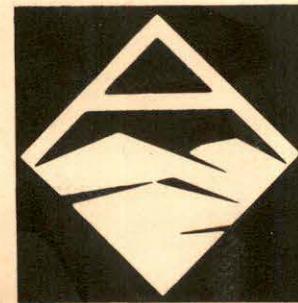


Special Issue
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A CUMULATIVE AAEC BIBLIOGRAPHY

*Appalachian
Adult
Education
Center*



The Appalachian Adult Education Center functions as a change agent to improve practices in the national adult basic education program through dissemination of findings and experiences in:

- DEMONSTRATION PROGRAMS
- TRAINING ACTIVITIES
- RESEARCH PROJECTS

This document is an annotated listing of the materials and the products published by the CENTER beginning :
June 1967 through July 1, 1973.

Preface

The Appalachian Adult Education Center is a practical assistance center for improving practices in adult basic education. The Center does research, training, and demonstrations in the thirteen-state Appalachian region, and disseminates its findings nationally and internally. Pages 13 and 14 of this document briefly summarize AAEC findings to date.

As part of its dissemination activities, the Center publishes and distributes limited numbers of materials for adult education practitioners. This document is an annotated listing of materials published by the Center since its establishment in June, 1967. The materials are categorized by the major components of the Center's work, but many of the reports concern more than one area of adult education. The materials are free, and most are available upon request from the Center.



Appalachian Adult Education Center
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THE AAEC

**Adult Basic Education: An Evaluative Report, A Developmental Report with reference to the Appalachian Mountain Area of 13 States and the Appalachian Adult Basic Education Demonstration Center Headquarters and 13 Module Programs, 1970.* External evaluation of the Appalachian Adult Education Center—its purposes, progress, and recommendations in the context of Appalachian needs and national adult education.

The Mohammad Reza Pablavi Prize. A brochure describing the work of the Appalachian Adult Education Center—its 1972 recognition in UNESCO's International Competition for meritorious work in world literacy.

**A Demonstration, Developmental, and Research Project for Programs, Materials, Facilities, and Educational Technology for Undereducated Adults.* Promotional brochure on the work of the Appalachian Adult Education Center, 1969.

AAEDC Contributions to Morehead State University, 1968-1971. Analysis of the financial and other contributions of the regional center to its home university.

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Appalachian Adult Education Center Interim Report. Mid-year 1972-73 report on AAEC progress and activities in the conduct of a practical assistance center for adult education demonstration programs through interagency funding and cooperation.

The Master's Degree in Adult and Continuing Education. The proposal prepared to successfully establish a Department of Adult and Continuing Education at Morehead State University.

Appalachian Adult Education Center Final Report, 1972-73. An overview of AAEC activities in 1972-73: rural community schools, Right to Read programs, home delivery of instruction by paraprofessionals, learning centers, and coordination of services between public libraries and adult basic education programs.

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**SREB Adult Basic Education Proposal.* Appalachian Adult Education Center, Morehead State University, proposal to the Southern Regional Education Board.

Community Education: Comparative GED Strategies (ETV, Home Study, Learning Centers and Job Sites), Career and Parent Education. An AAEC proposal (funded under 309(b) of the Adult Education Act) to compare nine methods of preparations for the GED test:

- (1) ETV
- (2) Home Study
- (3) Traditional Classroom
- (4) Learning Centers
- (5) ETV with home study
- (6) ETV with traditional classroom
- (7) ETV with learning center
- (8) ETV with telephone support
- (9) ETV with public library

**An Evaluation Report of the Appalachian Basic Education Demonstration Center.* Evaluation of the AAEC by Jude T. Cotter: overall appraisal, evaluation of individual state modules, and recommendations.

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**Guidelines for Experimental Demonstration and Research Projects.* Purpose, requirements, and procedures for developing state module field unit proposals under the auspices of the Appalachian Adult Education Center.

Adoption of ABE Innovation Model: Awareness, Interest, Trial, Adoption. George Eyster and Ann Hayes. A position paper addressing the problems of effecting change and disseminating knowledge in adult education.

**ABE-CAI Final Report.* Report on the use of computer-assisted instruction on math in adult basic education classes in eastern Kentucky.

**Computerized Evaluation of Individual State Modules.* External evaluation of the eight AAEC 1969-70 state modules.

ADULT BASIC EDUCATION

**Rethinking the Act: Progress Toward Meeting the Goals of Adult Education.* An examination of the goals of the Adult Education Act and its amendment, progress made toward meeting those goals, and recommendation for reaching the unreached target population.

Rural Adult Education. An analysis of rural adult education needs in relation to (1) the national policy of rural industrialization; (2) problems in delivery of rural adult education, and (3) recommendations for improved adult education practices to rural populations.

Mobilizing Adult Basic Education Resources for Interagency Problem Solving. The AAEC role in catalyzing resources presented by George Eyster in *Adult Basic Education: Priorities and Potential, A Report on the Second National Leadership Conference on Adult Basic Education.*

**Eyster Upholds Parent Education.* Effects of parent education on children, in Report of the First National Home Start Conference.

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**Evaluation Study of Kentucky Adult Basic Education Program.* 1969 evaluation by AAEC and consultants for the Kentucky State Department of Education: instructional programs, characteristics and attitudes of students, services, staffs, community relationships, financial control and record keeping.

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**A Study of the Orientation of School Superintendents and Board Members to Adult Education.* Final report of an AAEC project in Pennsylvania experimenting with the promotion of adult education through publicity and orientation.

Development of Career and Educational Ladders between Industry and Instructional Agencies Activities in an AAEC project in Cherokee County, South Carolina, 1969-70, establishing a "communications catalyst" between community employment and educational resources to provide training and employment for disadvantaged adults.

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Testimony of the Appalachian Adult Education Center before the House Subcommittee on Education on House Bill 69. AAEC findings and recommendations related to the continuation of the Adult Education Act.

"*Problems and Strategies in Adult Education.*" Analysis of the limitations of traditional adult education with AAEC recommendations.

**Bibliography of Adult Psychology: Characteristics and Learning.* List of sources by Husain Qazilbash, AAEC Curriculum Specialist.

Too Old to Learn? Article on adult learning by Husain Qazilbash in *Continuing Education*, October, 1970.

Simulation and Motivation in ABE Related to Driver Education. Evaluation of the effects of an adult driver education program on the motivation, mobility, and employability of disadvantaged adults in an AAEC project in Perry County, Kentucky, 1969-70.

**Marshalling Community Support for ABE.* An address by George Eyster on existing literacy education in the U. S. and recommendations for the future.

"*New Dimensions in ABE Research and Demonstration in ABE.*" Article by Ann P. Hayes in *Adult Basic Education: A Resource Book of Readings*, W. Michael Brooke, ed. Toronto, New Press, 1972.

Kentucky State Module Final Report, 1969-70. Report on an AAEC project in Vanceburg, Kentucky, demonstrating interagency cooperation, and providing transportation, child care, and post-GED vocational instruction.

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**Morehead Adult Basic Education Teacher-Trainer Workshop.* Interim report on the 1971 AAEC regional workshop.

**Morehead ABE Teacher-Trainer Workshop, 1971.* Program and results of an AAEC workshop for teacher-trainer teams who then conducted workshops in 18 states.

A Study of Selected Common Sense Correlates of Effective Adult Basic Education Teachers by Emmett T. Kohler and Robert C. Maxson. *Adult Education*, XX, Number 3, 1970. An AAEC-supported study of the relationship of ABE student retention rates to teacher experience, education, training, and certification.

**Appalachian Adult Basic Education Teacher-Training Workshop.* Brochure on a three-week regional workshop conducted by the AAEC.

**A Regional Teacher-Trainer Workshop in Adult Reading.* Brochure on the 1970 AAEC workshop at Morehead State University.

ABE-Life Centered Curriculum Development and Teaching Technique: Ohio State Module Final Report, 1970. Report on an adult education staff development workshop for professionals and paraprofessionals in the use of programmed instruction materials, interviewing, counseling, referral, placement, testing, and evaluation.

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ABE AND PUBLIC LIBRARIES

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Work Statements. Planned objectives, activities, and documentation procedures for the seven AAEC library demonstration projects and the four library training projects in 1973-74.

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The Public Library: Changing Image, Changing Services. Priscilla Gotsick, *Southeastern Librarian*, Summer, 1973. A discussion of the expansion of library services to disadvantaged adults: examples of services, materials, and interagency cooperation, from the AAEC demonstration projects.

Life Coping Skills Materials List. A bibliography of available print and non-print materials for adults, with coping skill area, annotation, readability level, cost, and source.

Your Public Library. An easy-reading card and filmstrip for ABE students on the information available for them in the public library.

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Life Coping Skills Materials List: Categories and Sub-categories. A sub-divided list of areas of adult information need, compiled by AAEC staff and consultants for use by librarians and adult educators in acquiring materials for adults.

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Coping Skills Materials Master Source List. A list of publishers, institutions, and foundations offering print and non-print materials in adult coping skills. For use by librarians, adult educators, and others to fulfill adult information needs in daily life problem areas.

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Library and Information Service Needs of the Geographically Remote. Ann P. Hayes and Anne Shelby. A paper prepared for the National Commission on Libraries and Information Science on the library and information service needs of rural areas, the urgency of meeting those needs, a discussion of past and present services, and proposed objectives.

West Virginia Final Report, Library-ABE project, 1972-73. Report on the objectives, activities, and findings of the AAEC Library-ABE coordination project in three rural counties in West Virginia.

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**Appalachian Community Education Regional Development Center*. 1969 AAEC proposal to the Mott Foundation.

Adult Basic Education in Community Schools: New York Final Report, 1969-70. Final report on an AAEC project in a rural disadvantaged section of New York, establishing an adult basic education program in an existing community school.

Montgomery County Rural Community School Demonstration Project: Final Report, 1972-73. One year's objectives, activities, and results in an AAEC rural community school: needs assessment, recruitment, development of a community referral center, inter-agency cooperation, and recreation and educational program for all age groups.

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Differentiating Delivery Systems: Matching Programs to People. Ann Hayes. Adapting ABE teaching to the needs, life-styles, and learning patterns of undereducated adults.

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**Appalachian Community Television Project: Interim Report.* Midyear report on an AAEC study of the feasibility of educational cable TV in Central Appalachia.

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Ways to Evaluate Student Progress. by Ann P. Hayes and Bill Osborn in *You Can be a Successful Teacher of Adults.* A discussion of the problems in evaluation of ABE, with recommendations for evaluation in planning, in the classroom, and after.

FOLLOW-UP

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**Changes in Aspirations of Adult Basic Education Paraprofessionals.* Report to the AAEC on the effect of ABE instruction, high school equivalency, and training and employment as paraprofessional ABE instructors on ten ABE students in Gadsden, Alabama, 1970-71.

**Adult Basic Education: A Case Study in Goal Determination.* Study by Gene W. Scholes of ABE students in Appalachia: demographic characteristics, goals, and changes in behavior as a result of ABE.

The Relationship Between Anomia and Participation in Adult Basic Education, Harold Rose and James Hensley. A study comparing the degree of anomia (a state of normlessness characterized by anxiety, despair, and social isolation) in a group of Appalachian adults before and after their participation in adult basic education.

GUIDANCE AND COUNSELING

Handbook of Services Available for Adult Students. C. J. Bailey. A listing of services and agencies available in most communities. For use by ABE teachers to help adult students in problem solving.

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College and University Admission Policies for High School Equivalency Diploma in the State of Kentucky. Compilation by Ollie Luster for ABE teachers in Counseling GED graduates.

Guidance and Counseling in Adult Basic Education. Responsibilities and suggestions for ABE guidance and counseling by Husain Qazilbash, *Continuing Education*, January, 1972.

LEARNING CENTERS

The Adult Learning Center, C. J. Bailey, Husain Qazilbash and Karen Deichert. A design for learning centers: AAEC recommendations for objectives, facilities, staff, interviewing, recruitment, motivation, diagnosis, prescription, management, materials, records, role of the director, evaluation, and follow-up.

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Audio Visual Catalog: Gadsden, Alabama, Project. An annotated listing of titles of films and filmstrips suitable for use in adult basic education classes.

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**Individualized Instruction for Rural Adults.* Article in *The Clipboard*, March, 1970, on an AAEC project in Pike County, Ohio.

Family and Personal Development in Adult Basic Education: Curriculum Guide and Resource Units. Ann Hayes' review of the book by Edmonia Davidson: *Adult Education*, Fall, 1971.

RECRUITMENT AND RETENTION

**ABE Recruitment Kit.* Multi-media recruitment kit developed by AAEC: billboard, news release, promotional letter, recorded radio jingles, television film, print ads, cable television display card, poster model, pamphlet/direct mail piece, postcards and questionnaire for follow-up, and instructions booklet.

Adult Basic Education Recruitment Research Program: Georgia State Module Final Report 1969-70. Report on an AAEC project comparing the successes of college students, lay persons, volunteers, and teachers as recruiters to adult basic education.

Adult Basic Education Home Study Research Program: Georgia State Module Final Report, 1970-71. Report on an AAEC research project comparing recruitment and retention rates in ABE using paraprofessionals and individualization to those of a control class.

Adult Basic Education Recruitment Research Program: Kentucky State Module Final Report, 1970-71. A description of objectives, activities, and results of an AAEC project to determine the effects of an adult basic education driver education program on disadvantaged Appalachia adults.

Training and Use of Volunteer Recruiters in Adult Basic Education Programs: Alabama Module Final Report, 1970-71. Report on the development of an AAEC model program for the training and use of volunteer recruiters in adult basic education.

**Out of Print*

A SUMMARY OF AAEC FINDINGS

The Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky, was funded by the USOE BAVTE in 1967 as *A Demonstration and Research Project for Programs, Materials, and Educational Technology for Undereducated Adults*. This title has allowed the AAEC to survey a wide range of practitioners' problems and experiment in delivering all aspects of education to undereducated adults (less than high school completion). The thirteen states with Appalachian counties from New York to Mississippi are the primary focus of the Center. In 1972 USOE Right to Read and Bureau of Libraries and Learning Resources joined in the support of the Center. In 1972 also, the AAEC was selected as the U.S. entry in the international competition for meritorious work in literacy. The Center received one of ten citations from UNESCO out of 196 countries competing. The AAEC has conducted national institutes. The following are findings which the AAEC feels are particularly important:

RECRUITMENT—A Georgia two-year study of different types of paid recruiters, an Alabama study of volunteer recruiters, and a central staff study of mass media recruiting have defined the uses of each.

PARTICIPANT IN PLANNING—All people—from the state director to the ABE student—need to be involved in the initial definition of needs and the development of behavioral goals—in change mechanisms, such as education and demonstrations.

RETENTION—Drop-outs decrease with the use of (1) individually prescribed instruction and (2) flexible times and places that fit in around adult responsibilities.

MANPOWER DEVELOPMENT—Most short-term institutes have less impact on services than (1) on-site training of entire staffs utilizing intensive 2-day planning sessions, (2) individualized instruction of each staff member, (3) at least three months of continuous in-service training, (4) a demonstration site, and (5) consultants. Volunteers are usable given a dedicated volunteer coordinator and intensive training including role playing.

METHODS, MATERIALS—Teaching the development of basic skills without teaching the application of those skills to every-day problem solving as those problems arise in the lives of individual students is of low utility. Coping or life survival skills materials are essential to ABE and are most easily provided in cooperation with the local public library.

CONTINUAL COUNSELING—Adult counseling must be part of adult teaching. Every-day problems must be of concern to the educator if his student is to be freed to learn in a formal sequence.

PLACEMENT—Low literates have more trouble getting employment because of bad work records than because of lack of skills or a diploma. World-of-work skills are needed. Too many programs advertise that ABE will help with job-getting and keeping when no placement services are offered.

FOLLOW-UP—The three-year West Virginia follow-up study of 85 ABE graduates (volunteers and nonvolunteers) found an annual return to the economy of \$400,000 and that 80% of a random sample of their children were achieving better in school.

ADMINISTRATION AND MODE OF OPERATION—Different people need different program formats and sites for learning. Adults in home instruction had an average reading gain of 24 months for 100 hours of instruction, compared to 8 months in the traditional classroom and 19 months in the learning center—and the cost per hour of instruction was slightly lower for home instruction than for the learning center. Other delivery systems used successfully include community schools, mobile learning centers, and public and school libraries. Successful GED graduates can be highly successful home teachers and learning center personnel, given a professional back-up person and a wide range of materials. A well-trained, experienced paraprofessional teacher can handle 20-30 families.

INTER-AGENCY COOPERATION—Many services such as child-care, transportation, and counseling must be provided by ABE, but not necessarily paid for or done by ABE. Coordinated services cut down on duplication and fill in service gaps. For example, the public library can provide coping skills and instructional materials, class space, reference and referral services to community agencies, speakers, and individually selected easily-read materials in cooperation with ABE. Local planning commissions are also a tremendous ally.

ADULT STUDENTS—The AAEC finds four groups of undereducated adult students. Group I is economically and personally secure; easy to reach and teach in groups; values education; and believes in himself. Group II has been consistently underemployed and generally hurt by undereducation; is easy to reach and teach if the hours of instruction are flexible; and shows very fast gains. Group III is far from mastery in terms of high school completion and a living wage, but still believes there is a return to be had from education. He needs individual recruitment and instruction to avoid discouragement. Group IV are the stationary poor; so fatalistic that he does not believe anything he does will make any difference. While a small group, he has the greatest need. He will respond only to services in his home. He is unable to make the effort to get to a public program. Without question, we must differentiate the cost, the delivery, the materials, the recruitment, and all aspects of ABE.

BUSINESS AND INDUSTRY PARTICIPATION—Cooperation with business and industry is a two-way street. Not only can cooperative ABE-vocational offerings improve employee skills; but goods and services are often freely given by employers.

EVALUATION—The AAEC finds that the most useful evaluation design includes: (1) an intensive two-day planning session to involve all administration, instructional personnel, and students, which defined (2) specific objectives, activities to meet those objectives, and ways of documenting those objectives; (3) a folder system for keeping track of all students; (4) criterion reference tests that hook development of skills to application of skills, and (5) frequent review of progress for (6) the adjustment of program. Systematic evaluation should look at not just program evaluation, i.e., average, but also at the individual students and teachers.



APPALACHIAN ADULT EDUCATION CENTER
Bureau of Research and Development
Morehead State University
Morehead, Kentucky
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PROFESSIONAL ASSOCIATIONS, JOURNALS, AND INFORMATION SOURCES

The AAEC materials listed here represent only a small part of available literature in adult education nationally. To keep abreast of the work being done in the field, the AAEC urges you, if you have not already done so, to join professional adult education associations—most of them publish materials for the adult education practitioner—to subscribe to professional journals, and to take advantage of information sources in adult education.

Here are some suggestions:

National Associations

Adult Education Association of the USA (AEA)
1225 Nineteenth Street, NW
Washington, DC 20036

National Association for Public Continuing and Adult Education (NAPCAE)
1201 Sixteenth Street, NW
Washington, DC 20036

National Community School Education Association (NCSEA)
923 E. Kearsley Street
Flint, Michigan 48503

State Associations

Join the adult education association in your state. These divisions are usually formed under two different names: Adult Education Association of (name of state) and (name of state) Association for Adult and Continuing Education.

Journals

Convergence, an international journal of adult education
Journal of Extension, formerly the *Journal of Cooperative Extension*
Junior College Journal, published by the American Association of Junior Colleges
Adult Leadership and *Adult Education*, both published by AEA

Information Sources

Eric Clearinghouse on Adult Education
Syracuse University
107 Roney Lane
Syracuse, NY 13210

National Multimedia Center for
Adult Basic Education
Adult Continuing Education Center
14 Normal Avenue
Montclair State College
Upper Montclair, NJ 07043



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