Bulletin 1949, No. 4 (Washington, D. C.: U. S. Government Printing Office, 1949), p. 27.

of the adult education board, but in this situation the only person who really comes close to being qualified for the role is the high school principal who has already been proposed, by this study, to be chairman of the adult education board. It is realized that this principal will have a good deal of responsibility, but he can be relieved of many duties by the different committees, other public school principals, teachers and community leaders. In the administration are concentrated many of the problems which vitally affect the degree of success in an adult enterprise.¹² One of his responsibilities, in the valley, will be to provide a correct atmosphere to impress the student about the routine and educational principles of the school. That is, he must create an impression that the school is efficient in its methods and techniques of instruction and that the principles of education are in line with those of modern education.

Another responsibility of the administrator in this program will be the obtaining and holding of the best teachers available. These teachers can be contacted by other people and recommended to the principal for his approval or disapproval. Then when a full teaching staff is secured, some sort of method should be devised for keeping them interested in working with the program and seeing it

¹²Debatin, Frank Michael, Administration of Adult Education (New York: American Book Company, 1938), p. 229.

develop.

There appear to be two sources of teachers available for teaching in the adult program: the public school teachers and workers in the different occupations of the valley. The public school teachers offer about the only source for academic teachers and there are a total of forty in the community. Thirty one of these are located in the elementary schools while those remaining are high school teachers. According to the number of elementary teachers on hand, there should be no trouble in providing an adequate staff for the adult beginners and for those people considered to be in the elementary stage of instruction. Although three fourths of these teachers come from the elementary schools, it is not necessary for them to remain there as some of them are better qualified teachers than those teaching on the secondary level. Those teachers teaching in the secondary schools are the "specialists" because they have been trained in two or more fields and therefore do their teaching in these fields. From these so called specialists, it will be possible to draw instructors for the different academic courses such as: political science, mathematics, history and economics. A majority of these teachers have been contacted and they seemed quite willing to co-operate in a program of adult education.

The other source of teachers is to come from outside the professional teaching field. This is going to be

necessary because many subjects and activities desired by adults require teachers with qualifications not found in the public schools of the valley. Also these teachers pulled in from the many skills, crafts, professions and other occupations can have a freshness of practical contact with the field that full time teachers find difficult to acquire or maintain.¹³ According to the coal company officials, the company files will be opened, if necessary, to find reliable men who can serve as instructors. There are available people in the valley following such trades as: carpentry, electricity, plumbing, painting, mechanics and machine shop work. Also available will be five medical doctors who can and will help out in a program of health and family education. Another thing to be noted in the instructional line is the fact that the adult student is appreciative of the professionally trained teacher but he also likes to have a chance to hear the practical laymen, and not merely by sample.¹⁴ That is he wants information from many sources such as in politics when he might hear his congressman talk over certain tax bills or other issues in the public eye at the time. It is possible at times to get such people for speakers in classes and group meetings.

¹³Kempfer and Wright, op. cit., p. 33.

¹⁴Johnson, Alvin, "Educating the Half Educated," New York Times Magazine, May 4, 1947, p. 48.

Two important problems to be dealt with, in relation to the staff, are the supervisory practices in the improvement of instruction and the orienting of teachers. Supervision in the public schools of the valley is still carried on by the classroom visitation method on the part of the principal and by conferences and faculty meetings. In the adult school will be needed some supervisory practices such as: group meetings, faculty meetings, working committees, training and extension courses, suggested professional readings, intervisitation and demonstration teaching by a supervisor. All supervisory practices should be to improve the teaching on the part of all teachers in the program.

In reality an orientation program for adult teachers would be one whereby they are instructed as to how to deal with adults. Considering the public school teacher one purpose of orientation would be to learn how to treat adults like adults and not like children. This can be accomplished by individual help to the teacher, through group meetings, printed and mimeographed bulletins, handbooks, circulars and instruction sheets and movies. It is also important for the teacher to know how to keep the adult class enthusiastic and increasing in numbers, because once the interest is lost the whole class may drop out of school.

So the Clearfork Valley has a possible teaching supply on hand, but they will probably have trouble holding them available after the program has started. One reason

for this would be the fact that there will be little pay, if any, and people do not like to continue doing something without pay. Another reason would be the fact that sooner or later they will wish to use their evening hours for other activities. However, it is believed that if the program can be put into full swing with considerable success, then the teachers would take pride in the program and continue to serve the community in the ways made possible for them to do so.

CHAPTER V

THE MAJOR ASPECTS OF A PROGRAM OF ADULT EDUCATION WHICH WOULD MEET THE NEEDS OF THE CLEARFORK VALLEY COMMUNITY

How can the available facilities and resources of this valley community be adjusted so that their academic and vocational interests can be met? In dealing with meeting the interests and needs of the Clearfork Valley Community in adult education, this chapter has been divided into five sections: (1) taking advantage of the available facilities and resources, (2) courses which can be set up to meet the academic needs, (3) program of study which can be set up for vocational training, (4) methods and techniques of instruction which can be used in meeting the academic and vocational needs and (5) maintaining group interest and co-operation.

I. Taking Advantage of the Available Facilities and Resources

How shall the facilities and resources, available in the community, be used to promote ease of action within the adult education program? To begin with, it is known that the largest investment in American education is that in its public schools.¹ In the Clearfork Valley Community there

¹Torbert, John Keith, The Establishment of an Adult School (New York: The Macmillan Company, 1939), p. 11.

are five public schools that are very serviceable for their avowed purposes and also quite adaptable for many uses. These buildings, which represent dollars of American tax money, are in use for children's schooling on but five days a week for some nine months of the year. If these buildings and their instructional material can be made to figure into the development of community life, then the people can see that they are receiving more benefits from the money they pay as taxes. So instead of letting the schools remain idle in the evenings, they could be used as the site for a community school.

Chapter II lists forty five different buildings and shops which are available for use in an adult education program.* Of these buildings mentioned, those of the public school would probably be more desirable for use in the academic program as would the company workshops for the vocational program. That would be because: (1) the school has an advantage in that it is the setting for learning situations, (2) their instructional material would be ready for immediate use and (3) if the public school teachers are to be the instructors then there would be experienced people to utilize these materials.

Being as there are five school building sites in the community, the adult school would probably have to have five

*See page 27.

different branches with a central location. Although it is not desirable, the school could be placed at one location where the most available equipment could be utilized. According to this view, it would be only logical to select the high school at Pruden for the location because: (1) the seats are more suitable for adults, (2) the high school has laboratories for the sciences, (3) a home economics building is situated with the high school and (4) public school instructional material can be provided for students from the beginners on up to the high school graduate. Adjacent to the high school buildings are the company workshops which can be made available for the program and no other public school in the community has workshops of any kind so close to their buildings. The view, presented above, could be desirable but if there is going to be a development of inter-community relationships it can best be done by a development of intra-village relationships. It is recommended, by this study, that the adult school's central location should be in the high school and that the other villages should utilize their workshops and school buildings to meet their interests.

The public school teachers have been mentioned before as being available for leadership and instructional purposes, so it will be necessary to only briefly mention their

possibilities.* A total of forty public school teachers are employed in the valley and according to their viewpoints, they would try to help out by teaching subjects in various fields. Also mentioned before were the teachers from the occupational fields or the tradesmen of the community. These people will be available on a part time basis and they will not be the kind of teachers who are qualified by college or university training as they have gained the knowledge of their field through apprenticeship and self instruction.

Instructional material for the vocational courses will have to be supplied by the community because the public schools do not offer a program of vocational training. The coal companies have agreed to permit the use of some of their tools, but they require the school to be held responsible for all damages. As for furnishing other tools, it would be more convenient if each student would provide his own tools for use in the program. Some means will have to be devised for purchasing certain materials such as nails, lumber, paint, electrical wiring and sand paper. It might be so that arrangements could be made for wholesale purchase, of any items needed, by the stores in the neighboring towns or better still it could possibly be arranged through the company stores.

Instructional materials such as paper, books and

*See page 23.

other reading materials can be provided by the individuals until they can be furnished by the adult school. For library reading the high school can furnish limited reading material but it would be recommended that the adult school make some attempt to build a community library through the donations of adult students and by the purchase of certain selections. The high school has those instructional materials common to most schools and they include such things as: a projector, maps, blackboards, home economics equipment, laboratory supplies and mimeographing materials. These are some of the available facilities and resources which can be used in the adult learning situation. The teachers, buildings, instructional material and company shops are available for use, but just how successfully they can be utilized will depend on the adults and their interests.

II. Courses Which Can Be Set Up to Meet the Academic Needs

In meeting the academic needs, it will be necessary to consider just what courses are wanted. Then the next step will be to see if there are teachers to teach the particular subjects or fields and if there is the necessary instructional material on hand. As it was pointed out in Chapter IV, there are teachers available for: political science, family relations, home economics, mathematics,

health education, recreation, the physical sciences, sociology and those teachers who can handle the beginning and elementary students. These teachers are trained for teaching in the elementary and secondary schools, but there is no reason why they cannot become effective in teaching adults if they learn to distinguish the differences between the adult and the public school student. That is, the differences as to how they each learn.

As for the courses of study to be set up in the academic field, there has to be some way of determining just what kind of courses could be offered. One way to determine these courses wanted would be to take a poll of the people who are planning to attend in order to get their ideas on the subjects in which they are interested. Then a tentative curriculum can be set up for use during the registration period. Something of this sort will be necessary for a new program, but after the administration has had some experience with a program, they will be able to get more reliable data from the students during the terms of study.

In Chapter II, there is a list of the so called interests of one hundred people of this valley community.* It is quite possible that these interests can be brought down to fit Walter S. Crewson's four general areas of adult education, these are: fundamental education, citizenship

*See page 22.

and parent education, vocational training and the worthy use of leisure time.² While actually trying to meet the needs in these fields it would be helpful to know how many people are going to attend the program and for what purpose they are attending. Sixty of the one hundred people questioned stated that they would like to attend the program if it is to be started, but whether or not they meant what they said can be determined only by the actual starting of the program. As to why people attend school programs, Essert says the reasons are: to improve occupational opportunities, to meet problems encountered in managing the family, to advance educational status for family or social reasons and to cultivate a long cherished want or undeveloped interest.³ Another reason for attending in the valley would be to have something to do during their spare time. Perhaps it would be important to keep these reasons in mind during the actual planning and teaching of these courses.

At this stage of pointing out the possibilities for an adult education program in the Clearfork Valley, it is necessary to list some of the courses which can be taught. These are the ones in which teachers and instructional help can be provided. This tentative curriculum is listed below

²Crewson, Walter S., "Education for all Americans," National Education Association Journal, 38:696, December 1949.

³Essert, Paul L., "Adult Education in the United States," The Annals of the American Academy of Political and Social Science, 265:124, September 1949.

under the different headings.

1. Homemaking

clothing construction, sewing, dress making
interior decoration
cooking, canning and baking
foods, grades and quality of
meal planning
home management, to include budgeting
design and pattern making
first aid for the home

2. English

English, general and basic
vocabulary building
current literature and past writings

3. Health Education

physical training
recreation
social hygiene

4. Mathematics

general mathematics
algebra, geometry if desired

5. Social Studies

history, American, world and European
geography
social problems
economics

current affairs

world affairs and international relations

6. Gardening*

what to plant and when

how to use garden space

7. Elementary Education

for adult beginners

for the different stages of adult education

Just how the teachers are going to meet the needs through these various courses, will be determined by the adult interests and the instructional material to be used. Also to be noted here is the fact that all of these courses cannot be taught at one time because a minimum of ten students is required to begin a class and it is obvious that this quota cannot be reached for every class. Perhaps it will be possible for all courses to be offered sometime during the life span of the adult program.

III. Courses of Study Which Can Be Set Up
for Vocational Training

It is hard to classify the vocational needs in the valley as there will be people entering for both personal satisfaction and the possibility of gaining more income

*Actually there is no person qualified to teach gardening, but there is one teacher that has had some training in agriculture and he may be able to handle the courses.

through what they learn. That is, one person might want to learn something about carpentry in order to make general repairs around his home, while another person might want to turn to the trade as a means of making money during his spare time or he might wish to turn to the new trade altogether. Although the adult will not be paid for the work he does around his home, he will be receiving benefits by not having to pay others to do the job and he will have the satisfaction of a self accomplished job.

Vocational education is important because it deals with the practical, rather than the possible ways of doing something. In the words of Hill and Ewing,

Vocational education has given education an improved concept of what constitutes a socially complete pattern of learning for children and adults, that is, they have taught educators that problems of development, appreciations, habits, interests and attitudes are often clarified by manual work experience.⁴

So much for what vocational education does for education in general, but what has it to offer the adults of the Clearfork Valley?

An objective for vocational education in this community should be to give adults the fields of study which might help their living as a part of the community, or as future wage earners, possibly in fields other than that of coal mining. A tentative curriculum which could possibly

⁴Hill, Warren E., and Ewing, Claude H., Materials and Methods for Vocational Training (New York: McGraw-Hill Book Company, Inc., 1942), p. xiii.

be set up for vocational training in the valley would include those which are listed below.

1. Electricity, a practical course of instruction covering every branch of electrical work as applied to house wiring.
2. Machine Shop Techniques, the use of hand tools and the operation of the lathe, shaper, milling machine and drill press.
3. Automobile Mechanics, body work, painting and replacement.
4. Blueprint Reading, an introductory course in the reading of blueprints.
5. Plumbing, installation and repair.
6. Carpentry, practical solutions to problems which present themselves to inexperienced apprentices.
7. Woodworking, to develop a hobby or trade.
8. Discussions dealing with the latest developments in the field of coal mining.

In addition to these fields which have been listed, there will be others that will develop as the demand arises and other instructors are found to initiate the course. At the present time, the Clearfork Valley can not turn out what might be called professional workers, but it will be possible for them to gain such first hand knowledge which might enable them to go farther in the field if an opportunity comes. It is likely that these courses in vocational education will

be offered for the general use of the adult around his home because the program does not have the professionally trained teachers needed, nor does it have a very good selection of instructional material from which to work. It is possible that these tradesmen know a good deal about their field but do they know how to teach adult students?

IV. Methods and Techniques of Instruction Which Can Be Used in Meeting the Academic and Vocational Needs

Academic. Courses coming under this heading would probably use about the same methods and techniques of instruction used by the public schools, such as: the lecture, creative discussion, question and answer procedure, panel discussions, visual and verbal illustrations, guidance in adult reading and public forums.

Out of this group of instruction techniques, the movie will probably be the drawing card to create adult interest in classes. As a teaching aid the principal use of the film is to clarify matters that must otherwise be clarified by verbalization.⁵ This can be illustrated in the geography class which uses the film to take the students to different parts of the world or the history class that

⁵Adam, Thomas Ritchie, Motion Pictures in Adult Education (New York: American Association for Adult Education, 1940), p. 54.

reviews past happenings in World War II. All films shown should have some relation to the course being taught.

It would not be advisable to use the lecture type of instruction, exclusively, in any class as the adults would probably lose interest in the program and drop out. Methods that give adults more of a chance to participate in the program will be desirable. Some of these are: creative discussion, panel discussions, public forums and the visual and verbal illustrations.

Dealing with the adult beginners, teachers are now trying to teach them to read by word recognition and scanning rather than by the traditional ABC method of spelling out each word while reading. The movement is to build up the vocabulary as quickly as possible through the use of oral and silent reading.⁶ Spelling is to be correlated with the reading and the words should be as common as possible. Arithmetic procedures are still starting out with the basic skills of addition, multiplication and subtraction, but teachers are trying to be more practical in the application of these skills. The immediate objective of adult elementary education is for the most part, to gain a mastery of the tools of learning, but teachers should bear in mind that the only real purpose for acquiring the tools of knowledge is

⁶Hicks, James Glenn, "Improved Methods and Materials in Teaching Adult Beginners to Read," (Master's Thesis, University of Tennessee, Knoxville, 1941), p. 45.

to live more abundantly, more effectively and more happily which means in short, living a fuller and richer community life.⁷ This should be ample motivation for the teacher to set up her objectives when teaching adult elementary education.

Vocational. In academic study one is usually preparing to enter some field of knowledge, while in vocational training the person is getting practical experience while learning. If it is a case of making a wood cabinet, the instructor gives a demonstration or plans for the project and the class proceeds to perform the task. The academic classes would only be able to tell how such a project could be carried out.

Instruction in the vocational training program will have to be, almost exclusively, on an individual basis as each person is working on some sort of a project. The lecture and recitation methods of instruction may be used satisfactorily when the groups are of nearly equal scholastic standing, but here in the valley there is expected to be a great difference in range of the scholastic standing of the adult population. This will throw the instructional techniques over to the individual method of teaching. The individual method of instruction has a disadvantage in that the instructor cannot devote as much time to each individual

⁷Mueller, A. D., Principles and Methods in Adult Education (New York: Prentice-Hall, Inc., 1940), pp. 352-353.

as a class as a whole receives from its teacher in class instruction. Therefore, it is a necessity that instructional materials be so organized that the individual can make the maximum amount of progress with a minimum amount of aid from the instructor. One advantage of this individualized instruction is that the adult can progress according to his capabilities and ambition. Hill and Ewing have something which might be applicable to this community, that is, they recommend the use of instruction sheets as an aid to teaching in order to allow that each individual's progress may depend on his own initiative.⁸ Through the use of these instruction sheets the student may gain formal knowledge without the necessity of having to keep pace with others in the class. It will also promote good working habits as the student can work as fast as he pleases and learn to read and follow directions at the same time. These sheets have an advantage for instructors in that they will be allowed time to concentrate efforts where they are needed, time to locate each individual's weaknesses and eliminate the necessity of repeated lectures which become monotonous. If each individual student would bring his own project or problem to class, the school would have more practical meaning to the adult.

⁸Hill and Ewing, op. cit., p. 9.

V. Maintaining Group Interest and Co-operation in Classwork

It must be remembered that an adult school is not under the realm of compulsory education laws such as apply to the public school children. These adults have to be attracted to the schools and their interest has to be kept high in order to keep them in school. One big factor for keeping adults in school would dwell around the kind of instruction in the school. They want to take an active part in all activities and they do not want to be dominated by any instructor or administrator.

Participants in the different classes like to feel that they are connected with something first class and they react adversely to crudeness. The whole curriculum will have to be made attractive in order to keep people interested in the various fields. Instead of having classes with the usual names, perhaps some substitutes could be used such as changing the name of a course in cooking to one like "Better Balanced Diets."⁹ Smoothly operating schedules, agreeable surroundings, occasional recreation and compelling announcements will contribute much toward better results among the people of this valley.

⁹Pollard, L. Belle, Adult Education for Homemaking (New York: John Wiley and Sons, Inc., 1947), p. 27.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary. The Clearfork Valley Community has a problem in that it does not have an organized program of adult education and the text of this study is concerned with some of the possibilities the valley has for introducing a program of general adult education. The information for determining the possibilities was gathered through the use of a questionnaire presented to one hundred adults of the community, interviews were made with responsible people in the community, school records were explored, observations made in the different villages of the community and studies of literature in the field of adult education were made.

The Clearfork Valley Community is a mining community of 5,000 people located in eastern Tennessee and Kentucky. Most of the employment is connected with the coal industry as about eighty per cent of the people, gainfully employed, are working for the coal companies.

A questionnaire was presented to one hundred of these people and the results revealed that this one hundred people had an educational level of 6.5 years. Forty-five of these people stated that they were interested and would attend a program of adult education, if established, twenty eight stated that they might attend, twenty seven would not attend and sixteen of these were interested in working for high

school credit.

An analysis of the fields of interest shows that some of the adults are interested in: trade and industrial education, homemaking, studies of developments in coal mining, parent education, gardening, politics and government, English, mathematics, recreation and health, courses for beginning adults and a program of study for adults of the elementary school level.

The facilities and resources which they have available for use in adult education are the public school buildings and grounds, community recreation grounds, company workshops, church buildings, public school teachers for instruction, tradesmen for use in vocational training and the community organizations, such as the parent-teacher associations and the United Mine Workers' unions, which can be utilized for leadership and public support.

Planning for the program should take into consideration the obtaining of impressive sponsors. Small committees should be formed in order to discuss preliminary plans and the activities the organization plans to undertake. Each group formed should be responsible for some phase of the planning activity. As for the people who should introduce the program, it is recommended that they have some knowledge of the public schools and their equipment. Anyone could be the originator of the idea, but it seems that only the public school people are in a position to introduce the program.

A board of adult education can be set up to serve as the directors of the program. It will consist of a representation of all the people and organizations in the community. It is to be their duty to guide the program after it is successfully underway.

The curriculum is to be composed of both academic and vocational training. The better facilities and resources for instruction are in the academic field as they can make use of the public school buildings and their teachers, while the vocational training will have to make use of the community tradesmen and the company workshops. The tentative curriculum for academic education will come under the following headings: homemaking, English, health education, mathematics, social studies, gardening, and elementary education. The tentative curriculum for vocational education are as listed here: electricity, carpentry, machine shop techniques, automobile mechanics, blue print reading, plumbing, wood working and discussions of the newer developments in the field of coal mining.

Financial aid was to come from within the community by sponsoring moneymaking activities and charging slight fees, however, there is a possibility of obtaining funds under the Smith-Hughes Act and the George-Barden Act if the training program can come up to the qualifications stated by the state plan for vocational education.

The administrative and instructional staff can be

made up of the public school principals and teachers and workers from the various community occupations. One of the main problems concerned with the teaching staff is the switch from public education to adult education. There will be different objectives in the minds of adult students and the public school pupils.

Instruction in academic education can make use of the lecture, creative discussions, question and answer procedures, visual and verbal illustrations, guidance in reading and public forums. Vocational education can make use of some of those above as well as using the individual type of instruction through the use of instruction sheets. One thing to be remembered about these adults is the fact that they have to be attracted to the school and their interest must be kept high in order to keep them enrolled.

Conclusions. Another purpose of this study was to try to determine, on the basis of this study, whether or not the Clearfork Valley Community can have a program of adult education. The question is, do they have the necessary facilities and resources to justify the establishment of this program? If judgment is to be based on this study, an assumption could be made that the program could be introduced successfully. Why can this be said? There are a number of reasons and they were brought out in the text of this study. In the first place there appears to be interest for the establishing of a program, or at least the answers on the

one hundred questionnaires seemed to indicate that. The second reason would be that the people know what they want in the way of adult education as they listed fields of interest which they wanted to explore and they also gave the reasons why they wanted to. A third reason is that there appears to be enough buildings and grounds to at least attract the attention of people interested. The fourth argument would be that the public school teachers and principals have offered their services and the tradesmen of the community appear to be willing to help out as instructors. Fifth, there is some indication that financial arrangements can be worked out so that the program will not go too far in the red. Sixth, the coal companies have approved the program by offering some assistance. Seventh, the program has been okayed by the school board members and that means that the use of the school buildings and grounds will be approved. Last of all, the parent-teacher associations have sanctioned the program and that means that the program will have the approval of most of the parents of the community. From these eight reasons listed, one should be able to see that a program of adult education would be a justifiable venture in this valley community. The success of the program can be predicted but to really know just what effect it will have on the community, a program will have to be introduced in the community and successfully operate for a few terms.

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APPENDIX

A QUESTIONNAIRE PRESENTED TO ONE HUNDRED PEOPLE
IN THE CLEARFORK VALLEY COMMUNITY

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-
1. Do you feel a need for an adult education program in this community? Yes _____ No _____ Why? _____
-
2. Would you be interested in seeing an adult school established in this community? Yes _____ No _____ Why? _____
-
3. Would you attend an adult education school if one were set up in this community? Check one:
Would attend _____ Might attend _____ Would not attend _____
4. If a school is set up, will you be willing to support its program with both moral and financial aid? Yes _____ No _____
5. What courses would you want offered if and when an adult school is set up? List all courses in which you are interested: _____
6. Give some reasons why you are interested in these courses.

-
7. What was the last grade you completed while attending the public school? _____
8. Are you seeking employment outside the field in which you are now occupied? Yes _____ No _____ Why? _____
-
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QUESTIONS USED FOR A GUIDE WHILE INTERVIEWING

SCHOOL PRINCIPALS AND TEACHERS

1. Would you be willing to teach in an adult school?
2. Would you accept an administrative post in the school?
3. What courses are you qualified to teach in the public schools that you might be able to teach in the adult school?
4. Are you willing for the adult school to use the public school buildings?

PRESIDENTS OF THE PARENT-TEACHER ASSOCIATIONS

1. Do you think that parents and other adults will be willing to attend an adult program?
2. Do you think the community can financially support a program without outside aid?
3. Can an adult planning committee count on your co-operation when the program is initiated?

SCHOOL BOARD MEMBERS

1. Will you sanction the use of public school buildings?
2. Can the planning committee count on you as being in an advisory position?

PRESIDENTS OF THE UNITED MINE WORKERS UNIONS

1. Would your local union be in favor of the initiation of an adult education program?
2. Will your unions lend financial aid and moral support to the program?
3. Will your local union help to serve the program by informing other people as to the task in mind or the objectives of the program?

MINE SUPERINTENDENTS

1. Can your files be used in order to locate workers who could possibly serve as instructors?
 2. Will your company approve a plan to use company workshops for vocational training?
 3. Will your company provide any financial aid, if necessary, to support such a program?
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