

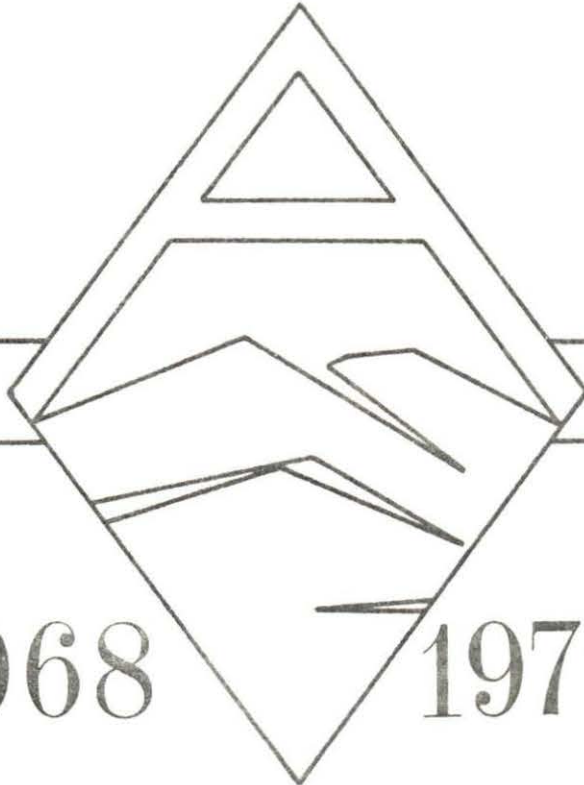


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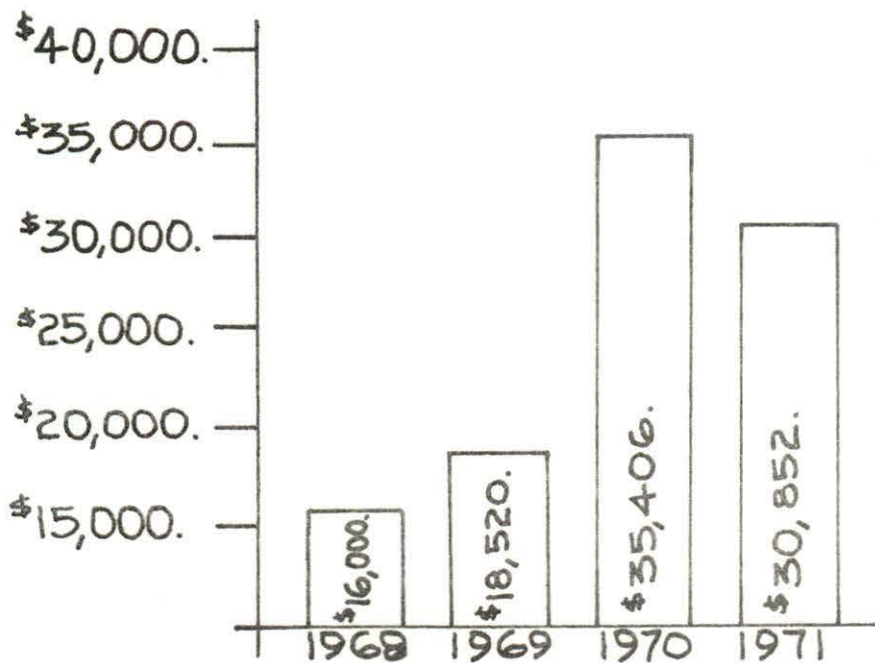
1971



A. A. B. E. D. C.

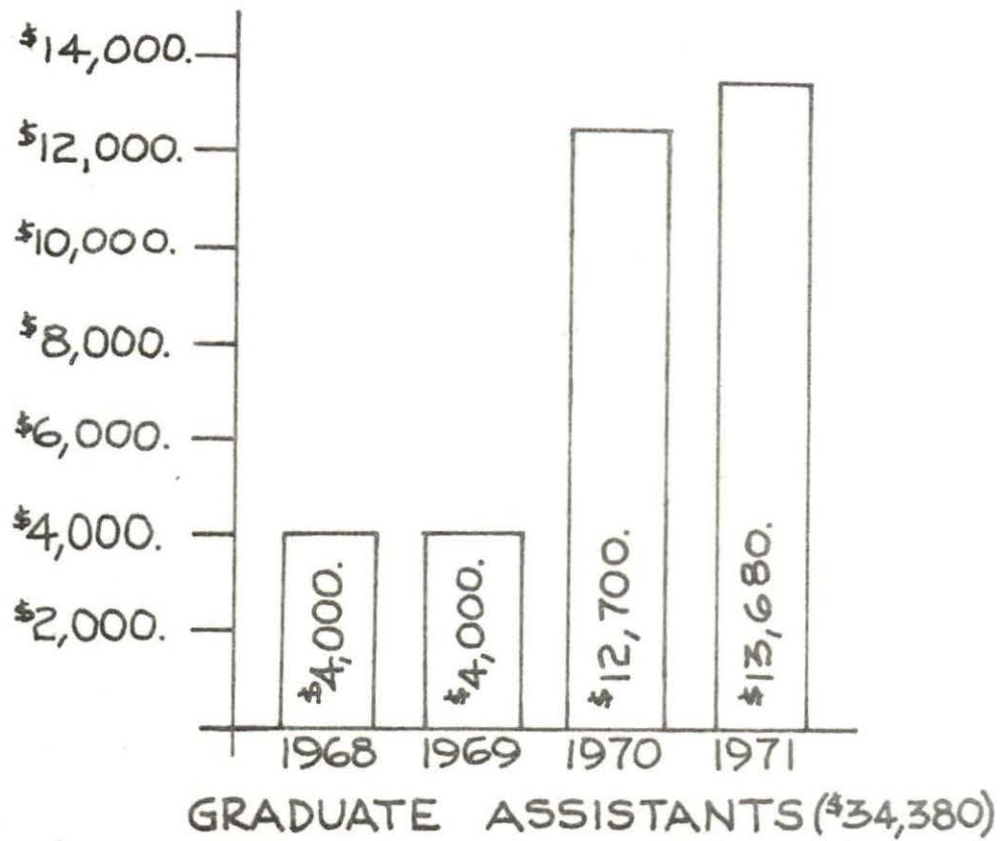
CONTRIBUTIONS TO MOREHEAD STATE UNIVERSITY

1968-1971 \$220,232

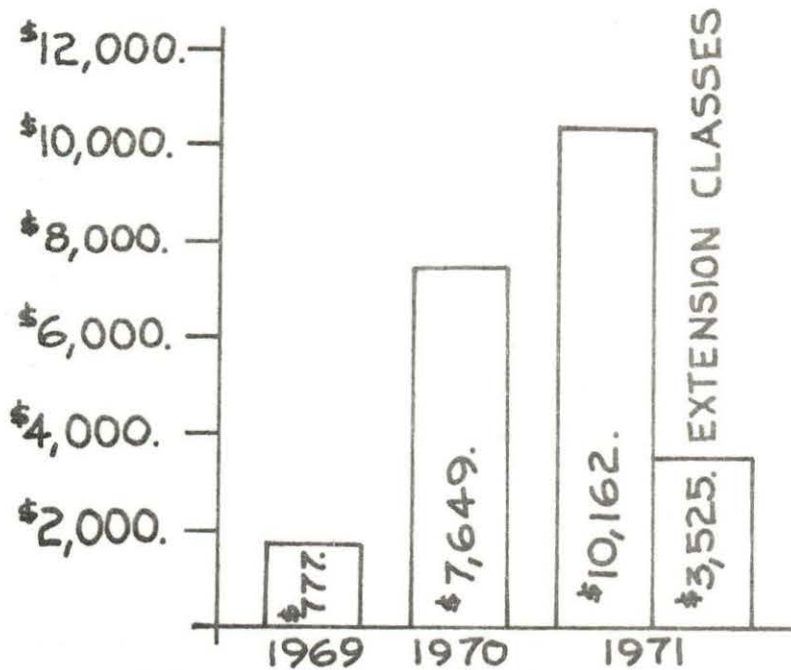


INDIRECT COST (\$100,778)
 (AABEDC + TEACHER TRAINER WORKSHOP)

The AABEDC contributes at a rate of 8% of direct costs to Morehead State University as indirect cost for all services rendered by Morehead State University to the "special project", AABEDC, including Business Office services; the provision of all equipment, and furniture necessary for the efficient function of the Center.

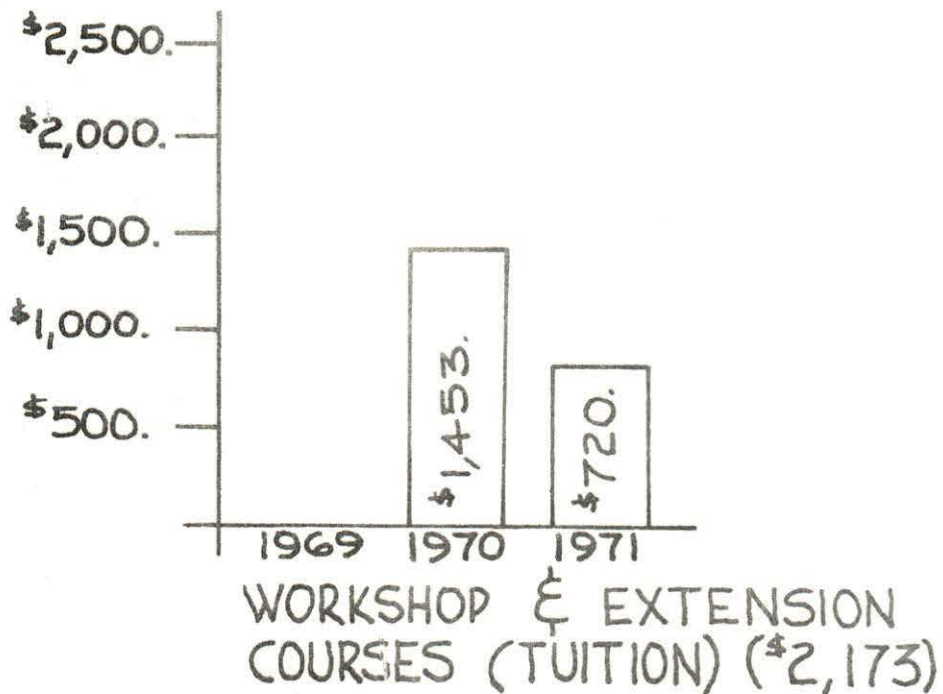


The AABEDC has awarded graduate assistantships on an annual basis to students seeking a Master's degree at Morehead State University. At present seven students have received graduate assistantships for the academic year 1970-71. The stipend total for the year is \$13,680.



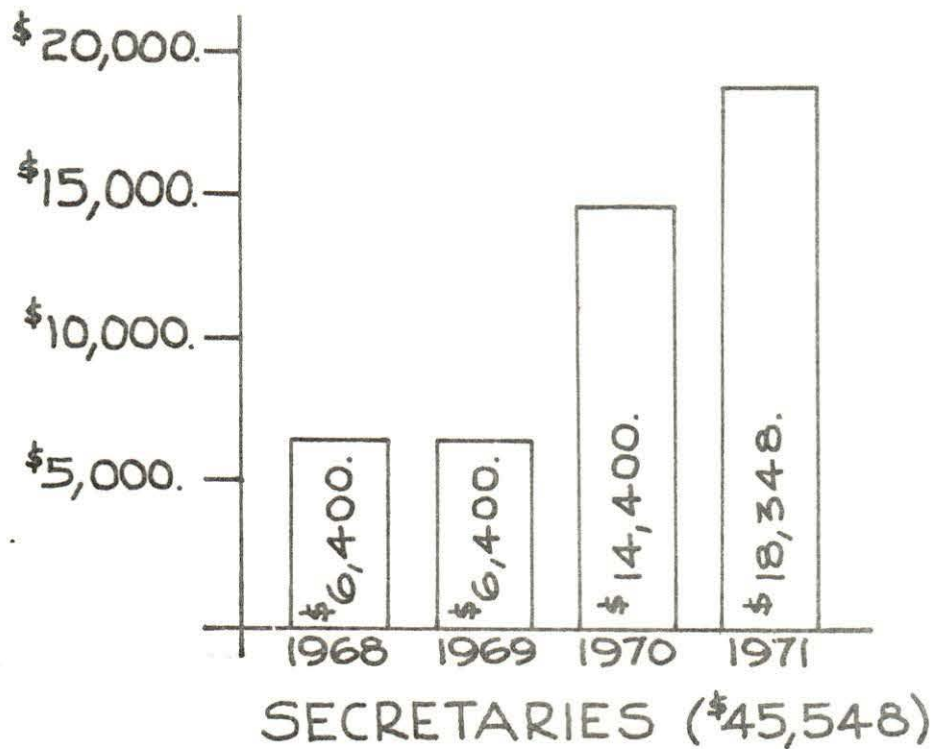
AABEDC TEACHING RESPONSIBILITIES AND EXTENSION CLASSES (\$22,113.)

The AABEDC's professional staff have taken on teaching assignments through the Morehead State University regular semester scheduling and through MSU's extension programs. The staff has taught at least one class per semester since January of 1969. Each member of the professional staff has participated either through the semester program or the extension program as an instructor without the benefit of additional pay.

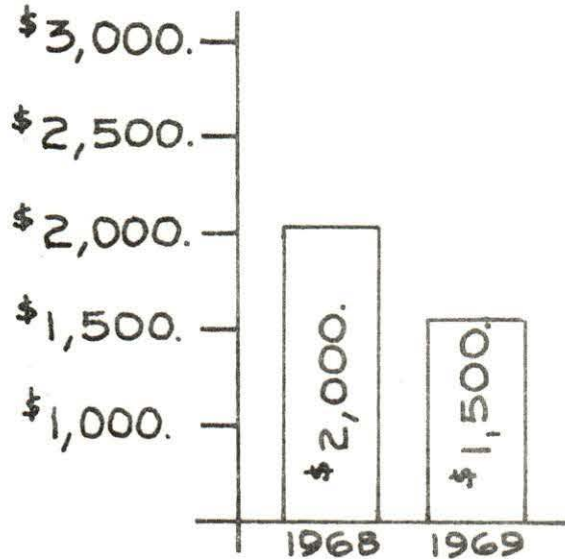


The AABEDC in cooperation with the Kentucky ABE Department conducted a one week Guidance and Counseling Workshop in the summer of 1970 at MSU. Fifteen students participated in the Workshop.

In connection with the graduate program in Adult and Continuing Education, extension courses have been offered at these sites Prestonsburg, Lexington, and Covington. The Center's staff serve as instructors for these extension courses.

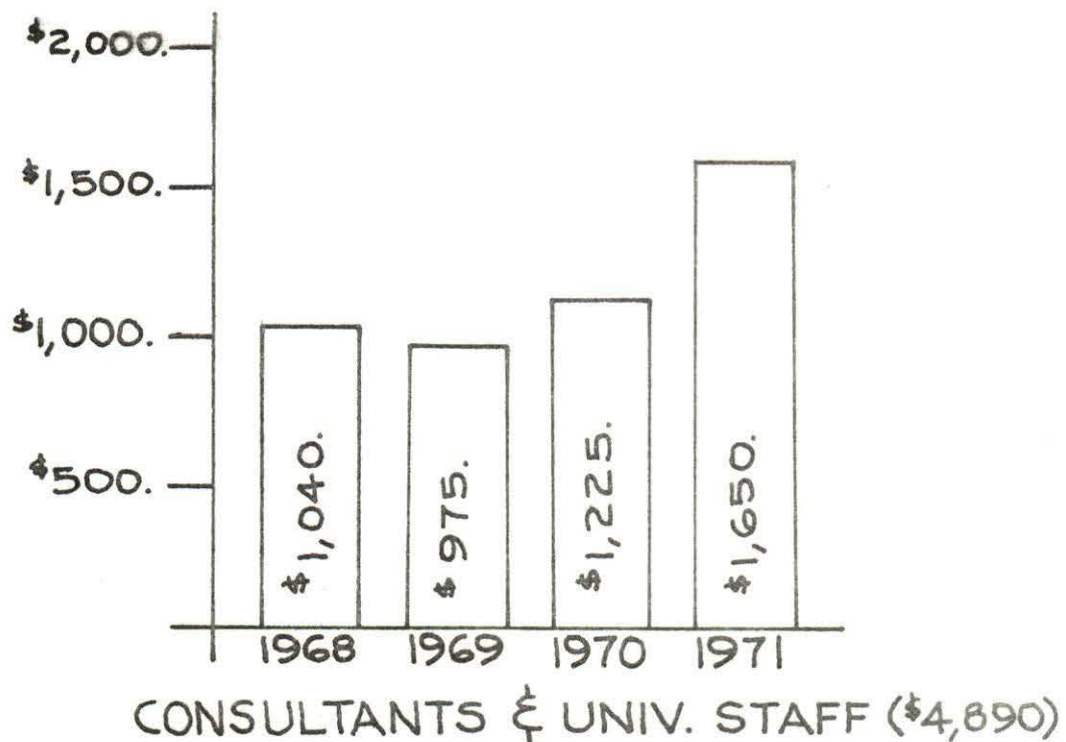


The AABEDC has employed as few as two secretaries to as many as five secretaries during the operational phases of programming at M.S.U. The employment of secretaries almost always are the wives of Morehead State University students. Although the turnover of the Center's secretarial staff is high, the Center is assisting the students in financing their education and putting new dollars into the university community.

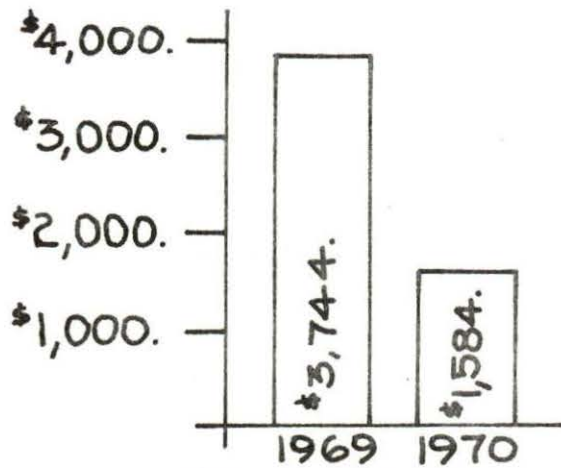


LIBRARY DONATIONS (\$3,500)

The AABEDC has appropriated \$3,500 to the Johnson Camden Library at MSU. The funds are used to purchase materials in the field of Adult Education. The Center has also purchased a great number of books which are placed in the curriculum room on the 7th floor of the Education Building. The books located on this floor will be handed over to MSU library upon the Center's termination.



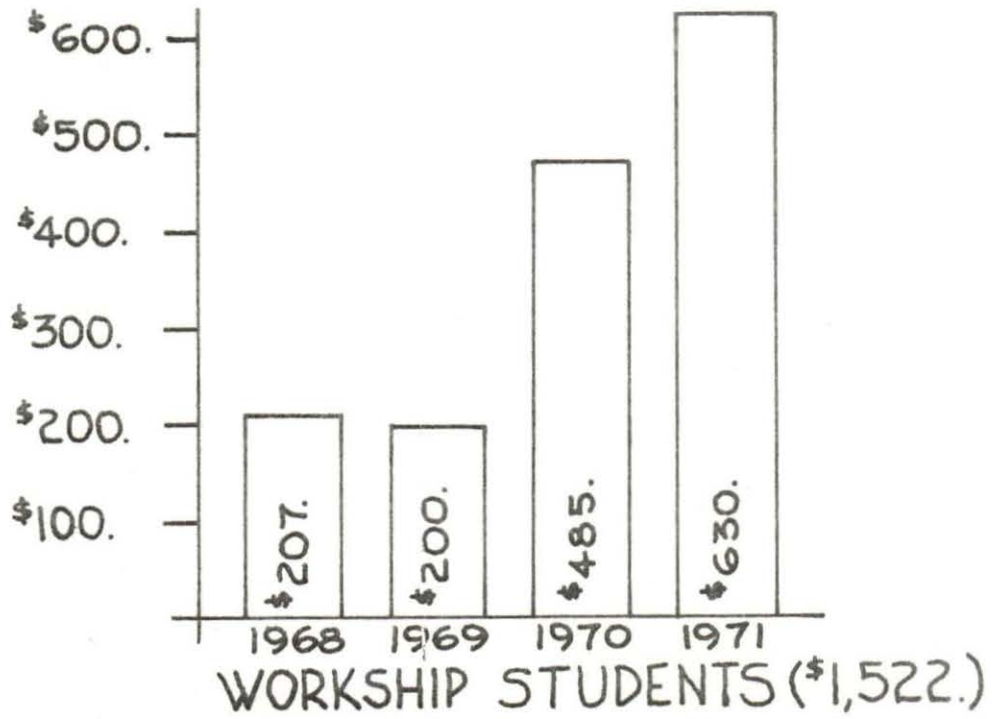
The AABEDC has recognized the expertise of members of the MSU faculty and on several occasions have utilized their talents as consultants to Center activities. The University consultants have contributed to various tasks such as the evaluation of the Kentucky ABE program, the evaluation of the Lewis County Lock & Dam ABE program, the teaching of reading in the Center teacher-training workshops and have assisted in the strengthening of the University and ABE Center relations.



TEACHER-TRAINER WORKSHOP
DORMS, REGISTRATION (\$5,328.)

In the summer of 1969 the Center conducted a teacher-trainer workshop for 111 participants. The participants and their families were housed in East Mignon Hall. The weekly housing fee was \$7.00 per person. The total dorm fee was \$3,744.

In the summer of 1970 the Center conducted a teacher-trainer workshop for 52 participants. The participants were housed in East Mignon Hall. The weekly housing fee was \$12.00 per person. The total dorm fee was \$1,584.



Workshop students are assigned to the Center by the MSU on a semester basis as a part of the Federal Work Study Program. Federal funds are provided up to 80% for each workshop student. The AABEDC assumes 20% of all Workshop student allotments for students employed by the Center.

A. A. B. E. D. C.
CONTRIBUTIONS TO MOREHEAD STATE UNIVERSITY
NON-MONETARY 1968-1971

SOME APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
NON-MONETARY CONTRIBUTIONS TO MOREHEAD STATE UNIVERSITY
1968-1971

Attached are several papers which describe contributions of the Appalachian Adult Basic Education Demonstration Center to Morehead State University:

AABEDC state module leadership persons are directly paid through Morehead State University and the AABEDC. There are 118 persons in eleven states--in-put into the Appalachian economy directly related to the Center and Morehead State University was equal to: \$121,368 in 1969 and \$525,637 in 1967-70.

SIX PROFESSIONAL ADULT EDUCATORS in the Staff of the AABEDC represent a remarkable resource to the University and the region. The AABEDC has received national recognition as having one of the leading ABE "teams" in the United States.

Morehead State University continues to receive national recognition through AABEDC publications, research monographs, papers, journals, and brochures. A television and radio demonstration recruitment project, OPEN THE DOOR TO ABE, was introduced by the Center and is being used across the nation.

Morehead State University has received recognition through AABEDC staff consultant services and national leadership roles as national association committeemen, chairmanships, and board members.

National Teacher-Trainer Institutes (two on the campus of Morehead State University) brought nearly 200 ABE leaders to the Morehead State University campus. The AABEDC professional staff have now represented the University in many other National Teacher-Trainer Institutes and ABE Workshops as speakers, evaluators, and/or participants.

National program responsibility has brought the AABEDC staff, representing Morehead State University, in direct contact with many universities across the nation.

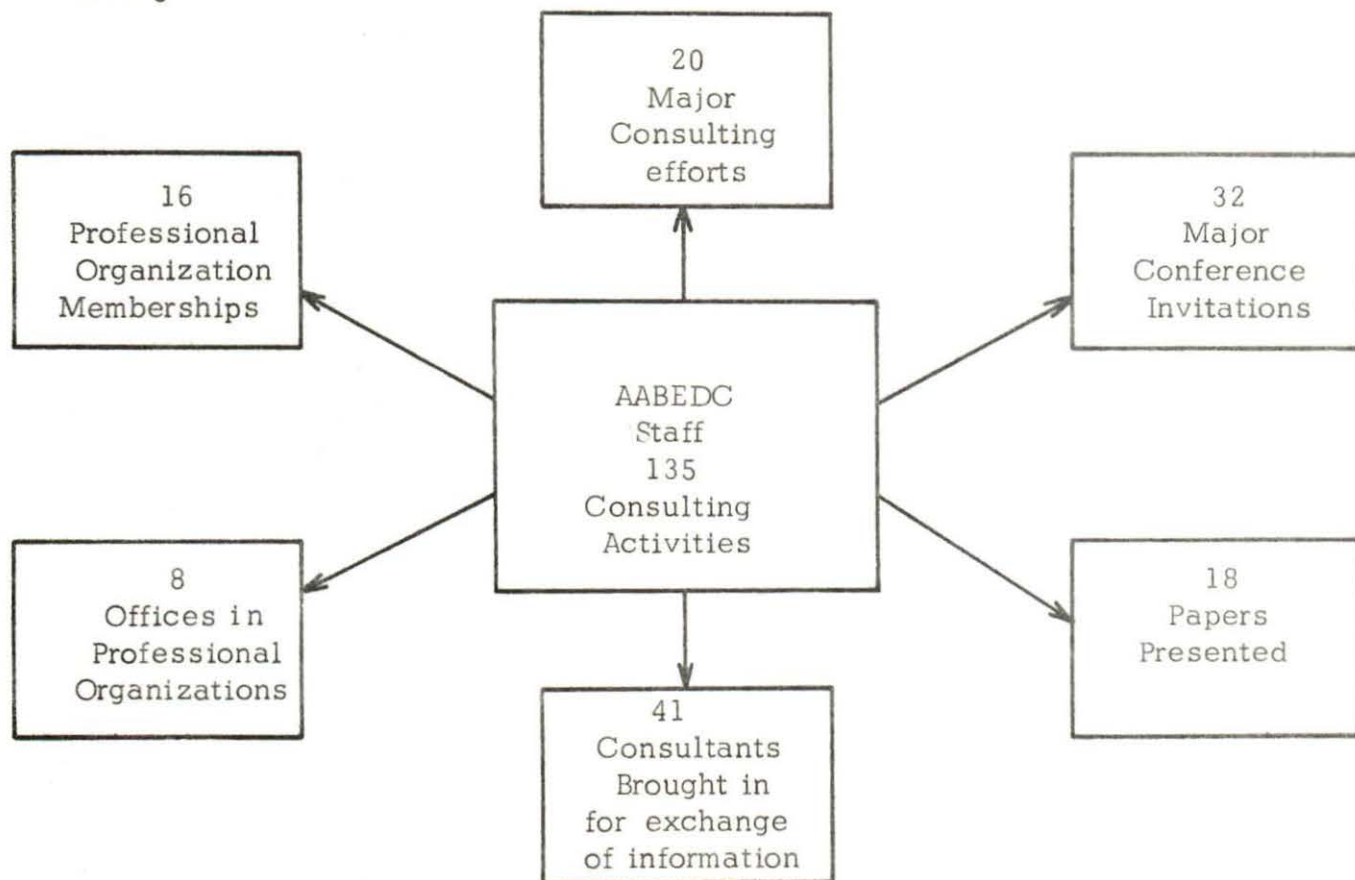
INDIRECT CONTRIBUTIONS TO MOREHEAD STATE UNIVERSITY
THROUGH AABEDC ACTIVITIES

UNIVERSITY RECOGNITION through AABEDC Publications, Research Monographs and Brochures.

Major distribution and dissemination:

U.S. Office of Education
 Graduate Programs in Adult & Continuing Education (Nation Wide)
 ALL State Department of Education, Adult Education Programs
 (Nation Wide)
 Educational Resources Information Center (ERIC)
 National and State Professional Associations
 Office of Economic Opportunity
 Department of Labor
 Department of Defense
 THIRTEEN Appalachian State Governors
 THIRTEEN Appalachian Regional Offices and National Offices
 TWO NATIONAL TEACHER TRAINER INSTITUTES conducted on campus

UNIVERSITY RECOGNITION through the professional consulting activities of the AABEDC staff. The extent of the consulting function of the AABEDC staff for 1969 in addition to continuous consulting with AABEDC modules is diagrammed in Figure 1.



APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
Reports in Production
October 1970

1969 Final Report on the Appalachian Adult Basic Education Demonstration Center.

Georgia Module Final Report in ABE Recruitment.

South Carolina Module Final Report on Liasion between Business and Industry and ABE and Training Programs.

Maryland Module Final Report on Typing as a Motivational Factor and an Instructional Process in ABE.

Lewis Co. Kentucky Module Final Report on Experimental Learning Labs.

Kentucky Driver Education Module Final Report on Driver Education for ABE.

New York Module Final Report on the Influence of the Community School on ABE.

Ohio Module Final Report on (1) Relative Effectiveness of the Traditional Classroom, the Learning Lab, and Home Instruction, (2) the Effectiveness of Teacher-Made Supplementary ABE Materials.

West Virginia Module Final Report on the Long Range Follow-up Study of 85 ABE Graduates.

Virginia Module Final Report on Training and Use of Counselor Aides.

Mississippi Module Final Report No. 1 - Development of Low Readability Newspaper for a Rural Isolated Area.

Mississippi Module Final Report No. 2 - Development of Traveling Learning Lab for a Rural Isolated Area.

Bear Creek Alabama Module Final Report on the Liaison between Business and Industry and ABE.

Gadsden Alabama Module Final Report on the Development of VTR Films on Consumer Education and Communication Skills.

Appalachian Needs and Curriculum Materials.

Final Report of the Appalachian Adult Basic Education Demonstration Center Teacher-Trainer Workshop in Reading.

Teacher-Trainer Syllabus for Reading Skills: Word Attack Skills, Comprehension Skills, ABE Materials, and Reading Diagnosis.

ABE Teachers Handbook of Public Services for the Needs of ABE Students.

The Gadsden Audio Visual Catalogue.

A Dialect Study Survey of the Appalachian Region.

The Relationship Between Anomie and Participation in Adult Basic Education Classes.

A Comparative Study of the Community Participation Role of Successful and Unsuccessful Adult Basic Education Teachers.

The Relationship Between Internality-Externality and Participation in Adult Basic Education Classes.

The Effect of Isolation on the Support of Schools.

The Study and Development of Relevant ABE Curriculum Materials in Mathematics.

4) PUBLICATIONS

The AABEDC has provided a major service to the region and to the national program through the development and distribution of a significant number of documents and publications:

* NAMES AND ADDRESSES OF PUBLISHERS OF ABE MATERIALS AND AGENCIES OFFERING FREE AND INEXPENSIVE SUPPLEMENTARY MATERIALS

The publication provides information for supervisors and for teachers and encourages the expansion of a variety of materials to be used to serve individual needs in Appalachian ABE programs.

Distribution: State Directors, Appalachian teachers, and supervisors (500 copies), Universities and national leadership.

* APPALACHIAN NEEDS AND CURRICULUM MATERIALS

A summary of the social, psychological, and economic characteristics of the Appalachian as these characteristics relate to the identification of "appropriate" curriculum materials.

Distribution: 400 copies sent to Appalachian state leadership and supervisors, the Appalachian Regional Commission, the Appalachian Universities, and the governors offices of the thirteen state region.

* APPALACHIAN COMPACT

A historical development of Appalachian educational programs which include documentation of the congressional testimony related to national and Appalachian adult education needs.

Distribution: Appalachian educational and political leadership. 1000 copies were taken by participants at the National Adult Education Conference, October 1970.

* THE MASTERS' DEGREE IN ADULT AND CONTINUING EDUCATION

A proposal prepared to advance a masters' degree in adult and continuing education at Morehead State University which included justification, requirements, course descriptions, and a system for inter-disciplinary coordination. (The degree program has been approved and a Department in the School of Education has been established.)

Distribution: Copies of the Masters' Degree proposal have been made available to a number of emerging graduate programs in adult and continuing education.

* APPALACHIAN ADULT BASIC EDUCATION TEACHER-TRAINING WORKSHOP

The document reports upon content, procedures, and evaluation of an Appalachian Regional Adult Basic Education Teacher-Training Workshop conducted by the AABEDC, Morehead State University. The Workshop emphasized the social, psychological and economic problems of the Appalachians related to adult basic education practice.

Distribution: All state directors of ABE, university department chairmen of adult education, AABEDC Regional Board of Directors, and Workshop participants.

* WITH REFERENCE TO APPALACHIA - A COLLECTION OF MID-TWENTIETH-CENTURY FACTS AND VIEWPOINTS SELECTED ON THE BASIS OF PERTINENCE TO ADULT EDUCATION IN APPALACHIA,
Ruth Seay

These data are assembled as a basis for policy in the development of adult education in Appalachia. They may also prove useful for the study of other policy problems relating to Appalachia.

Distribution: A limited number of copies have been prepared for distribution to the U.S.O.E., Appalachian universities, the Appalachian Regional Commission, the AABEDC Regional Board of Directors and the governors offices of the thirteen state region.

The document is of significant importance to the region and is currently being considered for publication by the University of Kentucky Press.

* BEAUTIFUL COUNTRY, BEAUTIFUL PEOPLE - APPALACHIANS ON THE THRESHOLD

A brochure produced by the AABEDC described the Center purposes and progress in achieving those purposes. The document manages to take a very positive view of the life styles of the Appalachian while at the same time pointing out that the positive attributes can be dysfunctional when applied in new problem situations.

Distribution: Approximately 4000 copies of the brochure are to be distributed. 1000 copies were taken by participants at the recent NAPCAE/AEA National Adult Education Conference October, 1970. Regional and national distribution is being carried out.

* THE OLDER CITIZEN: AN OVERVIEW OF EXISTING SERVICES AND NEEDS IN NORTHEASTERN KENTUCKY

The document prepared by the AABEDC staff representatives in cooperation with the Institute on the Aging, Research and Development, Morehead State University, reports a fact-finding survey of basic information about services for the needs of the elderly.

Distribution: Commonwealth of Kentucky, U.S.O.E., Kentucky universities and the Conference on the Aging.

* AABEDC FINAL REPORTS

The Final Reports of the Project entitled: "Demonstration, Developmental and Research Project for Program, Materials, Facilities and Educational Technology for Undereducated Adults", represent an overview of the Center progress, findings and recommendations.

Distribution: The U.S. Office of Education as required, the AABEDC Regional Board of Directors and all state ABE program directors.

Identification and distribution of select ABE materials:

The AABEDC has developed a national reputation for being knowledgeable in adult and continuing education which encourages interested agencies and individuals to provide the Center with copies of research activities, reports and other relevant documents. The Center has continually shared select items from among these materials with the leadership structure in the thirteen state region. Examples of such material and information distributed are:

Techniques for Teachers of Adults of the National Association for Public Continuing and Adult Education; federal documents and publications; research of the Human Resources Research Organization, and a variety of unpublished research papers.

10 State Structure of Employment in AABEDC (Morehead State University)

STATE MONTHLY PERSONS DIRECTLY PAID BY AABEDC

	<u>Alabama</u>		<u>Kentucky</u>		
	Director	\$ 3,500.00	Director	\$ 6,163.00	
	Secretary	\$ 2,000.00	Secretary	\$ 2,520.00	
	Consultants	\$ 200.00	Aids (3)	\$ 3,024.00	
10	Teachers	\$ 550.00	Bus Driver	\$ 1,800.00	
	Consultants	\$ 144.00	Persons	\$13,507.00	
30	Aids	\$ 2,460.00			
34	Persons	\$ 8,854.00	<u>Kentucky</u>		
	<u>Alabama</u> ¹¹¹		Director (2)	\$ 3,024.00	
	Director	\$ 2,000.00	Bookkeeper	\$ 140.00	
	Secretary	\$ 3,375.00	Teachers (4)	\$ 3,840.00	
	Asst. Director	\$ 7,000.00	Persons	\$ 7,004.00	
	Consultants (2)	\$ 400.00			
5	Persons	\$12,775.00	<u>Mississippi</u>		
	<u>Georgia</u>		Director	\$ 6,680.00	
	Director	\$11,101.00	Bookkeeper	\$ 1,000.00	
	Secretary	\$ 3,250.00	Reader Spec.		
	Bookkeeper	\$ 500.00	Asst. Reading Spec.	\$ 2,200.00	
	Consultant (1)	\$ 1,000.00	Composer	\$ 3,500.00	
4	Persons	\$15,857.00	Persons	\$13,380.00	
	<u>Maryland</u>		<u>New York</u>		
	Director	\$ 2,064.00	Director	\$ 1,575.00	
	Secretary	\$ 700.00	Secretary	\$ 320.00	
	Teachers (6)	\$ 4,368.00	Consultant	\$ 200.00	
	Counselors (3)	\$ 225.00	Persons	\$ 2,095.00	
	Consultants	\$ 500.00			
	Teachers (9)	\$ 585.00	<u>Ohio</u>		
21	Persons	\$ 8,442.00	Director	\$ 4,800.00	
	<u>North Carolina</u>		Secretary	\$ 900.00	
	Director	\$ 5,168.00	Teachers (4)	\$ 1,200.00	
	Secretary	\$ 1,900.00	Aids (4)	\$ 2,160.00	
	Consultant	\$ 2,000.00	Inservice (8)	\$ 720.00	
	Com. Cont. Per. (9)	\$ 720.00	Persons	\$ 9,870.00	
	ABE Director (2)	\$ 1,500.00			
	Physiologist (2)	\$ 750.00	<u>South Carolina</u>		
7	Persons	\$12,037.00	Director	\$ 9,801.00	
	<u>West Virginia</u>		Secretary	\$ 3,388.00	
	Director	\$ 1,458.00	Consultant	\$ 150.00	
	Secretary	\$ 756.00	Persons	\$13,339.00	
	Teachers (4)	\$ 2,000.00			
			19	TOTAL EMPLOYED	118 Persons
				TOTAL SALARY	\$121,368.00

The AABEDC conducted a specialists' conference involving authorities on Appalachia and adult education. The report of the conference was published separately. The participants were:

Harriett Arnow	(author)	Ann Arbor, Michigan
Daniel Cooper	(evaluator, educational administration)	University of Michigan
Phyllis Cunningham	(graduate student, adult education)	University of Chicago
Boris Frank	(ABE educational television)	University of Wisconsin
Rena Gazaway	(sociologist, author)	University of Cincinnati
William Griffith	(adult education)	University of Chicago
Robert Isenberg	(educational administration)	American Association of School Administrators
Barry Lucas	(graduate student, educational administration)	University of Michigan
Howard McClusky	(evaluator, adult education)	University of Michigan
Ernest Nesius	(extension education)	West Virginia University
Eugene Scholes	(graduate student, educational administration)	University of Michigan
Maurice Seay	(evaluator, acting dean, School of Education)	Western Michigan University
Russell Wilson	(evaluator, educational administration)	University of Michigan

Within the Appalachian region, the AABEDC has developed a strong working relationship and two-way information exchange with:

- The Appalachian Regional Commission (ARC)
- Local area ARC development districts
- The Tennessee Valley Authority (TVA)
- The Bear Creek (Alabama) Watershed Association
- The National Office of Economic Opportunity (OEO)

- Local OEO programs such as the Neighborhood Youth Corps (NYC)
- Many local community action programs (CAP)
- Job Corps
- The Appalachian Film Workshop
- Kentucky Educational Television
- The Southern Regional Education Board/ABE Project, a special project concerned with ABE Staff development in seven (7) states.

On the national scene the AABEDC professional staff has worked with:

- The Department of Defense
- The Department of Labor
- Many special projects such as: Rural Family Development (RFD) at the University of Wisconsin
- The National Multi-media Materials Center for Adult Education at Montclair State College and Federal City College
- The Adult Armchair Education of the Opportunities Industrialization Center (OIC) of Philadelphia

In addition, the AABEDC has had a direct working relationship through activities such as consulting, training, and project development with the institutions of higher education in 1969 listed in Table 2.

Table 2
AABEDC University Relationships

WITHIN APPALACHIA	WITHOUT APPALACHIA
Appalachian State University	Arizona State University
Asheville-Bumcombe Technical Institute	City College of New York
Auburn University	Florida Atlantic University
Berea College	Florida State University
Caldwell Community College & Technical Institute	Harvard University
College of William and Mary	Hofstra University
Corning Community College	Michigan State University
Haywood Technical Institute	Montclair State College
Itawamba Junior College	Northern Colorado State University
Kentucky State College	Northern Illinois University
Marshall University	Southern Utah State College
Memphis State University	Stanford University
Miami University	University of Arkansas
Mississippi State University	University of Chicago
Morehead State University	University of Denver
North Carolina State University	University of Hawaii
Ohio State University	University of Michigan
Pennsylvania State University	University of Missouri - Kansas City
Southwest Technical Institute	University of Utah
University of Cincinnati	University of Wisconsin
University of Georgia	University of Wyoming
University of Kentucky	Western Michigan State University
University of Maryland	
University of South Carolina	
University of Tennessee	
University of Virginia	
University of West Virginia	
Virginia Commonwealth University	
Western Kentucky State University	
Wilkes Community College	



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ADULT EDUCATION ASSOCIATION
OF THE U.S.A. COMMISSION ON
ABE

EIGHTH ABE
CONFERENCE OF 100+
FOR ADMINISTRATORS, TEACHER
TRAINERS, TEACHERS, COUNSELORS

MAY 13-14, 1971
MIDLAND HOTEL
CHICAGO, ILLINOIS

For information write:

Mrs. Ann P. Hayes, Planning Committee
Appalachian Adult Basic Education Demonstration Center
U.P.O. Box 1345
Morehead, Kentucky 40351

too old to learn?

by Husain Qazilbash

Does intelligence decline with age, or is the frequently measured decline in intelligence with age a function of factors not necessarily related to the aging process? For example, is it possible that continuous participation in information-seeking activities contributes to the measurement of "general" intelligence as commonly measured by IQ tests?

A prevailing belief in our society is that one's intelligence, like most other psychological and physiological abilities, declines with age. The aphorism "you can't teach an old dog new tricks" sums up the prevailing cultural bias.

The basis for this widespread belief in our culture is, at least in part, the result of several major psychological studies. The following three conclusions were drawn from the studies in the field of adult learning.

- Thorndike concluded that "adults can learn but at a slowly declining rate of about one percent a year from age 45-70 years."¹
- Wechsler concluded "nearly all studies dealing with the age factor in adult performance have shown that most human abilities, in so far as they are measurable, decline progressively after reaching the peak somewhere between ages 18-25. The peak age varies with the ability in question, but the decline occurs in all mental measures of ability including those employed in tests of intelligence."²
- Shock concluded that "there can be no doubt that average raw scores attained on intelligence type tests diminish with increasing age. The decline in average scores begins in the twenties and continues at an increasing rate up to age 60; the extent and nature of decline in performance beyond age 60 is still uncertain."³

The above three statements and the conclusion of Miles and Miles,⁴ Jones and Conrad,⁵ Thorndike,⁶ and Pacaud,⁷ that intelligence declines with age, are based on cross-sectional studies on the change in intellectual achievement of adults.

In Johnstone and Rivera's study, one of the reasons adults gave when asked why they do not participate in adult education programs was "I am too old to learn."⁸

The conviction that intelligence of older people does decline has important individual and social implications.⁹

First, those who are responsible for providing funds for educational programs for adults may show a reluctance to do so if convinced that these funds will be ineffectively utilized.

Second, adults who believe that their mental capacities have become seriously reduced will neither demand educational programs nor participate in them on any large scale.

Third, people responsible for the development of educational programs for older adults will not put forth their optimum efforts to design such programs if they believe that the programs will be of little educational significance.

Data are available to support the proposition that adults with a high level of formal education do not show a decline in intelligence over time.

Owens in 1919 gave the Army Alpha Intelligence Tests to 363 freshmen students at Iowa State University. The subjects were 19 years old; 127 of the same subjects were retested with the same test at age 49. Four of the eight subtests were not appreciably changed with age, and four subtests showed an increase with age.¹⁰

Owens pointed out that the major gains at the time of retest were found in information and vocabulary tests. Findings from certain cross-sectional studies also show that vocabulary improves with age among more able adults.¹¹

Owens (1959) assessed the role of initial ability and subsequent change in intellectual ability.¹² In 1966 he was able to retest 97

of the 127 subjects at an average age of approximately 61 years. He found that none of the subtest scores changed significantly from the age of 49. Owens also reported that verbal and knowledge scores did not decline during the two testings but there was a slight decline in numerical scores.

In the study of Birren and Morrison¹³ the level of formal education was a crucial factor in the general component of overall intellectual ability, and there was no decline in intelligence test scores.

Pressey and Kuhlen¹⁴ showed that scores on general ability tests were different for men of different types of occupations and they concluded that school and job training increases the ability of adults to score well on intelligence tests.

Norris reported that the older adult appears less successful with some types of test content than with others; he, however, attributed the differential decline to the fact that the quality and specificity of vocational experiences of adults affects test scores of some abilities.¹⁵

Nisbet (1957)¹⁶ reported a study of student training of teachers in Scotland who were tested in 1930-34 at an average of 22.5 years and were retested in 1955 at an average age of 47 years. The test was a shortened version of The Simplex Group Test, which is composed of 14 subtests in two general categories: verbal and numerical.

In every one of the subtests, the scores increased with age and in 13 of them, differences between the two tests were statistically significant. The improvement was less marked in the numerical subtests than in the verbal ones.

That the level of formal education positively correlates with level of performance on intelligence tests is well established.¹⁷ Lorge demonstrated the relationship between level of formal education and level of performance on intelligence tests in a 1941 follow-up of boys first tested in 1921 in the 8th grade. In 1941 those boys who had received additional schooling performed better on the tests than their equally intelligent peers at age 14 who had never gone beyond grade eight.¹⁸

Botwinick points out that the level of education and intellectual functions are highly and positively correlated. He further holds that "... it may be seen by these data, especially by the large general component, that the education of a person appears more important than the age of the person in relation to mental ability. It is very clear that it is important to evaluate the role of education in considering the effects of age."¹⁹

Thus, from the above discussion it is concluded that general intelligence of adults with higher levels of formal education does not decline with increasing age, and the empirical evidence is available to support the proposition that adults with a higher level of formal education engage in more information-seeking activities.²⁰

Bruner in summarizing the research pertaining to participation in adult education concluded "as one's education increases, so does his participation."²¹

Johnstone and Rivera concluded that a typical participant in adult education could be identified by the following characteristics: "younger than average adult (80 per cent were under 50 years of age), better educated than the average adult (an average

Continued on page 54



HUSAIN QAZILBASH is Curriculum Specialist and Assistant Professor of Adult Education at the Appalachian Adult Basic Education Demonstration Center, Morehead State University, Morehead, Kentucky. Mr. Qazilbash, a native of Pakistan, is currently engaged in research on the dialects of the Appalachian region.

of 12.2 years of formal education), better than average income, married, white-collar worker, and most often an urban resident.²²

Johnstone and Rivera also found that college graduates were six times as likely as those who had only a grade-school education to participate in adult-education activities—high-school graduates were three times as likely to participate when compared to those with only grade-school education.

Parker and Paiseley from Johnstone and Rivera's study concluded, when education is controlled in the analysis of data, no other personal or life-style characteristics set participants apart from nonparticipants in information-seeking. Even the racial differences disappear.²³

Greene (1962) in his study reported that high-school graduates are found to be twice as likely to participate in adult-education activities as compared to the high-school dropouts.²⁴

Education, alone in Johnstone and Rivera's study, provided strong prediction of participation—"a person who had been to college . . . was about six times more likely to have been engaged in educational activities than a person who had never gone beyond grade school."²⁵

Thus, based upon the evidence presented, it is concluded that a low level of formal education, little or no participation in educational activities, and impoverished cultural and environmental conditions are the primary variables responsible for the decline in intelligence over time.

If the above explanations in support of the conclusion seem biased, it is imperative that we also look at some of the contrary evidence and their interpretations.

A few researchers have attempted to explain the findings, showing that intelligence declines with age. The resulting theories in general state that intelligence declines because adults reduce their general level of intellectual activity, and in some specific areas adults disengage themselves completely from the activity.

The first theory of "disuse" was formulated by Hovland:²⁶ his theory is that forgetting comes about because of the lack of use of retained material: impressions fade or decay with time because they are not exercised. Since it is possible for older people to have longer periods of disuse, it is possible to explain an age decrement in memory function on this basis. Whereas Osgood²⁷ contended that forgetting is a function of an absence of an event (use, exercise) rather than the presence of it. Time becomes a cause of forgetting rather than events or processes which occur in time.

Later both Hovland and Osgood²⁸ listed interference as a second theory of "disuse" and agreed that forgetting comes about because of competition from new material. Hovland²⁹ formulated another theory based on changed cues and expectations. This theory suggests that recall is best when conditions are most similar to those present during original registration and the subsequent recall.

Cummings³⁰ and her associates in 1960 introduced the concept of "disengagement." Their hypothesis asserts a reversal of a need for expansion; i.e., in later years the individual is motivated to disengagement. The disengagement theory proposes that in old age, psychological equilibrium accompanies passivity whereas at younger ages active participation is necessary for equilibrium.

Dean's Study (1960)³¹ has presented data on the decline in "instrumentality" in support of this theory of "disengagement."

The implication of these theories here is that if adults do not engage extensively in information-seeking activities, their performance on intelligence tests will decline.

Botwinick³² in his discussion of culture as one of the modifiers of intelligence points out that we may expect that limitations in environment limit the expression of potential intelligence. Exposure to information and opportunities to learn are aspects of

total cultural context which influences the intellectual functions. Because these aspects change from generation to generation, it has been argued that it is unfair to compare old and young people when each age group is influenced by a different cultural context.

The study of an individual's pattern of educational efforts as a research approach for examining the extent of involvement in information-seeking activities was first suggested by Houle,³³ and subsequently discussed and investigated by Brown,³⁴ Scheffeld,³⁵ Ingham,³⁶ Averill,³⁷ and Litchfield.³⁸ None of these studies have considered the relationship between the extent of involvement in information-seeking activities and the intelligence of adults and their age.

Various studies have found that individuals with less than an eighth-grade education, those from lower socioeconomic levels, those from certain ethnic and cultural groups, and those over 55 years of age tend not to be involved in adult-education programs. However, the latter groups are the ones for whom many adult-education programs are particularly intended.

The purpose of these programs is to provide opportunities and resources to the adult population for their personal and intellectual development and to meet the growing needs of the society and technology. To do this, adults must be continuously involved in the information-seeking process that will not only enable them to keep up with developments but also to maintain or increase their general intellectual ability.

Since there is little evidence that adults learn less efficiently than younger people, research is needed to determine the extent that information-seeking alters the relationship between intelligence and age. ■

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FEDERAL LEGISLATION AND COMMUNITY EDUCATION

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COMMUNITY EDUCATION JOURNAL

Billions of federal dollars are currently being spent across the nation in community education activities. All too often these federal activities are unrelated to public school systems—the agency of distinct educational purpose and capability. Thirty-three federal agencies can be identified as serving the interests of adult education and training alone. Although the potential for extending the services of the public school in community education exists through the myriad of federal programs, educational leadership has failed to capitalize upon the opportunity to maximize the impact of existing programs and in this failure have fostered the creation of new systems—often inferior. The problem of the proliferation of community education programs outside the realm of the public school system is clearly our best example of crisis programming as opposed to the institutionalization of a fundamental structure of community education.

This section of the COMMUNITY EDUCATION JOURNAL will be dedicated to the isolation of those federal acts and resources that can be focused upon the growing needs of a national community education movement.

Administrators, responsible for community school development, are constantly faced with the problem of funding. The community can be expected to pay a portion of the costs, private foundations have in the past made grants—the Mott Foundation has supported the Flint Community Schools since 1937 and the Ford Foundation has recently supported the Federation of Boston Community Schools—but a future national program will require state, federal, and local support of total community education. Areas identified as current national priorities which serve the educationally disadvantaged population, early childhood development, the drug problem, and ecology represent just a few of the potential sources of funds for local community education and a start of “real” involvement of the local community in the public schools. Funding success is related to knowledge of opportunity and creative energetic grantsmanship.

This column periodically will report federal legislation and funding sources that might be applied to community education development in local school districts. It may be especially helpful to categorize funding sources to aid local directors in isolating existing potential through which the school can receive direct help:

*Special funds have been designated for select groups of children and youth such as Head Start and other poverty level pre-school children; ethnic and minority groups; and special education for groups under the Handicapped Children Early Education Assistance Act.

*Some funding has been provided for specialized services such as Youth Tutoring Youth, The National School Lunch Act, and research funding for experiments in the use of educational media, or government surplus. There is money available for one purpose while providing other services such as the New Careers Program covering portions of staff salary.

*There are also funds available for increased community school activity for which the school cannot be the direct recipient but can be the beneficiary:

*Titles I and III of the Higher Education Act; the Education Professions Development Act; and Instructional Materials and Resource Centers provide funding to others who can then provide a service to the community school.

*Federal funds are provided to others—for example, state adult education grant programs—who are able to purchase services from the community school through sources such as the Drug Education Act, and in some states programs for retarded and other special children. One significant federal effort to date is Title III P.L. 91-230, the Adult Education Act of 1966 as Amended. A state grant program using federal funds to support facilities and instruction in adult basic education initially now supports “. . . programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens.” This Act viewed in its broadest interpretation virtually opens the doors of our public schools (upon school district application) to community education and thence to full utilization of the facilities in serving all needs of the community at a minimum cost.

*Money to others who can then move it into community schools are provided through local Community Development Agencies, Model Cities Programs, or Community Action Programs, which can be subcontracted to community schools. Funds under ESEA Titles I-VIII also can all be subcontracted by a state or local public school.

Cable TV — And Adult Education

Introduction

As the 1970's begin, an exciting opportunity to fundamentally change the nature of adult education and, at the same time, to enormously increase its audience is waiting within our grasp.

The potential for this change lies in cable television (CATV); the same instrument that today does little more than pipe a fuzzy landscape of barometers and thermometers to rural America.

Starting in the early 50's, CATV systems were first installed in rural communities where normal TV reception was poor or impossible. In exchange for a fixed monthly fee, the cable system provided a valued service; better picture quality and more channels. During the early '60's, CATV operators began to move into areas that were by no means rural, thus amending the original concept of cable television. Now, cable systems serve communities that lack "adequate" TV service (with emphasis on loose interpretations of the term "adequate").

CATV has had a host of enemies in its short existence. Antenna manufacturers began the battle, with theater owners, copyrighters, and telephone companies soon to join their ranks. The principal opposition, however, has been from broadcasters.

During the last dozen years powerful pressures from broadcasters and regulations adopted by the Federal Communications Commission have done much to confine CATV to a largely supplementary role—passive transmission of programming.

Despite these adverse circumstances, cable TV has grown steadily. In 1958 some 525 cable TV systems were in operation with 450,000 subscribers. As 1970 began, there were an estimated 2,400 cable systems in operation serving 4 1/2 million homes, approximately 8% of all television homes. Only when this figure is compared with the 57,000,000 homes reached by broadcast television can cable TV be seen in its proper perspective, a

communication system that has hardly scratched the surface of its potential.

Narrowcasting

The very nature of cable television seems to make it a perfect mate for adult education. For years, adult educators have been looking for methods to individualize instruction, to provide ways for students to work independently at a speed comfortable for them within areas of their own interest, and to do this economically. With cable television that method is at hand.

The multi-channel capability of wire TV provides programming diversity that air TV, as it now exists, can't match either technically or economically. It is technologically possible now for a single cable system to program from twelve to twenty channels. With multiple channels at his disposal the cable operator has flexibility to "narrowcast." As opposed to broadcasting, "narrowcasting" can aim specific messages at a variety of minority audiences simultaneously.

"Narrowcasting" can not only provide program diversity but educational diversity—it is possible for instance to program a cable system so that Channel A carries Level 1 Adult Basic Education instruction; Channel B, a professional refresher course; Channel C, a consumer education show; and so on until you run out of channels, programming, or audiences.

The concomitant development of home videotape equipment will complement the development of cable TV "narrowcasting." The home student can program his VTR to record a lesson he might miss or have difficulty with for later playback and study. Cable TV then, can not only help expand the confining walls of the classroom, but in conjunction with a videotape recorder ease the dictatorship of time.

The concept of "Narrowcasting" could also benefit minority group access to television. Cable TV offers an inexpensive medium for community self-expression, especially invaluable in encouraging participation in the communication process by those previously disenfranchised from it.

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Rules, Regulations and Implications

A number of recent FCC cable TV rulings are destined to radically change the nature of the CATV industry and have far reaching effects on American education. Responsible for these changes was a landmark FCC decision in October, 1969. The FCC ordered, effective April 1, 1971, that cable systems with more than 3,500 subscribers must originate their own programs.

Although pleased with the FCC program origination requirement, cable operators were unprepared for it. Most possess neither the equipment, the personnel, nor the know-how to begin production.

In a kind of wait-and-see move, the commission placed no restrictions on the type of programs to be originated. They did however make clear that various broadcast standards such as equal time, sponsorship-identification, and the fairness doctrine, would be made applicable.

With a deadline of April 1, 1971, and under no restrictions to the type of programs to be originated, cable operators are faced with several alternatives.

Number one, they can buy production equipment, outfit studios, and hire personnel in order to produce their own local programs.

Number two, they can buy canned programs, either on film or videotape, for cablecasting.

Number three, they can invite a local agency or institution that has television production facilities to provide programming for them in exchange for free cable time.

The first two alternatives are expensive, but nevertheless, likely to occur in time. For the present, the third alternative serves the immediate need of the cable operator at the least expense. It is this alternative that provides to the educational media establishment the opportunity to participate in an expanding communication system during its formative stages.

Production facilities of ETV stations, county school boards, universities, colleges, junior colleges, and trade schools could be used to provide low cost, local cable programming suited to the particular needs of the community.

At the present time is on the side of those in education, but a recent development in the commercial production field should serve as warning that our margin is rapidly diminishing.

In a move aimed at immediately and comprehensively transforming cable TV operators from conveyors of programs to full-fledged producers of programs, a recently-formed California-based firm previewed in March a combination equip-

ment-product package especially aimed at the expanding CATV market.

This is the first material produced exclusively for use on CATV and designed "to appeal to small groups instead of a mass audience." The package contains twenty hours of color videotape material per week largely similar in content and format to network programming. The delivery date of the material was July 1, full nine months ahead of the FCC program origination deadline.

Unless educators soon realize the importance of the opportunity they may be forfeiting and take action now, commercial syndicators will supply the existing demand.

Interconnection and Implications

Permission for cablecasters to interconnect cable systems on a regional and national level was part of the October, 1969 rulings by the FCC.

The implications of this ruling for broadcasters is clear. It is now possible that groups of cable systems will interconnect to offer a network service in direct competition to the present establishment.

A CATV network has already been projected by Teleprompter Corporation, a multiple-CATV system owner. Teleprompter intends to syndicate original programs to its affiliates and to other interested systems.

For educators, interconnection also has important implications. A cable system, even a large contiguous one, is easily divided into small local segments, therefore, providing a variety of combinations of interconnection to a school district or whole state. It would be possible to interconnect specific geographic and cultural regions that cut across state lines, for instance, Appalachia, or the Spanish-speaking southwest. It would be possible to interconnect through an educational cable network, the entire country.

The possibilities of interconnection of cable TV systems has led one writer to foresee "the wired country" a short twenty years from now.

"The wire TV system will be a nationwide grid of coaxial cables, made up of regional systems. A cable will be able to carry 50 channels or so of TV. A few giant companies will own the big regionals; but there'll be a few hundred independent operators, mostly with small semi-rural systems that aren't economical for the biggies to run. These little systems will tie into the big ones for many of their programs."¹

¹ Forest H. Belt, "Television: 20 Years From Now," *Electronics World* January, 1970, p. 28.

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CABLE TV

(Continued from page 300)

The same writer's forecast of a regional local cable system in 1990 illustrates the tremendous potential cable system interconnection may have.

"Regional or local systems will carry no more than 25 channels of television. There'll be at least six national entertainment channels . . . that will still carry commercials. There will be a national and international news channel . . . a separate news channel will be reserved for local news . . . much like a town newspaper.

"At least six channels will be reserved for education. Four of them will be programmed by a national educational network. One may handle adult self-improvement and another professional studies. Or the six may carry school curricula by day and adult courses by night."²

The writer goes on to predict the allocation of five channels for cultural affairs, one channel for political activity, one for use by the cable company to program as it wishes and the remaining four to be leased to non-owner cablecasters for a variety of purposes.

Although this picture of the "wired country" may seem unfounded, similar ideas expressed twenty years ago about broadcast television would have sounded equally fantastic.

Conclusions

Indications are that the decade of the 70's will see the emergence of cable TV as a communication force equal to broadcast television. Improvements in technology and relaxation of FCC restrictions have paved the way for the potential of cable television to be exploited. Who will do the exploiting and toward what end are the key questions.

The transformation now occurring in the cable TV industry from program conveyance to program production provides adult educators with the opportunity to help form the instrument that in years to come will help form them.

A short-range goal of those in adult education should be convincing educational media people to involve themselves and their facilities in local cable TV production.

The hardware we selfishly guard and the expertise we too often are unwilling to share are both needed by cable operators. A year from now they may not be. Common sense dictates that we get our foot in the door now before it's slammed

shut in our face, and only a very precious key, money, will buy our way back in.

To this end I suggest a National Adult Education-CATV conference. Although meetings of this kind rarely solve specific problems, they can help immeasurably in making both parties aware of the benefits that may be derived from cooperation. Adult education leadership should be made aware of recent developments in the CATV industry and how these developments might affect the field.

Cable owners and producers should know adult education needs and how their industry can effectively implement all kinds of continuing education, from A.B.E. to professional refresher courses.

A national A.E.-CATV conference could provide the vehicle for this kind of much-needed information exchange, and stimulate the visionary planning needed now to prepare for the educational changes of tomorrow.

We can and should, design the institutional framework today to cope with the major importance of cable TV in the future of American education. The formation of a national educational cable TV production center to provide programming expressly for CATV would be a step in the right direction. I propose also the parallel development, along with the national production center, of a national CATV educational network.

Commercial syndicators, as I have previously noted, have already made moves in both these directions. They have realized the potential of the expanding CATV market and are gearing up to meet the demands of the fledgling industry.

Even if educators on the local level do begin programming for CATV at the system level, the multiple channels available on cable TV would demand a greater capacity than most local production units could provide.

The national production center would be of a dual nature. Serving as a program clearinghouse, it could cull outstanding programs from its affiliates to be wired regionally or nationally, and it would actually be a production unit, creating and producing its own programs for national interconnection. This dual nature would encourage local production while assuring a source of supply for the network's member systems.

Existing educational broadcasting agencies, for example Public Broadcasting Service (PBS) or various state ETV networks, would be likely parent organizations for a national cable TV production center.

A demonstration project, possibly jointly fund-

² *Ibid*, page 6.

ed by the U. S. Office of Education, a chartered Corporation for Public Broadcasting, and the National Cable Television Association could serve as one method of testing the concept of centralized cable TV production. A state ETV system like the one in Kentucky, with a headquarters and a number of satellite stations, could also adapt well to an experimental state cable TV interconnection.

In summary, I have offered the following proposals:

- (1) Cooperation with cable TV operators in using educational television facilities in local CATV programming efforts.
- (2) A national adult education-cable television conference.
- (3) Development of a national educational cable television production center.
- (4) Formation of a national educational cable television network.

I'm convinced that given time, these proposals will be transformed into concrete action with or without the inputs of adult education. The opportunity exists *now* . . . it's time we took advantage of it.

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Individualized Instruction for Rural Adults

Many southern Ohio adults are taking advantage of basic instructional programs geared to meet their individual needs and goals. The reason is that school districts in Pike, Ross, Scioto, Lawrence, Adams, and Gallia counties have initiated two types of Adult Basic Education programs that are new to rural areas—the *Learning Lab* approach and *Arm Chair* instruction. Both programs provide flexible, individualized learning situations.

The participating school districts are involved in a thirteen-state demonstration research project sponsored by the Appalachian Adult Basic Education Demonstration Center (AABEDC) of Morehead State University, Morehead, Kentucky, in cooperation with the Ohio Department of Education. In Ohio a major component is training ABE personnel, both professional and paraprofessional, in the effective use of programmed and other self-instructional materials.

Learning Lab Approach

After success was experienced by the Scioto Valley Adult Learning Lab during the 1968-69 school year, similar programs were established in nearby rural areas. Combining federal, state, and local resources, five additional learning centers were set up in Ross, Scioto, and Lawrence counties.

The centers in Lawrence and Ross counties are open four evenings per week, while the two Scioto county centers have day and evening programs. Trained paraprofessionals, provided through the Morehead project, operate the daytime labs. Each of these persons is supervised by a lab coordinator who acts as a resource person for the day program and who operates the lab in the evenings.

Student reaction to the individualized program has been excellent. In each of the six centers enrollment and attendance are on a steady increase.

Learning center staff personnel indicate that the programmed and self-instructional materials are conducive to meeting the varying needs of students; that they can handle larger groups in a lab setting than in a conventional class; and that they get to know their students better.

Arm Chair Instruction

Five days a week trained paraprofessionals load their autos with instructional materials and travel over back roads, up hollows, and over hills to reach Arm Chair students. This approach helps to solve a major ABE problem—that of reaching undereducated persons, especially those on the poverty level.

The home visits, a part of the AABEDC project, are made by three local women who were trained in the use of programmed instructional materials and evaluation techniques. Training was also related to recruiting, counseling, and referral services.

Last September the three women conducted a recruiting drive in their respective counties—Pike, Scioto, and Gallia. They used all available resources including community agencies, radio, newspapers, telephone, and postal services. They not only enrolled persons for Arm Chair instruction, but helped increase Learning Lab enrollment.

Each home instruction aide, working under the direction of the project coordinator, serves from fourteen to twenty persons per week and has a waiting list of clients. She visits each student one or two times per week and spends from one to three hours per visit. Self-instructional materials are left with the students, who complete assignments before the next visit. Study logs indicate that students spend from six to forty hours per week studying.

The aides, and Learning Lab coordinators, have observed many dramatic changes in the homes and lives of their students. In some cases, whole families are affected. Many ABE parents take more interest in their children's education and provide assistance and encouragement previously lacking.



By Don F. Seaman

Adult Basic Education Via *The Appalachia News*

The use of the newspaper in teaching undereducated adults is not a relatively new development. According to Ulmer, teachers have long realized that the local newspaper is virtually a cornucopia of teaching materials.¹ If a local newspaper is not available, a teacher may subscribe to *News for You*, a weekly newspaper published especially for undereducated adult students by the Syracuse University Press.²

However, a recent development in providing a newspaper designed for undereducated adults is noteworthy for several reasons. This publication, *The Appalachia News*, is printed weekly at the Vocational and Technical Education Center, Itawamba Junior College, Tupelo, Mississippi. The newspaper originated through a demonstration project funded by the Appalachian Adult Basic Education Demonstration Center, Morehead State University, and is provided to undereducated adult students in the twenty-county Appalachian region of Mississippi.

A unique feature of *The Appalachia News* is that the articles are written on various reading levels ranging from the first-grade to the eighth-grade level. Thus, although the more advanced adult basic education students can read the entire paper, there are certain articles specifically designed for those students on the lower levels who are limited in their reading abilities. The reading levels of the stories are determined by Miss Donna Hobson, editor, with special assistance, when needed, from Dr. S. Gale Denley, Assistant Professor of Journalism, University of Mississippi, and consultant to the project.

Because of the different kinds of articles, teachers are able to utilize *The Appalachia News* in a variety of ways in the adult basic education classroom. For example:

¹ R. Curtis Ulmer, *The Disadvantaged Adult*. National Association for Public School Adult Education, 1968, p. 103.

² *Ibid.*

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1. Teaching several skills in one lesson. Each edition contains a recipe for food indigenous to the local geographic area, e.g., Boiled Greens, Peanut Butter Pudding, Applesauce Sweet-potatoes, etc. By utilizing these recipes, one teaches reading (pronunciation and comprehension), writing, computation (measuring, mixing, timing), and occasionally, new meanings for words already being utilized by the students.
2. Teaching self-expression. After reading articles containing national or state news, e.g., "Insurance Rates to Increase," "How to Get Foodstamps," or "Tornado Rips Northeast Mississippi," students are encouraged to discuss the importance or meaningfulness of these articles. Not only does this help a student keep up with the world around him, but it also increases his confidence in his ability to engage in meaningful conversations with other adults.
3. Making teachers out of the students. Frequently, articles of a "how to" nature are written, e.g., "How to Get into an Automobile," "How to Clean the Bathtub," or "How to Save a Life" (artificial respiration). By selecting one or two students and helping them prepare a demonstration, the teacher not only introduces variety into the teaching process, but also allows the demonstrators to raise their self-esteem in the eyes of the other students.

Many of the teachers who use this newspaper state that the most popular feature is the crossword puzzle. Students turn to this item immediately upon receiving their copy, and when they have completed all of the words they know, ask the teacher to check their work. To be able to complete a crossword puzzle actually becomes an important goal for many of the undereducated adult students, particularly when the answers are all counties or towns in Mississippi. One can realize how easy this makes the teacher's task of teaching vocabulary, word meanings, and other related phenomena.

The Appalachia News has become so popular that after one year there are now about 5000 copies distributed weekly to students in the adult basic education program in Northeast Mississippi. According to some teachers, students look forward to receiving this newspaper more than any other aspect of attending class, and its value in their sharing news and ideas with the other members of the family is immeasurable.