

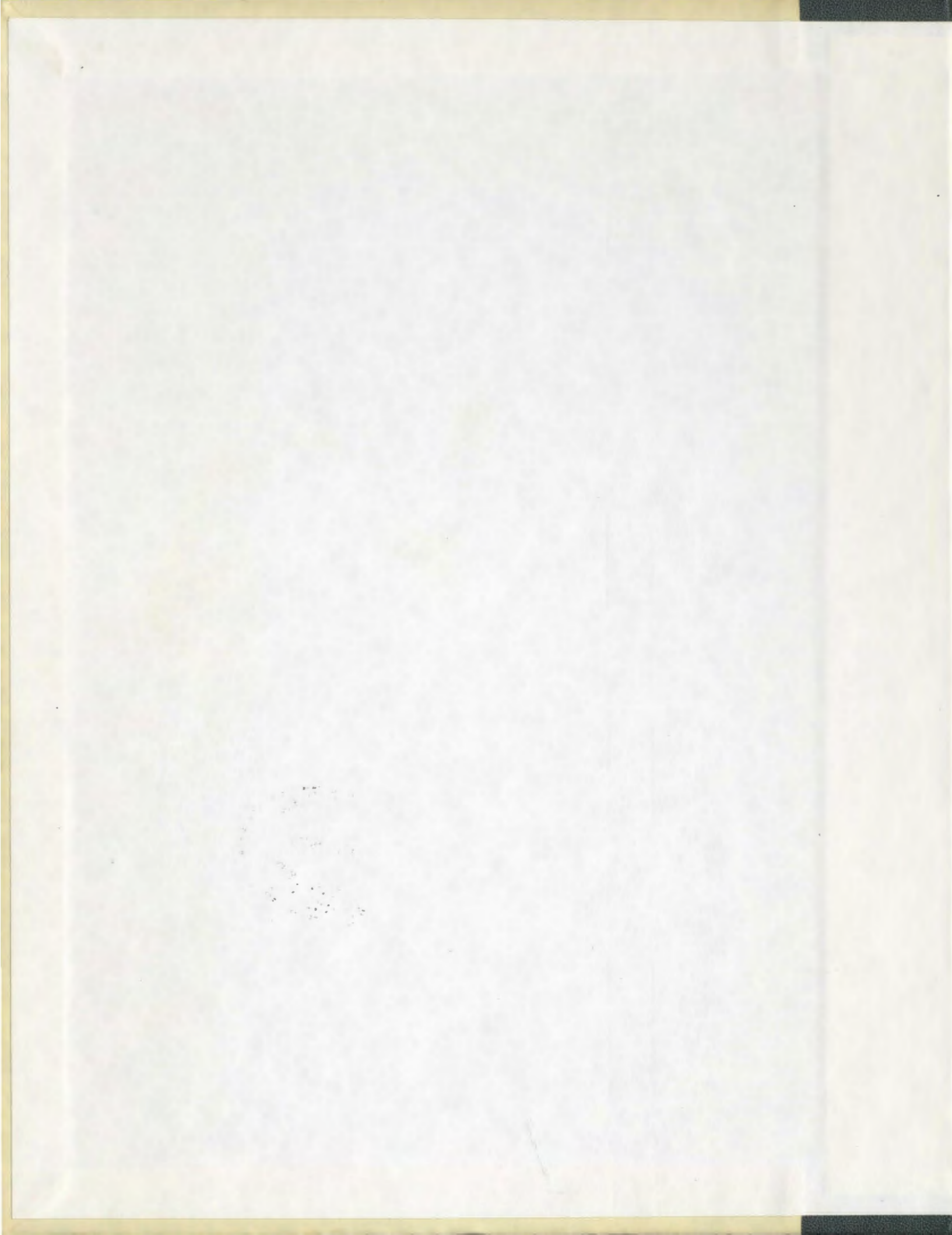
THE STEPHENVILLE ADULT CENTRE: A SURVEY OF
THE CLIENTELE SERVED DURING 1968-69 AND THE
BENEFITS THEY DERIVED

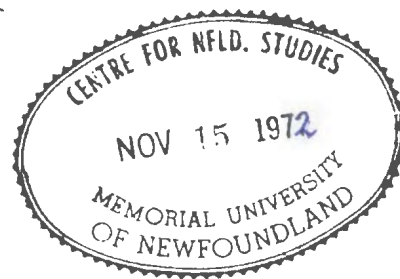
CENTRE FOR NEWFOUNDLAND STUDIES

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GERALD COOMBS





THE STEPHENVILLE ADULT CENTRE: A SURVEY OF
THE CLIENTELE SERVED DURING 1968-69 AND THE
BENEFITS THEY DERIVED

A Thesis

Presented to

the Department of Educational Administration
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Gerald Coombs

August, 1971

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
COMMITTEE ON GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Committee on Graduate Studies for acceptance, a thesis entitled "The Stephenville Adult Centre: A Survey of the Clientele Served During 1968-69 and the Benefits They Derived" submitted by Gerald Coombs in partial fulfillment of the requirements for the Degree of Master of Education.

(Supervisor)

Date _____

ABSTRACT

This study was designed to investigate the background characteristics of the students participating in the program at the Stephenville Adult Centre and the benefits they derived.

The data were obtained from the files at the Centre and the responses to the two forms of a questionnaire, one completed by forty-six vocational students and the other by thirty-seven in the work force.

The typical student at the Centre was found to be a married man with two children. He was twenty-four years old, had a grade eight education, had been out of school nine years and was as likely to come from a settlement with under one thousand persons as from a settlement with over one thousand persons. Other findings of the study were that the participants were enrolled "to get more education" or "to help get a better job" and that these objectives were achieved. Eighty-one per cent of the respondents who were not attending vocational schools had been employed since leaving the Stephenville Adult Centre, and eighty-three per cent of those were employed at the time of response. One quarter of the respondents felt they were not allowed to attend the Centre for a long enough period. It was also found that Canada Manpower policy

was not uniformly enforced in requiring the participants to state a "vocational goal".

The four most important recommendations arising out of the study are (1) that the Canada Manpower policy be changed, first, to allow persons to attend for longer than fifty-two weeks if necessary and, second, to eliminate the requirement that applicants state a definite vocational goal; (2) that more facilities be provided for the expansion of the BTSD Program in Newfoundland; (3) that full-time counselling services be provided at the Centre; and (4) that an Adult Education Teacher Education program be established at Memorial University. If adult education programs are to expand, there will be a need for trained personnel.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the advice and guidance of Dr. H. W. Kitchen, the supervisor of this study. Thanks are also extended to the other members of the thesis committee.

The complete cooperation of Mr. Wilson Brown, Supervisor of Adult Education in Newfoundland, Mr. Douglas Fowlow, Vice-Principal, Stephenville Adult Centre, and the principals of the District Vocational Schools is gratefully acknowledged.

The writer also wishes to express his appreciation to those who took part in the study. Gratitude is expressed to persons with whom discussions were held and from whom many ideas came, in particular Mr. Newman Kelland, Mr. R. Langdon, and Dr. C. R. Barrett.

A special appreciation is expressed to the writer's wife, Glenys, without whose constant encouragement and clerical assistance this report may never have been completed.

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CHAPTER I

THE PROBLEM

This study examines steps that are being taken to cope with the serious problem of low levels of academic education among adults in Newfoundland. Specifically reported herein is a survey of the clientele of the Stephenville Adult Centre during the year 1968-69 and of the benefits accruing to them from their attendance.

I. INTRODUCTION

Under-educated adults are a unique group of people. They represent the epitome of the disadvantaged populace. Their lack of education poses a severe handicap as they attempt to function, compete, and face responsibilities as adults in an environment which increasingly demands a high level of education. They are further handicapped in that they are often unskilled and therefore often unable to secure employment in an increasingly skilled and technology-oriented society. Hence, they are often plagued by poverty and welfare dependence. Many suffer from loss of pride and self-confidence, and are characterized by despair, in that they find little hope for alleviation of their plight.

Despite these handicaps, under-educated adults are expected to assume the responsibilities associated with

adulthood. They are expected to support their families, exercise civic responsibilities, motivate and set examples for their children. Often the children of under-educated adults themselves become trapped by the poverty-educational failure-poverty cycle which so ruthlessly grasps their parents, and thus the problems of one generation are passed on to the next.¹

"Exiting provision (for adult education) is totally inadequate to the needs of society and expansion is urgently required both at the formal and less formal levels,"² stated the Times Educational Supplement in reviewing the situation in Britain.

Similar inadequacies are observable in Newfoundland. However, the Basic Training for Skill Development Program of the Canada Manpower and Immigration offers a ray of hope to under-educated persons of this province. Since the program's inception, the number of graduates has shown a rapid increase. No doubt, these persons are now better prepared to face the complexities and the competition in modern society.

¹Charles Divita, Jr., Adult Basic Education. A Study of the Backgrounds, Characteristics, Aspirations, and Attitudes of Undergraduate Adults in West Virginia, (Huntington: West Virginia Research Coordinating Unit for Vocational Education, 1969).

²"Adult Education Inadequate", The Times Educational Supplement, October 6, 1961, p. 430.

Innovative programs have been started and a multi-agency approach is being considered in an attempt to assist more effectively, educationally deficient adults to overcome their handicaps. But much more remains to be done. As shown below, a substantial proportion of our population is illiterate or functionally illiterate. How long must these people wait to be served? How can the necessary services, the necessary teachers and facilities be provided? The challenge to adult basic education is greater today than ever before, and the urgency of meeting this challenge becomes more apparent with each passing day. We have made a beginning, and that, in itself, is significant; but is it sufficient?

II. BACKGROUND TO THE NEWFOUNDLAND PROBLEM

This section sets forth data indicating that Newfoundland's adult population is both under-educated and under-employed. A realization of the connection between the two is the basis for new Manpower policy in Canada.

Under-educated Adult Population

Kitchen's study for the Atlantic Development Board presents the reader with an almost unbelievable view of Newfoundland's adult education picture. His essential data are set forth in Tables I and II. Although his statistics

were based on the 1961 census, the overall picture has not changed significantly in the intervening years. Table I indicates that with respect to the proportions of population illiterate or functionally illiterate, the rates for Newfoundland are more than one hundred per cent above the national average.¹

TABLE I

PERCENTAGES OF ILLITERATES, FUNCTIONAL ILLITERATES, IN
NEWFOUNDLAND AND CANADA, 1961

	Per Cent Illiterate	Per Cent Functionally Illiterate	Per Cent Illiterate or Functionally Illiterate
Newfoundland	8.1	18.4	26.4
Canada	2.8	8.0	10.8

Source: Kitchen, loc. cit.

Table II shows how illiteracy and functional illiteracy are distributed among the census divisions of Newfoundland. In seven of the ten census divisions--actually, everywhere except on the Avalon Peninsula and

¹H. W. Kitchen, "A Preliminary Study of Demographic and Socio-Economic Factors in the Atlantic Provinces and Their Relationships to Measures of Educational Output," (Prepared for the Atlantic Development Board), St. John's, 1968, p. 4. (Mimeographed.)

the areas of Corner Brook and Grand Falls--one-third of the non-school population above five years of age is functionally illiterate.¹

TABLE II

PERCENTAGES OF ILLITERATES AND ILLITERATES PLUS FUNCTIONAL ILLITERATES, IN THE CENSUS DIVISIONS OF NEWFOUNDLAND, 1961

	Per Cent Illiterate	Per Cent Illiterate or Functionally Illiterate
Division 1	8.4	21.3
Division 2	13.9	37.7
Division 3	17.1	44.5
Division 4	15.5	34.5
Division 5	10.4	24.1
Division 6	8.3	21.4
Division 7	11.9	37.8
Division 8	12.5	38.9
Division 9	16.7	43.6
Division 10	17.2	33.7
Newfoundland	<u>11.0</u>	<u>28.8</u>

Source: H. W. Kitchen, op. cit.

¹Ibid., p. 5. As noted therein, differences may in part be attributable to differences in the age at which children are admitted into school.

Under-employed Adult Population

Over a decade ago the Royal Commission on Canada's Economic Prospects commented on the low incomes in the Atlantic Provinces, and suggested some underlying causes:

As previously noted, one of the most striking features of the economy of the Atlantic Provinces is the disproportionately large number of people engaged in marginal activities, subsistence farming, fishing and logging, or some combination of these. Such occupations are the source of the low incomes which seriously affect average earnings in the region.¹

Tables III and IV, adapted from Kitchen, provide data from which several conclusions can be drawn to support the views of the Royal Commission in direct relation to Newfoundland:

1. There are proportionally fewer people of the usual working age of 20-64 in Newfoundland than elsewhere in Canada. Families have more children and therefore a smaller proportion of adults than families elsewhere in Canada.
2. Newfoundland has the lowest proportion of males and females working, that is, forming part of the labour force. Jobs for females in Newfoundland tend to be more restricted than elsewhere to professions such as teaching and nursing.
3. Of the males working for wages, Newfoundland has the lowest proportion employed on a regular basis.

¹Royal Commission on Canada's Economic Prospects, Final Report (Ottawa: The Queen's Printer, 1957), pp. 404-406; cited by Kitchen, op. cit., p. 14.

TABLE III

CHARACTERISTICS OF THE MALE WORK FORCE IN
CANADA AND NEWFOUNDLAND, 1969

	Per Cent of Popu- lation Aged 20-64	Male Labour Force as Per Cent of Males 20-64	Per Cent of Male Work Force in Professions	Per Cent of Male Wage Earners Regu- larly Employed ¹
Canada	50.6	101.2	7.6	71.7
Newfoundland	42.7	86.8	5.4	55.1

Source: Kitchen, op. cit., p. 47

TABLE IV

CHARACTERISTICS OF THE FEMALE WORK FORCE IN
CANADA AND NEWFOUNDLAND, 1969

	Per Cent of Population Aged 20-64	Per Cent of Female Work Force in Professions	Per Cent of Female Wage Earners Regu- larly Employed
Canada	38.6	15.4	59.1
Newfoundland	25.3	19.8	54.9

Source: Kitchen, op. cit., p. 48

¹ Regularly employed means at least forty weeks annually,
at least thirty-five hours weekly.

The same writer presents data indicating that:

1. Levels of salaries and wages are considerably lower in Newfoundland than the national average.
2. Newfoundland has the lowest total personal income per capita in Canada.¹

Relationships between Education and Employment

Economists recognize the importance of education as a major producer good contributing significantly to the growth of the economy. Without underestimating its cultural value to the individual or society, education is being acknowledged as a form of human capital which produces a rate of return as high as that accruing to physical capital. Without sufficient investment in human capital, the growth of the economy is retarded. Without sufficient knowledge and skill development the individual is unemployable. To be relevant to today's demands, education must provide both a link with the past and a bridge to the future.

From the economic and social standpoint, a country's educational system is its main means both of perpetuating the values and skills of its population, and of² preparing it for the changes which progress requires.

Armstrong, in a speech delivered to the Newfoundland Study Conference in St. John's in 1965, claimed that the promotion of education was the most important single policy

¹Kitchen, op. cit., p. 16 (adapted from his Table XV).

²Economic and Social Aspects of Educational Planning, Paris: United Nations Economic, Scientific and Cultural Organization, 1964, p. 11.

which any region could pursue in order to further industrial and technological progress and economic growth.¹

He then presented several studies which show the relationship between education and economic growth, and relating the situation to Newfoundland asked:

Do you realize that in Newfoundland the average person who completes his secondary education has an income 41% greater than the person who does not? Furthermore, those going on² to University obtain an additional increase of 45%.²

Kitchen, referring to such educational productivity measures as proportion of pupils who fail to complete school or who are over age for their grade, suggested that:

In Newfoundland the crux of the lower productivity in some census divisions seems to be the illiterate and functionally illiterate environments provided by many of the smaller outports.³

If this is the case then, what has to be done or is being done to change such a deplorable situation?

New Manpower Policy in Canada

In its Second Annual Review, The Economic Council of Canada urged that immediate attention be given to:

The development and implementation [sic] of greatly expanded programs to upgrade and bring up-to-date the

¹D. E. Armstrong, "Public Policy and Economic Growth in Newfoundland," (Speech delivered to the Newfoundland Study Conference, September 4th, 1965, St. John's, Newfoundland), N. T. A. Journal, 57 (October, 1965), p. 17.

²Ibid., p. 18.

³Kitchen, op. cit., p. 29.

education and skill qualifications of the existing labour force Continuing education and re-training must play an ever-increasing role in the future.¹

In recognition of the need to provide training for the under-employed as well as the unemployed, the new federal program announced by the Prime Minister at the Federal-Provincial Conference of October 24, 1966,² provided for the payment by the Government of Canada of the actual training costs on behalf of an adult, regardless of status, if training, not exceeding twelve months in duration, will increase that adult's employability, income or contribution to the economy.

The new Department of Manpower and Immigration, which came into being on April 1, 1967 was destined to be of help in the area of education. This was due to the realization of the close relationship between education and economic growth.

When discussing Manpower Policy, Page stated:

Those concerned with economic policy realize that in our kind of economy, the human factor in production is relatively more important in economic growth than are either capital or the application of technology, and that programs for improving the qualifications and utilization of our human resources must be strengthened.³ Thus the concept of an "active manpower policy" emerged.

¹ Economic Council of Canada, Second Annual Review: Towards Sustained and Balanced Economic Growth, (Ottawa: Queen's Printer, 1965).

² Frontier College, Brief submitted to the Special Senate Committee on Poverty, (Ottawa: December 16, 1969).

³ Garnet T. Page, "Canada's Manpower Training and Education: Federal Policy and Programs," Canadian Education and Research Digest, 7 (December, 1967), p. 283.

In 1967, the Adult School on Bell Island with an enrollment of 125 began to participate in the aforementioned federally sponsored program. In the same year, the Stephenville Adult Centre was opened. Its enrollment increased very rapidly from 244 in that year to approximately one thousand in 1970.

In 1969 a similar but smaller school was opened in Carbonear and in 1970 had an enrollment of two hundred. The school opened in 1970 at Happy Valley, Labrador had an enrollment of one hundred.

III. PURPOSE OF THE STUDY

The present study is concerned primarily with the Stephenville Adult Centre, with determining the people served and the benefits derived. Specifically, the study seeks answers to the following questions:

1. What are the personal characteristics of the people who attend the Stephenville Adult Centre--age, sex, marital status, number of children, educational level, and size of home community?
2. To what extent are their educational levels increased by attendance at the Stephenville Adult Centre?
3. To what extent are their job opportunities and income levels increased by their attendance?
4. What reasons do students give for attending the Centre?

5. How do students assess the adequacy of the course offerings, the teaching and the facilities?
6. What social, civic and cultural benefits do students feel they derived?
7. How do students feel about present governmental policies governing their attendance at the Centre?
8. What problems commonly confront students?
9. What suggestions do students have for improving the program?

IV. SIGNIFICANCE OF THE STUDY

If administrators and teachers at the Adult Centres in Newfoundland are to design and conduct educational programs on the needs of students, then they must first have a firm understanding of these needs. It is expected that this study can contribute to this understanding by providing insights into the backgrounds, characteristics, and needs of the adult student population who are in attendance at the Stephenville Adult Centre.

Furthermore, on the basis of the questionnaire responses, both objective and subjective attitudes as to the value of the Centre will be obtained. These attitudes may cause concern to be focused on certain aspects of the system as it operates at present. Finally, this study will serve as a source of feedback from participants of the

program and, hopefully, will be used by the appropriate persons for evaluative purposes.

V. DEFINITION OF TERMS

Several terms uniquely used in this report are defined as follows:

Adult

For purposes of this study an adult is any person one year beyond the provincial school-leaving age, that is a person who has passed his fifteenth birthday.

BTSD Program

The BTSD Program or Basic Training for Skill Development Program comprises mathematics, science, and communication skills sufficient to give the student a background enabling him to continue his education to become proficient in some skill.

Work Force Potential

Persons referred to as the Work Force Potential are all those adults who graduated from the Stephenville Adult Centre in February or June of 1969 and who by April 1, 1970, had not continued their education either by returning to the Centre or by entering some post-secondary institute of learning.

VI. LIMITATIONS

This study was limited in the following aspects:

1. The sample studied were the graduates of those who attended the Stephenville Adult Centre during the period September 1968 to June 1969 or a portion thereof. The sample included students from all areas of the Province. Students in other adult centres or those attending evening courses offered in the regular school system of the Province were not surveyed.
2. In the collection of background material at the Stephenville Adult Centre, there were several students whose application file was incomplete.
3. The benefits of the program to the students were determined largely from the responses to the questionnaire items.

VII. OVERVIEW OF THE REPORT

The next chapter presents a discussion of basic training program for under-educated adults within the wider setting of adult education generally. Chapter III contains a description and discussion of the instrument used, the sample and the collection of data. Chapter IV presents a descriptive analysis of the data relating to the

background characteristics of the clientele and to the information with respect to various aspects and outcomes of the BTSD Program. The final chapter presents a summary of the study, some general conclusions and recommendations.

CHAPTER II

PROGRAMS IN ADULT EDUCATION

The present chapter discusses basic training programs for under-educated adults within the wider setting of adult education generally. The first of the five sections sets forth some of the difficulties in delineating adult education; the second suggests that traditionally most programs were for those already well-educated. The third section presents descriptions of a number of recent United States programs for under-educated adults and studies of their effectiveness. The fourth section details and discusses recent adult retraining programs sponsored by the Canada Department of Manpower. The final section of the chapter describes academic upgrading programs for adults presently being carried out in Newfoundland.

I. WHAT IS ADULT EDUCATION?

The problem of defining what is meant by adult education has plagued expert and layman alike. Adult educators have been attempting for years to delineate what adult education is and how it differs from other educational ventures. London and Wenkert found that many definitions have been formulated but few which could be used to form a clear-cut research instrument. The difficulty seemed

twofold: first, there was a great tendency to define adult education by what one felt it should be rather than what it actually was, and second, adult education was so amorphous and diverse it was difficult to define it precisely.¹

The latter difficulty is illustrated if an examination is made of the clientele of adult education, the subject matter, the methods, the techniques, the length of programming and the type of organizations active in the field.

Robert Blakely, an expert in adult education, well illustrates these points. He defines adult education as having two limits: first, a purposeful systematic learning, in contrast to random unexamined experiences, and second, a respect for the purposes and integrity of the learner in contrast to attempts to fool, cheat or exploit.²

It is difficult to see in Blakely's definition what adult education is differentiated from and hence why 'adult' is denoted in adult education. Later in the same work he admits ". . . adult education cannot be satisfactorily defined"3

¹Jack London and Robert Wenkert, "American Adult Education: An Approach to a Definition of the Field," Adult Leadership, XIII (December, 1964), 166.

²Robert J. Blakely, "What is Adult Education?" Handbook of Adult Education in the United States, ed. M. S. Knowles, (Washington: Adult Education Association of the U. S. A., 1960), p. 4.

³Ibid., p. 4.

It may be possible to describe adult education from a consideration of the participants in it--adults. London and Wenkert define adulthood by stressing (1) independence and (2) social responsibility. These may be exemplified by marriage, financial self-support and termination of formal education. Since, however, college students are generally taking on more adult characteristics, this distinction between adult education and formal education may become increasingly difficult to maintain.¹

Ignoring the question of formality in education, Paul H. Sheats, a decade ago, saw three elements--purpose, planned study and organization--to be included in a definition of adult education.²

Both Per G. Stensland and Carl E. Munich pick up the idea of purpose. Stensland finds that the difference between adult education and other education lies in the motivation and character of the experience. The first difference between adult and other education lies in the origin of the educational effort. The learner not only selects but directs his own learning. To Munich the differences which exist between levels of education appear to be determined largely by circumstances of age, compulsion,

¹London and Wenkert, op. cit., p. 165.

²Paul H. Sheats, "What is Adult Education? Nine Working Definitions," Adult Education, (Spring, 1955).

motivation, interest, maturity, experience and availability of time. Adult education is typically and traditionally voluntary.¹

Not all writers on adult education, however, feel that it is the purpose of the learner which determines whether a given activity is adult education or, perhaps, recreation. London and Wenkert feel that technically and realistically, adult education refers to a delimited area of social life; namely, to those activities whose primary purpose is to educate. They feel adult education is an activity which takes place in an organized context and whether it is defined as adult education depends on the purposes of the organizers of that activity.²

The same authors later observe adult education from its intended function, ending with a comment calculated to unhinge those looking for nailed-down, watertight definitions:

Adult education is partly a duplication of instruction offered by the formal educational institutions, partly a remedial effort, partly a testing ground for formal education, partly an emergency operation to handle special educational contingencies, partly a structure providing education in matters of primary interest to adults, and partly a means by which special interests may receive instructional aid. Diversity is, indeed, the major characteristic of adult education, and is also the source of its great strength and special competence.³

¹P.G. Stensland and Carl E. Munich, as quoted in Gordon C. Godbey, "After All, What is Adult Education?" Adult Leadership, (November, 1966), 165.

²London and Wenkert, op. cit., p. 168.

³Ibid., p. 195.

So what, at last, is our definition of adult education? The more precise the definition, the greater the limitation on that which is not, as well as that which is. At the present stage of its development, adult education has been more concerned with inclusiveness than exclusiveness.

Godbey, in his article, "After All, What is Adult Education?" concluded his search for an answer by stating:

Whether we categorize it by client, by purveyor, by content, by method of financing, by duration or method, or by all of these, adult education is here as part of our lives. Those who function most happily in the realm of neat categories and well-agreed-on definitions must remain vexed. But vexed or pleased, they will, if wise, give more than passing attention to this major aspect of education.¹

II. HISTORICALLY RESTRICTED PARTICIPATION IN ADULT EDUCATION

Historically, participation in adult education programs has been restricted to those who already were relatively well educated. The problem plaguing those in adult education is that they have not yet seriously concerned themselves with attempting to reach those segments of society that could profit most from participation in a continuing program of education.² To a very large extent

¹Godbey, op. cit., p. 186.

²Glen Jansen and Frederick A. Goranson, "Adult Education - To Be or Not To Be!" Adult Leadership, (November, 1965), 157.

adult education is a process of providing more education for the educated to fulfil vaguely defined civic, social and personal goals that are stimulated by the need for status, prestige and enlarged income.¹

For the most part a credible job has been done for those already well educated. In recent years, however, it has become increasingly apparent that one segment of our society has not internalized the value system which most of us "hold so dear". This group is the bottom group of society.¹ It is largely characterized by poverty, by little or no education, by a father who is usually unskilled, as is the mother, by large families, relief cheques, intermittent employment, juvenile court records, absenteeism from school, lack of achievement in school and by drop-outs from school. In short, this group can be identified by their almost total lack of success in participation in the larger society.²

Every recent study on participation in continuous education indicates that there are millions of adults not now being reached with any kind of education program and most of these are in the underprivileged or poverty segment of society.³

¹B. M. Webb, "Canada's Sub-literate Adults," Continuous Learning, IX (January-February, 1970), 13.

²Jenson and Goranson, op. cit., p. 157.

³Ibid., p. 157.

Brunner, whose review of the research was restricted to nonvocational adult education, made the following generalizations concerning participation in adult education:

1. Participation in adult education increases as the level of education increases.
2. Occupation appears to be related to participation.
3. The higher the income, the more likely a person is to participate in educational activities.
4. Participation decreases with age. ¹

Most literature in the field of adult education is consistent where participation and therefore non-participation is concerned. In Brunner's study, the non-participants were most probably:

Those who have less than an eighth grade education, over 55 years of age, laborers and service workers, and those with low economic status and subsistence [sic] level of living.²

A study comparing participants and non-participants in rural adult education in British Columbia found that in general the participants were younger, had a higher standard of living, were more active in formal organizations, and had higher job earnings than non-participants.³

¹Edmund des Brunner et al., An Overview of Adult Education Research (Chicago: Adult Education Association of the U. S. A., 1959), pp. 96-97.

²Ibid., p. 98.

³Dean S. Goard and Gary Dickinson, The Influence of Education and Age on Participation in Rural Adult Education Special Study II (Vancouver: British Columbia University, 1968), p. 38.

Beals and Brody, in 1940, pointed out that "the" adult student does not exist.¹ This statement is still true today, but because of the great amount of research that has been carried on since 1941, a fairly consistent description of the participant in education programs has emerged.

A study undertaken by the National Opinion Research Centre reported by Johnstone and Rivera, described the "typical" adult education participant as follows:

The participant is just as often a woman as a man, is typically under forty, has completed high school or better, enjoys an above average income, works full time and usually in a white collar occupation, is typically white and Protestant, is married and a parent, lives in a urbanized area (more likely in the suburbs than in a large city) and is found in all parts of the country.²

The type of adult education of concern in this report is basic academic education whose participants are those for whom relatively little has been done. These participants are very similar in many instances to those involved in projects and experimental programs in the United States which are reported in the following section.

¹Ralph A. Beals and Leon Brody, "The Literature of Adult Education," Encyclopedia of Educational Research, IV, p. 40.

²J. W. C. Johnstone and R. J. Rivera, Volunteers for Learning (Chicago: Aldine Publishing Co., 1965), p. 8.

III. UNITED STATES PROGRAMS FOR UNDER-EDUCATED ADULTS

This section attempts to take a brief look at a number of United States programs for training the under-educated. It will also look at several special projects which were conducted for the hard-core unemployed.

Of the six major tasks put forward for changing the direction of adult education, Holden saw one of the big jobs as the teaching of the under-educated--those who have less than an eighth grade education.¹

The South Bend Project

The South Bend Project was designed to provide training in basic educational skills for one hundred hard-core unemployed and assist them in developing favourable work attitudes to equip them for vocational training. In addition, studies were carried out to determine the educational and vocational characteristics of the group, and to explore instructional techniques and curricular provisions.

The program consisted of training in language arts and arithmetic and group guidance activities. At the end of twenty weeks the trainees were tested and, on the basis of results, entered vocational training or continued training for another sixteen weeks.

¹John B. Holden, "New Directions in Adult Education," Adult Leadership (November, 1966), 157.

Some of the findings of this project were:

1. A large number of hard-core unemployed were educationally rather than mentally retarded.
2. Such instruments as the California Test of Mental Maturity and the G Score (learning ability) of The General Aptitude Test Battery seemed inadequate to measure the learning ability of the hard-core unemployed.
3. The under-educated hard-core unemployed compensated for educational deficiency from one to three years in a twenty-week period.
4. The instructional experiences of the participants were associated with increases in both their educational aptitudes and inventorized mental ability and with changes in their social behaviour traits in more mature, more socialized directions.¹

One of the difficulties in adult basic education programs is determining the functioning educational level of those entering the program. This is indicated in the second finding of the South Bend Project and is equally true in Newfoundland.

¹Nathaniel J. Pallone, No Longer Superfluous, The Educational Rehabilitations of the Hard-Core Unemployed, Final Report, June, 1965 (Indiana: South Bend Community School Corporation, 1965).

The Griess Study

In terms of evaluative instruments for use in basic education programs, the work of Griess can be considered of great significance. The three major purposes of his study were:

1. To identify the characteristics of trainees entering a twelve-week basic education program as preparation for occupational training.
2. To determine what gains, as measured by test-retest, can be expected of each trainee after six weeks of basic education.
3. To establish cutting scores for selected entrance tests which will minimize the number of unacceptable G Scores of The General Aptitude Test Battery given at the end of twelve weeks of basic education.

The findings of his study indicated:

1. Female trainees had completed on the average a higher grade in school than males.
2. Adult male trainees tend to have a lower level of literacy than females.
3. Trainees entering the program have an average measured Intelligence Grade Placement approximately two grades below their highest grade level completed.
4. Trainees taking the Elementary level of the California Test of Mental Maturity initially gained approximately

one Intelligence Grade Placement on the average.

5. Use of an Elementary level California Test of Mental Maturity language raw score cutoff can minimize the number of unacceptable G Scores at the end of the twelve weeks of basic education.¹

The Tuskegee Experiment

The Tuskegee Experiment and the Norfolk Project were two projects dealing with the training of under-educated unemployed.

On June 1, 1964, Tuskegee Institute embarked on an experiment to examine the obstacles facing certain adults attempting to obtain and to maintain gainful employment. The primary purpose of the experiment was to develop and test a system of education for producing employable adults in rural areas of the Deep South--adults who came from the ranks of the hard-core unemployed or under-employed and who for reasons of vocational or personal inadequacies would normally be rejected by conventional screening techniques for either retraining or for employment. This group is characterized by intellectual deficiencies, emotional instability, poor motivation, lack of skills and social as well as personal inadequacies.

The Tuskegee Institute proposed to conduct a twelve-month experimental training program designed to remediate at

¹Jerald Alfred Griess, "Selection of Trainees for a Twelve Week Pre-occupational Basic Education Program." Unpublished Master's Thesis, Pennsylvania State University, 1966.

least in part these inadequacies. Some ideas the program was designed to demonstrate were:

1. That the low income rural worker who is not now being reached by the program administered under the Manpower Development Training Act can benefit from this assistance when special efforts are made to find, select, evaluate, counsel, train and place him.
2. That for persons who are poor readers or non-readers and for persons who are only familiar with rural occupations, they may be sufficiently evaluated for the work by on-the-job try-out.
3. That these rural workers have sufficient problems of a work-adjustment nature which limit employment success and that these can be minimized or significantly reduced by intensive counselling before, during and after training.
4. That, through the screening procedure, additional evidence can be gathered concerning the degree of occupational handicaps prevalent among the rural population where there are varying degrees of literacy, motivation, aspiration levels, etc.

One hundred sixty-six of the 180 men who entered the project completed the training. The daily instructional schedule provided each trainee with three and one-half hours of instruction in his technical skill; one and one-half hours

of instruction in communication skills; one and one-half hours of instruction in number skills; and forty-five minutes of counselling.

The assumption was made that a system of education to remediate the causes of unemployment stemming from individual incapacities would require a unified approach where inter-relationships are more easily recognized by the adult and where facets of instruction become supporting of one another. Therefore, as an aid in facilitating learning and strengthening retention, training in the four technical skills offered in the experiment was integrated with general education in communication skills and number skills and with counselling of a personal and vocational nature.

Based on specialized observation and evaluation of the Tuskegee Project a number of recommendations were made. It is believed that these recommendations can prove helpful to similar training programs designed to produce employable, more useful and productive adults who come from the ranks of the disadvantaged:

1. When and where possible trainees should be in residence for the duration of the training. It was quite clear that those trainees who were in residence performed better than those who commuted. There was also significant differences in terms of personal growth and cultural development.

2. Trainees should be grouped according to learning potential. Homogeneous grouping alleviated the problem of providing simultaneously challenging instruction for heterogeneous academic levels of performance.
3. There should be detailed coordination of basic skills with technical skills. The development of English and mathematics that was directly related to the particular technical skill served to reduce absences as well as to motivate indirectly interest in the two academic areas.
4. Intensive counselling service should be provided for the trainees and their families as well. Because of the many almost inconceivable kinds of problems with which persons of the type in this project are plagued, assistance from qualified persons becomes a daily necessity.¹

The Norfolk Project

The Norfolk State College experiment was a pioneer study in the training of hard-core unemployed, unskilled workers. From the beginning an interdisciplinary approach was used in general, vocation and technical education, that is, the general education was meshed with vocational and technical education in such a way as to bring a new approach to the National Manpower Training Program. The holding power of the project over a year was surprisingly high for the hard-core unemployed. The success

¹Preston E. Torrance, "The Tuskegee Experiment in Adult Training," Adult Leadership, XV, (September, 1966), 83.

of the placement and on-the-job follow-up of the men exceeded even the expectations of the organizers of the project.

The organizers used the interdisciplinary approach because they felt it was highly possible that the traditional separation of vocational and technical education could be one of the major causes of the refusal of persons from culturally deprived groups to pursue training in the field.

The Norfolk State experimenters realized that past efforts in retraining unemployed, unskilled workers had skimmed off the cream and had been effective primarily for the upper five per cent as identified by standardized tests. Taxpayers were spending money to retrain those most easily trainable while the hard-core cases--the real problem--remained virtually untouched. The challenge to them then, was not the selection of the best training prospects but to help those who needed help most.

In addition to basic skill competence, a need was evident for greater attention to the competencies in occupational information and human relations which are necessary for successful occupational mobility of the worker. Thus it was the purpose of the Norfolk State College to raise basic skill levels and develop competencies in occupational information and human relations in conjunction with training in technical skills.

The results were gratifying. The average ability of the group was raised about three years. The responses of the participants in jobs have, perhaps, been more important

and have thus shown broader implications than the actual academic improvements. It has shown that while attempts at upgrading adult literacy have too often suffered from lack of motivation on the part of the adults themselves and while attempts at upgrading the technical skill levels of adults have suffered from the lack of adult literacy, both attempted in conjunction, as in this project, might well prove an effective approach. Successful and wider replications of this approach might prove a valuable key to the national problem of adult literacy.

Summary

These studies suggest that basic education which adjusts to the needs and aspirations of the students, might well provide the means to start those who are lowest down on a lifelong road to self-improvement.¹

IV. CANADA MANPOWER RETRAINING PROGRAMS

Programs for educating the under-educated have not been restricted to the United States. In Canada steps have also been taken to embark upon such programs.

In 1961, Louis Buckley expressed his belief that changes anticipated in the labour force during the decade of the 1960's

¹Lyman B. Brooks, "The Norfolk State College Experiment in Training the Hard-Core Unemployed." The Phi Delta Kappan, XLVI, (November, 1964), 111-116.

would have important implications on the number and kinds of participants in adult education and the types of programs that would be needed.

He felt those who had an educational background which would qualify them for unskilled work, where there would be no increase in demand, would be forced to recognize the need for adult education if they were to find employment in an increasingly complex labour market.

Studies undertaken by him have clearly shown that high rates of unemployment are linked consistently to low levels of education.

The unemployment rate for those with less than a high school diploma is twice as great as for the high school graduate and four times greater than those with some college education.¹

It is only in the past decade that adult education has been concerned with the national problem of manpower utilization, and only then because this interaction between unemployment and under-education has been recognized. Consequently, there has been a tendency to regard the retraining of the under-educated simply as job preparation or the provision of a marketable skill when the particular skill is in demand by employers.

The Manpower Retraining Program is a type of program which will be needed, but it is only one. It is not now the aim of this program to educate the sub-educated. At present

¹Louis F. Buckely, "Implications of Manpower Trends for Adult Education," Adult Leadership, (November, 1961), 128-130.

manpower retraining is on behalf of those who are sufficiently educated to acquire a low level skill in the shortest time possible.

In presenting a brief to a special Senate Committee on poverty, Frontier College said that the Federal Government's manpower retraining courses are too short to bring many unemployed poor up to standard.¹

When The Adult Occupational Training Act was introduced in the House of Commons, March 3, 1967, the Honorable Jean Marchand, then Minister of Manpower and Immigration, stated its purpose as follows:

We want to provide a second chance to the people who need it most. These are the men and women who missed the chance to acquire a skill during their youth or whose skill has been made obsolete by technological change.²

The purpose then is to assist persons who lack job skills needed for secure employment to upgrade their skills through occupational training. The Minister of Manpower and Immigration put forth the argument for such a program stating that each dollar invested in the occupational training program yields three dollars in economic growth.³

The Frontier College Brief suggested that a large number of Canadians who most need the occupational training

¹Frontier College, Brief submitted to the Special Senate Committee on Poverty, Ottawa, December 16, 1969.

²House of Commons Debates, March 3, 1967.

³Hon. Alan J. MacEachen, Minister of Manpower and Immigration, (Speech to Canadian Vocational Association, Vancouver, May 23, 1969).

services of the Manpower policy were denied access to occupational training by certain provisions in the present policy. Although in the 1969-70 fiscal year, 325,000 adult workers were to receive training,¹ there were also large numbers of poor people in Canada who were able and anxious to work: those unemployed, under-employed, or seasonally employed, who lacked the prerequisite education and job skills for secure employment.² It was this group, the College brief pointed out, that the Manpower policy failed in a large measure to assist, principally for two reasons.

First, The Adult Occupational Training Act, 1967, provided that no occupational training course may exceed fifty-two weeks of full-time instruction. Perhaps this was designed to exclude technological training of more than one year's duration from assistance under the Act. A most unfortunate by-product of this provision is that no persons requiring more than one year academic upgrading (computational and written language skills) are eligible for occupational training under the Act. Because a grade ten prerequisite education is today required in Canada by almost all vocational skills programs (such as welding, carpentry, electrical trades, plumbing), and because most academic upgrading centres (known as Basic Training for Skill Development or BTSD centres in

¹Ibid., p. 3.

²Frontier College, op. cit., p. 3.

Manpower terminology) are expected to raise a student's functioning equivalent grade level by three grades in fifty-two weeks, very few persons with educational attainments below grade seven can gain entry into BTSD occupational training courses.

Second, the regulations governing the application of the Act provide that a potential applicant for a place in an occupational training program must have a "specific vocational goal". This regulation is discriminatory when applied to poor people in Canada. Persons who have experienced little control over their environment are in a less favourable position with regard to vocational motivation. Persons without a basic education are not usually as aware of the variety of occupational opportunities available to those with job skills. To apply the criterion of a "specific vocational goal" uniformly to all applicants is in fact to discriminate against those persons who require a substantial amount of basic training prior to vocational skills training. An assessment of "general vocational goals" or a "desire for steady work" should suffice with applicants at a lower educational level--at least during the initial probationary period of basic training.¹

Thus, according to the Frontier College brief, two changes in the application of the present Manpower policy are necessary if it is to meet the needs of the poor. The present

¹Ibid., pp. 4-5.

fifty-two week maximum duration for any occupational training course should be waived to allow Canadians with lower educational attainments access to BTSD programs toward occupational training. In addition, the Manpower policy should take into account the special problems affecting the poor. Specifically, it is unreasonable to expect a person without basic education to have a definite vocational goal at the outset of training. Rather the policy should recognize that many persons are marginally motivated and the initial BTSD training should be adapted to deal with the motivation of the clients, not just formal basic educational skills. It has been the College's experience that such an approach is essential especially in working with adults at a basic educational level. Not to adopt this more flexible approach would be, in fact, to discriminate against the poor in Canada Manpower programs.¹

These points were augmented by Webb but were missed by Thomson and The Newfoundland Bulletin. Thomson states that in "West Virginia, about half the unemployed cannot get jobs and cannot even be retrained because they lack the most basic intellectual skills."² The question here is, at what point do you start retraining? Although these people do not have the basic intellectual skills they can certainly acquire these if the program were such that they would be admitted.

¹Ibid., p. 6.

²Frank Thomson, Jr., "Adult Under-Education", Adult Leadership, (June, 1962), 49.

"There is hardly any minimum educational qualification for entry into the Centre, except that a student has to be able to read and write," stated The Newfoundland Bulletin.¹ Certainly when the educational background of the persons referred to in the College brief are the ones being spoken of, they are indeed being severely restricted by the requirement that they be able to read and write.

The central issue of Webb's thesis was:

The sub-literate is screened out of manpower retraining programs, not because of failure to prove his need for education or his capability for it, but on the grounds that there is no certainty that the extra time, effort and expense vis-a-vis the already educated would be economically worthwhile.²

This uncertainty persists because there has been no experience in providing basic education for sub-literates by which the uncertainty can be resolved--pro or con.

The Canada New Start Program appears to be an effort intended for better understanding of the factors involved in remedial education for sub-literates. The main purpose is to develop, through research and experimentation, methods for assisting disadvantaged adults to have rewarding employment and a greater share than at present of the good things of Canadian society.

¹The Newfoundland Bulletin, May, 1969, p.3.

²Webb, op. cit., p. 13.

Webb believes that for the present, retraining is predicted upon expectation of employment and is closely tied in with hiring requirements as indicated by demands on manpower placement service. Screening tends to favour the best employment risks in the prime age groups and those having a background of work experience, some special skill or a readily improvable level of education. Retraining courses that prepare trainees for immediate or near-future employment are given priority and are frequently the only programs approved for subsidies or grants. In these circumstances, screening processes tend to disqualify or ignore sub-educated persons.¹

Generally this is true but there have been some projects where the enrollee was specifically the sub-literate of the foregoing discussions. Some of these projects, their purposes and outcomes were outlined earlier in this Chapter in Section III.

V. ACADEMIC UPGRADING FOR ADULTS IN NEWFOUNDLAND

The adult education programs discussed below are those operated by the Division of Vocational Education of the Department of Education and Youth and by the College of Fisheries, Navigation, Marine Engineering and Electronics.

Included in the programs operated under the direction

¹Webb, op. cit., p.14.

of the Division of Vocational Education are:

1. The Adult Upgrading Program
2. The Adult Academic Evening Program
3. Vocational and Technical Education

The Adult Upgrading Program

It might justifiably be said that during the 1960's basic education came to the forefront in Newfoundland. Under the auspices of Federal and Provincial Governments, Basic Training for Skill Development programs were established in the province.

This program is heavily subsidized by the Federal Government, which provides living allowances for the majority of adults attending the Centres and grants to the Provincial Government for each adult placed in such a Centre through Canada Manpower. The Provincial Government subsidizes a number of clients not subsidized by the Federal Government and in addition provides the money to build these Adult Centres and to pay the staff salaries.

The legislation for the BTSD programs was introduced in Ottawa in 1966. As a result of this, the adult school that was operated on Bell Island since 1963 immediately began the BTSD Program. Under section (d) (2) of Canada's Vocational and Technical Training Act, adult centres were established at Stephenville in 1967, at Carbonear in 1969 and in Happy Valley in 1970.

Since its beginning in January, 1967, the Stephenville Adult Centre had its enrollment grow from 244 to approximately one thousand at present. The Centre at Carbonear which had an initial enrollment of seventy-five now has its maximum enrollment of two hundred and at Happy Valley, Labrador, enrollment has risen from fifty to one hundred. The Bell Island Adult Centre has had its maximum enrollment of 125 for several years.

Also, the program which is being offered at Stephenville has broadened and at the same time become more refined. In June, 1970, it was able to have its first teacher's handbook printed containing the following statement that the general aims of the program were to provide the opportunity for:

1. Persons to upgrade their academic background sufficiently to gain entrance to higher education courses, by offering a course in the basic disciplines of English, mathematics and science.
2. Persons already employed to improve their academic standing to avail of promotional or new employment opportunities.
3. Persons unemployed or unemployable because of insufficient academic qualifications to improve their standing with a view to employment opportunity.¹

The program that has been developed at Stephenville is being duplicated, as far as possible, at the other adult centres throughout the province. According to Dr. Ruth Godwin, who did a study of adult upgrading institutes using this program across Canada, Stephenville had several advantages. It was centralized--taking the students to the program instead of taking the

¹Teacher's Handbook, Stephenville Adult Centre, 1970.

program to the students. The teachers were not spread as thinly as in other areas in Canada and thus could specialize. There was also a very good library at the school.¹

Because of its size, facilities and staff, Stephenville can be looked to for some very interesting developments in the area of adult upgrading.

The Adult Academic Evening Program

The primary function of the Adult Academic Evening Program is to provide an opportunity for adults to improve their academic qualifications. To achieve this function the program is divided into two categories providing:

- a) courses leading to the attainment of a Public Examination Certificate, and
- b) courses leading to a Division of Vocational Education Certificate.

This program is available to any community in Newfoundland where enough people are interested. The number usually required for a course to be initiated is ten or more.

Through Adult Academic Evening Classes a great many persons have upgraded their academic qualifications over the years.

Vocational and Technical Education

In 1960, in addition to the Vocational and Technical Training Programs that were legislated, there was a separate

¹News item in the Evening Telegram, (St. John's, Newfoundland), April 2, 1969.

arrangement whereby there would be federal assistance for capital expenses up to March, 1963, at seventy-five per cent of the costs and thereafter at fifty per cent.

The Newfoundland Government took advantage of this legislation and by the fall of 1963 there were in operation in the province the College of Trades and Technology in St. John's and eleven District Vocational Schools in the following centres: Bell Island, Burin, Carbonear, Clarenville, Conception Bay South, Corner Brook, Grand Falls, Gander, Lewisporte, Port aux Basques and Stephenville Crossing.

The program of study offered in all these schools is designed to prepare people to enter into gainful employment, and to provide upgrading and retraining for those already in the work force. In fulfilling these functions all schools work closely in cooperation with Canada Manpower Centres in giving training to adults who are referred under the Occupational Training Agreement.

In these twelve centres, there are forty-one different full-time trade and occupational courses offered. These courses which fall into two broad categories of pre-employment for apprenticeship and pre-employment terminal, with but a few exceptions, last for a period of nine months. In addition, there are thirteen business, medical, and technical courses offered at the College of Trades and Technology in St. John's. These courses are generally two-year programs leading to diplomas in the particular field.

When these schools started operation, they had an enrollment of three thousand. The situation had changed to the point in 1970 where only approximately one-half of the applicants were being accommodated because of space limitations. As a result of this great demand, the Government announced in October, 1970, the building of five additional District Vocational Schools. The prospects in this area of adult education seem encouraging.

The College of Fisheries, Navigation, Marine Engineering and Electronics

The College of Fisheries, Navigation, Marine Engineering and Electronics was officially opened on January 14, 1964. The basic function of the College is to recruit and train persons to become the administrators, captains and technologists in the fishing and allied marine industries. The College wants to train fishermen and plant workers to have the technical skills needed for modern industry and to be flexible enough to adapt to future changes.

The College, however, is of service to industry and people in other ways. For example, refresher courses and upgrading courses are offered for practising fishermen and seamen both at the College and in travelling schools which are located in about sixty different communities each year.

There are seven departments at the College. They are as follows: the Department of Electrical Engineering

Technology, the Department of Food Technology, the Department of Mechanical Engineering Technology, the Department of Nautical Science Technology, the Department of Naval Architecture and Shipbuilding Technology, the Academic Department and the Extensions Services Department. Each Department has a senior lecturer in charge.

The programs offered at the College are of two basic types. First, there are the Vocational Certificate programs which may vary from one week to thirty-six weeks in length. Second, the more advanced technology programs take from three to three and one-half years. In addition to these two basic types of program, upgrading courses are given in English, mathematics and science. Students come with various levels of education and request upgrading to be able to take higher course offerings at the College or at similar institutions. The upgrading is limited to the English, mathematics and science done at the Grade IX, X, and XI levels.

Each year the College conducted a survey on a sampling of six hundred of the graduates from its various programs. Approximately seventy per cent replied and when summarized the responses may be tabulated as follows:

TABLE V

EMPLOYMENT STATUS OF GRADUATES OF THE COLLEGE
OF FISHERIES, NAVIGATION, MARINE
ENGINEERING AND ELECTRONICS

Academic Year	Employment Status			
	Employed	Unemployed	Employed in Fishing and Marine Industries	Employed in Other Areas
1967-68	74.5	25.5	49.4	25.1
1968-69	85.4	14.6	71.1	14.3
1969-70	87.7	12.3	72.2	15.5

From the above summary, it can be seen that the percentage of persons in the sample who are employed has increased continuously since 1967-68. It is also worthy of note that the percentage employed in fishing and allied marine industries has also continued to increase since 1967-68.¹

¹Personal letter from Dr. Raymond Barrett, Principal of the College.

CHAPTER III

DESIGN OF THE STUDY

The present chapter sets forth the methods used to gather data for the study, including instrumentation and sampling procedures.

I. THE SURVEY INSTRUMENT

To obtain from students the information required to answer the questions listed in the Purpose of the Study, the questionnaire method was adopted. Based on the literature of adult basic education, on close examination of questionnaires used by Divita,¹ Dowling,² Aker,³ and Johnstone and Rivera,⁴ on general discussions with educators in the field

¹Charles Divita, Jr., Adult Basic Education. A Study of the Backgrounds, Characteristics, Aspirations, and Attitudes of Undergraduate Adults in West Virginia, (Huntington: West Virginia Research Coordinating Unit for Vocational Education, 1969).

²William D. Dowling, "A Study of Adult Education Participants in Green Bay, Wisconsin," Journal of Experimental Education (XXXII, Fall 1963) pp. 85-93.

³George F. Aker, et. al, Evaluation of an Adult Basic Education Program in a Southern Rural Community, (Tallahassee: The Department of Adult Education, Florida State University, March, 1968).

⁴John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning, (Chicago: Aldine Publishing Company, 1965).

and with students in attendance at the Stephenville Adult Centre this year, a questionnaire was constructed.

The questionnaire was then subjected to analysis by several sources. First, it was mailed to the Vice-Principal of the Stephenville Adult Centre, to the Supervisor of Adult Education in Newfoundland, and to the Program Co-ordinator of Canada Manpower in Newfoundland for criticisms and for any suggestions as to necessary additions or deletions. A reply was received from each with suggestions as to how the questionnaire could be improved. Second, the investigator conducted interviews with the Principal of the Stephenville Adult Centre for 1968-69, with his thesis supervisor and with graduate students in the Department of Educational Administration at Memorial University. Each questionnaire item was examined carefully, and as a result several changes were made.

Pilot Study

Included in the population from which the final sample was drawn were a number of students attending the College of Trades and Technology, St. John's. A pilot study was conducted with several of these students who were not included in the final sample.

As a result of this study, it was found that several questions had to be changed from the open-ended form to

a multiple-choice form. Also, several ambiguous words had to be changed.

The questionnaire was divided into two forms. Form A, sent to the Work Force Potential, had a number of questions not contained in Form B. These included seven questions (questions 1 - 7) relating to employment since leaving the Stephenville Adult Centre and two questions (questions 22 and 23) relating to any future plans for attending vocational school. Similarly, Form B, sent to the graduates of the Stephenville Adult Centre who were attending vocational schools throughout the province, had two questions (questions 5 and 16) which were not included in Form A.¹

II. THE SAMPLE

The sample surveyed in this study was selected from those adults who at some period from September, 1968 to June, 1969 had graduated from the Stephenville Adult Centre.

One hundred subjects were selected to receive questionnaires, fifty from the 127 who had now moved on to training in the Provincial Vocational Schools, and fifty from 166 (Work Force Potential) who were not now attending

¹Form A appears as Appendix G, Form B as Appendix E.

institutes of further education. Some of the latter were working, others seeking employment.

A summary of the information relating to the population who attended the Stephenville Adult Centre in 1968-69 and from whom the sample for this study was selected is given in Table VI and Table VII.

TABLE VI
POPULATION OF STUDY IN 1968-69

Progress	Terminated during year	In attendance all year	Total
Passed	56	450	506
Failed/Failed to complete work	113*	57	170
Total	<u>169</u>	<u>507</u>	<u>676</u>

*The 113 who left during the year did so for various reasons: 16 were in attendance less than one week, 31 left for job opportunities, 20 left due to illness, 2 were transferred, 30 left for unknown reasons, 13 were dismissed, 1 died.

The population from which the sample was selected was restricted to those students who had graduated from the Centre and had not returned in 1969-70. In other words, it included all those who were attending the various District

Vocational Schools (127) throughout the province or who were in the Work Force Potential (166).

TABLE VII

POSITION OF GRADUATES IN 1969-70

Place Occupied in 1969-70	Number
Attending Vocational School	127
In Work Force Potential	166
Returned to Stephenville Adult Centre	211
Attending other Upgrading Centres	2
Total	<u>506</u>

The class of graduates of 1969 of the Stephenville Adult Centre was chosen for several reasons:

1. This was the third year of operation of the Centre (second full year of operation) and in the writer's opinion the class was large enough to give a good idea of the type of people who would attend such a centre.
2. Because of its size and facilities available, Stephenville has the expertise to develop a better program than smaller centres and because of this, the work

being done at the Centre is being copied by the other centres at Bell Island, Carbonear, and Happy Valley. The study of the people attending the Stephenville Adult Centre, then, should provide valuable information to the administrators and teachers as to how the Centre is seen by the adults attending.

3. The Vocational Schools have now accepted the graduates of the Centre as equal in standing with those coming out of the regular school system. They may have been more reluctant after only one year of operation. Many of the 1969 class were able to attend vocational school to continue into some trade or skill.
4. The graduates have been out of the Centre long enough to have obtained work or to decide if they are going on to vocational school.

The list of students who had passed at the Stephenville Adult Centre was provided by Mr. Douglas Fowlow, Vice-Principal of the school. The principals of the District Vocational Schools and the College of Trades and Technology provided the lists of students who were attending these centres from the graduates of the Stephenville Adult Centre.

When the two lists of students eligible for inclusion in the sample had been compiled, the names were arranged in alphabetical order and numbered. Using a table of random

numbers, fifty names were selected from each.¹

III. COLLECTION OF DATA

Two different methods were applied in the collection of data for this study. The information on the background characteristics of the clientele of the Stephenville Adult Centre was obtained by the investigator from the files at the Centre through the assistance and cooperation of its office personnel.

On April 10, 1970, both Forms A and B of the questionnaire were mailed to the one hundred members of the sample. An accompanying letter (Appendix F) together with a stamped, self-addressed envelope was sent with Form A to the Work Force Potential telling them of the study and asking for their cooperation in answering and returning the questionnaire. Form B was sent with an accompanying letter (Appendix D) to the principals of the vocational schools and the College of Trades and Technology with the names of the adults in the sample attending that particular school soliciting their assistance and explaining the procedure for distributing and returning the questionnaire.

Of the fifty questionnaires (Form A) sent, four were

¹Hubert Arkin and Raymond R. Colton, Tables for Statisticians, (New York: Barnes and Noble, Inc., 1968) pp. 158-161.

returned--one where the parents did not know their son's address in Ontario and three where the addresses as stated on entrance applications to the Centre were incorrect. These four were replaced by four others, randomly chosen.

Within two weeks there was a response from all vocational schools and the College of Trades and Technology. Of the fifty questionnaires (Form B) sent, forty-six were returned. There were two non-respondents from each of two schools due to their termination.

By May 4, twenty-one questionnaires (Form A) had been returned. On May 5, a follow-up letter was sent to each of the non-respondents to elicit a greater response (Appendix H). On May 7, a letter was sent to Mr. James Long--a teacher at the Stephenville Adult Centre and friend of the writer--soliciting his assistance in obtaining several questionnaires in the Stephenville area. Also, the writer made two trips by car which involved trying to contact four persons in the sample. Surprisingly, all four were living away from home. The writer was able to obtain the present addresses of two which enabled further contact. As a result of these efforts, by June 2, sixteen additional responses were obtained.

On June 3, a second follow-up letter was sent (Appendix I). This letter was handwritten and addressed on a first-name basis. Four more questionnaires were received.

The final date set for the receipt of questionnaires was June 30, 1970. One reply was received after this date and was thus not included.

Of the fifty questionnaires sent to the Work Force Potential forty-two were returned. Of these, four had to be discarded for various reasons, such as failure by respondents to complete necessary information or because the respondent did not meet the criteria necessary for participation in the study. Regarding this last point, one respondent had returned to another upgrading school and one was attending a vocational school and, consequently, were eliminated from the study. Therefore, of the questionnaires which were sent to adults qualified to participate in the study, thirty-seven were returned and used.

The percentage of usable returns for the two divisions is given in Table VIII.

TABLE VIII

SURVEY RETURNS

Questionnaires	Vocational School		Work Force Potential		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Returned:						
Used in this study	46	92	37	74	83	83
Unusable	-	-	5	10	5	5
Not Returned	4 ^a	8	8	16	12	12
Total	<u>50</u>	<u>100</u>	<u>50</u>	<u>100</u>	<u>100</u>	<u>100</u>

^aThese questionnaires were not returned due to termination of the addressees at the Vocational Schools.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter is divided into two major sections, each containing several sub-divisions. The first section presents data related to the personal backgrounds of the adults at the Stephenville Adult Centre. The second section presents the data collected from the questionnaires and indicates the felt benefits derived from the program. The chapter concludes with a brief summary of the data presented in the two preceding sections.

Further data comprising answers to three open-ended questions may be found in Appendix A. These questions dealt with what the students liked and disliked most about the program and how they felt it could be improved.

I. PERSONAL BACKGROUNDS

Information concerning personal characteristics of the clientele at the Stephenville Adult Centre was obtained from their application files. The characteristics below are age, sex, marital status, number of children, educational background and size of settlement from which the student came.

Age

As shown in Table IX, the median age of students at

the Stephenville Adult Centre in 1968-69 was twenty-four, with ninety-six per cent being under forty-five and eighty-three per cent under thirty-five years of age. The students of the Stephenville Adult Centre were therefore relatively young adults with many years of potentially productive lives ahead of them.

TABLE IX

AGE OF STUDENTS

Age	Number of Students	Per Cent
17-24	360	54
25-34	195	29
35-44	87	13
45-62	23	4
Total	<u>665*</u>	<u>100</u>
Median 24.0		

*There were in addition eleven students whose age was not recorded in the files.

Sex

Table X indicates that ninety-one per cent of the students were male. This fact is important in that

these persons were probably heads of households or within a few years would be and thus responsible for the economic stability of their families.

Of the females attending, approximately one-quarter were married. Research conducted by Kitchen, Noel, Pollard, Ralph and Roe has connected the achievements of pupils to the educational levels of parents, particularly mothers. From these studies it seems clear that basic to the under-achievement of many Newfoundland children is their non-literate home environment.¹ It may be short-sighted policy for Canada Manpower to concentrate almost solely on males. What about the next generation on whom the influence of the mother is so important?

TABLE X

SEX OF STUDENTS

Sex	Number of Students	Per Cent
Male	613	91
Female	<u>63</u>	<u>9</u>
Total	<u>676</u>	<u>100</u>

¹H. W. Kitchen, "Educational Policy for the Seventies for Newfoundland," (Paper presented to Educational Conference at Memorial University, St. John's, Newfoundland, November, 1969).

Marital Status

More than half the students at the Centre were married. From Table XI it can be seen there were fifty-four per cent married, forty-five per cent single and one per cent divorced, widowed or separated.

TABLE XI

MARITAL STATUS OF STUDENTS

Marital Status	Number of Students	Per Cent
Married	359	54
Single	297	45
Other	<u>10</u>	<u>1</u>
Total	<u>666*</u>	<u>100</u>

*There were ten students whose marital status was not indicated in the files.

Children of the married students

As is shown in Table XII, the great majority (88 per cent) of the married students had at least one child, the median number of children being 2.3.

TABLE XII
CHILDREN OF MARRIED STUDENTS

Number of Children	Number of Students	Per Cent
None	43	12
1-2	157	43
3-4	96	26
5-6	42	12
7-11	31	7
Total	<u>369</u>	<u>100</u>
Median 2.3		

Educational Background

As is shown in Table XIII, approximately eighty-five per cent of those enrolled at the Stephenville Adult Centre had been out of school for at least five years, forty-nine per cent for more than ten years and eighteen per cent more than twenty years. The median number of years out of school was 9.3.

TABLE XIII

NUMBER OF YEARS OUT OF SCHOOL

Number of Years	Number of Students	Per Cent
2-4	101	15
5-9	241	36
10-14	117	18
15-19	83	13
20-24	66	10
25-29	28	4
30-39	21	3
40-50	8	1
Total	<u>665*</u>	<u>100</u>

Median 9.3

*For eleven of the 676 students, this information was not available.

Table XIV reflects the grade level of education the students had when they terminated their formal education. The median is 7.6. More than two-thirds of the students had left school at either grade seven or grade eight. There were only sixteen and one-half per cent with less than grade seven

and only sixteen percent who had completed grade nine or higher.

TABLE XIV

GRADE LEVEL OF STUDENTS UPON ENTRY TO THE
STEPHENVILLE ADULT CENTRE

Grade Level	Number of Students	Per Cent
None	1	0.2
4	5	0.8
5	17	2.5
6	89	13.0
7	188	28.5
8	259	39.0
9	75	11.0
10	<u>33</u>	<u>5.0</u>
Total	<u>667*</u>	<u>100.0</u>
Median 7.6		

*For nine of the 676 students, this information was not available.

When we compare these facts with those put forth by Kitchen¹ as shown in Table XV, the enormous problem facing adult basic education in Newfoundland becomes more striking.

¹H. W. Kitchen, op. cit., p. 5.

TABLE XV

COMPARISON OF UNDER-EDUCATED ADULTS IN NEWFOUNDLAND
AND AT THE STEPHENVILLE ADULT CENTRE

	Newfoundland	Stephenville Enrollment	Enrollment if proportional to grade level
Grade eight or less	80,000	421	421
Grade four or less	25,000	5	132
No schooling	5,000	1	26

By comparison to the task, the Stephenville Adult Centre is not even beginning to come to grips with educating eighty thousand under-educated adults. Moreover, by selecting the better educated, the Centre is doing proportionally little for the really under-educated, the functionally illiterate and the illiterate.

Size of settlement

As can be seen from Table XVI, students were drawn from both large settlements and smaller settlements and in approximately proportionate numbers. At Stephenville fifty-two per cent of the students came from settlements with populations of less than one thousand and forty-eight

per cent came from settlements with populations of over one thousand. In the province in 1961, forty-seven per cent of all people lived in settlements under one thousand.

TABLE XVI

SIZE OF SETTLEMENT

Hometown Population	Stephenville Adult Centre		Newfoundland 1961
	Number	Per Cent	Per Cent
Under 1,000	343	52	47
Over 1,000	322	48	53
Total	<u>665*</u>	<u>100</u>	<u>100</u>

*There were eleven persons for whom this information was not available.

Thus, the typical student at the Stephenville Adult Center is a married man, twenty-four years old, with just over two children, and slightly less than a grade eight education, a man who has been out of school for nine years and may just as likely come from a settlement with under one thousand persons as from a settlement with over one thousand.

II. EFFECTS OF THE BTSD PROGRAM UPON GRADUATES

This section examines the benefits derived by students from the program. Most of the information is based on the questionnaire completed by those who had been students the previous year; some was provided by officials of the Centre.

Grades Advanced

One of the more obvious effects of the program is the gain in grade level made by almost all students. The overall median gain in the year 1968-69 was 1.8 grades. Table XVII shows that 99 per cent of the 286 individuals for whom pre-program and post-program data were available experienced some grade level advance.

It should be noted that students who proceeded on to vocational school (called Vocational Students) gained a median 1.96 grade levels while at the Centre while those who did not proceed to vocational school (called Work Force Potential) gained only 1.51 grades on the median, a difference statistically significant at the .01 level.

The overall median gain of 1.8 grades, however, is far short of the expectancy by the Department of Manpower. It is expected that in the fifty-two week period a gain of three grade levels would be achieved.

TABLE XVII

GRADE LEVEL ADVANCEMENT

Grades Advanced	Work Force Potential		Vocational Students	
	Number	Per Cent	Number	Per Cent
0	1	1	1	1
1	78	49	33	26
2	57	36	64	51
3	20	13	24	19
4	2	1	4	3
5	2	1	-	-
Total	<u>160</u>	<u>101</u>	<u>126</u>	<u>100</u>
Median	1.51	Median	1.96	
Overall Median	1.80	t = 3.365 (significant at .01)		

Effect of the Program on Job Opportunities and Income Levels

As indicated previously, Form A of the questionnaire asked the Work Force Potential about their employment since graduation from the program at Stephenville.

This section presents a descriptive analysis of the data gathered from Form A of the questionnaire. It gives a composite picture of the employment of these students as, in part, influenced by their additional education.

Jobs since graduation. Question one had asked if respondents had been employed since leaving the Stephenville Adult Centre.¹ Thirty of the thirty-seven persons whose responses were usable had held a job sometime during the one-year period that had elapsed between leaving Stephenville and responding to the questionnaire.

Eighteen of the thirty had held but one job, with thirteen of them employed at the time of response. It is interesting to note that all those who had more than one job were employed at the time of response.

Of the thirty persons who had been employed since leaving the Centre, twenty-five (83 per cent) were still employed at the time of this study.

¹See Appendix G for a copy of this questionnaire.

TABLE XVIII

NUMBER OF JOBS STUDENTS HAVE HAD SINCE LEAVING
THE STEPHENVILLE ADULT CENTRE

Number of Jobs	Number	Per Cent	Employed at time of Response
1	18	60	13
2	7	23	7
3	4	13	4
4	1	3	1
	—	—	—
Total	<u>30</u>	<u>99</u>	<u>25</u>
Median 1.3			

The kind of jobs. The first part of question four asked what type of work the respondents were engaged in. The variety of responses makes categorization difficult. Several had jobs connected with forestry--loggers, plant operators and sub-foreman. Several were working in large department stores as clerks, and one was an office manager. Six were engaged in labour work, farming and fishing. Two females were nursing assistants. There were three responses from people who had gone to the mainland and were working in factories. Two young men who had left the province had gone into programs of further training--one in Chicago, the other in Moncton.

Value of education in employment. Parts (b) and (c) of question four asked respectively if the respondents felt the education they had received from the Stephenville Adult Centre had helped them to obtain the job and if they felt they now had a better chance to get ahead than they might have had before.

The respondents were almost evenly divided on whether the education they had obtained had helped them to get the job, with fifty-two per cent feeling that the education had helped and forty-eight per cent feeling that it had not.

In the light of the preceding responses an interesting statistic is that over three-quarters of the respondents felt

that they now had a better chance of advancement in their work as a result of the additional education. Although forty-eight per cent said that the education did not help them a get a job, fifty per cent of these respondents felt that their education had provided them with a better chance of advancing within their jobs.

Those unable to find work. The information on the Work Force Potential up to this point has been concerned with the relationship between education and employment of those who have found work. What about those who were not working? Was lack of sufficient education the reason for their not getting or holding a job since leaving the Stephenville Adult Centre?

Of the twelve respondents who were not employed only four felt that their lack of education was the reason for their unemployment. The median grade level was, however, lower for those unemployed (8.8) than for those who were employed (10.1). This difference, while not statistically significant at the .01 level, is significant at the .02 level.

Change in income. Seventeen of the thirty respondents who were employed said there was no change in their yearly income as a result of attending the Stephenville Adult Centre. However, thirteen said there was such a change. As shown in

Table XIX, one had experienced a decrease in salary. This respondent had been working up North, but after attending the Stephenville Adult Centre decided he wanted to remain closer to home. Now, although he was receiving a fair salary, it was not comparable to the one he had previously received. The median change in salary for the other twelve respondents was an increase of \$1,250.

TABLE XIX
AMOUNT OF CHANGE IN INCOME

Categories	More		Less	
	Number	Per Cent	Number	Per Cent
\$ 0 - 499	2	15	-	-
\$ 500 - 999	3	23	-	-
\$1,000 -1,499	2	15	-	-
\$1,500 -1,999	2	15	-	-
Over \$2,000	3	23	1	8

Median Change \$1,250

Reasons for Enrolling

The students were asked to select from a list of varied possibilities their main reasons for enrolling at the Adult Centre. As shown in Table XX, the most frequent

reasons for enrolling were related to employment and education. Forty-six per cent said that their main reason for enrolling at Stephenville was to acquire more education, while fifty-two per cent stated that they were motivated by matters relating to obtaining employment. (Seven per cent said that they were enrolled so that they could get a job while forty-five per cent said that they were enrolled so they could get a better job.) None of the respondents indicated that they were enrolled for their own enjoyment and only two respondents said they were enrolled for some other reason.

If we look at the breakdown between Work Force Potential and Vocational School respondents, we see a distinct difference reported by them in the main reason for attending. The respondents attending Vocational School considered getting a better job (60 per cent) more the main reason for attending than getting more education (35 per cent). The reverse, however, was true for the Work Force Potential respondents. They considered getting more education (60 per cent) to be more the reason for attending than getting a better job (26 per cent). These answers, however, may to some extent reflect after-the-fact thinking and experience rather than aspirations at the time of entry into the Stephenville Adult Centre.

TABLE XX

MAIN REASONS FOR ENROLLING AT THE STEPHENVILLE ADULT CENTRE

Reasons	Combined Groups		Work Force Potential	Vocational Students
	Number	Per Cent	Per Cent	Per Cent
To help get a job	6	7	9	5
To help get a better job	37	45	26	60
To get more education	38	46	60	35
For my own enjoyment	-	-	-	-
Some other reason	2	2	5	-
Total	<u>83</u>	<u>100</u>	<u>100</u>	<u>100</u>

Students' Assessment of Course Offerings

Several questions were asked concerning the value of the course offerings. Students were asked to identify the subject that helped them most, the value of the material covered in the courses, the number of subjects offered and the adequacy of these courses as preparation for trade school courses.

It was found that there were comparable responding patterns for the two groups; hence, no distinction was made in the reporting.

Subjects considered most beneficial. Table XXI indicates the subjects which the eighty-three respondents regarded as the most beneficial. The majority (66 per cent) reported that all the subjects had been of equal amount of help to them. However, twenty-one per cent specifically mentioned mathematics as the most helpful, while seven per cent mentioned science and six per cent mentioned English.

Course coverage. The great majority of the eighty-three respondents indicated that the amount of work covered in each course of the program was sufficient to meet their needs. As shown in Table XXII, in mathematics courses ninety-five per cent felt they had received the type of work needed, while only five per cent were dissatisfied. In the science courses eighty-four per cent of the respondents felt that the work covered was what was needed and nine per cent

TABLE XXI

SUBJECTS WHICH STUDENTS REGARDED AS BEING
OF THE MOST HELP TO THEM

Subject	Number	Per Cent
Mathematics	17	20
Science	5	6
English	5	6
They have been of the same amount of help	56	68
	—	—
Total	<u>83</u>	<u>100</u>

TABLE XXII

ADEQUACY OF COURSE COVERAGE (N=83)

Adequate	Mathematics Per Cent	Science Per Cent	English Per Cent
Yes	95	84	88
No	5	9	7
Non-Respondents	—	7	5
	—	—	—
Total	<u>100</u>	<u>100</u>	<u>100</u>

were dissatisfied while seven per cent did not respond. The results were similar with respect to the English course offerings with eighty-eight per cent saying that the work covered was what they needed, seven per cent feeling that what they needed was not covered and five per cent not responding to this section.

Subjects offered. The third and final item pertaining to the respondents' appraisal of the program offerings asked if they felt there were enough subjects offered at the Stephenville Adult Centre. Over four-fifths of the eighty-three respondents felt that the subjects offered were sufficient. However, almost one-fifth were not satisfied with the number of courses offered.

The criticisms of the program's offerings both in course coverage and number of subjects offered were strongly prominent in response to the last item of the questionnaire which asked how the program could be improved. Twenty-five students specifically referred to possible changes in the courses. It was suggested that when a person chooses a trade, the courses offered should be taught in relation to that trade. Others suggested that the courses should be longer with more intensive study, while others said there should be more courses offered.

The Adequacy of Preparation for Vocational School

On Form B of the questionnaire sent to the Vocational School students, the forty-six participants were asked if the courses at the Stephenville Adult Centre were adequate preparation for trade school courses. Eighty-seven per cent responded affirmatively; thirteen per cent said no.

Quality of Teaching

With regard to the quality of teaching in the program, Table XXIII shows that only three per cent of the eighty-three students had no opinion on this aspect of the program. There were none who felt that the quality of teaching was poor. Ninety per cent of the students rated the quality of teaching as either good or excellent and seven per cent said fair.

Quality of Facilities

Students were asked to rate the quality of the facilities provided at the Stephenville Adult Centre. Table XXIV shows that the facilities given ratings from poor to excellent were dormitory, recreational facilities, library and study conditions.

Dormitory. Thirty-eight per cent of the respondents had no opinion concerning the dormitory. Many of the students at the Centre resided in the town of Stephenville rather than at the dormitory. This fact may account in part for such a response. Thirty-seven per cent, however, considered it

TABLE XXIII

STUDENTS' RATING OF THE QUALITY OF TEACHING
AT THE STEPHENVILLE ADULT CENTRE

Rating of Quality	Number	Per Cent
Excellent	40	48
Good	35	42
Fair	6	7
Poor	-	-
No Opinion	2	2
Total	<u>83</u>	<u>100</u>

good or excellent. Only four per cent gave the dormitory a poor rating.

Recreational facilities. The response towards recreational facilities was much less frequently enthusiastic than those towards the library or study conditions. Only forty-seven of the respondents checked good or excellent with twenty-four per cent rating them fair and eleven per cent poor. The following year, however, when this study was being conducted, this situation had improved. While the writer was at the Centre there was evidence of many additions in this area and the students attending were very satisfied with them.

Library. The highest percentage of favourable comments was given for the library. Seventy-eight per cent said it was good or excellent. Thirteen per cent said fair with a rating of poor from only one person. Dr. Ruth Godwin, referred to on page 41 of this study, considered it one of the best equipped of its kind in Canada.

Study conditions. Seventy-six per cent of the respondents gave the study conditions a rating of good or excellent. Only one respondent gave a rating of poor.

TABLE XXIV

STUDENTS' RATING OF THE QUALITY OF FACILITIES PROVIDED

	Dormitory Per Cent	Recreational Facilities Per Cent	Library Per Cent	Study Conditions Per Cent
Excellent	13	14	28	28
Good	24	33	50	48
Fair	22	24	13	12
Poor	4	11	1	1
No Opinion	38	18	8	11
Total	<u>101</u>	<u>100</u>	<u>100</u>	<u>100</u>

Helpfulness of Program for Citizenship

When asked to indicate the extent to which they felt the program at the Stephenville Adult Centre had helped them to become better citizens, eighty-five per cent of the respondents had favourable comments. As shown in Table XXV, forty-six per cent reported that the program had helped them very much while thirty-nine per cent reported the program had helped some. Only eight per cent felt that the program had done nothing or very little to help them become better citizens.

Value of Additional Education

Ninety-eight per cent of the respondents felt the program had made them more aware of the value and importance of their acquiring additional education.

Confidence in Ability to Learn

With regard to the program's effect on the students' confidence in their ability to learn, again ninety-eight per cent of the respondents felt that it had a positive effect. Only two of the eighty-three respondents felt that the program had not made them more sure of their competency to learn.

Areas of Helpfulness

The students were asked to indicate the degree to which they felt the courses undertaken in the program at the

Stephenville Adult Centre had helped them in a variety of areas. As shown in Table XXVI, the majority of the respondents felt that in all areas the courses had been "somewhat helpful" or "very helpful". The highest majority of favourable comments were in the area of: "In being a better informed person" (99 per cent) and "In preparing for a new job occupation" (93 per cent). These results correspond strikingly with the data provided in Table XX which showed that the main reasons for enrolling were "to help get a better job" and "to get a better education". Obviously, the respondents felt that the courses undertaken had helped them to obtain their two main objectives. These two areas were followed by "In carrying out everyday tasks and duties away from home and carrying out everyday tasks around home" and "In meeting new and interesting people", with favourable replies coming from eighty-eight, eighty-three, and eighty-one per cent respectively.

Although the majority had favourable comments, Table XXVI shows that the area with the highest number of "not helpful" replies were: "On the job you held at the time (20 per cent), "In getting away from daily routine" (17 per cent) and "In spending time more enjoyably" (14 per cent).

TABLE XXV

DEGREE TO WHICH STUDENTS FELT THE PROGRAM HAD HELPED
THEM TO BECOME BETTER CITIZENS (N=83)

Category	Per Cent
Very Much	46
Some	39
Very Little	7
None	1
Non-respondents	7
Total	<u>100</u>

Time Worth the Effort

Of the eighty-three responses to this questionnaire item, eighty-two felt that the progress made at Stephenville was worth the effort required. Only one respondent felt that his efforts could not be justified in terms of his progress or benefits derived.

TABLE XXVI

DEGREE TO WHICH STUDENTS FELT PROGRAM HELPED (N=83)

Categories	Not Helpful Per Cent	Somewhat Helpful Per Cent	Very Helpful Per Cent	No Response Per Cent	Total Per Cent
On the job you held at the time	20	36	33	11	100
In preparing for a new job or occupation	2	22	71	5	100
In carrying out every- day tasks and duties around home	11	46	37	6	100
In spending time more enjoyably	14	39	36	11	100
In meeting new and interesting friends	11	21	60	8	100
In getting away from daily routine	17	45	26	12	100
In being a better in- formed person	-	29	70	1	100

Problems Met by Students

Students were asked to select from a list of varied possibilities the most difficult problem they had to contend with while being an active participant at the Stephenville Adult Centre. Table XXVII shows that thirty-nine per cent of the respondents indicated they had no problem to contend with while participating in the program. Of those who had experienced problems, the largest single group (43 per cent) indicated that their hardest problem was "Getting used to going to school again". Seven per cent saw the problem of "distance from home" as being the most difficult to contend with, while four per cent had the problem of "home problems or sickness". Of the respondents seven per cent specified other problems such as having difficulty with a particular subject or financial worries.

Government Policies Affecting Students

Canada Manpower provides a fifty-two week period for BTSD Programs. Upon entry into the programs, students are required by Manpower policy to state a vocational goal. This study attempted to determine: (1) how the respondents felt about the enrollment period and (2) if they had to specify a vocational goal upon entry to the Centre.

TABLE XXVII

STUDENTS' ASSESSMENT OF THE MOST DIFFICULT PROBLEM
THEY HAD TO OVERCOME

Problem	Number	Per Cent
Distance from home	6	7
Home problems or sickness	3	4
Getting used to going to school again	36	43
No problem	32	39
Other (specify)	6	7
Total	<u>83</u>	<u>100</u>

Adequacy of enrollment period. When asked if they were allowed to attend the Stephenville Adult Centre for a long enough period, over three-fourths (76 per cent) of the respondents indicated that the time provided was sufficient. However, one respondent in four felt that the time provided was not adequate for them. Criticisms have been made of the twelve-month time allocation for inclusion in the BTSD Program by authorities concerned with the problem of adult upgrading not only in Newfoundland but in Canada as a whole. This problem is specifically aired by twelve students in Appendix A in such comments as:

Not enough time to make you fully understand.

Students should be allowed to attend for a longer period and a nine-month course period to study the Grade XI course.

Policy requiring statement of vocational goal. The large majority of students who participated in the BTSD Program receive living allowances from Canada Manpower. In order to be allowed into the program under Canada Manpower Retraining Grants, the applicants have to be accepted by Canada Manpower Department for retraining. The students were asked if, when they went through Manpower for entrance to the Stephenville Adult Centre, they had to state that they wanted to enter a particular vocational course when they graduated. Seventy-two per cent of the respondents indicated that they did have to state a particular vocational course for entry. However, over one-fourth (28 per cent) indicated that they did not have to state a vocational goal.

It would seem from the results then, that the Canada Manpower Department policy is not being enforced uniformly within the province. The Technical and Vocational Training Act states that a "vocational goal" has to be specified. A number of students, as indicated in Appendix A, believe this situation to be unjustifiable. There would appear to be reasons for their beliefs. First, persons entering the program really do not know how successful they will be and

hence should not have to state a choice. Second, counselling should be provided for the student. A person may plan to try to undertake Grade XI work but his ability may only permit him to obtain Grade IX or X. This information could be obtained in part from teachers involved in the program. It should then, perhaps, be Canada Manpower's place to give the student advice as to which trade options are out and, with existing employment opportunities, which would be the better option for that particular person.

Vocational Counselling

The graduates who were attending the District Vocational Schools were asked (Form B) if they had received any help from the Stephenville Adult Centre in deciding what course to take at vocational school. The majority of the respondents (65 per cent) indicated that they had not received any help from the Centre. Over one-third (35 per cent) indicated that they had received help. Those who replied that they had received help probably obtained it from members of the staff. The lack of help given the majority suggests the urgent need of a counselling centre to be established at the Stephenville Adult Centre.

Students' Vocational Plans

The thirty-seven graduates of the program in the Work Force Potential were asked (Form A) if they plan to attend

a vocational school at some time in the future. Almost four-fifths (78 per cent) of the respondents are planning to attend vocational school at some future time. Over one-fifth (22 per cent) indicated that they had no intention of ever attending a vocational school.

In anticipation of the fact that some might be planning to attend vocational school, members of the Work Force Potential group were asked if they had applied for entrance to vocational school. They were also asked whether they had been accepted and, if accepted, why they had not attended.

Their responses indicated that twenty-two (60 per cent) of the thirty-seven respondents had applied for entrance to a vocational school and that eleven had been accepted.

The various reasons given for their non-attendance were lack of time to attend the Stephenville Adult Centre to acquire educational requirements for the course chosen (two students); the cost of attending a vocational school, a feeling of inadequacy of preparation for course desired, and too great a distance from home to obtain desired course (four students); and the fact that they had obtained jobs (three students). Two respondents did not give a reason.

III. SUMMARY

The first portion of Chapter IV was concerned with providing the personal background characteristics of the adults at the Stephenville Adult Centre.

Most of the participants in the program were between the ages of seventeen and forty-five. The median age was twenty-four.

The majority of the participants (54 per cent) were married. Of the married participants, most of them had children. The median number of children was 2.3.

Eighty per cent of the participants had been out of school for at least five years with almost one-half out of school for more than a decade. The median number of years out of school was 9.3. Over four-fifths of the participants had eighth grade education or less upon entrance. Less than seventeen per cent had completed six years of school or less before quitting.

Section II of Chapter IV dealt with the students as participants in the BTSD Program and the effects the program had upon them.

It was determined that upon entry to the Stephenville Adult Centre, the median grade level achievement was 7.9. Upon graduation the median grade level achievement was 9.8.

It was also determined that those participants who subsequently attended vocational school entered and

graduated from the program with grade levels significantly above those who subsequently entered the Work Force Potential.

The first section of the questionnaire (Form A) applied only to those participants who had gone into the Work Force Potential and was concerned with their employment since graduating from Stephenville. It was found that eighty-one per cent had found employment. Some had had several jobs but sixty per cent were working on their first job. Of the eighty-one per cent who had found employment at the time of this study, eighty-three per cent were still employed.

Of those who were working, it was found that the type of employment varied considerably from several who had labour-related work to several who were in managerial positions. The respondents were split fairly evenly in feeling whether the education had helped them to obtain the job, with fifty-two per cent indicating that it had not helped. Over three-fourths, however, felt that they now had a better chance for advancement than they may have had before. Of the twelve respondents who did not have a job, two-thirds of them felt that it was not because of a lack of sufficient education that they did not get or hold a job.

It was found that forty-three per cent of those who had found employment had had a change in their yearly

income. With but one exception the changes were positive ranging in increases from "\$0 - \$499" to "over \$2,000".

Following the section relating to employment, responses were dealt with from both groups of respondents (Work Force Potential - Form A and Vocational Students - Form B).

The two most frequently mentioned reasons for enrolling at the Centre were related to employment and the acquisition of an education. Forty-six per cent of the respondents said they enrolled "to get more education". Fifty-two per cent mentioned motivation for employment or better employment as the main reason for their participation in the program.

The majority of the respondents felt that all their courses had been equally beneficial to them. The great majority of the respondents felt that they had obtained what they needed in the course coverage and that there was a sufficient number of courses offered at the Stephenville Adult Centre.

The great majority of the respondents rated the quality of instruction at the Stephenville Adult Centre from good to excellent. The majority of the respondents also rated the facilities available favourably.

Over three-fourths of the respondents felt they were allowed to attend the Centre for a long enough period.

The great majority of the respondents felt that the program had helped them to become better citizens, made them more aware of the value and importance of education, and made them more confident in their ability to learn. The respondents felt that their progress had been worth the effort required of them.

The respondents indicated that the courses offered had been of most help in the areas of: "being a better informed person" and "in preparing for a new job or occupation".

Almost two-fifths of the respondents reported that they had encountered no problems which interfered with their participation at the Centre. Of those who had problems to contend with, the most frequently mentioned problems were related to getting accustomed to going to school again (43 per cent).

There were two items which applied only to vocational students. The majority of these respondents felt that the courses presented were adequate preparation for vocational school course work. The majority, however, indicated that they had not received any help in deciding which course to take at vocational school.

The results of the responses showed that the Canada Manpower policy of requiring applicants for entrance to the BTSD Program to state a "vocational goal" was not uniformly

enforced throughout the province. Over one-fourth of the respondents said that they did not have to do so.

Of the respondents in the Work Force Potential, the majority indicated that they plan to attend a vocational school at some future time. Three-fourths of these respondents had applied for entrance to a vocational school and one-half of them were accepted but did not attend. The reasons given for not attending had to do with: (1) lack of time allowed in the program to complete educational requirements, (2) problems of attending having to do with cost, feeling of inadequate course preparation for course desired and distance from home, and (3) the obtaining of jobs.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the problem, the methodology, and the findings. Conclusions are suggested and recommendations concerning the Basic Training for Skill Development Program proposed.

I. SUMMARY OF THE STUDY

The Problem

The purpose of this study was to evaluate the adequacy of the Stephenville Adult Centre program in basic education by studying the graduates of the Centre who were in attendance from September, 1968 to June, 1969. More specifically, it examined the background characteristics of the clientele of the Centre to determine for what type of persons it was operating. Secondly, it attempted to discover what benefits the graduates received as a result of having attended the Centre.

Instrumentation and Methodology

To gather information from the graduates of the Stephenville Adult Centre it was decided the questionnaire method would be used.

A questionnaire was developed by the investigator.

Following its use in a pilot study and after several constructive comments from persons involved in adult education in the province, the instrument was modified slightly. The two forms of the questionnaire in this study are found in Appendices E and G.

Form A of the questionnaire was sent to the Work Force Potential. Form B of the questionnaire was sent to graduates of the Centre who were attending vocational schools. This was done with the help of the principals of these schools across the province. Fifty questionnaires of each form were sent, forty-two of Form A were returned, thirty-seven of which were used in this study. Forty-six of Form B questionnaire were returned and used. The completed questionnaire provided most of the data for the study. The information on the personal backgrounds of the students was obtained from their files at the Stephenville Adult Centre.

Results of the Study

1. The following are the major findings of the study with respect to the clientele background.

The median age of the 676 participants, upon whom this study was conducted, was 24.0. Almost four-fifths of the students were under the age of thirty-five. Over nine-tenths of the participants were male.

Fifty-four per cent of the participants were married. Although most of the married participants had children, the families tended to be relatively small with a median of 2.3 children.

Four out of five of the 676 participants had been out of school for at least five years. One-half of them had been out of school for more than a decade while almost one-fifth had terminated their formal education over twenty years ago. The median number of years out of school was 9.3.

Eighty-four per cent of the participants had eighth grade education or less upon entrance. Less than seventeen per cent had completed six years of school or less before quitting. The median grade level upon entry was 7.6.

2. One of the more obvious findings of the study, in terms of the benefits to the participants in the sample surveyed, is their enhanced educational levels. It was determined that upon entry to the BTSD Program at the Stephenville Adult Centre, three-quarters of those surveyed had a grade eight education or less. Upon graduation from the program the median grade level was 9.8 with no one at a level below grade eight.

It was also determined that those in the sample who continued their education the following year by attending

vocational school entered and graduated from the program with grade levels significantly above those who entered the Work Force Potential.

3. The findings, with respect to the employment related facets of those who had entered the Work Force Potential, showed several benefits derived from participation in the BTSD Program.

It was found that the majority (81 per cent) had found employment. Some had had several jobs but sixty per cent were working on their first job. Of the eighty-one per cent who had found employment at the time of this study, eighty-three per cent were still employed.

The type of work in which the graduates were engaged varied considerably from several who had labour-related work to several who were in managerial positions.

The respondents were split, fifty-two per cent to forty-eight per cent, on the question of whether the additional education had helped or had not helped in obtaining a job. It is significant, however, that over three-fourths (76 per cent) felt that because of their enhanced educational levels they now had a better chance for advancement than they may have had before.

Of those who were employed, forty-three per cent had a change in yearly income. With but one exception

the changes were positive ranging in increases of "\$0 - 499" to "over \$2,000".

4. The participants were found to have been enrolled for two main reasons. These reasons were related to employment and the acquisition of an education. Forty-six per cent of the respondents said they enrolled "to get more education". Fifty-two per cent specified motivation for employment or better employment as the main reason for their participation.

The majority of the participants seem to have realized their objective because they indicated that the program offered was of most benefit in the areas of: "being a better informed person" and "in preparing for a new job or occupation".

5. The majority of the respondents felt that all the courses offered had been equally beneficial to them. However, twenty-one per cent specified mathematics as the most helpful subject while seven per cent mentioned science and six per cent mentioned English. The great majority of the respondents felt they had obtained what was needed in the course coverage and that there was a sufficient number of courses offered at the Stephenville Adult Centre. The quality of instruction at the Centre was rated from "good to excellent". The majority of the respondents also gave a favourable rating to the facilities available.

6. Three-fourths of the respondents felt they were allowed to attend the Centre for a long enough period.

7. It was found that the great majority of the respondents felt the program had helped them to become better citizens, made them more aware of the value and importance of education and made them more confident in their ability to learn. The respondents felt their progress had been worth the efforts required of them.

8. It was found that the most difficult problem for the majority of participants (43 per cent) was "getting used to going to school again". Thirty-nine per cent reported no problem. The remainder of the respondents had problems with distance from home, home problems or sickness, particular subject areas of the program and money.

9. According to the responses from the graduates who were attending vocational schools, the courses presented were adequate preparation for vocational course work. The majority of the respondents, however, indicated that they had not received any help in deciding which course to enter at vocational school.

10. It was found that contrary to the formal policy of the Department of Manpower, over twenty-five per cent of the applicants to the Centre did not have to state a "vocational goal" as required by Canada Manpower.

11. The majority of the respondents in the Work Force Potential plan to attend a vocational school at some future time.

II. CONCLUSIONS

The following general conclusions may be made from this study.

1. The findings with regard to the age of the participants revealed that the great majority of the persons in this study had a minimum of thirty to forty potentially economically productive years ahead of them before reaching the normally accepted retirement age of sixty-five. It was realistic to assume that if persons such as these were provided with a basic education, perhaps coupled with occupational training, their chances of achieving employment success in the future would be greatly enhanced. It would seem that the benefits derived from making those persons economically independent would easily more than cover the expenditures required to provide the education and training requisite to those persons becoming self-sufficient. They would become wage earners, they would no longer be on government subsidy rolls, and they would become taxpayers instead of tax users, and, in time, repay the cost of their education and training. In light of the facts that (a) more than nine-tenths of the participants in this study were male, and (b) males are usually expected to provide for the

economic needs of the family, it was concluded that the expenditures incurred by such a program could easily be justified in terms of simple economic benefits derived, not to mention the equally desirable and beneficial social outcomes of such an investment.

2. Prior to entering the Stephenville Adult Centre the majority of the participants represented in the study were unemployed or underemployed. The additional education helped not only those who were now able to enter a vocational school and obtain a trade but also those who decided not to go or who were not admitted to vocational school. Although only one-half of the more than four-fifths who were able to obtain employment agreed that the education they had had helped in obtaining a job, it can be concluded in agreement with over three-fourths of the respondents that they now have a better chance of job promotion than they had before.

3. The type of program offered at the Stephenville Adult Centre is, according to the participants in this study, a good program, adequate to meet the majority's stated objective for attending. There were a sufficient number of courses in the program for the majority of participants and the course coverage was sufficient to meet their needs. The instructors involved were rated from good to excellent and the facilities were rated

favourably. The main reasons for entering the program were related to education and employment. The program offered met these needs since the participants indicated that they had derived most benefits in the areas of "being a better informed person" and "in preparing for a new job or occupation". Also, participants who attended vocational school the following year said the program prepared them well enough for the courses being undertaken.

4. This program affords the opportunity for those persons who were accepted to attend without much difficulty. The major problem with which the participants had to contend was "getting used to going to school again". For almost forty per cent of the participants there was "no problem". For one-fifth of the participants there were other problems: Distance from home, home problems or sickness, and where there were particular problems specified the one most frequent was the insufficient amount of money received by the participants who were being paid by the Provincial Government.

5. The findings with regard to this study indicated that the BTSD Program offered at the Stephenville Adult Centre was looked upon with much favour by the participants. The respondents felt that their participation in the program had (a) helped them to gain confidence in themselves and their ability to learn, (b) helped them to

become better citizens, and (c) made them more aware of the value of education and the importance of their acquiring more of it. The overwhelming majority of the students felt that the benefits they had derived and the progress they had made in the program had been worth the effort required of them.

6. So far in this study it has been stated in two other places that over four-fifths of the participants upon whom this study was conducted had entered the program with grade eight education and less. On the surface this type of program may seem to be the answer to those who are concerned about illiteracy in Newfoundland. To the more observant, however, the battle against illiteracy is not being won in the program as it exists at the present. That is seen in the finding that only seventeen per cent of the participants involved in the program had grade six education or less. In other words, the program caters mainly to those students who have at least a grade six education but less than grade nine.

It is understandable that the Stephenville Adult Centre concentrate its attention in this group. Those persons who already have a grade nine education or better can enter a vocational school without further academic upgrading. Those in this category who return, however, need a higher grade level to gain entrance to a vocational

school for the particular course desired. Secondly, those persons with less than a grade six education are seen as too much expenditure for too little return. The time permitted to attend the Centre according to the Technical and Vocational Training Act is fifty-two weeks. It is generally accepted that in such a period an advance of three grade levels is as much as can be attained. Therefore, anyone taken into the program with less than a grade six level would not generally be academically prepared to enter vocational school upon termination of study.

When asked if they were allowed to attend the Stephenville Adult Centre for a long enough period, twenty-five per cent of the respondents felt that the time allowed was not adequate. These responses were from persons both in the Work Force Potential and in Vocational Schools. The reasons for this twenty-five per cent can only be speculated. Those in the Work Force Potential may not have had a high enough grade level upon termination from the Stephenville Adult Centre to gain entrance to a vocational school or the trade of their choice. Those in Vocational Schools may have wanted to enter another trade for which their grade level did not meet the requirements.

7. In making the provision that students are allowed to attend these Centres for a fifty-two week period, Canada Manpower expected that in this period the students would

gain three grade levels. The students at the Stephenville Adult Centre made a median gain of 1.8 gradelevels. This may be, as found in the Griess Study, because the functioning educational level of the students was below their actual grade level. Whatever the reason, the actual achievement is indeed short of that which is expected. What may be an appropriate policy for the nation seems in this case not to be as appropriate for Newfoundland.

8. According to Mr. Wilson Brown, Supervisor of Adult Education in Newfoundland:

The primary objective in these programs is to upgrade citizens academically whereby they can become eligible for skill or trade training with the hope of making them competitive in the labour market.¹

This objective, however, is restricted by Canada Manpower policy because in trying to "upgrade citizens academically" the Adult Occupational Training Act, 1967, provides that no occupational training course may exceed fifty-two weeks' duration of full-time instruction.

This study found that those participants who went into trade training courses the year following graduation entered and graduated from the Stephenville Adult Centre with gradelevels significantly above those who went directly into the Work Force Potential.

¹Letter from Wilson C. Brown, Supervisor of Adult Education in Newfoundland, February 9, 1971.

In view of the findings, it may be concluded, if the objectives of Canada Manpower to upgrade citizens academically in fifty-two weeks are accepted, that the right course of action is being followed in selecting persons for entrance into the BTSD Program.

9. There is a general lack of counselling services in the program. The great majority of the respondents indicated that they had not received any help in deciding which course work to undertake at vocational school. This is but one area where guidance services, if provided, would be of great help to those graduating from the program. Vocational guidance is needed because those people generally are unaware of what is involved in the vocational and trade courses offered.

10. The Canada Manpower policy which requires that applicants for the program must state a "vocational goal" is not uniformly enforced in this province. Over twenty-five per cent of the respondents had not been required to specify their intentions with respect to vocational or trade courses they intend to pursue upon graduation.

III. RECOMMENDATIONS

The following recommendations are offered as a possible way of improving the BTSD Program in Newfoundland to better cater to the under-educated, unemployed or under-employed adult population of the province.

1. If the problem of the hard-core unemployed, under-educated segment of our society is to be recognized and helped, the Manpower policy has to be changed in two ways. First, the present fifty-two week maximum duration for any occupational training course should be changed or at least waived to allow these persons with severe educational deficiencies access to the program for a period sufficient to allow training adequate for entrance into the District Vocational Schools. Second, the Manpower policy should take into account the special problems affecting this segment of society. It seems unreasonable to expect persons in such severely disadvantaged positions to have a definite vocational goal at the outset of training. The fact is that some persons in this category do gain entrance to the program but usually this happens "in error" or because of a "sympathetic" Manpower counsellor. Such should not have to be the case. These persons, who are in most need of this assistance, should not be excluded from legitimately receiving the benefits of the BTSD Program.

2. Although included in recommendation 4, the need for counselling services is mentioned separately to highlight it and bring attention to the fact that there is need for immediate action in this area, even in the program as it presently exists. The major problem for the majority of the participants in this study was "getting used to going to school again." Here the guidance workers could be

of immediate help in an expected problem area. Similarly, the majority of the participants had no help in deciding which course to take at vocational school. The counselling in this instance would be of a vocational nature and would certainly be another major area of involvement. It is recommended, therefore, since counselling services are of the utmost importance in the program, that such services be provided without delay.

3. Some students who attend the BTSD Programs are paid by the Provincial Government. It is recommended that this pay be on a basis more closely aligned with that paid by the Federal Government.

4. It is recommended that more facilities be made available for expansion of the program. Primarily, three more centres, similar to those now in operation, should be established in the province of Newfoundland. These centres should be established close to vocational schools and in highly populated areas of the province where there is at present no school in close proximity. The suggestion of the writer, although it is realized that many others would be proclaimed, would be St. Anthony, Central Newfoundland (Grand Falls or Gander), and Clarenville.

In addition to these proposed centres, the program could also be expanded in either or both of the following ways. There could be a greater utilization of the existing

centres on a three-semester system. Schools could certainly be used for this purpose during the summer months. Most schools are either completely closed or only partially operational during the summer months and would afford an excellent opportunity for many under-educated adults to participate in this program. Another major advantage of utilizing schools during the summer months would be the large number of teachers and other school personnel available for employment in summer programs for these educationally deficient adults.

5. Providing basic education and occupational training is an oversimplification of the solution necessary to meet the needs of the under-educated, unemployed, or under-employed adults. It is recommended that a set of concerted services directed at meeting the educational, occupational, sociological, and psychological needs of under-educated adults should and must be developed if such programs are to be successful. Recruiters, counsellors, social workers, and placement personnel should be made available to supplement the efforts of the instructional personnel in meeting students' needs. With these services, a system of diagnostic treatment of individual learning difficulties could be developed.

6. It is recommended that an Adult Education Teacher Education program be established at Memorial University. One

branch of the total program should be specifically concerned with training in Adult Basic Education. Presently no such program exists in Newfoundland. If Adult Basic Education is expanded in accordance with the recommendations of this study, then it is important that there be a supply of adequately prepared teachers and administrators. The personnel already in service also need the benefits of Adult Basic Education Teacher Education courses and programs to improve their teaching competencies and to better understand the sociology and psychology of the persons they are attempting to serve. Not only is it undesirable, but it is also unrealistic to assume that Newfoundland can effectively help its under-educated adults without professionally prepared personnel.

If the Federal and Provincial Governments are to continue to increase their commitment to helping under-educated adults overcome their deficiencies, then it would make little sense to expand programs, provide improved equipment, materials and services, but not to provide for the preparation of personnel to man these programs. The need for an Adult Education Teacher Education program is a fundamental one.

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APPENDICES

APPENDIX A

SELECTED COMMENTS TO OPEN-ENDED QUESTIONS

The following are comments selected from those provided to the open-ended questions on both Form A and Form B of the questionnaire. They provide insight into the attitudes of the adults toward the Centre.

The comments that follow are representative of those from both forms of the questionnaire. The responses to each of the three questions were categorized. In each category the selected comments from the Vocational School respondents are given first (-indicated by a V preceding the number-eg. V1) and followed by those from the Work Force Potential respondents (-indicated by a W preceding the number-eg. W5). The actual number of responses in each category is indicated following the heading.

QUESTION 17/24. WHAT DID YOU PARTICULARLY LIKE ABOUT ATTENDING THE CENTER?

(i) Instructors and their methods. (V-15 W-10)

- V1. I like my teachers and I thought they put a lot of effort into their work as I did also.
- V2. I guess the way the teachers made you feel how important it was for one to learn, and the freedom you had in the classroom. These two were what I liked most of all.
- V3. Patience of the teachers.

- V4. Teachers are very helpful and easy to get along with. Treated you according to your own maturity and attitude.
- V5. I particularly liked the way the teaching staff assisted in any problem of the student. If you get behind in any subject due to sickness the teachers would offer their support after school was out to assist him.
- V6. The teachers gave me a new insight on life. They were very helpful to me in giving me the education that I long awaited. That is what I liked most of all.
- V7. It was the patience and understanding of the teachers towards their pupils.
- W8. Myself, I think it was good to try to get my education I needed. The teachers are excellent in helping the students in every way they can.
- W9. It had the qualified teachers that were willing and able to help you at any time.
- W10. I felt contented and relaxed and enjoyed my subjects very much. The teachers were all wonderful to me and every student. I just enjoyed taking lessons from them.
- W11. I liked the way the teachers treated us, not as children, but as adults.
- W12. The friendly atmosphere created by the cooperation between teachers and students and the students themselves. The great majority of the students sincerely endeavored to better themselves and the teachers did their utmost to help. Manpower also showed a genuine interest in the welfare of the students.
- (ii) Instructors and Administration. (V-3 W-4)
- V1. I liked most of the subjects the way the teachers taught them except one and also the way the school was being run.
- V2. The help I got from the teachers there and the whole training system combined.

- V3. We were not compelled to do anything without reason.
- W4. The system itself was well organized. The staff were a group of wonderful people and helpful in all aspects. Summing it up in my opinion, everything in general was enjoyable and worth the effort.
- W5. The attitudes of the Principal and staff and the easy way it was to communicate between teacher and student.
- W6. Good school system.

(iii) Instructors and Facilities. (V-4 W-3)

- V1. The school was situated on a beautiful spot and the school was tidy and clean. The teachers were interested in teaching the students and the ones I had came back night time and gave up their free periods to help.
- V2. The teaching staff at the upgrading Center and I liked the school.
- V3. A good teaching staff, facilities were very good.
- W4. I liked the excellent teaching facilities and the efficient of the staff. I also liked the cooperative spirit of classmates.
- W5. Pleasant surroundings.
- W6. The Center is one of the finest buildings in Newfoundland today. The finest sports like hockey, broomball and dars in winter. Baseball and softball in summer.

(iv) Instructors and meeting new people. (V-4 W-2)

- V1. I enjoyed attending classes at the Center and found them to be interesting. All the students and staff worked well together.
- V2. Most everyone was treated alike, as adults. The teachers were friendly and very helpful beyond their duty. Also meeting a lot of new people.
- V3. I particularly liked meeting new people and I enjoyed very much their system of teaching.

W4. You have a chance to meet a lot of new people with differing ideas of how the world should be to work.

W5. It was a chance for me to meet people with nerve and will power enough to return to school again so that they can finish their education which means so much to them.

(v) Given a second opportunity. (V-7 W-13)

V1. It was the greatest challenge of my life. It gave me a new opportunity to pick up where I left off at high school. It also showed me that with hard work and determination I can extend my education even further.

V2. The fact that it afforded an opportunity to complete high school by attending school with well qualified teachers which prepared me for the electronics course that required Grade XI.

V3. It gave the chance of a life time to attain a higher standard of education and thus improve living conditions.

W4. I wanted to upgrade my education because with Grade seven you can't get anywhere.

W5. Advancement to a higher level of education to get a better job--to meet people properly.

W6. I have gained more education which held me to get further in my job.

W7. The friendliness of the teachers and such a great opportunity such as getting paid to go. Most people wouldn't be able to go especially a married man.

W8. It gave me a chance for a better way of life.

(vi) Self-confidence.

V1. The way that I could grasp things more so than when I attended school before.

V2. What I liked most about attending the Center was knowing I still had the ability to learn and learning something new everyday. I also enjoyed making friends with the students and staff at the Center.

QUESTION 18/25. WHAT DID YOU PARTICULARLY DISLIKE ABOUT
ATTENDING THE CENTER?

(i) Nothing. (V-22 W-15)

- V1. I was very pleased with the setup and cannot pinpoint any one dislike about the Center.
- V2. I have no particular dislikes about attending the Center. With excellent teachers and an excellent program it is very difficult to criticize.
- V3. I don't have any dislikes about the Center.
- W4. Any man or woman that finds something wrong with this Center has something wrong with them.
- W5. I had no dislikes.

(ii) Courses. (V-5 W-5)

- V1. I thought that we covered too much material in too short a time. What I learned in the time I was there was superficial.
- V2. Science was not to my satisfaction.
- V3. The main thing which I dislike was the English course. It certainly can be improved.
- W4. Failing to allow to wait for each student to catch on to a certain subject before going on to something new.
- W5. Short periods on subjects (if you're not too certain about something, just as you're beginning to grasp it period is over).
- W6. Not enough time to make you fully understand.

(iii) Behavior of Students. (V-3 W-1)

- V1. Too much horse play.
- V2. There were people there at the Adult Center who were just there because of the money and not to learn.
- V3. The lack of interest that a few students showed toward their school work.

V4. Adult men distracting the class while at study in school.

(iv) Sports. (V-2 W-1)

V1. I feel that they could have more sport activities especially those away from home. This was in 1968-69.

V2. That there was not enough of sport activities.

W3. Not enough of recreational facilities.

(v) Miscellaneous. (V-6 W-3)

V1. The Grade XI examination was too difficult for a four month course.

V2. I thought I would get more money. I owed a lot to different business firms but I managed to get along.

V3. Away from my family.

W4. Not enough money for anything.

W5. Not enough money paid to each student.

W6. Well I was on Provincial Government pay and I can tell you this right now they're crazy to send people out there for \$25 or \$27 a week. It isn't enough.

QUESTION 19/26. HOW DO YOU FEEL THAT THE PROGRAM CAN BE IMPROVED?

(i) Courses. (V-13 W-12)

V1. I think the student should choose the course of his choice before entering the Center and the related subjects taught to his advantage.

V2. I think the courses should be a little longer and more subjects should be included for those interested in studying them.

V3. I think that the only improvement would be to go a little deeper in the subjects that are taught at the Center and a little more of Sports--I mean organized sports. I think this would help the students to learn

to work and play with different people other than those attending the Center or working there.

- V4. I think the program can be improved by each student choosing a course and science and mathematics taught to suit the course.
- V5. By taking more subjects at the Center; some trades require more than four courses.
- W6. I feel that time should be allowed for a greater variety of high school subjects, and have the students choose what other courses they would like to take besides the three basic ones.
- W7. By having some classes advanced enough to enter University. With this Grade XI you cannot get into a University no matter how high your marks were in these three subjects.
- W8. Passes based on fortnightly tests. Final exams only for students failing these tests.
- W9. It can be improved by teaching only the basic items needed for practical use of everyday problems at home and at work. Also the main principles needed for the course the person has in mind.
- W10. Lengthen periods on subjects.
- (ii) Facilities. (V-2 W-2)
- V1. The only thing that I can recommend is better living conditions (1st. food) at Dorm. The program in itself is excellent.
- V2. A large library.
- W3. There should be more physical recreational facilities.
- (iii) Students accepted by Manpower. (V-3 W-4)
- V1. By taking people that really need what is offered.
- V2. Not taking young students and there are too many old people going to the school which are too old to work.
- V3. I think it could be improved by having the students on a trial basis for a month or so and if they are not willing to work ask them to leave. I think this is the way it is this year.

- W4. The program can be improved by letting more young people enter instead of those men over fifty who will be too old to work when they finish their trade.
- W5. By finding out who attends for education benefit or for the pay cheque only!
- W6. Older students attending are somewhat handicapped. Since they have been away from school for a number of years and maybe never having studied science, for example, are faced with an almost impossible task. I don't think that such a student can possibly cram enough in one year to really understand it. Such a student graduating from upgrading and entering vocational could find himself in a very discouraging situation. Here he is expected to be able to cope with more advanced material but is in fact unable to do so.
- W7. Keep birds that could be going to day school in day school.

(iv) Time. (V-3 W-4)

- V1. Grade XI students should be given from September to June to complete.
- V2. More studying time.
- V3. Judging from the Millwright trade that I am now attending, deeper study should be emphasized, longer time to complete studies should be allowed.
- W4. By placing students of the same I. Q. together, there would be no time wasted waiting for someone to catch up.
- W5. I think it could be improved by spending more time on one subject.
- W6. Students would be allowed to attend for a longer period and a nine month course period to study the Grade XI course.

(v) Teachers. (V-2 W-2)

- V1. To grade you for what you know, not your conduct.

W2. My feelings about the Adult Center: they should have their own teachers from Nfld not someone from countries that you cannot understand teaching.

W3. Some students are having difficulty understanding some of the new teachers. I think that teachers teaching people should be clearly understood and this would improve the program somewhat.

(vi) Miscellaneous. (V-5 W-3)

V1. By having more Newfoundlanders know about getting advanced education. We have many illiterate Newfoundlanders who would appreciate this very much.

V2. By giving you more information about the trade you are going to take when you go on to trade school.

V3. Not too much can be improved. I think a single person could do with more money (10.00) per week. The married man is getting more than enough. Some who claim for their families should be gone over with some thought by Manpower.

W4. By paying everyone the same amount of money.

W5. By the Provincial Government guys getting paid the same time as the Federal Government.

(vii) None. (V-8 W-7)

V1. From my viewpoint the Center had an excellent program and I cannot think of any way in which it could have been improved.

V2. I found the program quite satisfactory.

V3. I don't see any way it could be improved for an upgrading program. It's supposed to be best in all Canada which should speak for itself.

W4. At present I would say that the Stephenville Adult Center teaching program is very sufficient and that it can compare with any other teaching center in Newfoundland.

W5. I feel that this Center is well equipped with everything for a man to enjoy. It is my personal feeling

that anyone who thinks there is something wrong with this Center should not be attending because they do not want any part of an educational Program. They only want to see people like myself make a fool of themselves--they think. I am going back to Stephenville in the fall if I am accepted. Then they will see if I am a fool in trying to get ahead.

- W6. I myself have no comment or opinion on its improvements. Like anything else new, it improves with age.

APPENDIX B

BREAKDOWN OF TABLES IX-XIV

TABLE XXVIII

AGE OF PARTICIPANTS BY CATEGORIES

Age	Attending Vocational School	Work Force Potential	Returned to Stephenville Adult Centre	Terminated or Failed	Total
Under 20	12	47	35	37	131
20-24	58	51	62	58	229
25-29	20	28	37	27	112
30-34	17	14	34	18	83
35-39	13	9	22	19	63
40-44	4	5	11	4	24
45-49	1	1	7	3	12
50--	1	5	1	4	11
No information	1	6	4	-	11
Total	<u>127</u>	<u>166</u>	<u>213</u>	<u>170</u>	<u>676</u>

TABLE XXIX
SEX OF PARTICIPANTS BY CATEGORIES

Sex	Attending Vocational School	Work Force Potential	Returned to Stephenville Adult Centre	Terminated or Failed	Total
Male	119	138	205	151	613
Female	8	28	8	19	63
Total	<u>127</u>	<u>166</u>	<u>213</u>	<u>170</u>	<u>676</u>

TABLE XXX
MARITAL STATUS OF PARTICIPANTS

Marital Status	Attending Vocational School	Work Force Potential	Returned to Stephenville Adult Centre	Terminated or Failed	Total
Married	78	67	138	76	359
Single	47	88	69	93	297
Separated	1	4	1	1	7
Divorced	-	1	1	-	2
Widowed	-	-	1	-	1
No information	1	6	3	-	10
Total	<u>127</u>	<u>166</u>	<u>213</u>	<u>170</u>	<u>676</u>

TABLE XXXI

NUMBER OF CHILDREN OF MARRIED STUDENTS

Number of Children	Attending Vocational School	Work Force Potential	Returned to Stephenville Adult Centre	Terminated or Failed	Total
None	4	13	9	18	44
1-2	26	20	84	26	156
3-4	21	18	38	19	96
5-6	20	11	1	10	42
7--	8	10	9	4	31
No information	1	6	3	-	10
Total	<u>80</u>	<u>78</u>	<u>144</u>	<u>77</u>	<u>379</u>

TABLE XXXII

NUMBER OF YEARS OUT OF SCHOOL

Years out of School	Attending Vocational School	Work Force Potential	Returned to Stephenville Adult Centre	Termin- ated or Failed	Total
1-4	13	37	31	20	101
5-9	55	57	58	71	241
10-14	22	31	37	27	117
15-19	16	12	36	19	83
20-24	14	11	26	15	66
25-29	4	5	10	9	28
30-50	2	7	11	9	29
No Infor- mation	1	6	4	-	11
Total	<u>127</u>	<u>166</u>	<u>213</u>	<u>170</u>	<u>676</u>

TABLE XXXIII

GRADE LEVEL PRIOR TO ATTENDING
STEPHENVILLE ADULT CENTRE

Grade	Attending Vocational School	Work Force Potential	Returned to Stephenville Adult Centre	Termin- ated or Failed	Total
0	-	-	-	1	1
4	-	2	3	-	5
5	-	5	5	7	17
6	3	18	48	20	89
7	17	40	81	50	188
8	69	66	64	60	259
9	24	21	6	24	75
10	13	8	4	8	33
No Infor- mation	1	6	2	-	9
Total	<u>127</u>	<u>166</u>	<u>213</u>	<u>170</u>	<u>676</u>

APPENDIX C

LETTER TO PRINCIPALS OF VOCATIONAL SCHOOLS

P. O. Box 91
Education Building
Memorial University
St. John's

March 5, 1970

Dear Sir:

I am a graduate student at Memorial University. As part of my program I am doing a thesis on adult upgrading in Newfoundland as provided by Adult Centres with particular emphasis on Stephenville.

I am developing two questionnaires, one of which is directed to students who have graduated from such centres and are now attending vocational schools.

Would you please provide me with a list of such students who are now attending your school, with, if possible, centre attended and year graduated from centre. I am particularly interested in those who have graduated from Stephenville in either January or June 1969.

Your cooperation will be greatly appreciated.

Yours truly,

Gerald Coombs

APPENDIX D

LETTER ACCOMPANYING QUESTIONNAIRES TO PRINCIPALS

P. O. Box 91
Education Building
Memorial University
St. John's

April 10, 1970

Dear Sir:

I am a graduate student in Educational Administration at Memorial University. As part of my program I am conducting a study of the Stephenville Adult Centre in terms of the Adult Upgrading situation in Newfoundland.

Approval for this study has been granted by Mr. William May, Director of Vocational Education, Mr. Bown and Mr. Fowlow of the Stephenville Adult Centre and Dr. P. J. Warren, Head of the Department of Educational Administration at Memorial University.

To gather information for this study I have constructed two questionnaires, one of which is for graduates of the Centre who are now attending Vocational School. The sample of students in Vocational Schools has been selected from the names provided by the principals of these schools in the province. I would further solicit your assistance by:

1. Distributing the enclosed questionnaires to those students named on the attached sheet.
2. Collecting the questionnaires upon completion (they should be encouraged to return them the day after distribution if possible).
3. Returning the completed questionnaires in the enclosed stamped, self-addressed enveloped.

Your cooperation in this matter will be greatly appreciated.

Yours truly,

Gerald Coombs

Enclosures

APPENDIX D (continued)

LETTER ACCOMPANYING QUESTIONNAIRE TO VOCATIONAL STUDENTS

P. O. Box 91
Education Building
Memorial University

April 10, 1970

Dear

I am a graduate student in Educational Administration at Memorial University. As part of my program I am conducting a study of the Stephenville Adult Centre in terms of the Adult Upgrading situation in Newfoundland.

Approval for this study has been granted by Mr. William May, Director of Vocational Education, Mr. Bown and Mr. Fowlow of the Stephenville Adult Centre and Dr. P. J. Warren, Head of the Department of Educational Administration at Memorial University. Your Principal has also been of great assistance.

I would appreciate it very much if you would assist in this study by completing the questionnaire and returning it to the Principal at your earliest convenience.

Thank you for your cooperation.

Yours truly,

Gerald Coombs

APPENDIX E

QUESTIONNAIRE TO GRADUATES ATTENDING VOCATIONAL SCHOOL

FORM B

Name _____

Address _____

Answer each question by using a check (✓) where necessary.

1. What is the main reason why you enrolled in the program at Stephenville?

- a) To help get a job _____
 b) To help get a better job _____
 c) To get more education _____
 d) For my own enjoyment _____
 e) Some other reason _____

2. Which subject do you feel helped you the most?

- a) Mathematics _____
 b) Science _____
 c) English _____
 d) They have been of the same amount of help _____

3. Do you feel that the work covered in each course is what you need?

- a) Mathematics Yes _____ No _____
 b) Science Yes _____ No _____
 c) English Yes _____ No _____

4. Are there enough subjects offered at the Stephenville Adult Centre?

Yes _____ No _____

5. Do you think the courses presented were good enough preparation for trade school courses?

Yes _____ No _____

6. On the whole, how would you rate the quality of teaching at the Stephenville Adult Centre?
- a) Excellent _____
 b) Good _____
 c) Fair _____
 d) Poor _____
 e) No opinion _____
7. How do you rate:
- | | Excellent | Good | Fair | Poor | No Opinion |
|----------------------------|-----------|-------|-------|-------|------------|
| a) Dormitory | _____ | _____ | _____ | _____ | _____ |
| b) Recreational Facilities | _____ | _____ | _____ | _____ | _____ |
| c) Library | _____ | _____ | _____ | _____ | _____ |
| d) Study Conditions | _____ | _____ | _____ | _____ | _____ |
8. Do you think you are allowed to attend the Stephenville Adult Centre for a long enough period?
- Yes _____ No _____
9. How much has the Stephenville Adult Centre program helped you to become a better citizen? (Examples: more active in the community, more interested in schools, voting, church, etc.)
- a) Very much _____
 b) Some _____
 c) Very little _____
 d) None _____
10. Since you have been at the Stephenville Adult Centre are you now more aware of the value and importance of more education?
- a) Yes _____ b) No _____ c) Uncertain _____
11. Has the experience at the Stephenville Adult Centre made you more sure of yourself and helped you to gain confidence in your ability to learn?
- a) Yes _____ b) No _____ c) Uncertain _____

12. How helpful have the courses you took at the Stephenville Adult Centre been? (Check one of I, II or III for each item.)

Items	I	II	III
	Not Helpful	Somewhat Helpful	Very Helpful
a) On the job you held at the time	_____	_____	_____
b) In preparation for a new job or occupation	_____	_____	_____
c) In carrying out everyday tasks and duties away from home	_____	_____	_____
d) In carrying out everyday tasks and duties around the home	_____	_____	_____
e) In spending time more enjoyably	_____	_____	_____
f) In meeting new and interesting people	_____	_____	_____
g) In getting away from daily routine	_____	_____	_____
h) In being a better informed person	_____	_____	_____

13. Do you feel that the progress you made was worth the effort put forth?

a) Yes _____ b) No _____ c) Undecided _____

14. What was the hardest problem for you while you were at the Stephenville Adult Centre?

a) Distance from home _____
 b) Home problems or sickness _____
 c) Getting used to going to school again _____
 d) No problem _____
 e) Other (specify) _____

15. When you went through Manpower for entrance to the Stephenville Adult Centre did you have to state that you wanted to enter a particular vocational course when you graduated?

Yes _____ No _____

16. Did you get any help from the Stephenville Adult Centre in deciding what course to take at Vocational School?

Yes _____ No _____

17. What did you particularly like about attending the Centre?

18. What did you particularly dislike about attending the Centre?

19. How do you feel that the program can be improved?

APPENDIX F

LETTER ACCOMPANYING QUESTIONNAIRE TO WORK FORCE POTENTIAL

P. O. Box 91
Education Building
Memorial University

April 10, 1970

Dear

I am a graduate student in Educational Administration at Memorial University. As a part of my program I am conducting a study of the Stephenville Adult Centre in terms of the Adult Upgrading situation in Newfoundland.

Approval for this study has been granted by Mr. William May, Director of Vocational Education, Mr. Bown and Mr. Fowlow of the Stephenville Adult Centre and Dr. P. J. Warren, Head of the Department of Educational Administration at Memorial University.

In order to complete the study I would like to have your support in filling out the enclosed questionnaire. This will enable me to determine if the program offered was of any benefit to you as an adult now that you have returned to the work force.

If the person to whom this questionnaire is sent is not home, would you please forward it with this letter or return to sender with his (her) present address.

Your assistance in completing the questionnaire and returning it in the enclosed stamped, self-addressed envelope at your earliest convenience will be greatly appreciated.

Yours truly,

Gerald Coombs

Enclosure

APPENDIX G
QUESTIONNAIRE TO WORK FORCE POTENTIAL

FORM A

Name _____

Address _____

Answer each question by using a check (✓) where necessary.

1. Have you had a job since leaving the Stephenville Adult Centre?

Yes _____ No _____

(If your answer to this question is No, answer question 5 and go to number 8.)

2. How many jobs have you had since leaving the Stephenville Adult Centre? (Example: 1, 2, 3, etc.) _____

3. Do you have a job now?

Yes _____ No _____

4. If you have a job now:

a) What type of work are you doing? _____

- b) Did the education you got from the Stephenville Adult Centre help you get the job?

Yes _____ No _____

- c) Is there now a chance to get ahead in your job that you may not have had before?

Yes _____ No _____

5. If you do not have a job:

Was lack of sufficient education the reason for not getting or holding the job since leaving the Stephenville Adult Centre?

Yes _____ No _____

6. Has there been a change in your yearly income as a result of attending the Stephenville Adult Centre?

Yes _____ No _____

7. If the answer to question 6 is Yes, how much of a change has there been in your income?

a)	0 - \$499	More _____	Less _____
b)	\$ 500 - \$999	More _____	Less _____
c)	\$1,000 - \$1,499	More _____	Less _____
d)	\$1,500 - \$1,999	More _____	Less _____
e)	over \$2,000	More _____	Less _____

8. What is the main reason why you enrolled in the program at the Stephenville Adult Centre?

a)	To help get a job	_____
b)	To help get a better job	_____
c)	To get more education	_____
d)	For my own enjoyment	_____
e)	Some other reason	_____
	(Specify) _____	_____

9. Which subject do you feel helped you the most?

a)	Mathematics	_____
b)	Science	_____
c)	English	_____
d)	They have all been of the same amount of help	_____

10. Do you feel that the work covered in each course is what you need?

a)	Mathematics	Yes _____	No _____
b)	Science	Yes _____	No _____
c)	English	Yes _____	No _____

11. Are there enough subjects offered at the Stephenville Adult Centre?

Yes _____ No _____

12. On the whole, how would you rate the quality of teaching at the Stephenville Adult Centre?

- a) Excellent _____
 b) Good _____
 c) Fair _____
 d) Poor _____
 e) No Opinion _____

13. How do you rate:

- | | Excellent | Good | Fair | Poor | No
Opinion |
|-------------------------------|-----------|-------|-------|-------|---------------|
| a) Dormitory | _____ | _____ | _____ | _____ | _____ |
| b) Recreational
Facilities | _____ | _____ | _____ | _____ | _____ |
| c) Library | _____ | _____ | _____ | _____ | _____ |
| d) Study Conditions | _____ | _____ | _____ | _____ | _____ |

14. Do you think you are allowed to attend the Stephenville Adult Centre for a long enough period?

Yes _____ No _____

15. How much has the Stephenville Adult Centre program helped you to become a better citizen? (Example: more active in the community, more interested in schools, voting, church, etc.)

- a) Very Much _____
 b) Some _____
 c) Very Little _____
 d) None _____

16. Are you now more aware of the value and importance of more education since attending the Stephenville Adult Centre?

a) Yes _____ b) No _____ c) Uncertain _____

17. Did the Stephenville Adult Centre make you more sure of yourself and help you gain confidence in your ability to learn?

a) Yes _____ b) No _____ c) Uncertain _____

18. How helpful have the courses you took at the Stephenville Adult Centre been? (Check one of I, II, or III for each item.)

Items	I	II	III
	Not Helpful	Somewhat Helpful	Very Helpful
a) On the job you held at the time	_____	_____	_____
b) In preparing for a new job or occupation	_____	_____	_____
c) In carrying out everyday tasks and duties around home	_____	_____	_____
d) In carrying out everyday tasks and duties away from home	_____	_____	_____
e) In spending time more enjoyably	_____	_____	_____
f) In meeting new and interesting people	_____	_____	_____
g) In getting away from daily routine	_____	_____	_____
h) In being a better informed person	_____	_____	_____

19. Do you feel that the progress you made was worth the effort put forth?

a) Yes _____ b) No _____ c) Undecided _____

20. What was the hardest problem for you while you were at the Stephenville Adult Centre?

a) Distance from home _____
 b) Home problems or sickness _____
 c) Getting used to going to school again _____
 d) No problem _____
 e) Other (specify) _____

21. When you went through Manpower for entrance to the Stephenville Adult Centre did you have to state that you wanted to enter a particular vocational course when you graduated?

Yes _____ No _____

22. Do you plan on attending a Vocational School at some time in the future?

Yes _____ No _____

23. Did you apply for entrance to a Vocational School?

a) Yes _____ No _____

b) Were you accepted? Yes _____ No _____

c) If your application was accepted why did you decide not to attend? _____

24. What did you particularly like about attending the Stephenville Adult Centre?

25. What did you particularly dislike about attending the Stephenville Adult Centre?

26. How do you feel that the program can be improved?

APPENDIX H

FIRST FOLLOW-UP LETTER TO WORK FORCE POTENTIAL

P. O. Box 91
Education Building
Memorial University

May 5, 1970

Dear

On April 10 I wrote you concerning my study of the Stephenville Adult Centre. A questionnaire was enclosed from which I hope to gather the data necessary to complete the study.

To date I am pleased to report that during the past three weeks approximately one-third of the questionnaires have been returned. This is indeed encouraging because as many returns as possible are needed.

However, there are still many who have not responded. If you are one of these, would you please take time to complete the questionnaire for me? If you have already done this, please accept my sincere thanks for your cooperation.

Yours truly,

Gerald Coombs

APPENDIX I

SECOND FOLLOW-UP LETTER TO WORK FORCE POTENTIAL

P. O. Box 91
Education Building
Memorial University
St. John's

June 3, 1970

Dear

I guess from letters you have already received from me you know that I am a graduate student at Memorial University.

Of the questionnaires I have sent to people like yourself who have attended the Stephenville Adult Centre I have received a 70 per cent return. This is very good, but to be able to write a better final report your return is also needed.

All the information you provide will remain confidential and will be used only for the purposes of my research. A space is provided for your name but if you wish to remain anonymous you may do so. However, I would still ask you to return the completed questionnaire.

In case you have mislaid the original questionnaire another is included which may be returned in the enclosed stamped, self-addressed envelope.

I am looking forward to hearing from you soon.

Thank you.

Yours truly,

Gerald Coombs

Enclosure

