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## A plan for an informal adult vocational program for the Boys Town Vocational Career Center

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A PLAN FOR AN INFORMAL ADULT VOCATIONAL  
PROGRAM FOR THE BOYS TOWN VOCATIONAL  
CAREER CENTER

A Field Project  
Presented to the  
Department of Educational Administration  
and the  
Graduate Faculty  
University of Nebraska at Omaha

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

by  
George J. Pfeifer

May 1976

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## Chapter 1

### INTRODUCTION

Americans seek some form of education outside the established education system indicating that the education system, as we have known it, is just not adequate to meet the needs of a great many Americans. Growing up beside the established system are alternate schools, massive programs of on-the-job training, external degree programs, cooperative educational programs, learning networks and independent study programs. Stetar states, "The potential audience for such an effort is significant: at present more than 21 million persons, approximately 10 percent of our total population, are over 65."<sup>1</sup> In a study of continuing education programs in an eleven county region

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<sup>1</sup>Joseph M. Stetar, "Community Colleges and the Educational Needs of Older Adults," The Education Digest, XL, No. 8 (April, 1975), p. 28, from The Journal of Higher Education, XLV (December, 1974), pp. 717-21.



of New York State, a team of researchers from Cornell University has discovered that education institutions serve only a modest part of the continuing education clientele.<sup>2</sup>

In 1972, a survey sponsored by the Commission on Non-Traditional Study showed that 32.1 million out of approximately 104 million persons (30.9 percent) 18 to 60 years of age had received instructions within the preceding 12 months in a specified list of subject skills, excluding subjects taken as a full-time student.<sup>3</sup> In this study, vocational subject matter was identified as the most frequent area of enrollment. Thirty-two percent of all courses taken were in this area.

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<sup>2</sup>"Central Region Continuing Education Studies," Cornell University, printed in Continuing Education Report, (1974), p. 1.

<sup>3</sup>"Participation in Postsecondary Education," The Education Digest, XXXIX, No. 6 (February, 1974), p. 21, from "Toward a Learning Society; Alternative Channels to Life, Work and Service," October 1973 Report and Recommendations by the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Company), pp. 27-48.

The Boys Town Vocational Career Center is concerned about the vocational needs of adults in the Omaha area, and is interested in attempting to establish for adults sixteen years of age and older opportunities for a voluntary vocational educational experience primarily as a non-credit, self-interest, leisure-time fulfilling activity. Boys Town does not intend to be in competition with already established institutions and programs of continuing education in the area but rather as another viable alternative.

#### Statement of the Problem

The purpose of this study was to develop a plan for the implementation of an informal adult vocational program to be conducted by the Boys Town Vocational Career Center for adults in the Omaha Metropolitan area.

#### Importance of the Study

One mission of Boys Town is to carry on a meaningful relationship and provide services to its neighbors as directed by its Board of Directors and

mandated by the 1973 Booz-Allen-Hamilton study. Boys Town does not see its mission as providing programs for adult accreditation or advancement toward degrees. Adults who say they are interested in learning find many obstacles, cost being the single most important barrier, time of course offering, and a perceived discrimination against the part-time learner.

When one considers that over 32.1 million adults are involved in continuing education, the importance of recycling is brought home.<sup>4</sup> Recent research done at Cornell indicates a little over half of 900 adults interviewed said they were not interested in learning for credit but were interested in additional education.<sup>5</sup> In answering probes about reasons for involving themselves in continuing education, those adults surveyed overwhelmingly stated that they view more education as a way to either personal satisfaction or vocational development.

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<sup>4</sup>Ibid.

<sup>5</sup>"Central Region Continuing Education Studies," loc. cit.

Before lifelong learning becomes a reality, however, institutions must offer attractive programs enabling people to participate without internal faculty resistance, concern about academic standards, and the difficulty and concern of assessing non-classroom learning. The importance of this work is emphasized by Karl Menninger's observation that perhaps three-fourths of the patients who come to psychiatrists are suffering from an incapacitating impairment of their satisfaction in work or their ability to work.<sup>6</sup> What will be the task of education in a leisure society? Norm Cousin, writing in Saturday Review, has said: . . . . Education can be just as relevant in preparing a person for creative and joyous living and for increased life expectancy as it is in preparing him to become an income producer and solid citizen.<sup>7</sup> It is Boys Town's intent to provide

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<sup>6</sup>K. G. Menninger, "Bulletin of the Menninger Clinic, Topeka, Kansas," Vol. 7 (November, 1942), p. 177.

<sup>7</sup>Norman Cousins, "Art, Adrenalin, and the Enjoyment of Living," Saturday Review, Vol. 51 (April 20, 1968), p. 20.

vocational programs and facilities for adults of the metropolitan area at a nominal cost as a community service.

### Assumptions

For the purpose of this study, the following assumptions were made:

1. It is assumed that the adult education demands of the Omaha Metropolitan area are sufficient to warrant alternative programs.

2. It is assumed that the Boys Town Vocational Career facility is adequate to supplement area vocational needs.

### Procedure

An advisory committee consisting of twelve citizens from various community groups and representing various segments of the adult population in the Omaha area was asked to serve in an advisory capacity for the purpose of establishing criteria for a voluntary vocational, non-credit, leisure-time program. There were vocational staff visitations

to adult vocational programs in Quincy and Sterling, Illinois, as well as St. Louis and Kansas City, Missouri.

#### Definition of Terms

Adult. An individual who has attained the age of sixteen years.

Career Exploration. Investigative activities or inquiries undertaken inside and outside the classroom to search out the necessary information about a future occupational or professional interest or goal.<sup>8</sup>

Course of Study. Suggested courses of study for the various subjects taught in the public elementary and secondary school of the state, prepared and distributed by authority of the State Department of Education.<sup>9</sup>

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<sup>8</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1973), p. 80.

<sup>9</sup>Ibid., p. 151.

Curriculum, Community-Centered. An educational program based on an adjusted to the life, culture, resources, needs, activities, and interests of the community in which it is offered.<sup>10</sup>

Informal Vocational Program. A voluntary, individualized, non-traditional program with emphasis on vocational services. Time and activities will be as unstructured as possible.

Occupational Mobility, Horizontal. A pattern of movement from occupation to occupation at the same level of income, prestige, or responsibility.<sup>11</sup>

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<sup>10</sup>Ibid., p. 158.

<sup>11</sup>Ibid., p. 395.

### Organization of the Study

The study will consist of four chapters as follows:

- I. Introduction, Statement of the Problem, and Importance of the Study.
- II. Review of Related Literature.
- III. Plan for an Informal Adult Vocational Program.
- IV. Summary, Conclusion and Recommendations.



## Chapter 2

### SURVEY OF RELATED LITERATURE

For each generation of educators, there is a theme which tends to unify their efforts. Today and for the decade ahead that theme is the concept of life-long learning for all. Such a theme is not new, of course, to those who have worked in the field of what is variously called continuing education, or extension, or community education, or adult education.

A decade ago most educators were still thinking primarily about children and youth, trying to find places in their schools and colleges for the results of the baby boom that followed World War II. They were worrying about what appeared to be a continuing and progressive population explosion.

#### Early Adult Education Movement

The social movements of the 30's, and their educational counterparts, were renewed in the Great Society of the 60's. And, for each federal and state

program of categorical aid, there was a provision for categorical aid to education. Much of this aid was for out-of-school youth and adults. In the 60's, continuing education had the greatest amount of financial attention from government since the establishment of agriculture and home extension. The Seventh Annual Report of the National Advisory Council on Extension and Continuing Education has identified many federal programs with continuing, extension and community service features built into them. These programs involve a total budget of 8.2 billion dollars, of which approximately 2.6 billion dollars are for continuing education expenditures.<sup>12</sup>

When educators were then just about ready to sit back and congratulate themselves on what they thought was a fair job of meeting the demands of the 60's, they were faced with a new set of problems. Even those who saw these problems coming were too busy to

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<sup>12</sup>Seventh Annual Report and Recommendations of the National Advisory Council on Extension and Continuing Education, (March 31, 1973), p. 21.

react, perhaps merely as part of the more widespread concern for society changes. In any event, they were dramatically made aware of a new spirit in our land, which began as a demand for more adequate solutions to social ills, and then evolved into a general questioning of the aims and purposes of education at all levels.

Adults are independent, pragmatic learners often pacing their learning based on the need of the day. Robert Havinghurst refers to learning taking place at "teachable moments." He feels that learning takes place when certain points of maturation, interest and need have been reached.<sup>13</sup>

#### Formal Adult Education Movement

Although adult education is not a new concept, many institutional forms have developed in recent history. Formal adult institutional education on a large scale is relatively new. Most of the

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<sup>13</sup> Robert Havinghurst, Human Development and Education (New York: Longmans, Green and Company, 1961), p. 5.

adult education programs of today are too structured and thus limit their usefulness to many adults who would be willing and desirous of obtaining vocational skills as do-it-yourself recreational avocations. These are definite needs, however, to which our educational systems must be more responsive. These must be addressed in response to the calls for accessibility, flexibility, relevance, accountability and productivity.<sup>14</sup>

#### Flint Community Education Program

Some years ago, the citizens of Flint, Michigan, under the leadership of Frank Manley, initiated what they called a community education program. They started with the concept that coordinating the activities of many social and governmental resources in a community was a task that belonged properly to education in its largest sense. At the local school

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<sup>14</sup>Robert L. Jacobson, "Colleges Are Not Meeting Needs of Adult: Panel on Non-Traditional Study Finds," The Chronicle of Higher Education, Vol. 9 (February 5, 1973), p. 1.

level, they established community coordinators who were assigned the task of bringing together interested citizens of each local community to discuss community needs, to discover what community resources might be available to meet these needs, and to establish priorities for action. Not only was the operation successful at Flint, but the idea spread until today there are about 2,000 such operations throughout the country. In 1962, a consortium was developed to train community coordinators, utilizing the capabilities of seven Michigan colleges, the Flint System, and the Mott Foundation, an organization chiefly interested in supporting community education.<sup>15</sup>

### Adult Learning

If life-long learning and the learning community are to be more than rhetoric and a side show of education, then continuing educators must lead

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<sup>15</sup>"Community Education," A special issue of Phi Delta Kappan, Vol. 54 (November, 1972), pp. 195-197.

the way toward a whole new dimension of inter-institutional coordination and collaboration. Education is being pressured by legislators and citizens for more efficiency, less duplication of offerings, and the establishment of programs more directly related to the perceived needs of people and their communities.

If educators do not learn to cooperate with each other, cooperation will be forced upon them. They will either develop workable plans for inter-institutional cooperation and coordination, or other agencies will be developed to meet the needs of the public. There is increasing evidence that educators in general are beginning to react to this situation because many formal and informal educational institutions are combining such service facilities as buildings, libraries and programs to meet the ever-changing demands of society.

Adult learning theory might be summed up in three words - need, effort and satisfaction. An adult will learn once a need has been identified,

effort expended to satisfy that need and the need finally being satisfied. Adult learners should not be considered as "tall, grown-up children." In an article entitled "Principles of Adult Learning," William F. Brazziel describes adults as motivated learners with backgrounds and experiences different from children. These differences facilitate the learning process. Therefore, adults must be treated as adults, treated with dignity, and must be in programs designed to bolster their egos.<sup>16</sup>

Charles Silberman also speaks of "incidental learning" as being invaluable to the adult educator.<sup>17</sup>

Dale G. Anderson, in his article entitled "Learning and the Modification of Attitudes in Pre-retirement Education," comments that adults generally learn what they want and do best when they take an

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<sup>16</sup>William F. Brazziel, "Perspectives in Reading," Strategies for Adult Basic Education, Joseph A. Managana, ed., (Newark: International Reading Association, 1969), pp. 9-10.

<sup>17</sup>Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), pp. 119-120.

active part in the teaching-learning process.<sup>18</sup>

In his book Informal Adult Education, Malcolm Knowles describes some motivating forces in the psychology of the adult. He lists six needs that must be recognized in order to facilitate learning:<sup>19</sup>

1. Physical
2. Growth
3. Security
4. New Experiences
5. Affection
6. Recognition

These six needs, plus experience and ability, equal behavior (learning).

Knowles further feels that adults can learn throughout their lifetime; and the capacity to learn does not decline, but what does decline is the rate of learning.<sup>20</sup>

The diversity of human experiences must be

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<sup>18</sup>Dale G. Anderson, "Learning and the Modification of Attitudes in Pre-retirement Education," Adult Leadership, Vol. 17 (March, 1969), pp. 381-382-396.

<sup>19</sup>Malcolm S. Knowles, Informal Adult Education (New York: Association Press, 1959), p. 12.

<sup>20</sup>Ibid., p. 17.



built into the educational programs. Leisure-time activities should be a major concern of the clientele served by these programs. With the advent of long holiday weekends and the 4-day work week, leisure-time activity may ultimately pose a serious problem to the communities. On a more global scale, the constructive use of leisure time may ultimately be the answer to whether or not our society will be able to sustain itself and remain intact.

## Chapter 3

### PLAN FOR AN INFORMAL ADULT VOCATIONAL PROGRAM

In July 1974, the Director of Education of Father Flanagan's Boys' Home directed the Boys Town Education Division of External Affairs to establish goals and objectives to comply with the recommendations of the 1973 Booz-Allen-Hamilton study. The study recommended community involvement and provision of services useful to the metropolitan community.

Goal "E" of the External Affairs Division strives to explore an educational module on the concept of a community adult non-credit vocational program. Three stated objectives are: (1) to establish by June 1, 1976, a plan for an informal adult vocational program with the assistance of an Advisory Committee of 12 members made up of personnel from local agencies, Boys Town Education Department and its Vocational teaching staff; (2) by September 1, 1976, to expose all vocational staff to this concept; and (3) by

January 1, 1977, implementing the program. Therefore, this chapter will be concerned with a plan for implementation of an informal adult vocational program.

Contents of the Boys Town Adult Vocational Program are a philosophy for adult education, understanding the adult learner, methods of adult education, Boys Town's adult vocational guidelines, objectives for Boys Town adult vocational program, Boys Town's adult vocational curriculum, and adult vocational advisory committee input.

#### A Philosophy for Adult Education

A perennial concern for "worthy use of leisure time" is always somewhere in the picture to show that the schools envision life as more than a class struggle for wages. Admittedly, the concept of leisure time always was understood to be those periods of respite; specifically evenings, weekends, vacations, and the prospective lengthening of periods of free time resulting from a shortened work week. The either/or as applied to work and leisure was simply never considered until recently.

Many roadblocks have to be removed before additional leisure time programs are instituted and become more enticing to the general public.

There are several causes for these roadblocks.<sup>21</sup> First of all, federal grants for adult vocational training are limited considerably to employed persons. Further limitations of aid stems from the fact that vocational training and retraining are customarily administered largely to the needs of the younger working force. Another and obvious point is overstrained economic ability in a nation of crowded schools and insufficient teachers; and, additionally, the facilities are frequently not available. There is a dire lack of a definite voice for the definition and acquisition of courses of study and suitable physical arrangements, as well as facilities for older workers.

Adult learning activity will increase generally in the years to come. For one thing, the

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<sup>21</sup> J. L. Angel, Occupations for Men and Women After 45 (New York: World Trade Academy Press, 1964), p. 185.

educational attainment of our population is increasing, and a strong, positive relationship has been found between participation in adult education and the highest year of school completed. In other words, because of both increasing educational attainment and increasing numbers of persons in the population who are in the educationally active young-old adult age groups, there will be increasing numbers of adult learning participants for some time to come.

Dr. Carl Rogers, eminent psychologist and father of non-directive counseling, takes the point of view that basically no person can "teach" another person; but if the person truly learns, he will teach himself. Rogers further stated, "It is doubtful that anyone can educate anybody else. Rather, education is something that happens to the student while he is working on a subject or subjects."<sup>22</sup>

Similarly, Rogers' point of view was expressed by Walter Langsam, President of the University of

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<sup>22</sup> Editorial, Milwaukee Journal, March 16, 1965, p. 16.

Cincinnati. As reported in the Milwaukee Journal, in a discussion with a group of students, this leading educator contended that regardless of the influences that may be brought to bear upon him which may assist in the process, only the individual can truly educate himself. Langsam maintained that the good teacher can present material interestingly, and even create an atmosphere that is stimulating; but whether the student learns effectively or does not absorb knowledge remains fundamentally and finally with the student. If the educator of adults holds this point of view regarding self-education, he will approach his institution of learning, his organization of program, and his instruction quite differently from the traditional teacher who sees his role in dispensing "knowledge."<sup>23</sup> Teaching will be a process of assisting the adult in methods of self-education.

Paul Douglas had devoted a major work to a consideration of teaching for self-education as a life

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<sup>23</sup> Ibid.

goal and has based his philosophy upon the thinking of the noted educator, William S. Learned. Douglas charts specific ways for higher education to shift the emphasis from requirements of courses completed to the new awakening of a lifelong intellectual pursuit of curiosity. It was Learned's purpose as an educator to encourage the habit of self-education which would continue throughout life as an ongoing activity. His philosophy included the thought that the genuine service of the true teacher is that of a friendly critic, shedding light on a path toward a student's goal by providing for his work under a wholesome personal setting.<sup>24</sup>

Those in the field of adult education know that the development of a workable and viable philosophy of education is slow in coming. Wisdom is not easily come by, takes years of experience and develops slowly. But with persistence, study, an open mind, much listening, reading, observation and discussion

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Paul Douglas, Teaching for Self-Education (New York: Harper, 1960), p. 16.

with those having more experience and knowledge, there comes a philosophy of adult education that will benefit both the educator and the adults who will take part in the program.

### Understanding the Adult Learner

The desire to learn, like every other human characteristic, is not shared equally by everyone. To judge from casual observation, most people possess it only fitfully and in modest measure. But in a world which sometimes seems to stress the pleasures of ignorance, some men and women seek the rewards of knowledge - and some to a marked degree . . . . They approach life with an air of openness and an inquiring mind.<sup>25</sup>

The man who stands still today is actually slipping backward. Knowledge is growing at a rapid rate.

The United States is about to burst at the seams with programs of adult education, according to

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<sup>25</sup> Cyril O. Houle, The Inquiring Mind (Madison: University of Wisconsin Press, 1961), p. 3.



a report by Dr. John W. C. Johnstone, one of the National Opinion Research Center at the University of Chicago.<sup>26</sup> This report so predicted ten years ago and, in the next decade, there certainly was an adult education explosion, something like that experienced by the secondary schools following the turn of the century.

The authors of Volunteers for Learning tried to answer the question, "What types of things do adults try to learn on their own?" They found that the typical adult was very much interested in independent learning activities. For example, 80 percent of those who studied gardening did so through informal leisure type programs. Over 50 percent who had studied music did so through an independent learning activity program.<sup>27</sup>

#### Methods of Adult Education

It seems tragic that this question should even be asked in the second half of the twentieth century,

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<sup>26</sup> John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning (Chicago: Aldine, 1965), p. 1.

<sup>27</sup> Ibid., p. 3.

for this is what our human sciences should have been investigating in the first half of the century. With few exceptions they were investigating the phenomena of socialization. So what we know about natural development comes largely from the studies of primitive societies by the anthropologists, and this has limited transfer value to our more complex cultures.

Although our knowledge of natural development during the years of childhood and youth is deplorable, our knowledge of development during the adult years is atrocious. The reasons for this state of affairs are many, but the principal reason is that most of what knowledge we have has come from cross-sectional studies rather than longitudinal studies. In cross-sectional studies, characteristics of different age groups at a single point of time are compared and differences are attributed to organized developmental processes. The fallacy of this approach is that different age groups grow up in different milieus.

The central issue under this is two-fold:

(1) do adults learn differently from the way children

learn and, consequently, do they have to be taught differently; or (2) is learning the same across the life span?

The answer to this issue is "yes" and "no." Yes, there are some characteristics of adults which differentiate them from children and youth that affect their learning. But no, the fundamental process of learning is no different in adults than in children if the process is the one that occurs in reality rather than the one that occurs in the assumptions of traditional mechanistic schooling.

In explaining this position, let's start with the schools of the Western World. From kindergarten through college the schools have shaped their programs and practices around a set of assumptions about learners that were formulated in the monastic schools between the seventh and twelfth centuries. These assumptions and strategies become institutionalized under the label "pedagogy," which was derived from the Greek words "paid" meaning child, and "agogus" meaning

leader or guide.<sup>28</sup> Thus, pedagogy has the literal meaning of the art and science of teaching children.

When adult education began to emerge as a field of social practice (in Europe in the second half of the nineteenth century and in the United States in the first half of the twentieth century), it simply borrowed the assumptions and strategies of pedagogy as the conceptual framework for the education of adults. Accordingly, the educational programs for adults that were organized in schools appeared to be no different from those organized for children and youth. They were predominantly subject-transmission courses taught by didactic teachers.

But before long these teachers began discovering that they were losing their students; the retention rate in early adult education was disastrous. So the teachers began experimenting with different assumptions and strategies, and there began to emerge

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<sup>28</sup>Malcolm S. Knowles, "Issues in Adult Learning Psychology," Adult Leadership, (March, 1974), p. 301.

a growing body of literature describing the "artistic experiences" of more successful teachers of adults. In the early sixties, European adult educators started using a new label to identify this increasingly differentiated body of theory and technology. The label was "andragogy" from the stem of the Greek word "aner" meaning man (as distinguished from boy). The connotation given to this new label was "the art and science of helping adults learn."<sup>29</sup>

The work of the developmental psychologists has documented the continuity of the developmental process during the adult years; adults behave like organisms more than like machines. Research from the field of psychotherapy has borne out this finding and has reaffirmed the central position given by andragogy to the notion that it is an organic need of human beings to move from dependency toward self-directedness. To fulfill this need adults should have effective helpers. N. L. Gage stated that teachers of

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<sup>29</sup>Ibid., p. 303.

adults to be effective must be warm, indirect, cognitively well organized, enthusiastic facilitators and resource people rather than coldly efficient transmitters of knowledge.<sup>30</sup>

It seems that the more we learn about how adults learn, the more dysfunctional our traditional didactic, subject-centered approaches to teaching become. The role of the adult educator must become less and less that of manager of the logistics of instruction and more and more that of manager of the processes and resources of educational environments.

#### Boys Town Adult Vocational Guidelines

The Boys Town program will begin on a pilot basis in early January, 1977. Components and procedures to insure good communication and operation of the adult program are: (1) Staff, (2) Admissions, (3) Supervision, (4) Budget - Finance, (5) Mode of Communicating, (6) Classroom and Classroom Facilities,

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N. L. Gage, Teacher Effectiveness and Teacher Education (Palo Alto: Pacific Books, 1972), pp. 34-49.

(7) Use of Equipment - Audio Visual, (8) Duplication of Material Requests, (9) Classroom and Project Material, (10) Storage Facilities, (11) Postponement, (12) Printed Instructions, (13) Evaluation, (14) Smoking, (15) Coffee, (16) Fire Regulations, (17) Civil Defense, (18) Health and Safety and (19) Liability.

These areas are discussed in the same order as listed above.

Staff. The present secondary vocational staff will be used exclusively for the adult program. If other than Boys Town Vocational staff need be used, they must be screened by the Directors of External Affairs and of the Boys Town Career Center.

Admissions. Admission procedures are to be kept simple, direct and to the point. Admission information, program locations and offerings will be advertised through local news media at the appropriate time. A person having made the personal decision to enter into the program need only to use the registration form provided in the advertisement and return it to the External Affairs office.

Supervision. At the onset of the program, the supervisor would serve multi-roles. This is necessitated by the fact that the program would start as a pilot program with financial overtones; procedures and implementation to be assessed before an evaluation of the supervisor's role can be intelligently dealt with, such as manner of reimbursement, additional office and clerical help to be added as the program progresses. However, the supervisor's role is seen as being autonomous with regard to admission, finances, communication (that is, scheduling shop procedures and rules with teacher and enrollees) and/or any other eventualities that might arise in connection with a pilot program of this type.

Budget - Finance. Essentially the program is to be financed at the lowest possible cost per hour to the client. A charge of between \$7.50 and \$8.00 per hour is under consideration as compared to the average of \$16.00 per hour for existing continuing educational programs. This cost, contingent upon the number of people enrolled, will foreseeably cover the



salaries of participating teachers, the supervision and normal consumption of expendable material and cost of utilities within the facility. Any additional fees or cost of materials to any individual for self-selected projects will be paid for in addition to those supplied with the course(s).

If the client pre-registers for a course(s) by mail, he/she will include 50 percent of the cost per hours of the course(s) selected with the admission application blank, the balance to be paid prior to class participation. Course fees will be paid on the day of formal registration. Certain percentage of hourly rates are refundable within prescribed time periods for adjustment or drop situations. Costs are to be prorated against finalization of conditions as sought upon the time of registration.

Mode of Communicating. Any necessary communications will be channeled through the supervisor. All administrative memos pertaining to policy, etc., will be passed on as appropriate information through the supervisor by public address system or by memo to the

instructor. The enrollee will receive any information to be passed on from either the supervisor over the public address system or the teacher as a part of classroom procedure. All emergency type messages will be immediately conveyed to the class area by the supervisor. Use of office phones, etc., will be established by policy. Public phones are available at all times. The supervisor will be responsible for all communication pertaining to other departments and divisions that originate in the program and may in some way affect another area.

Classroom and Classroom Facilities. All people enrolled will be assigned a classroom wherein each class is to be held at date of registration. Each participating instructor will in turn at the outset of a course lay all ground rules as to the care and use of facilities and tools, and specify enrollees obligations and responsibilities in regard to the use of tools and other equipment. All facilities and tools will not be charged against the course cost. Normal expendable items will be included in the

cost. Since all of the enrollees are to be considered as adults, the discussion will be structured on adult levels. Discretion by supervisor and instructor is most desirable.

Use of Equipment - Audio Visual. Audio-visual equipment, both hard and soft ware, are to be checked out by the instructor. Since instructors are full-time teachers in the Department of Education, arrangements for the material could be done for the adult courses during the regular school day. A special request form will be used for these requests. All equipment should be returned to the audio-visual department prior to the following regular school day. The instructor will be the sole operator unless he trains someone to operate the equipment. Supervisor is to receive a copy of all requests.

Duplication of Material Requests. Duplicating and copying machines may be used for this program, with materials being charged out to the program; existing day staff may be used if available. Specific request forms for this service will be used by the

instructor, with the supervisor receiving a copy of all requests for the service.

Classroom and Project Material. Shop material shall mean all expendable material normally associated with each individual course as an instructional need. Material for special projects or component parts for repairing personal items, or as parts of special projects, may be brought in by the individual or, if available, purchased from the instructor of the course and paid for by the individual.

Storage Facilities. Providing storage space for special projects is left entirely to the discretion of the instructor. Certain types of projects will pose no great problem, but at no time should space be allocated that would create a shortage for day students taking the same course during the regular school day. Automobiles in for mechanical or body work require very special consideration as to the feasibility of overnight storage. Projects of this type pose very serious considerations and should be dealt with on an individual basis.

Postponement. In case a class must be postponed for good reason, the supervisor, if also a regular staff teacher, will consult with the building administrator to reach a decision. Once a decision is made, he will notify local communication media and simply state that class(s) will not be held on a given day. He must specifically state that it is either for all classes or name an individual class(s) for a given day. Details for this type of notification will be worked out between the building administrator, supervisor and cooperating media.

Printed Instructions. Printed instructions should be given to enrollees at the time of registration pertaining to the actual number of days a course is to be taught, and the days that classes will not be taught. This should be a vital part of the program calendar as constructed by the supervisor for the total program.

Evaluation. Evaluation surveys will be constructed on a very informal basis, primarily to serve in strengthening the program in light of objective

fulfillment and personal reaction on the part of the people enrolled in the program. Information should aid in consideration of changes for improvement and refinement of the program as it becomes larger and is restructured to include more classes and broader participation by the public.

Smoking. Smoking regulations should generally follow those in force and comply with existing fire codes and insurance regulations. Smoking rules should be included in a brochure given out at the time a person registers.

Coffee. Coffee privileges should be established between the instructor and his group. No equipment for making coffee will be furnished. No coffee or ingredients will be furnished through the program. No central area will be designated other than those that exist under present conditions. When a decision is made, equipment and ingredients will be supplied by persons within the class. The instructor shall allocate time for coffee breaks.

Fire Regulations. It shall be the obligation

and responsibility of the supervisor to see to it that all fire routes and directions for evacuation are explained and posted in clear view. All instructors are obligated to review these rules and regulations with the people in their course. All personnel and enrollees will adhere to fire alarms whether they be verbally announced by intercom or by automatic alarm systems.

Civil Defense. Civil defense pamphlets are available and should be a part of the registration package. They in turn should be reviewed by the instructor with the class at the beginning of a course session in the same manner as all other regulations that affect the safety of the enrollees.

Health and Safety. All health and safety devices as prescribed by school regulation are to be adhered to by parties in the program at all times.

Liability. At the time of registration, all enrollees will sign a waiver of liability that excuses the Home from all responsibility of personal injury, property damage or vandalism while attending

classes at the Boys Town campus.

Objectives for Boys Town's Adult Vocational Program

An educational program, to be effective and to show continued improvement, must have clearly stated objectives. Those objectives become the criteria for choosing materials, outlining course content, developing procedures for instruction and evaluating.

Based upon the above premise, the project operations were designed to meet the following objectives:

1. To assure each individual, regardless of age, previous education, or circumstances of life, the amount and type of leisure-time programs to fulfill his needs.
2. To provide opportunities for skills development, which might meet the needs of the adult learner for additional income and personal satisfaction.
3. To provide incentives for participation by eliminating barriers to the availability of the educational services regarding such areas as time of scheduling, attendance, parking, relaxed admission requirements and low program costs.



4. To provide for the dissemination of program information through existing news media as well as other organizations specifically involved with adult learning.
5. To provide a process of evaluation open to continuous review and refinement of the program.

### Boys Town's Adult Vocational Curriculum

A central problem in successful programming is to identify accurately what people want, think they need and actually do need, and to incorporate these into a realistic, well-organized, and concerted series of forceful activities.<sup>31</sup> The dilemma for the educator is how to reconcile what he sees as a need for preserving the integrity of the subject matter and the institution, as contrasted with involving people in the kind of educational experiences they see as meaningful.<sup>32</sup>

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<sup>31</sup> Paul J. Legans, "A Concept of Needs," Journal of Cooperative Extension, (Summer 1964), p. 90.

<sup>32</sup> Stephen L. Brower, "Dilemma of Adult Educators," Journal of Cooperative Extension, (Summer 1964), p. 114.

The Boys Town adult vocational education program is not interested in career exploration or offering a course of study in the areas of Adult Basic Education or the General Educational Development areas. The Boys Town program emphasizes special interest areas.

In the whole of adult education, no term of idea is quite so widely used, nor quite so elusive in precise meaning, as the term "program." Yet, the concept or activity that this word represents is one of the most important in adult education because the variety of specialized interests that make up contemporary adult or continuing education coalesce.<sup>33</sup>

To energize a curriculum that is community centered, the following principles must serve as criteria in its development:

1. Adult education is a vital part of the total educational system. For education to meet the needs of the

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<sup>33</sup> Alan M. Thomas, "Outlines of an Emerging Field of University Study," Adult Education, eds., Gale Jensen and others (Washington, D.C.: Adult Education Assn., 1964), p. 241.

community, it must serve the people of that community from kindergarten through a life span.

2. Adult education is necessary for a progressive community. A study by the United States Chamber of Commerce has shown that people who learn more, earn more.<sup>34</sup>
3. Adult education should be a service to all members of the community.
4. The programs should serve the needs and interests of the community.
5. Adult education programs should be comprehensive enough to offer different types of courses for different people in the community.

The adult education curriculum (see Appendix A) will be basically the same as the secondary program but with no prerequisites and allowances will be made to accommodate the individual's needs.

#### Adult Vocational Education Advisory Committee Input

In early March 1976, the Director of the External Affairs Division of the Boys Town Education

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<sup>34</sup> Cyril O. Houle, Continuing Your Education (New York: McGraw-Hill Book Company, 1964), pp. 28-37.

Department met with a 12 member advisory committee. Members present were representatives of service organizations, parents of daytime vocational students, citizens interested in adult education, Boys Town Vocational teachers and administrators.

The committee's purpose was to provide assistance to the Boys Town Education Department concerning general vocational desires of the community, suggested in-service activities for the vocational staff and provide advisory services in determining the general program policies. Advisory committee and vocational staff recommended that implementation of the adult education program at the Boys Town Career Center be on the following basis: (1) as a pilot project, (2) no more than two sessions per week, and (3) select not more than two areas of greatest interest.

## Chapter 4

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to develop a plan for the implementation of an informal adult vocational program that will be conducted by the Boys Town Career Vocational Center for adults in the Omaha Metropolitan area.

An adult vocational program, organized on a very informal basis, will be one of Boys Town's avenues to provide a meaningful service for adults desirous of such opportunities.

A committee consisting of twelve citizens from various community groups and representing various segments of the adult population in the Omaha area served as an advisory board. The function of the committee was to serve in an advisory capacity to the Director of External Affairs of the Boys Town Education Department. The committee provided

suggestions and recommendations pertinent to the program.

In addition, visitations to adult education programs were made to Quincy and Sterling, Illinois, St. Louis and Kansas City, Missouri, by Boys Town administrators and vocational staff.

Related literature stressed the historical and financial influences on the adult educational process.

Early adult education of the 1930's received its big push from the social movement of that era. The first big surge for adult education in the 1960's was provided through state and federal financial aid amounting to approximately 2.6 billion dollars. With this financial support, educational institutions were quick to provide adult educational programs. Many duplications of programs and facilities were an outgrowth of this situation because of adult education demands and availability of finances.

Further investigation revealed adult learning patterns and motives for learning established support for programs which would allow diverse alternatives.

Chapter three developed the informal adult vocational plan as it will be implemented by the Education Department of Father Flanagan's Boys Home. It included a philosophy for adult education, understanding the adult learner, methods of adult education, guidelines, objectives, curriculum and recommendations from the advisory committee.

### Conclusions

Investigations of this study and visitations to other adult educational programs supported and reaffirmed the following conclusions for an informal adult educational program at the Boys Town Vocational Career Center:

1. There is a definite need for an informal adult vocational program.
2. Vocational facilities at Boys Town are adequate to fill the needs of such a program.
3. Program to start as soon as possible on a pilot basis limited to two selected areas with no more than two sessions per week.
4. Present personnel adequate to meet the project demands.

5. In-service activities provided to insure that project objectives are reached.

Related literature findings concluded that adults with needs will make efforts to satisfy these needs.

Dale G. Anderson, in his article entitled "Learning and the Modification of Attitudes in Pre-retirement Education," comments that adults generally learn what they want and do best when they take an active part in the teaching-learning process.<sup>35</sup>

Autonomy and freedom generally desired by adult learners were incorporated into the Boys Town plan.

### Recommendations

As a result of this study, it is suggested that the Boys Town Education Department make the following recommendations to its Board of Directors:

1. Submit by June 1, 1976, a plan for an informal adult vocational program.
2. Introduce by September 1, 1976, this plan to the Boys Town Vocational Staff.

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<sup>35</sup>Dale G. Anderson, loc. cit.



3. Implement the plan January, 1977.
4. Provide in-service activities for the staff.
5. Begin the project on a pilot basis.
6. Select no more than two areas of greatest interest as determined by pre-registration demands.
7. Begin the program with no more than two sessions per week.

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## APPENDIX



APPENDIX A

BOYS TOWN'S ADULT VOCATIONAL CURRICULUM

## BOYS TOWN'S ADULT VOCATIONAL CURRICULUM

## Architectural Drafting

- a. Preliminary Project Sketching

## Auto Body Repair

- a. Filing, Grinding or Sanding
- b. Spray Painting

## Auto Mechanics

- a. Brake System
- b. Engine Tune-up
- c. Oil and Lubrication

## Bakery

- a. Cake Decorating
- b. Basic Bake Formulas

## Barbering and Hairstyling

- a. Basic Hairstyling
- b. Shaping and Coloring

## Ceramics

- a. Beginners (Hand built projects)
- b. Intermediate (Simple mold making)
- c. Advanced (Glaze mixing and firing)

## Clothing

- a. Men's Tailoring
- b. Sewing with Knits

## Driver Education (Adult)

- a. Simulators

## Electronics

- a. Repairing of Small Electric Appliances

## Garden Management

- a. Management of Small Vegetable Gardening

Hospitality Industries

- a. Basic Nutrition
- b. Gourmet Cooking

Leathercraft

- a. Small Leather Crafts and Tooling

Machine Shop

- a. Individual Projects in Metals

Printing

- a. Silk Screening
- b. Photography
- c. Basic Darkroom Procedures

Sheet Metal and Air Conditioning

- a. Individual Projects in Sheet Metals

Small Engines

- a. Basic Principles and Repair of Small Engines

Welding

- a. Individual Projects in Metal Bending
- b. Projects in Wrought Iron

Woodworking

- a. Individual Projects in Wood
- b. Lathe Projects
- c. Picture Framing