

PROJECT PROPOSAL

PENNSYLVANIA STATE MODULE

PROPOSAL

FOR

A STUDY OF THE ORIENTATION OF SCHOOL
SUPERINTENDENTS AND BOARD MEMBERS TO
ADULT EDUCATION

PENNSYLVANIA MODULE - AAEC

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PROPOSAL ABSTRACT

PENNSYLVANIA STATE MODULE

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TITLE: A STUDY OF THE ORIENTATION OF SCHOOL SUPERINTENDENTS
AND BOARD MEMBERS TO ADULT EDUCATION

ABSTRACT

The proposed project is designed to orient school superintendents and board members to an awareness of and support for adult education. The general procedure will be to use a variety of techniques to bring information concerning adult education to the attention of these schoolmen for the purpose of persuading them to support adult education. This experimental method of approach will try again and again in various ways, and then through an evaluative instrument to have each schoolman assess the effectiveness of each technique on a four-point scale, while a pre-test for prior situational data and a post-test for attitude change will give evidence of the effect of the orientation instruction. Assumptions are that there is a relationship between a schoolman's understanding of adult education and his attitude toward it, and that attitudes toward adult education are learned, subject to change, and may be influenced by a planned program of conditioning. Rationale for the study is based on the fact that superintendents and board members are the deliberating, recommending and decision-making body of a public school program, and without their support adult education has little hope of adoption or continuation. The project area is Jefferson County-DuBois Area in Pennsylvania Appalachia where only minimal programs are offered, and none in adult basic education. Results of the study should serve as a guide to individuals working with other populations of school superintendents and board members.

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I. THE PROBLEM

A. Background

The formation of the American Association for Adult Education in March of 1926 was the culmination of much interest in the education of adults extending back into the previous century. Although this interest has become more pronounced and program offerings to satisfy the desire for continuing education are now wide-spread, it is common knowledge that the supply does not meet the demand. Adult education appears too often to be shelved until some emergency or stress mandates it, or until some funding makes it financially advantageous or "painless" to its recipients or the local community.

Over the years since the founding of this mother organization for adult education, many studies, researches, projects, and articles have attempted to make the public aware of needs, advantages, and effects on society, and to develop support for adult programs. Almost every facet or avenue has been pursued, and still adult education appears on the trailing rather than leading edge of effort to meet educational needs. Study and mounting knowledge of needs, methods, recruitment, retention, testing, counseling, techniques, costs, organization and management, necessary as they are, have apparently not been the magic key to open the door to a program of adult education, especially in small and remote communities and school systems.

Perhaps the reason for much of the failure in opening up adult education more as above mentioned lies in the fact that those facets and elements are not decision-making in nature. They represent information

and "know-how" for persons who, for the most part, are already working in, or are at least already favorable to, adult education. However, they are seldom members of the deliberating, decision-making body who must eventually be informed, convinced, advised, recommend, and pass the necessary resolution to support and/or sustain a program of adult education. This remains the prerogative of the chief school administrator (superintendent) and a duly elected school board. If these are advised, informed, and convinced that a program for adults is educationally, socially, and economically desirable, ways and means may be found to make it possible, and adult education becomes a reality. If they are not so convinced, arguments, excuses, and reasons for their not being feasible may likewise be found. In this case, adult education fails to obtain necessary support and adult needs are not met. This presents a problem which the adult educator must consider if he is to become or remain successful in his chosen field.

Historically, in the United States, under the Tenth Amendment, education has been the function of the individual states, since the Constitution makes no mention of it as a federal responsibility. However, under a pattern of district operation which developed, each state delegates the responsibility for school management to the local district under duly elected boards of school directors. Each such board employs a chief school officer (usually referred to as superintendent), from whom it receives recommendations for establishing policy and programs, and to whom it delegates authority for implementing programs and executing policy. Hence, the extent to which boards and superintendents are knowledgeable of and favorably disposed toward a particular phase of education determines

the support and success it will enjoy. Thus, the orientation of school superintendents and board members becomes crucial to the support and success of the adult education program.

If adult education is to receive equable attention and adults provided with due educational programs, several questions must be properly considered:

(1) What is the role of the school board and superintendent in adult education?

(2) What are the needs for, values in, and important facets of adult education, from the schoolmen's position?

(3) If we can orient (make) schoolmen to (aware of) these needs, values, and facets, will they support the adult education programs?

(4) What are the best approaches, devices, strategies, and means for orienting schoolmen to an awareness and support of adult education? Should those for superintendents differ from those for board members?

(5) How can superintendents effectively recommend and school board members effectively support the adult education program?

(6) How can we field test this effectiveness?

(7) Can a system, model, design, or handbook be produced which will effectively orient chief school officers and board members to the needs, meaning, values and support of adult education?

In consideration of these questions, one becomes increasingly aware of the importance of the school board and superintendent in deter-

mining whether or not adult education will be instituted and maintained. With this in mind, it appears likely that a worthwhile contribution to education in general, and adult education in particular, can be made by planning and implementing a feasibility study pertaining to this problem. In order to do this, and to accomplish the most, a target area or project locale, must be selected and objectives detailed.

The area selected for the study is the Jefferson County and DuBois Area School System in Pennsylvania. This area comprises approximately 1,040 square miles, and is situated in hard-core, mountainous, Appalachian Pennsylvania. It embraces all of Jefferson County, plus the section of Clearfield County which is unified as the DuBois Area School District (six townships, four boroughs, and DuBois city). Total population is 70,000 with approximately 44,000 in Jefferson County and 26,000 in Clearfield County, and illiteracy at about the 5% level. A recent (1971) inventory of continuing education activities in Pennsylvania shows a minimal offering of adult programs in the area selected for study. (25)

B. Statement of the Problem

The board of education is at the center of the deliberations and decisions that determine the direction in which public education will move and, to a considerable degree, how effective it will be. With this important role in educating children, youth, and adults in the individual community and nation in one of the most crucial periods of our history, it seems beyond question that the in-service education of school board members should be (and is) a major objective of associations

of school boards. It follows, then, that school board members should be as knowledgeable and informed as is possible concerning all facets of educational needs, including those of adults. Our purpose is to determine the most effective ways, means, and strategies of developing awareness to adult educational needs, from among many influences and stimuli attempted, resulting in support for adult education in general and adult basic education in particular. Thus, our study may be said to have an added purpose - that of utilizing the findings to construct a system for effective attitude change, to be used in the area of adult education on a particular population of school superintendents and board members.

C. Delimitations of the Problem:

(1) This study will be delimited to the school districts comprising the Jefferson County and DuBois Area School Systems, located in the Appalachian sector of the State of Pennsylvania.

(2) This study will be further delimited to the chief school administrators (five superintendents and one director of vocational-technical school) and board members (school directors) of the several school districts.

(3) The study will be still further delimited to influencing support for adult education programs, although this may spill over to affect attitudes toward education programs in general.

II. OBJECTIVES

The general objective will be to use a variety of techniques to bring information concerning adult education to the attention of school superintendents and board members for the purpose of persuading them to support adult education. There will be two phases to the study: the planning phase and the operational phase.

A. Planning Phase

1. To prepare, implement, and evaluate an experimental program for developing awareness, knowledge, and support of adult education by school superintendents and board members.

a. Procedures

The project personnel, meeting and working with the Advisory Committee on the second Wednesday of each month, will plan a variety of techniques, devices, means, and strategies of the experimental program to bring information to the attention of school superintendents and board members for the purpose of making them aware of, and supportive to, adult education. These data, time-line, instruments, methods, inventories and evaluative designs will be cooperatively planned and developed. Such planning will continue throughout the project.

b. Evaluation - Documentation

- (1) Data outline, time-line, instruments, methods, inventories, and evaluative forms will be attached as appendices to the report of the project as products of this part of the overall study.

- (2) Evaluation will be evident and continuous in each step and at each Advisory Committee meeting. A brief narrative of such evaluation will accompany the report.

B. Operational Phase

OBJECTIVE 1: The superintendents and board members will become aware of the nature and need of a program of adult education.

a. Content

- (1) What is adult education?
- (2) How did it get started? Background of the adult education movement.
- (3) Why do we need adult education?
 - (a) Dropouts - figures, reasons
 - (b) Disadvantaged - economic and social
 - (c) Undereducated
 - (d) National loss - what it costs to not have adult education.
 - (e) Impact on family

b. Procedure - methodology (July-August, 1971)

- (1) Board Meeting - Special informal (or special period)
- (2) Show film - "To Touch a Child" (Mott Foundation)
- (3) Handouts - printed materials
 - "Beautiful Country Beautiful People"
 - Reasons ABE students dropped from public school
 - Reasons for attending adult education classes
 - Why adults study
 - Why we need ABE
 - Values of adult education
 - Why adults do not study (fear, etc.)

(4) Discussion

c. Evaluation Documentation

Items relating to this objective on the attitudinal survey (already administered in July 1971 for prior situational data and readministered in February 1972 for post-instructional reactions) will be checked and charted for before and after replies. Awareness of the schoolmen to the nature and need of adult education will be thus indicated and documented.

OBJECTIVE 2: The superintendents and board members will understand the place of adult education in the total school program.

a. Content

- (1) What is the purpose of adult education?
- (2) Who is the adult learner?
- (3) For whom should we offer programs?
- (4) How do we determine and what should be our program offerings?
- (5) Counseling, guidance, placement and follow-up in adult education.

b. Procedure - methodology (August-September 1971)

- (1) Special session of schoolmen
- (2) Filmstrip and tape - "Learning Theories in Adult Education" (Dr. Getzels, University of Chicago)
- (3) Use Texas Kit on guidance
- (4) Use NAPSAE resources
- (5) Visit to Fayette County Adult Learning Center, Uniontown, Pa.

- (6) Handouts - "A Lifetime of Learning" (HEW, 1969)
 - "Understanding the Adult Learner"
 - "Ability of Adults to Learn"

(7) Special Speaker

(8) Discussion

c. Evaluation - Documentation

Items relating to this objective on the attitudinal survey which was administered in July and will be readministered in February, will be checked and charted for before and after replies. The schoolmen's understanding of the place of adult education in the total school program should thus be indicated.

OBJECTIVE 3: The superintendents and board members will recognize their role as of prime importance in the development and success of a program of adult education.

a. Content

- (1) Who is the adult educator?
- (2) Who should teach adult education? (staffing)
- (3) Who should promote adult education? Why?
 - (a) School code - board and superintendent shall establish curriculum, classify students, and may establish schools for adults.
 - (b) School code - Sec. 502 (Article V. Sec. 501-509)
- (4) Cooperative planning of the adult program (students and other agencies)
- (5) Training and use of paraprofessionals
- (6) Instruction - methods, materials, curriculum adapted to adults

(7) Can a program of education be complete unless it provides for education of adults?

b. Procedure - methodology (October-November 1971)

(1) Film - "You Are Never Too Old To Learn" (19 minutes)
(Depicts adults of all ages taking courses of all varieties)

(2) Handout - "Appalachia News"

(3) Visit to Mott Program, Flint, Mich. - Oct. 17-19, 1971

(a) A philosophical basis for adult education

(b) The adult elementary program

(c) The adult high school program

(d) The occupational skills program

(4) Special Board Session - Discussion

(a) What we saw at Mott

(b) What can we do?

(c) Learning centers

(d) Remedial adult education

c. Evaluation

Items relating to this objective on the attitudinal survey, administered in July and to be readministered in February, will be checked and charted for before and after replies to determine increased recognition of the schoolmen's role in the development and success of the adult education program for documentation.

OBJECTIVE 4: The superintendents and board members will favor and support a program of adult education.

a. Content

- (1) Evaluating ABE Programs - the Maine ABE Evaluation
- (2) Financing the Adult Education Program
 - (a) Pennsylvania - 90% funded
 - (b) Priorities of tax monies - re-shuffling appropriations in budget
- (3) Administration of the Adult Education Program
- (4) Plant facilities for adult education
- (5) Child care and transportation
- (6) Home instruction, mobile units, mini-labs, etc.
- (7) A philosophy for adult education

"Whatever is educationally desirable should be made administratively possible."

"The best time to learn is when you need to know"

b. Procedure - methodology (December 1971 - January 1972)

- (1) Filmstrip - record - "Promoting, Recruiting, and Retention in ABE"
- (2) Resource person - answer questions pertaining to adult education
- (3) Handout - "Personal Recruiting, Teacher Aids"
 - "Providing for Adult Needs" (MFG)
 - "Four I's of Participation"
 - "Why Students Drop Out of ABE"
 - "What Would Improve the Adult Program"
 - "Model for Improvement"
 - "Need for Adult Education in this School District"
 - "Where Do We Stand?"

- (4) Special Session - Discussion - Self-Evaluation
- (5) Interviews - selected superintendents and board members
- (6) Individual luncheons - selected schoolmen

c. Evaluation - Documentation

- (1) Items on attitudinal survey pertaining to favoring and supporting adult education will be checked as for previous objectives and extent of favorable replies documented.
- (2) Positive documentation will result if programs of adult education are established in the school system, or planned and provided for in projected budget.

OBJECTIVE 5: The superintendents and board members will assess the value of techniques which have been employed in influencing their support for adult education.

a. Content

All techniques employed will be listed, defined, and described. The situations in which they were employed will be indicated, together with brief evidence of content review.

b. Procedure (February-March 1972)

An evaluative instrument will be prepared listing each and all of the techniques, activities, and strategies employed in the course of the project. The schoolmen will be asked to check on a four-point scale the effectiveness of each activity in influencing their attitudes and opinions in favor of adult education (MUCH-SOME-LITTLE-NONE).

c. Evaluation - Documentation

Data will be tabulated and charted to indicate techniques which were effective as against those which proved ineffective, thus showing promising and preferred techniques of orienting schoolmen to adult education. Data for superintendents will be separated from those for board members.

OBJECTIVE 6: The superintendents and board members will assess the relative value of techniques which they think might influence their attitudes toward support of a program of adult education.

a. Content

A number of techniques which were listed and known in advance of the study or revealed during the study, will be explained and described, together with ways, purposes and situations in which they might be employed, although circumstances or time prevented their use in this particular study.

b. Procedure - methodology (February-March 1972)

- (1) Techniques listed under content will be shown in the evaluative instrument and schoolmen asked to check on the same four-point scale as under Objective 5-b above, the extent to which they feel the technique would be effective if employed.
- (2) Evaluative instrument will have an open-end and schoolmen urged to list techniques not listed which they feel

would be effective if employed. They will be asked to indicate what should be done, who should do it, and to whom.

c. Evaluation - Documentation

- (1) Data will be tabulated and charted as potentially effective or ineffective on a relative scale.
- (2) Emergent, suggested techniques will be listed, grouped, and summarized for documentation.

OBJECTIVE 7: The schoolmen will reveal those strategies and techniques which in their judgment would be most helpful to other individuals in persuading other schoolmen to support adult education.

a. Content

All techniques listed on the evaluation form, whether employed in this study or not, together with all those suggested by the school superintendents and board members.

b. Procedure - methodology (March-April 1972)

- (1) Techniques will be listed in descending rank order of value according to scale of "3" for MUCH, "2" for SOME, "1" for LITTLE, and "0" for NONE.
- (2) Suggested techniques will be summarized according to frequency, together with explanation and reasons for favoring such suggestions.

c. Evaluation - Documentation

Documentation will be according to:

- (1) Rank order of effectiveness of employed techniques

- (2) Rank order of potential effectiveness of techniques not employed in this study.
- (3) Rank order (if data permits) of suggested techniques according to frequency or suggested effectiveness.
- (4) Possible listing of any techniques which schoolmen consider having a negative, hindering, or damaging influence.

C. Extended Objectives

The objectives stated above will be directly involved in the project study. The instruction will be directed toward their attainment, and documentation of the results will give evidence of the success of the project. However, there are some further long-reaching objectives or hoped-for results of the study which by their nature will not be capable of measurement or documentation in this limited time and scope. Such projected influence would hopefully include the following:

1. Provision for regular and continuing program of information and instruction on various facets of adult education for school superintendents and board members in the participating school districts.
2. Outreach as a model for developing support for adult education to schools of Pennsylvania, states of Appalachia, and perhaps the entire United States.
3. Contribution to human knowledge in the field of education in general and adult education in particular.

D. Assumptions

1. There is a relationship between a schoolman's understanding or awareness of adult education, and his attitude toward it.

2. There is a difference between a schoolman's attitude toward adult education and his attitude toward other programs.

3. There is a relationship between the age, education, length of board service, and length of residence in the district, and the attitudes toward adult education.

4. Attitudes toward adult education are learned, subject to change, and hence, may be influenced by a planned program of conditioning.

E. Limitations of the Project Study

1. The study will be limited by the extent to which the attitudes toward adult education as expressed by the participating school superintendents and board members in the project are affected by such variables as personal bias or prejudice, religious affiliation, community needs, and the local economy.

2. The study will also be limited by the extent to which the superintendents and board members can and will cooperate in the research.

3. The study will be further limited by the project leadership's ability to plan, prepare, and execute effective forms, procedures and evaluations for the project module.

4. The study will be still further limited by the devices, methods, strategies, and techniques devised for creating awareness to and support for adult education which are feasible to the project locale.

5. Finally, the study will be limited by the ability of the project leadership to tabulate, analyze, and formulate valid conclusions from the data obtained.

F. Glossary of Terms

Adult education - considered in this study as synonymous with adult basic education - planned, purposeful instruction in communicative, computational and social skills for persons 18 years of age or over, who have not completed high school, or who function below that level, and whose lack of skills impairs their functioning in our society.

Attitude - a readiness to react favorably or unfavorably toward adult education to a particular degree of intensity.

Awareness - state of being conscious and knowledgeable of the needs, values, purposes, and importance of various facets and types of adult education programs.

Feasibility study - an experimental investigation of the ways, means, devices and strategies to determine their possible effectiveness in orienting schoolmen to adult education.

Orientation - the process of making a person aware of such factors as needs, values, purposes, importance and operation of offerings, in adult education, for the purpose of facilitating effective adaptation and support.

Schoolmen - chief executive and advisory officers charged with direction of schools or a school in a local administrative unit, or citizens elected or appointed on the policy-making board of a school district or unit; school superintendents and school board members.

Technique - an act, activity, device, facility, material, manner, means, method, strategy, manipulation, procedure, process, or technical treatment employed in accomplishing the desired aim of orienting and persuading school superintendents and board members to the support of adult education.

III. RATIONALE

A. Reasons

1. Education is a life-long process which begins with birth and ends with death. (1:1) However, it appears evident that in our society one cannot go through life successfully on what we learn in childhood. Adults, merely by living, grow into maturity to find their education insufficient to function in society, either due to social change, or dropping out of school at an immature age, or both. If the school is to provide all the education a community wants and needs, one of its imperatives is to provide for adult education.

2. Our expanding economy, with technological change, where life grows complex, social mobility must be maintained, and the span of employable years is being reduced, demands and compels the education of adults for intelligent voting in a democracy. With millions now in such programs, we still have millions who are being neglected. Our inventories locate most programs in urban areas, whereas higher rates of the poor and undereducated live in rural areas. (42: 3-21, 411-414)

3. Rural areas have perhaps greatest need of adult education with least program offering. This is especially true of the rural area known as Appalachia (parts of 13 states locked together by the Appalachian Mountains). A review of the 1960 United States Census on the basis of residents 25 years old and over with less than eight years of schooling, showed these states and areas at the bottom (42: 411-414). Karen Manthe, writing of these people says:

"Locked in by mountains, reared in the rugged culture of the timber and coal industries, most Appalachian youths have regarded school as a desultory experience and sought escape as soon as possible. Nothing in the region's history has caused the people to demand quality education....

"Educators, students and parents are increasingly aware of the monumental task of catching up which must be accomplished....

"More than one-third of the Appalachian youths never finish high school. In some counties the dropout rate is as high as 80 percent.

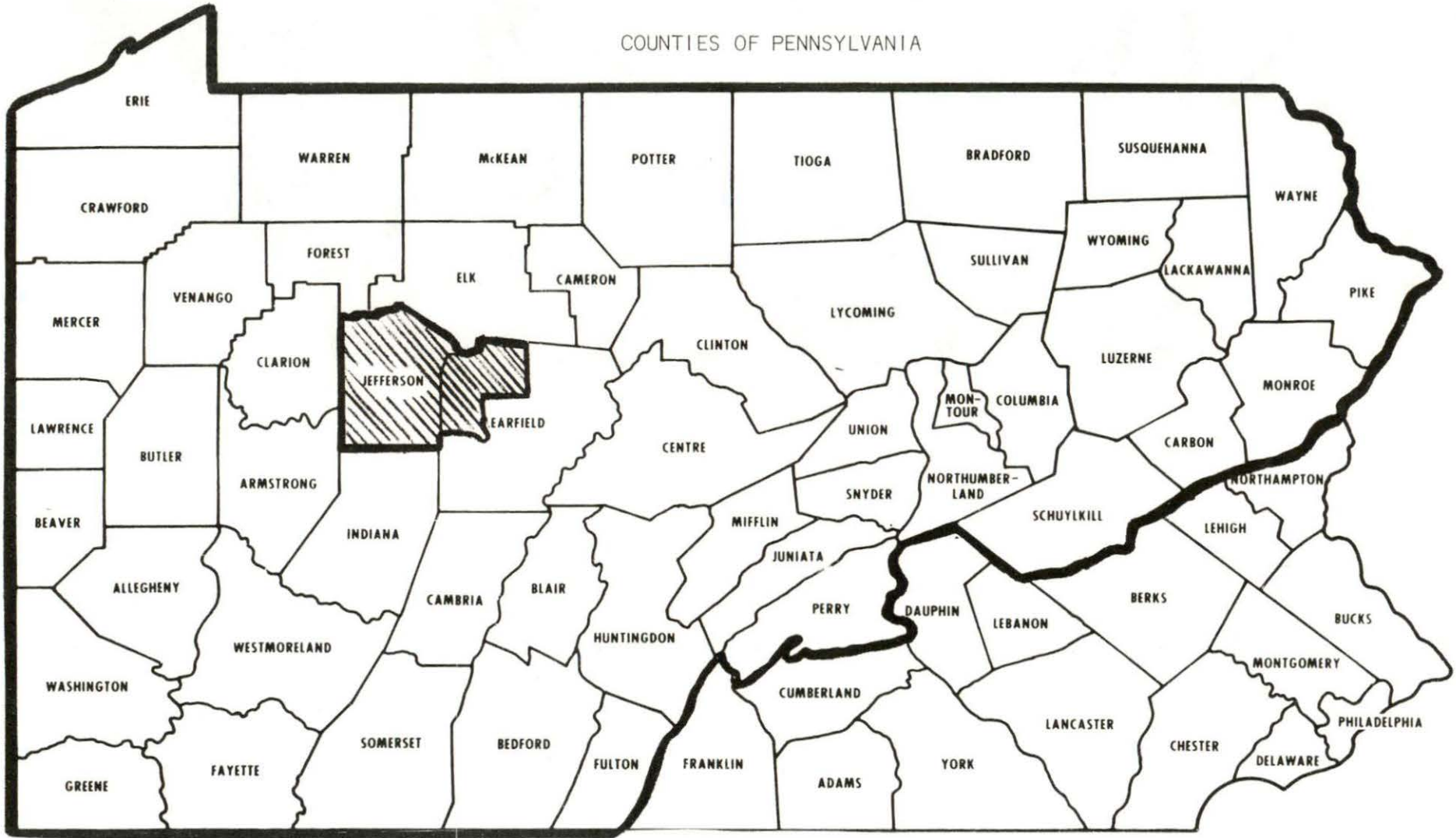
"This environment has produced a young population with only rudimentary academic skills and lacking the abilities to compete for the limited number of skilled jobs in the region." (31: 2,3)

4. The locale of the proposed Project Study Module is all of Jefferson County, plus that part of Clearfield County located within the DuBois Area Schools, in Appalachian Pennsylvania (all of Pennsylvania except the 15 southeastern counties). It lies within the non-glaciated areas, with rough, rugged landforms which has been the least accessible area of Pennsylvania, separated from population centers of the state by the Allegheny Mountains. Early settlement was by hunters and trappers, with rivers and streams the only means of early transportation through the virgin wilderness. Lumbering and coal and clay industries have dominated the economy. (2: 2.7; 37:2). This environment has tended to produce hard-core Appalachian disadvantages and traits such as individualism, self-reliance, familism, fatalism, presentism, traditionalism, fundamentalism, and reluctance to change, resulting in educational attitudes such as were quoted from Karen Manthe above.

5. The recent construction of interstate highways, the development of recreation as an occupation in the area, the mandatory consolidation of school systems in Pennsylvania (1966) and diversification of industries have shown promise for the economy, education, and decline of out-migration of young adults in the area. A very fine vocational-technical school has been in operation for the past two years, and promises to equip young people with skills, trades, and technical training for job opportunities locally. However, the need for adult education to increase functional literacy and re-employment is critical. The proposed study would lend major assistance in meeting this need, by orienting those responsible for decisions and operation of the schools to awareness and support of adult education.

6. The area where the proposed study will be continued (see map page 22) has a population of approximately 70,000 with an illiteracy rate of 5%. Nearly 7,000 (10%) are existing on poverty-level incomes, nearly 2300 people are on welfare, with more than 1,000 family cases, of whom about 70 are considered employable. Median school years completed by males 25 years of age or older is 9.0, and by females 10.2. In 1969-70, sixty-one persons quit school after passing the compulsory attendance age. There is strong out-migration in the area, especially in the young family-forming groups from 20-35 years of age, seriously affecting school enrollments. (37: 15-21) Some small communities have become almost ghost towns due to depletion of mines or other industrial employment. One school district reported that about 85% of its homes were more than 40 years old, and 97% were built prior to

COUNTIES OF PENNSYLVANIA



 APPALACHIAN PENNSYLVANIA
 PROJECT LOCALE

POPULATION:

DuBois Area	28,337
Winslow Twp. (Jeff. County)	2,142
From Clearfield County	<u>26,195</u>

Clearfield County (DuBois Area)	26,195
Jefferson County	<u>43,695</u>

TOTAL POPULATION IN PROJECT AREA 69,890

1955, with a very minimum of new construction, and an extremely low birth rate (2: 2.12-2.38). Perhaps adult education could assist in improving the life situations in this particular need.

7. There is a minimal amount of adult education being carried on in the area. In the four school systems comprising the area, a 1969-70 inventory of adult and continuing education (25: Appendix B) listed the following:

No adult elementary programs in any district.

Brockway: No programs conducted.

Brookville: G.E.D. test; 3 general adult non-credit courses; 1 vocational home economics course.

DuBois: 3 general adult non-credit courses; 1 vocational business course.

Punxsutawney: G.E.D. test; 1 vocational business course.

8. The Jefferson County DuBois Area Vocational-Technical School which serves the entire area, employs a full-time Director of Adult Education. During the past term it operated and offered 18 courses as follows: Auto Body, Auto Mechanics, Basic Electricity, Bookkeeping, Carpentry and Cabinet Making, Combination Welding, Commercial Art, Data Processing, Drafting and Design Technology, Electrical Construction, Electronics Technology, Food Service, Graphic Arts, Machine Shop Principles, Sales Workshop, Seminar in Safety, Typing, and Unit Record and Key Punch. Such offerings, useful and needed as they well might be, are vocational skills and employment directed, but fail to serve basic educational needs.

9. It appears unlikely that a local educational agency or agencies in this project area, with a significant number of dropouts and under-

educated adults could or should be recognized as having a balanced program, if some better provision for such deprived adults is not made. Our purpose is to improve these provisions through the decision-making bodies and their administrators.

B. Need for the Study

1. As indicated from a review of the literature, (Section IV) no such study has been made.

2. The interim report of the Georgia State Module (February 18, 1971) concluded with this statement: "In conclusion, the major problem encountered in this project has been lack of local support by certain local superintendents of public instruction and other local officials. When local school personnel do not support educational efforts, the public apparently do not see the project as being a significant one. On the other hand, in White County where the local educators endorsed and actively supported the project, adult education has been commendable and participation is outstanding." (36:11) Perhaps our study will indicate promising and effective methods of obtaining desired support through orientation of superintendents and board members.

3. Spengler, in his study of attitudes of school board members toward occupational education said: "When a school board, then, is favorably disposed to a particular area of an educational program, that school system is likely to have a strong program in that area. If the board is not favorably disposed to that area, such a program may be weak or non-existent." (43:2) "The more complete the understanding, the more positive the total attitude." (43:4) Our purpose would be to make under-

standing of adult education as complete as possible, and to render school boards as "favorably disposed" toward adult education as is feasible.

4. With many elements of our society (taxpayers, lobbyists, etc.) studying and using the many ways to divert attention and support in various other directions, it is our contention that we should conduct studies of devices and strategies to develop positive awareness and support of adult education.

C. Benefit

If implemented as proposed, the benefits of the study should begin in the project locale and have out-reach somewhat as follows:

(1) Time, effort, and expense of carrying out this proposed study will, in our opinion, be justified by the development of support for needed adult education in the school systems participating in the project. This should reduce illiteracy, aid in employment, and make life more meaningful among these disadvantaged Appalachian adults.

(2) Documentation of evidence obtained from the study should serve as a guide to those other module directors and adult educators of Appalachia in obtaining support for adult programs of education. For example, the Georgia Study quoted above should be reinforced in their conclusion concerning the importance of school leadership support of adult education.

(3) Educational leaders in general should benefit from the study as a guide in securing support for adult programs of education throughout the United States. Indeed, it may reach out to other lands and to other facets beyond the realm of adult education with a "multiplier" effect on their learnings.

D. Product

The study should establish sufficient techniques and "know-how" in obtaining support for adult education that a model, guide, or handbook for school superintendents and board members can be prepared and made available.

E. Justification of the Technical Treatment

The experimental method, accepted by authorities in research, will be used in this study. Good and Scates (24:697) in discussing this as an accepted method of research, have the following to say:

"In the broad sense of the term, to experiment means simply to try - to try something in order to see what happens. This procedure in the somewhat informal, uncontrolled type of trial or experimentation is of little interest to the more formal writers, who seem to feel that you cannot 'prove' a thing by doing it. Even so, the informal approach has considerable favor among a number of persons who feel that the formal requirements cannot be met, or that they interfere with the development of insights, or that they are so difficult as to be restricted to the most mature research workers. Even here, however, the experimenter is the one who is manipulating at least some of the conditions."

IV. RELATED WORK

So far as can be determined, no feasibility study of importance has been made on the orientation of school superintendents and board members to adult education. The Project Coordinator has personally consulted all sources and bibliographical materials in the Stabley Library at Indiana University of Pennsylvania and has found none which parallel the proposed study. These include ERIC Research in Education Index, Michigan University Microfilm Catalog, Encyclopedia of Educational Research (1960 and 1969 editions), and microfiche indices, as well as all other reference sources.

A young graduate assistant in adult education at Morehead State University, Morehead, Kentucky, Mr. Philip M. Casciano, assigned to research for our project, reported by letter on February 18, 1971, that he had consulted all available sources at that institution, and had found that "no significant work has been done in connection with orientation of school superintendents and school board members to adult and continuing education."

Our request on March 11, 1971, for relevant source aid to ERIC Clearinghouse on Adult Education at Syracuse, New York, brought eight abstracts of other types of studies, together with several suggestions for locating information from a G. Hendley, dated March 26, 1971, closing with the statement, "In our collection on adult education there is very little on the orientation of board members and superintendents toward adult education."

Our telephone inquiry to Mr. Joseph Blake of VEIN (Vocational Education Information Network), Millersville State College, Millersville, Pennsylvania, brought an immediate reply from Kathleen Heckles, Information Specialist, on March 10, 1971, with which she included four microfiche and one print-out of studies, but stated, "I could not find a feasibility study done on how to orient school board members to adult education."

In addition to the above, various other avenues have been pursued and requests and orders submitted for information and studies relevant to our project. Many have aided in background, but none have been directly related.

Perhaps the one study which in nature most closely parallels our research is a normative survey made by the Research Division of the National Education Association in February 1964 titled Opinions of School Superintendents on Adult Education. (35) This survey sought to obtain the opinions of superintendents on the responsibility for, and purposes, needs, issues, fields of study, financing, and extent of adult education. However, it was purely a status report of opinions held, and made no attempt to inform, influence, or make attitudinal changes through devices, strategies, or instruction. It is interesting to note that three out of five superintendents agree that major responsibility for the adult education program should be assumed by the public schools, two out of three that it should have multiple purposes, and that more than half believed that financing should be by a combination of public funds, tuition fees, and other sources. Data and findings will

be helpful in working with superintendents, but there was no attempt to reach school board members. Our study will attempt not only to include board members, but to use a different approach to superintendents, and to change unfavorable opinions toward adult education to become favorable and supportive.

A 1968 doctoral thesis at Rutgers State University by Harold K. Smith, A Plan for Developing a Program of Adult Education to Meet the Needs of a Local Community, (40) reported on a study of adult education programs in 142 cities. Program planning, surveys, administration, adult educational needs, objectives, personnel, counseling, and all other components were presented in this study. Relevant goals and several recommendations were given as guidelines. This study furnishes good general information as background for adult education, but failed to report on attitudes or feasibility of support for programs.

Four feasibility studies were read in microfiche as background for this type of study, although none was directly related to adult education. Design, guidelines, feasibility determinants, and recommendations were found helpful, but made little or no reference to any area of adult education. Following is a list of these studies:

Nelson, Hilding E., A Study to Determine the Feasibility of Establishing a Master's Degree Program for Preparing Vocational Instructional Specialists in Pennsylvania, Pennsylvania State University (32)

Jongeward, Ray E. and others, Modernization of School Buildings. A Feasibility Study, Washington State Board of Education (28)

Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools, Delaware State Department of Public Instruction (13)

The Feasibility of Teaching History of Technology in Vocational and Pre-Technical Secondary Schools, Frederick Burk Foundation for Education, Daly City, California (19)

A study at the University of Nebraska, Lincoln, Nebraska, by Ward Sybouts and Wayne Krepel (45) of the relationship of school administrators in the state of Nebraska to vocational education showed the deficiency of pre-service and in-service training in this field. Data indicated that school dropouts ("wasted human resources") and technological change mandate increased vocational-technical education beyond the ken of the school leadership. Hence, it expressed the need to develop programs for orientation of school administrators to vocational education. However, materials suggested are informative in nature for professional schoolmen, but no reference is made to board members or attitude change. This study, made on a grant from the Department of Health, Education and Welfare, of 51 superintendents and 51 principals indicated that principals felt more obligated for vocational education than did the superintendents. It stated that the school administrator is the key figure in the development and implementation of vocational education in schools. Perhaps we shall find similarly concerning adult education.

The United States Office of Education in the Department of Health, Education and Welfare published a brief pamphlet in 1969 titled A Lifetime of Learning, which discloses the needs, purpose, importance, and social and personal advantages of education continuing throughout

life, never coming to any abrupt end until death. It stated, "There is no time (or point) at which to end education." (1:2)

Two psychological studies, one by Eleanor Norris at the American Institute for Research in Behavioral Sciences (33), and the other by Stuart W. Cook at Colorado University at Boulder (11), investigated attitude change procedures and attitude measurement, respectively. While these were psychologically rather than educationally oriented, they provided some insight into response determinants, interpretation, judgments, choice, involuntary responses, adequacy, overt behavior toward objects, and verbal self-reports. The task of influencing and changing attitudes of schoolmen toward adult education at our level appears less ominous and more challenging and interesting after reviewing these two studies.

Spengler, Attitudes of School Board Members Toward Occupational Education (43) in February of 1970, reported on a study which he directed for the Western New York School Development Council. A normative survey questionnaire was mailed to 4,830 school board members of 770 school districts in New York State. Slightly more than one-third (1684) were returned. These revealed that more positive attitudes toward occupational education were held by members from urban districts, older members, and those with longer service on boards. Perhaps this was due to their having had more experience with and knowledge of occupational programs. (43:5) Spengler concluded that the attitudes of school board members toward particular phases of the total education

program are crucial in the determination of the degree of support each program is to receive. (43:iii) He recommended (p. 61) that other populations which contribute toward decision-making be surveyed, particularly chief school officers, (our study involves both superintendents and board members). This is by far the most helpful and informative of all studies and researches we have reviewed. We can benefit from their experience, findings, survey form, and recommendations, as we work in the area of adult education.

The thirteen project modules under study through the auspices of the AAEC at Morehead State University are concerned with recruitment, instructional and curriculum devices, community schools, counseling and follow-up, and interagency cooperation. While their interim reports furnish operational, procedural, and reporting information, they deal more directly with adult students than will our proposed project. Our purpose is to involve the superintendent and board members who represent the decision-making body. Hence, our module would be concerned directly with the administration and mode of operation component. Thus, strategies must be aimed at attitudes rather than classroom techniques.

With reference to literature dealing with the strategies and dynamics of attitude change, several writings revealed helpful data. According to Lippitt (50:130) there are five basic phases of the change process: developing a need for change ("unfreezing" the attitudes), establishing a change relationship, working toward change (the "moving" phase), generalizing and stabilizing the change ("freezing" the acquired attitude change), and achieving a terminal relationship between client

system and change agents. If the superintendent represents the change agent for a school system, how can we condition him toward support of adult education?

Somewhat supplementing the above reference is the doctoral study by Opgaard at the University of Washington on the involvement of superintendents and board members in curriculum planning. (51) Conclusions were as follows:

(1) The depth at which school boards were involved in curriculum was closely related to the type of curriculum matter they were considering.

(2) The superintendent almost invariably requested a specific decision from the board when a decision was made by it in the area of curriculum, and the board rarely made a decision in this area except on his request.

(3) Whether or not information was provided to the board previous to meetings varied with its source, the depth of the board involvement, and whether or not a decision was requested.

Perhaps these conclusions should guide us in obtaining support for adult education.

The above conclusions are supported by the study of Skippen at the University of Oregon on the influence of superintendents on board policy (53). According to responses from 38 superintendents, they claimed eighty to ninety percent effective influence on board policy in areas ranging from curriculum to finance. This suggests, along with Sybouts and Krepel (45) as well as Lippitt (50) that the superin-

tendent is the key figure in recommending and influencing support of adult education, even though the board members render the final decision.

An interesting book which has possibility of application in this proposed study, is Everett Rogers' Diffusion of Innovations (52). His thesis is that innovations, ideas or favorable attitudes, communicated or diffused to individuals engaged in collective problem-solving behavior, over a period of time, show promise of adoption or implementation. The adoption process then has five stages through which the idea or innovation travels: the awareness, the interest, the evaluation, the trial, and the adoption. In turn he lists five adopter categories called innovators, early adopters, early majority (two-thirds of the population), late majority, and laggards. (52:367) This suggests the possible pattern which we might expect and perhaps follow in having the idea or awareness of adult education diffused and adopted through the member school systems in our project area.

An examination of the published and unpublished studies contained in our bibliography will reveal a wide variety of source and resource material. However, it also becomes immediately apparent that there is a great dearth of materials which relate to working with school superintendents and board members in developing their awareness for and support of adult education.

V. PROCEDURE

(See Procedures under Objectives, Sec. II)

As stated under the objectives, the experimental method of research will be used, and our general procedure will be to use a variety of techniques to bring information concerning adult education to the attention of school superintendents and board members for the purpose of persuading them to support adult education. A number of these techniques have been indicated in the planned activities listed in Section II, and are shown along with other potential activities in Part A below. In addition, new ideas and techniques will no doubt arise or be suggested from the literature or experience as the study progresses, and will be added to the pool. As an occasion or need arises, we shall look for the appropriate technique from the expanding pool and apply it to the procedural activity being attempted.

A. Specific Techniques in Working with Schoolmen

Involve the superintendents and board members in planning.
 Adult Education Printed Materials in Board Room (browsing)
 Adult Education Workshop
 Taking courses in adult education for lay people
 Taking professional course in adult education (superintendents only)
 Films and filmstrips on adult education
 University extension services
 Special resource staff member (Director of Adult Education)
 Community Surveys
 School Surveys
 Lay advisory committee on adult education
 Study groups
 Informal "buzz" session
 Visit to Mott Program
 Visit to Fayette County Program
 Visit to Maryland Project at Frostburg
 Visit to Ohio Project at Piketon, Ohio
 Attendance at State Conference of AEA, PAPSAE, etc.

Luncheon Meetings
Report Card Stuffers
Joint social, recreational, study activities
Informal outing - superintendents and families (superintendents only)
Informal outing - board members (board members only)
Individual interviews - survey as springboard
Panel discussions
Special lecture
Membership in Adult Education Association
Informal meeting each month - adult education
Reports of research in adult education
"Retreat" type of outings
"Wing-ding" weekend
Special publications ("Appalachia News" and "News for You")
Business and Industry Groups - Needs of ABE
Handouts (speeches (Kline) etc.)
Country Music - study session
Church - study groups
Church - sermons - plug ABE
Sports - study sessions (to and from)
Public Forum
Spot announcements - radio
Brainstorming - formal or informal
Each One Bring One Meeting
Get Adult Education Speaker on Programs of School Boards Association Mtgs
Welfare Worker as speaker
Banquets
Local newspapers - fillers and/or articles
Letter of information to all local agencies (Soc. Sec., Welfare, NAACP, etc)
Open House
Through PTA
Synchronized cassette tapes
Billboards
Radio tapes
Colorful brochures and/or posters
Rescurce person - speaker and answer questions
Teacher organizations
Union leaders

B. Time Line for Each Step to be Accomplished

<u>Date</u>	<u>Schedule of Activities</u>
1971	
Prior to March 1	Problem, Project, Funding Approval, Selction of Personnel
March 1-June 30	Feasibility Study, Planning and Writing Proposal
Week of July 12	Pre-test with Attitudinal Survey
July-August	Objective 1: The superintendents and board members will become aware of the nature and need of a program of adult education.
August-September	Objective 2: The superintendent and board members will understand the place of adult education in the total school system.
October-November	Objective 3: The superintendents and board members will recognize their role as of prime importance in the development and success of a program of adult education.
December-January (1972)	Objective 4: The superintendents and board members will favor and support a program of adult education.
1972	
February-March	Objective 5: The superintendents and board members will assess the value of techniques which have been employed in influencing their support for adult education.
February-March	Objective 6: The superintendents and board members will assess the relative value of techniques which they think might influence their attitudes toward support of a program of adult education.
March-April	Objective 7: The schoolmen will reveal those strategies and techniques which in their judgment would be most helpful to other individuals in persuading other schoolmen to support adult education.

<u>Date</u>	<u>Schedule of Activities</u>
1972	
March-April	Collect, chartify, and study data
May-June	Prepare Final Report; Recommend Further Study if and as Suggested by Data

VI. PERSONNEL

- A. Project Personnel (Biographical Data are Shown in Appendix B)
1. Project Adviser: Dr. Roger W. Axford (10% of time on Project)
 - a. He will act as adviser and general resource consultant to the project director to stimulate, encourage, suggest and evaluate the operation and progress of the project study.
 - b. As Dean of the School of Continuing and Non-Resident Education, sponsoring agency of the grantee institution (Indiana University of Pennsylvania), he will act as direct liaison between the project and the administration of the University, as well as its Punxsutawney Branch Campus in the project area.
 - c. He will provide out-reach for the project with other agencies, organizations, professional associations, and other groups interested in adult education.
 - d. He will act as a source of ideas, know-how, literature, and authorities in adult education, particularly as they pertain to Appalachia and this project.
 2. Project Director: Dr. Mearl F. Gerheim (100% of time on Project)
 - a. In accordance with mutual agreement with the Appalachian Adult Education Center at Morehead (Kentucky) State University, he will plan, organize, execute, implement and manage the operation of the project study.
 - b. He will plan and implement various activities, devices, strategies, techniques, and programs to effectively orient, inform, and influence the awareness and support of schoolmen to adult education.

- c. He will develop and administer survey and evaluative instruments for gathering necessary data of attitudes, information, and awareness of adult education by schoolmen to indicate change or development resulting from the project.
 - d. He will coordinate the efforts of all project personnel and act as liaison through the Dean of the School of Continuing and Non-Resident Education of the sponsoring University.
 - e. He will continually gather and evaluate all data of the project study, list and chartify them, interpret their significance, prepare all necessary reports, and make a summary report at the close of the project.
 - f. He will attend all meetings of his project personnel, those called by the Executive Director of AAEC, and others which pertain to the project, or are suggested as promotional to the study.
 - g. He will prepare budgetary requests in accordance with project needs, and work with the bursar of funds in making purchases, planned expenditures, and necessary budget reports.
3. Instructional Technology Consultant: Dr. Robert Murray
(5% of time on Project)
- a. He will develop, plan, consult and advise in the use of media materials and technology in activities of orientation of school superintendents and board members to adult education.
 - b. He will advise, consult and participate in the production of

tapes, slides, film, photographs, transparencies, overlays and other items of instructional or informational concern to and about the project.

- c. He will serve and assist as a professional in both technical and general capacity in the direction, evaluation and successful completion of the project.

4. Supporting Staff

- a. Clerical-Stenographic: One full-time secretary, Mrs. Josephine L. Compardo (100% on Project)
- b. Occasional consultation of other professional staff of related and/or pertinent departments (unnamed)
- c. Graduate Assistant assigned by Indiana University of Pennsylvania, September 1971 to May 1972

B. Instructional-Consultative, Advisory and Supporting Personnel
in the Project Area

1. ADVISORY COMMITTEE FOR ADULT BASIC EDUCATION PROJECT

PUBLIC SCHOOL REPRESENTATIVES

Mr. Blair H. Rupert, Chairman of the Advisory Committee for Appalachian Adult Education Center, and Superintendent, Brockway Area School District, Brockway, Pa.

Mr. Welton E. Austin, Director of Instruction, Jefferson County-DuBois Area Vocational-Technical School, Reynoldsville, Pa.

Mr. C. Howard Chesnutt, County Superintendent, Jefferson County Schools, Brookville, Pa.

Mr. Ronald Giberson, Superintendent, Brookville Area School District, Brookville, Pa.

Mr. Jack T. Harriger, Superintendent, DuBois Area School District, DuBois, Pa.

Mr. Glenn M. Henery, Superintendent, Punxsutawney Area School District, Punxsutawney, Pa.

Mr. John C. Himes, Director of Adult Education, Jefferson County-DuBois Area Vocational-Technical School, Reynoldsville, Pa.

Mr. Edward Lloyd, Administrative Director, Jefferson County-DuBois Area Vocational-Technical School, Reynoldsville, Pa.

STATE DEPARTMENT OF EDUCATION REPRESENTATIVE

Mr. Gordon D. Jones, Adult Basic Education Adviser, Division of Continuing Education, Department of Education, Harrisburg, Pa.

INDIANA UNIVERSITY OF PENNSYLVANIA REPRESENTATIVES

Dr. Roger W. Axford, Project Director and Dean, School of Continuing and Non-Resident Education, Indiana University of Pennsylvania, Indiana, Pa.

Dr. Mearl F. Gerheim, Project Coordinator, Appalachian Adult Education Center, Indiana University of Pennsylvania, Indiana, Pa.

Dr. Robert Murray, Project Instructional Technology Consultant and Director of the Learning Resources Center, Indiana University of Pennsylvania

Mr. George G. West, Director, Punxsutawney Center of Indiana University of Pennsylvania, Punxsutawney, Pa.

2.

BOARDS OF SCHOOL DIRECTORS

a. Brockway Area School District

President - Mrs. Elsie Thompson, 1157 Third Avenue, Brockway, Pa. 15824
 Vice-President - Mr. R. LaVerne Snyder, R. D. 1, Brockway, Pa. 15824
 Secretary - Miss Elaine Kearney, R. D. 1, Brockway, Pa. 15824
 Member - Mr. Charles E. Calhoun, Jr., R. D. 1, Falls Creek, Pa. 15840
 Member - Mr. Richard Galluzzi, 1065 8th Avenue, Brockway, Pa. 15824
 Member - Mr. Herbert S. Holt, R. D. 1, Game School Road, Brockway, Pa.
 Member - Mr. Charles J. Thompson, R. D. 2, Brockway, Pa. 15824
 Member - Dr. N. F. Lorenzo, 682 Main Street, Brockway, Pa. 15824
 Member - Mr. Charles E. Mortimer, Munderf Star Route, Brookville, Pa.
 Member - Mr. Merle Ross, R. D. 1, Brockway, Pa. 15824

b. Brookville Area School District

President - Mr. Richard DeMotte, 23 Sayer Street, Brookville, Pa. 15825
 Vice-President - Mr. Bruce MacBeth, R. D. #1, Sigel, Pa. 15860
 Secretary - Miss Mildred McClain, 5 Richards Street, Brookville, Pa.
 Member - Mr. William Ames, 54 Walnut Street, Brookville, Pa. 15825
 Member - Mr. Raymond C. Bachelier, 398 Butler Street, Brookville, Pa.
 Member - Dr. Howard Gayley, North Barnett Street, Brookville, Pa. 15825
 Member - Dr. Mark McKinley, Main & Valley Streets, Brookville, Pa. 15825
 Member - Mr. Alton Reitz, R. D. 3, Brookville, Pa. 15825
 Member - Mrs. Dorothy Shaffer, Woodlark, Brookville, Pa. 15825
 Member - Mr. Hudson Smith, 4 Hawthorne Street, Brookville, Pa. 15825

c. DuBois Area School District

President - Mr. Joseph M. Shankel, P. O. Box 396, DuBois, Pa. 15801
 Vice-President - Mr. Chester W. Stiteler, R. D. 2, DuBois, Pa. 15801
 Secretary - Mr. L. Ivan Shindledecker, 309 Grant Street, Reynoldsville, Pa.
 Member - Mr. James E. Bernardo, 210 Wayne Road, DuBois, Pa. 15801
 Member - Mr. Albert C. Hayes, Luthersburg, Pa. 15848
 Member - Mr. Charles W. Kriner, 334 Olive Avenue, DuBois, Pa. 15801
 Member - Mr. Eugene R. Mabie, 321 Shaffer Avenue, DuBois, Pa. 15801
 Member - Mr. Norman R. Smith, Box 35, Tenth Street, Reynoldsville, Pa.
 Member - Mr. Thomas R. Smith, 17 Third Street, Falls Creek, Pa. 15840

d. Punxsutawney Area School District

President - Mr. W. Wilson Blair, R. D. 2, Box 46, Punxsutawney, Pa.
 Secretary - Mr. Francis E. Smith, Box 303, Punxsutawney, Pa. 15767
 Member - Mr. Glenn Elbel, R. D. 1, Punxsutawney, Pa. 15767
 Member - Mr. Charles Erhard, 515 Highland Avenue, Punxsutawney, Pa.
 Member - Mr. Carl Grover, P. O. Box 313, Punxsutawney, Pa. 15767
 Member - Mr. Wayne C. Himes, R. D. 2, Mayport, Pa. 16240
 Member - Mr. Sherman Hollopeter, Big Run, Pa. 15715
 Member - Mr. Paul Kendra, Anita, Pa. 15711
 Member - Mr. Anthony Serge, 713 Pine Street, Punxsutawney, Pa. 15767
 Member - Mr. George Work, R. D. 1, Punxsutawney, Pa. 15767

e. JEFFERSON COUNTY-DUBOIS
AREA VOCATIONAL-TECHNICAL SCHOOL
REYNOLDSVILLE, PENNSYLVANIA 15851

JOINT OPERATING COMMITTEE

MEMBERS

President - Mr. Alton G. Reitz, R. D. 3, Brookville, Pa. 15825
Vice-President - Mr. C. J. Thompson, R. D. 2, Brockway, Pa. 15824
Secretary - Miss Julia C. Bailey, P. O. Box 466, Brookville, Pa. 15825
Member - Mr. Charles Calhoun, R. D. 1, Falls Creek, Pa. 15840
Member - Mr. Paul B. Kendra, Anita, Pa. 15711
Member - Mr. Norman Smith, Tenth Street, Reynoldsville, Pa. 15851
Member - Mr. Chester W. Stiteler, R. D. 2, DuBois, Pa. 15801
Member - Mr. George Work, R. D. 1, Punxsutawney, Pa. 15767
Member - Mr. Richard DeMotte, 23 Sayer Street, Brookville, Pa. 15825

VII. EVALUATION

(See Section II, Objectives, for Application)

A. Continuous

The project will be continuously evaluated through day-by-day observations and comments by project personnel and at intervals when monthly or interim reports are prepared. These will include each and all activities relative to the project immediately after such activity has been concluded. Any changes in schedule, procedure or activity deemed advisable will be effected after contact and concurrence of interested authority.

B. Pre-Instructional Evaluation

An attitudinal type of survey will be prepared, distributed and collected for each school superintendent and board member. The purpose of this is to obtain prior situational data concerning attitudes and ideas held by each at the start of the project. Items will relate both to objectives and instruction. Each participant will be asked to check as to whether he agrees, disagrees, or is undecided on each statement about adult education made in the instrument. These will be tabulated, chartified, and held for comparison with post-instructional administration of the same instrument.

C. Post-Instructional Evaluation

As stated above, the attitudinal survey will be re-run after the instructional stage. Data will be chartified and compared with those of the prior data to determine the changes, if any. Those will be

analyzed to determine the effectiveness of the instruction.

D. Evaluation of Effective Techniques

An evaluation instrument will be prepared listing each and all of the techniques, activities, and strategies employed in the course of the project. School superintendents and board members will be asked to check on a four-point scale the effectiveness of each activity in influencing their attitudes and opinions about adult education -- MUCH - SOME - LITTLE - NONE. When these data are tabulated, it should be possible to list the techniques which were effective as against those which were ineffective, and show promising and preferred techniques of orienting schoolmen to adult education. Rank order will be established by assigning values of "3" for MUCH, "2" for SOME, "1" for LITTLE, and "0" for NONE.

E. Terminal Evaluation

At the close of the project's operational phase, the advisory committee will evaluate the over-all total project from start to finish as to direction, administration, procedure, content, change-impact findings, contribution, effectiveness, and efficiency. Recommendations as to further study and change of approach or instruments will be asked of this group.

VIII. BUDGET

Category No.

100	ADMINISTRATION		\$ 20,565
110	Local Supervision -		
	Project Director (\$1,000/month)	\$ 12,000	
	110-a Travel (3,000 miles @ 10¢)	300	
	110-b Secretary (\$400/month)	4,800	
120	Contracted Services & Consultants	2,025	
130	Staff Office Supplies	300	
140	Other Allowable Items		
	140-a Photography	415	
	140-b Printing, Duplicating	475	
	140-c Preparation of Reports	250	
200	INSTRUCTION		1,650
230	Consultants		
	(Mott Foundation, Fayette County ABE, etc.)	1,050	
240	Instructional Supplies (Consumable)	600	
600	OPERATION OF PLANT		300
	640-d Utilities (Telephone \$25/month)	300	
800	FIXED CHARGES		3,135
810	Employer Share of Employee Benefits		
	810-b Social Security	875	
850	Other Fixed Charges		
	850-a Typewriter, Electric, Rental (12 months @ \$30)	360	
	850-b Indiana Univ. of Pennsylvania Services (8%)	1,900	
	TOTAL OPERATIONAL BUDGET (FEDERAL FUNDS)		\$ 25,650

NON-FEDERAL CONTRIBUTION (IN-KIND, NON-CASH):

University Contribution

Graduate Assistant Assigned to Project (by Indiana Univ. of Penna.)	\$1,200	
Project Adviser - Salary & Benefits	2,500	
Indirect Cost Contribution (8%)	1,900	
Advisory Committee, Superintendents (2 hours/month @ \$10)	2,400	<hr/>
	TOTAL	\$ 8,000
	TOTAL OPERATIONAL BUDGET (FEDERAL FUNDS)	<hr/> \$25,650
	TOTAL ESTIMATED COST OF PROJECT	<hr/> \$33,650

APPENDIX A

LETTERS OF AGREEMENT AND SUPPORT

C
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P
YJEFFERSON COUNTY-DUBOIS
AREA VOCATIONAL-TECHNICAL SCHOOL
REYNOLDSVILLE, PENNSYLVANIA 15851

February 3, 1971

Dr. Roger W. Axford
Dean, School of Continuing and
Non-Resident Education
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Dear Dr. Axford:

This is to confirm our interest and support by our Advisory Committee of a project in the "Orientation of School Superintendents and School Board Members to Continuing and Adult Education."

We will assist in the following:

Phase I - Planning Period: March 1 - July 1, 1971

Phase II - Program Period: July 1, 1971 - July 1, 1972

The understanding is that this would be a project supported by the Appalachian ABE Center through the Indiana University of Pennsylvania, with the cooperation of the Pennsylvania Department of Continuing Education and our group.

The funding and administration would be carried on through the School of Continuing Education of Indiana University of Pennsylvania. We will lend whatever assistance we can in the recruitment of school board members and planning for a program to be carried out from July 1, 1971, through July 1, 1972.

We look forward to working with you on the program.

Cordially,

/s/ Blair Rupert

Blair Rupert, Chairman
Professional Advisory Council

sdw



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG, PA. 17126

51

May 26, 1971

Dr. Roger W. Axford
Dean of Continuing Education
and Nonresident Education
Indiana University of Pennsylvania
Indiana, Pa. 15701

Dear Roger:

The Division of Continuing Education has gone on record endorsing A Feasibility Study of the Orientation of School Superintendents and Board Members to Adult Education. We wish to give full support to the operation of this project for a period of one year.

Our staff stand ready to assist in any manner within our capability.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alfred S. Holt".

Alfred S. Holt, Chief
Division of Continuing Education
Telephone: (717) 787-5532

ASH:at

BROCKWAY AREA SCHOOL DISTRICT

BROCKWAY, PENNA.

Dr. Mearl F. Gerheim
Project Coordinator
Appalachian Adult Education Center
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Dear Dr. Gerheim:

The following resolution was passed by the Brockway Area Board of School Directors at its regular meeting on June 8, 1971 :

Be it resolved that the Board of School Directors of the Brockway Area School District, Brockway, Penna., hereby confirms its interest in and support of a project entitled "The Orientation of School Superintendents and School Board Members to Continuing and Adult Education." It is our understanding that said project would run from July 1, 1971, through June 30, 1972; that it would be supported by the Appalachian Adult Basic Education Demonstration Center at Morehead (Kentucky) State University through the Indiana University of Pennsylvania, with the cooperation of the Pennsylvania Division of Adult and Continuing Education; and, that the funding and administration will be carried on through the School of Continuing and Non-Resident Education of Indiana University of Pennsylvania. In turn we shall cooperate, participate, and lend assistance in carrying out the details of the project through our chief school administrator.

Sincerely,



Elaine Kearney
Secretary of the Board

BROOKVILLE AREA SCHOOL DISTRICT

53

BROOKVILLE, PENNA.

Dr. Mearl F. Gerheim
Project Coordinator
Appalachian Adult Education Center
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Dear Dr. Gerheim:

The following resolution was passed by the Brookville Area Board of School Directors at its regular meeting on June 14, 1971:

Be it resolved that the Board of School Directors of the Brookville Area School District, Brookville, Penna., hereby confirms its interest in and support of a project entitled "The Orientation of School Superintendents and School Board Members to Continuing and Adult Education." It is our understanding that said project will run from July 1, 1971, through June 30, 1972; that it will be supported by the Appalachian Adult Basic Education Demonstration Center at Morehead (Kentucky) State University through the Indiana University of Pennsylvania, with the cooperation of the Pennsylvania Division of Adult and Continuing Education; and, that the funding and administration will be carried on through the School of Continuing and Non-Resident Education of Indiana University of Pennsylvania. In turn we shall cooperate, participate, and lend assistance in carrying out the details of the project through our chief school administrator.

Sincerely,

Mildred McClain

Mildred McClain
Secretary of the Board

PUNXSUTAWNEY AREA SCHOOL DISTRICT

PUNXSUTAWNEY - PENNSYLVANIA 15767

Telephone: 938-5110

54

LENN M. HENERY
Superintendent

FRANCIS E. SMITH
Secretary to the Board

Dr. Mearl F. Gerheim
Project Coordinator
Appalachian Adult Education Center
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Dear Dr. Gerheim:

The following resolution was passed by the Punxsutawney Area Board of School Directors at its regular meeting on June 21, 1971:

Be it resolved that the Board of School Directors of the Punxsutawney Area School District, Punxsutawney, Penna., hereby confirms its interest in and support of a project entitled "The Orientation of School Superintendents and School Board Members to Continuing and Adult Education." It is our understanding that said project will run from July 1, 1971, through June 30, 1972; that it will be supported by the Appalachian Adult Basic Education Demonstration Center at Morehead (Kentucky) State University through the Indiana University of Pennsylvania, with the cooperation of the Pennsylvania Division of Adult and Continuing Education; and, that the funding and administration will be carried on through the School of Continuing and Non-Resident Education of Indiana University of Pennsylvania. In turn, we shall cooperate, participate, and lend assistance in carrying out the details of the project through our chief school administrator.

Sincerely,



Francis E. Smith
Secretary of the Board

DUBOIS, PENNA.


Dr. Mearl F. Gerheim
Project Coordinator
Appalachian Adult Education Center
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Dear Dr. Gerheim:

The following resolution was passed by the DuBois Area Board of School Directors at its regular meeting on June 17, 1971 :

Be it resolved that the Board of Directors of the DuBois Area School District, DuBois, Penna., hereby confirms its interest in and support of a project entitled "The Orientation of School Superintendents and School Board Members to Continuing and Adult Education." It is our understanding that said project will run from July 1, 1971, through June 30, 1972; that it will be supported by the Appalachian Adult Basic Education Demonstration Center at Morehead (Kentucky) State University through the Indiana University of Pennsylvania, with the cooperation of the Pennsylvania Division of Adult and Continuing Education; and, that the funding and administration will be carried on through the School of Continuing and Non-Resident Education of Indiana University of Pennsylvania. In turn we shall cooperate, participate, and lend assistance in carrying out the details of the project through our chief school administrators.

Sincerely,


L. Ivan Shindledecker
Secretary to the Board

Jefferson County DuBois Area Vocational-Technical School

Drawer 100 Reynoldsville, Pennsylvania 15851

814-653-8265



54b

June 11, 1971

JUN 30 1971

Dr. Mearl F. Gerheim
Project Coordinator
Appalachian Adult Education Center
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Dear Dr. Gerheim:

The following resolution was passed by the Joint Operating Committee at its regular meeting on June 28, 1971:

Be it resolved that the Joint Operating Committee of the Jefferson County-DuBois Area Vocational-Technical School, Reynoldsville, Penna., hereby confirms its interest in and support of a project entitled "The Orientation of School Superintendents and School Board Members to Continuing and Adult Education." It is our understanding that said project will run from July 1, 1971, through June 30, 1972; that it will be supported by the Appalachian Adult Basic Education Demonstration Center at Morehead (Kentucky) State University through the Indiana University of Pennsylvania, with the cooperation of the Pennsylvania Division of Adult and Continuing Education; and, that the funding and administration will be carried on through the School of Continuing and Non-Resident Education of Indiana University of Pennsylvania. In turn, we shall cooperate, participate, and lend assistance in carrying out the details of the project through our chief school administrator.

Sincerely,

A handwritten signature in cursive script that reads "Julia C. Bailey". The ink is dark and the handwriting is fluid.

Julia C. Bailey
Secretary
Joint Operating Committee

Work Experience

Dean, School of Continuing and Non-Resident Education, and Professor of Adult Education, Indiana University of Pennsylvania, Indiana, Pennsylvania	Sept. 1970 to Present
Coordinator of Adult Education, Associate Professor College of Life Sciences and Agriculture, School of Home Economics, University of Maine, Orono, Maine	July 1968
Director of Adult Education and Associate Professor of Education, Northern Illinois University, DeKalb, Illinois (Taught Adult Education Courses)	Sept. 1965-1966
Associate Director, Instructional Services University of Wisconsin Extension Division, Assistant Professor, Milwaukee, Wisconsin (Taught Adult Education)	February 1961- September 1965
Visiting Associate Professor of Adult Education, Florida State University, St. Petersburg Center (Taught graduate courses in Adult Education)	Fall trimester 1964
Director, Latin America Project (Agency for International Development) School of Education, University of Wisconsin, Milwaukee, Wisconsin	September 1962- June 1963
Assistant Director, University of Wisconsin-Racine Center, Racine, Wisconsin	September 1956- February 1961
Vice President, Shimer College, Mt. Carroll, Illinois	1955-56
Fellow, Fund for Adult Education, University of Chicago, Chicago, Illinois	1954-55
Assistant to Vice-President, Roosevelt University, Chicago, Illinois	1950-54
Dean, Bacone College, Muskogee, Oklahoma (Only Indian College in U.S.)	1949-1950
Adult Education, Certified Teacher, Americanization Program, Chicago Board of Education, Chicago, Illinois	1949

Education

Nebraska Wesleyan University	A.B. Political and Social Sciences Psychology-Education	1942
University of Chicago	M.A. - Sociology	1949
University of Chicago	Ph.D.- Adult Education	1961
Dissertation - "William H. Lighty - Adult Education Pioneer" (Educational Biography of Professor William H. Lighty, one of the founders of National University Extension Association)		

Family

Wife: Geraldine 3 Children

Hobbies

Tennis and Swimming (Former Red Cross Life-Saving Instructor)
Reading to Children
Documentary Films
House Building (Built own home 1952-54)

Memberships

International Congress of University Adult Education, 1964
Member, Executive Board, Milwaukee Council for Adult Learning, 1963;
Membership Chairman, 1963-64
Member, Adult Education Association of the U.S.A.
Vice-Chairman, 1964 Convention of the National Adult Education
Association of the U.S.A.; Member, Program Committee
Chairman, Professional Training and Development Section,
1963 through 1967
Member, National Seminar on Adult Education Research
Member, Committee on Professional Training, National University
Extension Association, 1963
Member, Midwest Council, Association for Latin American Studies
Member, National Education Association, Section on Higher Education
Member, Wisconsin Academy of Arts, Sciences and Letters, 1960
Membership Committee, 1963-1965
University of Wisconsin (Committees)
Chairman, University Extension Nominating Committee, 1963-1964
Member, State-wide Adult Education Committee, 1963-1965
Northern Illinois Adult Education Round Table, Membership Chairman, 1967
Illinois Adult Education Association, Publications Chairman, 1966
Rock River Training and Development Council, Program Chm., 1966-67
Consultant, Illinois Migrant Council, 1965

Honors

Listed in Who's Who in Education (3rd Edition)
National Directory of Latin Americanists, Library
of Congress, 1965

PUBLICATIONS

"A Bridge of Friendship with Greece," Illinois Labor, December, 1953

"A Bridge of Friendship with Liberia," Chicago Defender, March 1953

"The Commuter's Club" (column) The Chesterton Tribune, Chesterton,
Indiana, 1953-1954

Poetry, The Christian Century

"A Baby Is Born," The Brethren Messenger, March 1954

"An Adult Education Council in a Small Community," American Library
Journal, May 1959

Article on Lake Geneva, Wisconsin, Adult Education Council, Adult
Leadership, January 1960

_____, Extension Insights, University of Wisconsin Extension Division,
Bulletin, February 1959

"Lake Geneva Adult Education Council," Wisconsin Education Journal,
March 1960

"W. H. Lighty - Radio Pioneer," Wisconsin Academy of Sciences, Arts
and Letters, Annual Meeting, May 7, 1960, University of Wisconsin
Madison; Vol. LIX, p. 283, of Transactions of Academy

"Background of Adult Education," Wisconsin Academy of Sciences, Arts
and Letters, May 6, 1961, Carroll College, Waukesha, Wisconsin;
Vol. L, p. 345, 1961, of Transactions of Academy

"W. H. Lighty - Radio Pioneer," Journal of American Association of Educa-
tional Broadcaster, (In cooperation with Mrs. Claudine Shannon,
Radio-Television Consultant, University of Wisconsin), March-April
1962

Book Review: Teaching for Self-Education by Paul Douglass, Journal for
Educational Research, November 1961

"The Visiting Professor Who Never Left Home," Adult Leadership, March 1962

- "All The Running You Can Do - Continuing Education for Alumni," Extension Insights, March 1962
- "All The Running You Can Do," School of Education Newsletter, University of Wisconsin-Milwaukee, February 1962
- "Continuing Education for Alumni," Paper at 94th Annual Meeting of the Wisconsin Academy of Sciences, Arts and Letters, May 5, 1962; published in Transactions of Academy, 1962
- "The Visiting Professor Who Never Left Home," Overview, August 1962
_____, Wisconsin Academy Review, Fall 1962
- "The Ten Commandments of Good Teaching," Wisconsin Academy Review, Summer 1962
_____, Journal of Wisconsin Education Association, December 1962
_____, Adult Leadership, March 1963
- "How to Survive a National Convention - and Profit!" Adult Leadership, March 1963
- "International Education - Latin American Project," Newsletter, School of Education, University of Wisconsin-Milwaukee, May-June 1963
- "The Visiting Professor Who Never Left Home," Special Attention, publication of American Telephone and Telegraph, Spring 1963
- "A Survey of Graduate Training Needs in Adult Education," Adult Education, Summer 1963; Vol. XIII, No. 4 (by Roger W. Axford and Donald F. Wilson)
- "Venezuela's Quiet War Against Ignorance," Milwaukee Journal, August 25, 1963
_____, California Crossroads, January 1964
- "Family Camping - Antidote to Urbanism," Wisconsin Academy Review, Summer 1963
- "William H. Lighty, Fountain of Idealism," Chapter in Brandenburg Memorial Essays on Correspondence Instruction, C. A. Wedemeyer, Editor: Library of Congress, Card No. 63-63938, 1963
- "Operation Navajo," The Wisconsin Badger, November 1963
- "Operation Navajo - Social Studies Come Alive," The Wisconsin Education Association Journal, November 1963

- "Report on the Latin American Project - Agency for International Development and the University of Wisconsin-Milwaukee," published by School of Education, University of Wisconsin-Milwaukee, 1963
- "Reading Improvement - Key to Knowledge," Extension Insights, December 1963, (by Roger W. Axford and Alice Richardson)
- "Affront and Center," Let's See, February 1964
- "El Proyecto Latino Americano de AID on Una Universidad Sin Fronteras-La Universidad de Wisconsin," Sabar, December 1963 (Publication of State Department, U.S.A., Venezuela Office)
- "Never Too Old to Learn," 12 articles on adult education carried by Wisconsin Associated Press, April 20-May 2, 1964
- "Reading Improvement - Key to Knowledge," Adult Leadership, June 1964 (by Roger W. Axford and Alice Richardson)
- "New Freedom in the Dominican Republic," Milwaukee Journal, July 12, 1963
- "Neighborhood Druggist," Wisconsin Pharmacist Journal, Fall 1964
- "Report to Director Raul Cataldo, University Extension, University of Puerto Rico. (I served as consultant in July, 1964)
- "Latin's Educational Drive," Calavares California Enterprise, August 19, 1964
- "Ten Commandments of Good Teaching," Florida Education, November 1964
- "How to Cultivate Program Ideas," Florida Adult Education, Fall 1964
- "Never Too Old to Learn," published by 12 Florida newspapers, beginning November 17, 1964
- "Education Is Habit Forming"
 - "Opportunities Await If You Yearn to Learn"
 - "FICUS Takes University to Students"
 - "Extension Service Plays Changing Role"
 - "Educational TV on the Move"
 - "Adults Earn One Out of Ten High School Diplomas"
 - "Opportunities Beckon to Women"
 - "Adults Live-in to Study"
 - "Illiteracy in State above U.S. Average"
 - "Libraries Poor Man's University"
- "Never Too Old to Learn" Associated Press series published by Technical Education Center, Pinellas County, 6100 154th Avenue North, Clearwater, Florida. Mr. William Puder, Publications Director, December 1964

- "FICUS - Florida's Unique Feature for Continuing Education," Adult Leadership, December 1964
- Never Too Old to Learn, booklet produced from Associated Press series, published by Florida Institute for Continuing Education (FICUS) Tallahassee, Florida, January 1965
- "Milwaukee Conference A.E.A. - Report on 1964 Convention," Adult Leadership, January 1965
- "How to Cultivate Program Ideas," Florida Education, January 1965
- "Reading Improvement - Key to Knowledge" Request for reprint by U.S. Armed Forces Institute, Europe, U.S. Army. Doris S. Pollock, Editor, General Education Development USAREUR. December 8, 1964
- "How to Survive a Convention," Canadian Library, May 1965
- Book Review: Presidential Leadership of Public Opinion, by Elmer E. Cromwell, (Indiana University Press, 1965) Milwaukee Journal, June 7, 1965
- Book Review: Presidential Leadership of Public Opinion, by Elmer E. Cromwell, (Indiana University Press, 1965) Adult Leadership, October 1965
- Book Review: Higher Education in the American Republics, by Dr. Harold R. W. Benjamin, Adult Education, Winter 1966
- "The Ten Commandments of Good Teaching," Journal of the College of Education (Karnatak University, Dharwar) March 1966
- "Does She Take Me for Granted?" The Christian Home, September 1966
- "Developmental Tasks and Adult Education," Speaking About Adults, chapter in book published by Adult Education Department, Northern Illinois University, De Kalb, Illinois
- "Adult Education - Growing Professionalization," Illinois Journal of Education, September 1966
- "TLC - Tender Loving Care," accepted for publication by The Christian Home, November 1966 (Published Oct. 1968, p. 35)
- "How to Look at an Exhibit," The Clearing House, February 1967
- "Rediscovering Lincoln-land Through Camping," accepted for publication by Better Camping, for Summer 1967

"Why Do We Talk Them to Death?" The Methodist Story, July-August, 1967, Volume 11, No. 7

"The Location of the Extension Office as a Factor in Extension's Success: A Case Study," The NUEA Spectator. April-May 1967, Vol. XXXII, No. 4

Books:

College-Community Consultation. (Editor) De Kalb: Enlightenment Press, 1967

"Ten Commandments of Good Teaching," Illinois Education, May 1967, Volume 55, No. 9

"Adult Education," The Ohio Adult Observer. July 1967 (Speech delivered at Annual Conference of Ohio Association for Adult Education and the Ohio Association of Public School Adult Education.)

"Ten Commandments of Good Teaching," Champaign Community Schools Newsletter, September 11, 1967, Volume 26, No. 1

"The Stage of the Empty Nest," Continuous Learning. September-October 1967, Volume 6, No. 5, p. 233. (Publication of Canadian Adult Education Association)

"How to Kill a Recruit," Journal of College Placement, February-March 1966, p. 5

"Top Priority: Adult Basic Education," Adult Leadership, June 1963, Volume 17, No. 2

Book - Text - ADULT EDUCATION: THE OPEN DOOR. International Textbook Company. Scranton, Pa. published Spring 1969.

Mearl F. Gerheim
Project Director

168 White Oak Drive
New Kensington, Pa. 15068

Office phone: (412) 357-2546

Home phone: (412) 335-5212

EDUCATION

Doctor of Education in Educational Administration, University of Pittsburgh
Dissertation: "Teacher Evaluation of the Nature and Effectiveness
of In-Service Teacher Education in Selected School
Districts."

Graduate Study in Educational Administration, University of Maryland

Graduate Study in Educational Administration, Drake University

Master of Arts in History, The Pennsylvania State University

Thesis: "The Influence of Overseas Expansion in the Thought
and Expression of England Since 1700."

Bachelor of Arts in Education, History Major, The Pennsylvania State
University

EXPERIENCE

Professor of Education, Indiana University of Penna.	1966-70
Superintendent, Kiski Area Schools, Vandergrift, Penna.	1962-66
Superintendent, Palmerton Area Schools, Palmerton, Penna.	1958-62
Superintendent, North Huntingdon Township Schools, Irwin, Pa.	1954-58
Principal, North Huntingdon Twp. Jr-Sr High School, Irwin, Pa.	1951-54
Educational Program Supervisor, U. S. Office of Education, Washington, D. C.	1951
Coordinator, Administrative Staff, Drake Univ., Des Moines, Iowa	1947-50
Supervising Principal, Bell Township Schools, Salina, Penna.	1939-46
(Military Leave as an Administrative Officer, U.S. Army Air Forces, 1942-46)	
Principal, Bell Township High School and Grade School, Salina, Pa.	1936-39
Principal-Teacher, Bell Township Jr-Sr High School, Salina, Pa.	1932-36
History and English Teacher, Bell Township High Sch., Salina, Pa.	1931-32
College History Teacher, The Pennsylvania State University	1930-31
Elementary Teacher, Kiskiminetas Township Sch., Apollo, Penna.	1925-26

ORGANIZATIONS

Phi Delta Kappa

Kappa Phi Kappa

American Association of School Administrators

National Society for the Study of Education

National School Public Relations Association

Pennsylvania Association of Chief School Administrators

Doctoral Association of Educators

Adult Education Association

National Retired Teachers Association

International Platform Association

EDUCATIONAL SERVICE

Served as Master Administrator, assigned 3 different interns in school administration from doctoral candidates at University of Pittsburgh

Served on 2 school study councils, Tri-State, sponsored at University of Pittsburgh and Lehigh Valley sponsored by Muhlenberg College (vice president and president elect of the latter)

Served on many high school evaluating committees in both Eastern and Western Pennsylvania.

Served on elementary school evaluating committees and on the drawing up of a handbook of criteria for elementary school evaluation.

Served on survey groups making comprehensive surveys of four entire school systems.

Served on curriculum study groups working with teachers studying and re-vamping the curriculum in many areas and at all levels.

Served on groups and steering committees in setting up programs for the gifted, the slow-learner, the musically talented, and technically-inclined.

Served as main speaker to all types of educational groups, the major ones being:

PSEA Convention, Harrisburg: "Improving the Social Life of the Junior High School"

To Schoolmen: "Expanding the Curriculum to Meet Modern Educational Needs"
"The Life Adjustment Program"

To Teachers: "The Teacher's Public Relations"
"America is Calling"

Building Dedication: "The Unfinished Building"
"Broken Stairways"

Commencement: "The Four R's of Living"
"10 Dares to Youth"
"Footprints, Bridges, and Stairways"
"Voice of Your Cap"

COMMUNITY SERVICE

Served with the Planning and Zoning Commission, Pittsburgh Suburban Area, in planning community and school needs 20 years in advance.

Served on committees and councils of public recreation, public libraries, community health, community athletics, juvenile delinquency, and similar interests.

Served as speaker many times over to service clubs and various community groups.

Chosen as one of 3 men of year in 1955.

Received the American Legion Award for community service in 1958.

DR. J. ROBERT MURRAY

J. Robert Murray, born in Pittsburgh, Pennsylvania, April 26, 1926, graduated from Crafton High School, received his B.S. degree from Edinboro State College, Edinboro, Pennsylvania in 1950, his M. Ed. and Doctor of Education degree in Secondary Education from the Pennsylvania State University. During World War II he served with the Army Air Corps as a photographer-photo-laboratory technician, spending six months in the Marshall Islands as part of "Operations Crossroads", the first atomic bomb test at Bikini. Following his discharge he worked as a newspaper photographer in Erie, Pennsylvania.

He taught social studies for four years in the Joint Area High School of Cambridge Springs, Pennsylvania. In 1954 he joined the staff of the Pennsylvania State University as part time instructor in audio-visual education. In January 1956 he became an Associate Professor in the Department of Education of Indiana State College, Indiana, Pennsylvania, assuming responsibility as head of the Audio-Visual Center the following year. While on leave from 1968 to 1970 he served as Director of an ESEA Title III Multi-Media Project for the Government of Guam and is presently Professor of Education and Director of the Instructional Resources Services, Indiana University of Pennsylvania, Indiana, Pennsylvania.

He is a member of the Pennsylvania State Education Association, Association for Educational Communications and Technology, National Education Association, Phi Delta Kappa, Pennsylvania Learning Resources

Association, has been president of the Pennsylvania Audio-Visual Association for Teacher Education and is presently Vice Chairman of the Pennsylvania Advisory Council on Instructional Systems and Technology.

His article, entitled "An Audio-Visual Course for Teachers, Necessary or Expendable?" was published in the Educational Screen and Audio-Visual Guide and also in Research for the Teaching Profession Indiana University of Pennsylvania, Indiana, Pennsylvania. His latest article was "Tape Cassettes" which appeared in the November 1970 issue of the NEA Journal Today's Education.

1. A Lifetime of Learning, Washington, D. C.: Office of Education, U. S. Department of Health, Education and Welfare, 1969
2. A Long-Range Development Plan, Brockway, Pennsylvania: Brockway Area School District, June 20, 1969
3. American Association of School Administrators, Educational Administration in a Changing Community, Thirty-seventh Yearbook, 1959
4. American Association of School Administrators, Inservice Education for School Administration, Washington, D. C.: American Association of School Administrators, 1963
5. American Association of School Administrators, School Board - Superintendent Relationships, Thirty-fourth Yearbook, Washington, D. C.: American Association of School Administrators
6. Axford, Roger W., Adult Education: The Open Door, Scranton, Penna.: International Textbook Company, 1969
7. Brain, George B., "National Assessment Moves Ahead", Today's Education, Washington, D. C.: National Education Association, Volume 60 Number 2, February 1971, p. 45
8. Campbell, Clyde M., et. al. Practical Applications of Democratic Administration, New York: Harper and Brothers, 1952
9. Campbell, Roald F., Corbally, Jr., John E., and Ramseyer, John A. (eds.), Introduction to Educational Administration, Boston: Allyn and Bacon, Inc., 1966
10. Carter, R. Phillip and Short, Verl M. (eds.), Speaking About Adults, Northern Illinois University, 1966
11. Cook, Stuart W., Studies of Attitude and Attitude Measurement; Progress Report, Colorado: Colorado University, Boulder, October 1, 1966
12. DeCrow, Roger and Grabowski, Stanley, "Sources of Information About Adult Education", Adult Leadership, Columbia, South Carolina: Adult Education Association of the United States of America, Volume 17 Number 2, June 1968, pp. 75-77
13. Department of Public Instruction, Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools, Dover, Delaware, May 1969
14. Dickinson, William E. (ed), Successful School Board Practices, New London, Connecticut: Croft Educational Services, 1965

15. Duggins, James, "The Right to Read: Target for the 70s", Phi Delta Kappan, Bloomington, Indiana: Phi Delta Kappan, Journal of Phi Delta Kappa, Volume LII Number 8, April 1971, pp. 457-459
16. Ehlers, Henry J. (ed.), Crucial Issues in Education, New York: Holt, Rinehart and Winston, Inc., 1955
17. Fensch, Edwin A. and Wilson, Robert E. (eds.), The Superintendency Team, Columbus, Ohio: Charles E. Merrill Books, Inc., 1964
18. Festinger, Leon and Katz, Daniel (eds.), Research Methods in the Behavioral Sciences, New York: The Dryden Press, 1953
19. Frederick Burk Foundation for Education, The Feasibility of Teaching History of Technology in Vocational and Pre-Technical Secondary Schools, Daly City, California, September 30, 1968
20. Garber, Lee O. and English, O. H. (eds.), Pennsylvania Boards of School Directors, Harrisburg: Pennsylvania State School Directors' Association
21. Garber, Lee O. and Yeager, William A. (eds.), Legal Powers and Duties of Pennsylvania Boards of School Directors, Philadelphia: Educational Service Bureau, University of Pennsylvania, January 1959
22. Goering, Oswald H. and Stotts, Michael J. (eds.), Perspectives in Adult Basic Education for Administrators, Northern Illinois University, 1967
23. Good, Carter V. (ed.), Dictionary of Education, 2nd Edition, New York: McGraw-Hill Book Co., Inc., 1959
24. Good, Carter V. and Scates, Douglas E. (eds.), Methods of Research, New York: Appleton-Century-Crofts, Inc., 1954
25. Harrison, Jr., Paul C. and Lindsay, Carl A., Inventory of Continuing Education Activities in Pennsylvania Secondary School Districts for the 1969-70 Fiscal Year, Harrisburg: Pennsylvania Department of Education, April 30, 1971
26. Houle, Cyril O., "Adult Education", Encyclopedia of Educational Research, New York: Macmillen Co., 1969, pp. 51-65
27. Ingham, R. J., Institutional Backgrounds of Adult Education, Boston University: The Center for the Study of Liberal Education for Adults, 1966

28. Jongeward, Ray E., and others, Modernization of School Buildings. A Feasibility Study, Washington State Board of Education, Olympia, February 1963
29. Knowles, Malcolm S. (ed.), Handbook of Adult Education in the United States, Chicago: Adult Education Association of the U. S. A., 1960
30. Kreitlow, Burton W., and MacNeil, Teresa, The School Board and a Model for Educational Improvement, Practical Paper No. 10, University of Wisconsin, Madison, April 1970
31. Manthe, Karen, "Rural Youth - Focus of AEL", Appalachian Advance, Charleston, West Virginia: Appalachia Educational Laboratory, Inc., Volume 5, Number 2, November 1970, pp. 2-4, 32
32. Nelson, Hilding E., A Study to Determine the Feasibility of Establishing a Master's Degree Program for Preparing Vocational Instructional Specialists in Pennsylvania, Pennsylvania State University, University Park, Penna., April 1969
33. Norris, Eleanor L., An Experimental Investigation of Attitude Change Procedures Suggested by Contracted and Assimilation Phenomena, California: American Institute for Research in Behavioral Sciences, Palo Alto, May 31, 1967
34. Olson, Russell F., "Adult Education and the Urban Crisis", Today's Education, Washington, D. C.: National Education Association, Volume 60 Number 2, February 1971, pp. 24-26
35. Opinions of School Superintendents on Adult Education, Research Report of the Research Division, National Education Association, Washington, D. C.: National Education Association, February 1964
36. Orr, Thelma P., unpublished interim report, Georgia State Module, Adult Basic Education Recruitment Research Program, distributed at Module Directors' Meeting, Morehead, Kentucky, February 18, 1971
37. Population Study for DuBois Area School District, DuBois, Penna.: DuBois Area School District, March 1968
38. Seaman, Don F. and Kohler, Emmett T. (eds.), Adult Basic Education in Mississippi: An Evaluation, Vol. I, Mississippi: The Mississippi State Department of Education and The Bureau of Education Research of Mississippi State University, 1969

39. Sherman, Charles A., "Attitudes of Teachers Towards Teachers' Meetings Called by the County Superintendent", unpublished Ed. D. dissertation, University of Pittsburgh, 1944.
40. Smith, Harold K., "A Plan for Developing a Program of Adult Education to Meet the Needs of a Local Community", doctoral dissertation, Rutgers State University, New Brunswick, New Jersey, 1968
41. Smith, Max S. and Smittle, W. Ray (eds.), The Board of Education and Educational Policy Development, Clawson, Michigan: Oakland Education Press, 1954
42. Smith, Robert M., Aker, George F., and Kidd, J. R. (eds.), Handbook of Adult Education, A Publication of the Adult Education Association of the U.S.A., New York: The Macmillan Company
43. Spengler, James R., Attitudes of School Board Members Toward Occupational Education. Final Report, Williamsville: Western New York School Development Council, February 1970
44. Sumption, Merle R., How to Conduct a Citizens School Survey, New York: Prentice-Hall, Inc., 1952
45. Sybouts, Ward and Krepel, Wayne, The Development of Material for the Orientation of School Administrators to Vocational Education Needs and Programs; Final Report, Nebraska: University of Nebraska, Lincoln, October 30, 1969
46. Thatcher, John H. (ed.), Public School Adult Education: A Guide for Administrators, Washington, D. C.: National Association of Public School Adult Educators
47. Warden, Sandra A., The Leftouts: Disadvantaged Children in Heterogeneous Schools, New York: Holt, Rinehart and Winston, Inc., 1968
48. Whitney, F. L., The Elements of Research, Third Edition, New York: Prentice-Hall, 1950
49. Witty, Paul A. (ed.), The Educationally Retarded and Disadvantaged, The Sixth-sixth Yearbook of the National Society for the Study of Education, Chicago: The National Society for the Study of Education, 1967

50. Lippitt, Ronald, The Dynamics of Change, New York: Harcourt, Brace and World, Inc., 1958
51. Opgaard, C. M., "School Board Participation in Curriculum Planning," Unpublished Doctoral Dissertation, Seattle: University of Washington, 1967
52. Rogers, Everett M., Diffusions of Innovations, New York: The Free Press, 1969
53. Skippen, Robert E., "A Comparison of the Superintendent's Influence on Board Policy as Perceived by Superintendents of Schools and the School Board Chairman," Unpublished Doctoral Dissertation, Eugene: University of Oregon, 1964