The report assesses three Adult Basic Education Institutes (one in reading, one in materials, and one in guidance and counseling) and an ABE Supervisors' Conference held in Tennessee during the summer of 1973. Academic credit was given to those of the approximately 30 participants of each Institute who successfully completed the session. Each Institute served as a teacher-training session while the Supervisors' Conference considered administrative matters and familiarized the supervisors with Institute objectives.

The Institutes and the Conference were evaluated on the following items: profiles of participants, physical facilities, objectives, program, and overall rating. Both were successful endeavors, and participants felt similar institutes and conferences should be held. Topics were submitted as suggestions for future meetings. (The appendixes contain the program for each Institute and the Conference and a sample evaluation instrument.)
THE SUMMER OF 73

BY

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An Assessment of the Adult Basic Education Institutes and Supervisors' Conference in Tennessee, 1973

November, 1973
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE
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CHAPTER I

INTRODUCTION

Background

The 1973-74 Adult Education Staff Development Plan for Tennessee consists of two phases, based on input from adult basic education (ABE) personnel across the State. Phase I consists of the formulation, implementation, and evaluation of three two-week, credit Institutes and a Supervisors' Conference during the Summer of 1973. Phase II involves the conducting of regional in-service sessions across the State during 1973-74 to disseminate the information the Institute participants learned to the remainder of the Tennessee's ABE personnel.

Phase I will have been concluded with the publication of this evaluative study. The salient points of the implementation of Phase I were as follows:

1. An ABE Materials and Teaching Institute was conducted at Memphis State University, June 18-29, 1973; an ABE Reading Institute was conducted at the University of Tennessee, July 9-20, 1973; an ABE Guidance and Counseling Institute was conducted at Tennessee State University, July 16-27, 1973; and an ABE Supervisors' Conference was conducted at Memphis State University, August 1-3, 1973.

2. Each of the Institutes consisted of approximately thirty participants from the various regions of the State, and academic credit was given to those successfully completing each institute.

3. Each Institute served as a teacher-training session with the participants to be used for further dissemination of knowledge in local workshops across the State during 1973-74.

4. The Supervisors' Conference was conducted for all the ABE Supervisors across the State. Its basic purpose was to consider administrative concerns and acquaint the Supervisors with what transpired in the Institutes so that they would have some knowledge of the resources available to them as they conducted local in-service sessions or encountered educational problems.
Evaluation Design

As the Institutes were conducted and concluded, the responsibility for ascertaining the gain in knowledge, based on behavioral objectives, on the part of the participants fell to the Institute Directors, as they were responsible for assignment of grades. Consequently, this document was confined to presenting evidence of the overall effectiveness of the Institutes and Supervisors' Conference attitudinally.

The participants attending the three Institutes and the Supervisors' Conference comprised the subjects for this study. The selection of these participants was the responsibility of the State Department of Education.

The instruments used to collect data consisted of a questionnaire developed by the writers and an evaluation scale developed by Russell Kropp and Coolie Verner. The questionnaire was designed to acquire demographic data and the reactions of the participants to the various aspects of the Institutes. The Kropp-Verner Scale, a widely used and valid instrument according to its authors, consists of twenty items arranged in rank order of value, with item number one being the best that could be checked, item number two, the second best, and so on, with item number twenty, the least favorable. In the administration of the instruments, every possible effort was made to encourage blunt honesty.

Only arithmetical means and percentages were utilized since it

was not the intent of the study to formulate generalizations or test hypotheses that could be applied to a large population.

The discussion to follow will examine each of the Institutes and the Supervisors' Conference in some detail. Such facets as objectives, material covered, personnel used to facilitate learning, participants, and evaluation will be presented.
CHAPTER II
MATERIALS AND TEACHING

An ABE Materials and Teaching Institute was conducted at Memphis State University, June 18-29, 1973. It was under the direct supervision of Donnie Dutton, Professor and Director, Adult Education, Memphis State University, and Billy Glover, West Tennessee Supervisor of Adult Education, Tennessee State Department of Education. Most of the following information relative to the Materials Institute, except for the evaluation, was taken from the syllabus developed for the participants attending the Institute.

Introduction

Adult basic education teachers are faced with the challenging task of helping adults improve their life style by assisting them in the development of previously undeveloped educational skills. Based on information gathered from ABE personnel across the State at regional workshops last year and/or information given to the State Regional Supervisors, two of the main problems identified were: (1) the selection and/or development of suitable materials for adult clientele; and (2) the selection of proper teaching techniques in various subject matter areas. Therefore, the objectives of the Institute were for the participants to develop the ability to:

1. Evaluate commercial instructional materials based upon recognized accepted principles of material evaluation.

All of the Institutes were conducted under the supervision of Mr. Charles Kerr, Coordinator of Adult Education, State Department of Education, Nashville, Tennessee, and his assistance is hereby acknowledged.
2. Develop materials suitable for use in local ABE classrooms.

3. Use the commercial newspaper in the ABE classroom.

4. Use appropriate teaching techniques in the areas of reading, mathematics, and social studies.

5. Assist in the conducting of similar local workshops, on a limited scale, whenever scheduled for their geographical area.

Learning Experiences and Staff

To facilitate the above objectives, lectures were delivered by consultants, small learning groups were formed, and commercial materials were on display for the participants' convenience. Adequate time was available to provide for feedback from the participants.

In addition to Dutton and Glover, the following persons were utilized in the instructional process:

1. Roger Carson  
   West Tennessee Regional Director  
   Tennessee Lung Association  
   Memphis, Tennessee

2. Calvin Dickinson  
   Tennessee Technological University  
   Cookeville, Tennessee

3. David DuBose  
   Lambuth College  
   Jackson, Tennessee

4. William Fisher  
   East Tennessee State University  
   Johnson City, Tennessee

5. Carol Geeslin, Consultant  
   Geeslin Associates  
   Atlanta, Georgia

6. Robert Geeslin, Director  
   Geeslin Associates  
   Atlanta, Georgia

7. Barbara Gilmer  
   University of Tennessee  
   Nashville, Tennessee

8. Crawford Lindsay  
   Tennessee State University  
   Nashville, Tennessee

9. Hazel Parker, Supervisor  
   Adult Learning Center  
   Memphis City Schools  
   Memphis, Tennessee

10. H. F. Patterson  
    Professor of Business Education and Office Management  
    Memphis State University  
    Memphis, Tennessee

11. Tom Rakes  
    Assistant Professor  
    Elementary Education  
    Memphis State University  
    Memphis, Tennessee
12. John Richardson  
   Acting President  
   Memphis State University  
   Memphis, Tennessee  

13. Jo Sullivan  
   University of Tennessee  
   Nashville, Tennessee  

14. Ron Thomas  
   Director of Marketing  
   Adult and Continuing Education  
   Cambridge Book Company  
   New York, New York  

15. Don Tubbs  
   Instructional Consultant  
   Social Studies and Art  
   Memphis City Schools  
   Memphis, Tennessee  

16. Ron Weir  
   East Tennessee State University  
   Johnson City, Tennessee  

Participants  

The following persons attended the ABE Materials Institute held at Memphis State University:  

1. Robert Ammons, Jr.  
   1337 Haywood Street  
   Memphis, TN  38127  

2. Mrs. Elinor Andrews  
   D-3 Maple Hills  
   Clarksville, TN  37040  

3. Mrs. Eva Barnett  
   8720 Green Hill Road  
   Millington, TN  38053  

4. Richard L. Bishop  
   1430 Virginia Street  
   Bolivar, TN  38008  

5. Alane Boyd  
   347 Alice Avenue  
   Memphis, TN  38106  

6. Arlene Brewer  
   105 Hillside Road  
   Oak Ridge, TN  37763  

7. Mrs. Bennether Brown  
   Rt. 3 Box 122  
   Somerville, TN  38068  

8. Sylvia Brooks  
   11230 Hwy. G4  
   Arlington, TN  38002  

9. Mary Margaret Butler  
   722 Minor Street  
   Murfreesboro, TN  37130  

10. Wallace Goins  
    Route #4  
    Lafollette, TN  37766  

11. Jerry Graham  
    Morningside Dr.  
    Selma, TN  38375  

12. Mrs. Hazel Hall  
    651 U. Pace Street  
    Gallatin, TN  37065  

13. Sonya Hall  
    700 Long View Apt. C  
    Knoxville, TN  37919  

14. Melda Harrell  
    P. O. Box 11396  
    1304 Tanager Lane  
    Knoxville, TN  37919
Evaluation

This section will be devoted to presenting the results of the evaluation item by item. Interpretation of the data is left to the reader. The section will be divided into the following areas:

1. Profile of the participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating.
Profile of Participants

Relative to the profile of the participants attending the Materials Institute, it was found that:

1. The majority were females (57.1 per cent).
2. The majority were 35 years of age or older (60.7 per cent).
3. The majority were white (60.7 per cent).
4. The majority possessed less than a master's degree (57.1 per cent).
5. The majority possessed less than 3 years' experience in ABE (60.2 per cent).
6. The majority possessed from 2 to 10 years' teaching experience in public schools other than ABE (53.6 per cent)

Physical Facilities

Following is a list of the statements provided relative to the physical facilities, with comments listed under each statement made by the participants and the rating of each: 3

1. Adequate space was provided for large group meetings. 4.5
   Comments:
   (a) We needed to regroup in small learning teams the second week.

2. Adequate space was provided for small group meetings. 4.6
   Comments: None

3 The ratings were based on the following scale:

5 = Strongly agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly disagree
Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants:

1. The objectives of the Institute were relevant to the needs of the participants. 4.5

Comments:
(a) Very good program.

2. The objectives of the Institute were clearly defined to the participants. 4.5

Comments:
(a) Each of us came seeking different information.

3. The participants had an opportunity to contribute to the development of the content of the Institute. 4.3

Comments:
(a) Part of it was set before we were asked to attend.

4. Adequate time was available for the objectives to be realized. 4.2

Comments:
(a) This should be extended through six to eight weeks in order to include more materials.

Program

Following is a list of the statements provided relative to the program, followed by the rating of each and comments made by the participants:

4The ratings were based on the same scale as in Footnote 3.
1. The content of the Institute was relevant to my needs. 4.4

Comments:
(a) I found some information that I have needed a long time.

2. The program of the Institute was in line with stated objectives of the Institute. 4.4

Comments: None.

3. Adequate lines of communication were established between staff and participants. 4.4

Comments:
(a) Always available.

4. The content of the Institute was such that it answered questions that concerned me relative to my job. 4.4

Comments: None.

5. As a result of the Institute, I feel that I will now be better able to perform my job more satisfactorily. 4.6

Comments: None.

Strengths

The following strengths were listed by the participants attending the Materials Institute:

1. The resource people who gave of their knowledge and experience.

2. I feel that the program of the Institute was in line with the stated objectives.

3. It helped me to teach more effectively.

4. It gave me a chance to compare my work with other people.

5. It gave me a secure feeling that I was doing the right thing in my teaching.

5The ratings were based on the same scale as in Footnote 3.
6. The areas of ABE were well covered.
7. Activities presented by the Geeslins and Tom Rakes.
8. Learning lab.
9. The content of the Institute was relevant to my needs.
10. The Institute was very well-planned.
11. The speakers were very good.
12. The workshop has given me a good background in the ABE Education.
13. The Institute was organized and planned exceptionally well.
14. The objectives of the Institute were spelled out, and they were accomplished.
15. Many of the speakers during the second week were very well prepared.
16. Excellent consultants and good planning.
17. Small group sessions were generally good.
18. Good speakers.
19. Excellent content.
20. The subject matter was that which we teach, and ideas, activities, and materials were provided to help us fulfill our students needs much more adequately than before.
21. The personality and ability of the speakers and the administrators which kept the institute lively, interesting and relevant.
23. The line of communication between Dutton and participants was held open at all times.
25. Administration.
26. The greatest strengths of the Institute were EVERYTHING, except the consumer education program. A lot of care went into the selection of speakers and the overall planning, and this was very obvious because it was relevant and well-run.

27. The instructors were versed and learned; most of them made all phases of the Institute a tremendous and interesting situation.

28. Participation by us as students.

29. Curriculum development.

30. Consumer education.

31. The Geeslins.

32. Participants were able to fully explore answers to their needs.

33. The curriculum was flexible enough to meet the needs of individuals.

34. The participants seemed to enjoy working together.

35. Qualifications and performances of staff.

36. Topics covered.

37. Enthusiasm of staff.

38. Attention given to practical aspects of ABE.


Weaknesses

The following weaknesses were listed by the participants attending the Materials Institute:

1. Either the slowness of the interesting people or the fast passing of the time when they were presenting the materials.

2. I feel that we should have had more black consultants.

3. You should have had more black speakers.

4. The hours were too long.

5. There was not enough time allowed for group participation.
6. It is difficult to avoid sitting still so-oo long.

7. Too much time was wasted; for instance, breaks and discussion periods were too long, and we were too late getting out.

8. The working hours were a little long.

9. The time was a little too long each day.

10. Week number one; those speakers were given entirely too much time.

11. Some of the material presented the first week was too intense. Needed more time to adjust.

12. The consumer education section was very weak.

13. Subject matter of great interest but presentation needs a lot of improvement.

14. Monday and Tuesday of the second week.

15. The consumer education part of the program; this was the only disappointing part.

16. New policies and/or guidelines for future and present programs.

17. Mr. Kerr did not discuss program policy or reinforcements.

18. The consumer education group.

Overall Rating

In assessing the overall effectiveness of the Materials Institute, two measures were used. The first of these was the participants' reaction to the statement: My overall rating for the Institute is very high, high, medium, low, very low. The mean score given to this statement was 4.8 out of a maximum possible of five.6

6 The ratings were based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low
The second assessment taken was the participants' reaction to the Institute as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.06. The most positive score possible is 1.13, and the most negative is 10.89. A mean rating of 3.06 placed the overall rating between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above.
CHAPTER III

READING

An ABE Reading Institute was conducted at the University of Tennessee, July 9-20, 1973. It was under the direct supervision of John Peters, Associate Professor, Department of Continuing and Higher Education, University of Tennessee, and Charles Bates, East Tennessee Supervisor of Adult Education, Tennessee State Department of Education. Most of the following information relative to the Reading Institute, except for the evaluation, was taken from the syllabus developed for the participants attending the Institute.

Introduction

Adult basic education teachers are faced with the responsibility of teaching adults who lack sufficient reading skills to cope with society's demands. Reading is not only a singular topic meriting attention as a subject to be taught in adult basic education (ABE), but is also related to other subject areas within the ABE curriculum. If reading lies at the heart of the total ABE curriculum, it stands to reason that its principles and methodology should be mastered by ABE teachers and related to the mastery of all other curriculum content areas.

A large number of ABE teachers are experienced in teaching reading and have succeeded in teaching children to read. However, few have received sufficient training in teaching reading to adults. Moreover, most have not received refresher training for skills earlier developed in their professional education. Finally, little emphasis has
been placed on integrating the teaching of reading with other subject matter to be taught in the ABE curriculum. It is for these reasons that the overall objectives of the Adult Basic Education Reading Institute were for the participants to:

1. Increase their understanding of the subject of reading as related to word attack and comprehension skills.
2. Develop skills in diagnosing reading difficulties and placing students in reading programs.
3. Increase their competency in the selection and evaluation of reading materials.
4. Develop their ability to incorporate reading skills into other curriculum areas in adult basic education.

**Learning Experience and Staff**

To facilitate the above objectives, lectures were presented by consultants, and small learning groups were formed. There was adequate time designed into the structure of the Institute to provide for feedback from the participants.

In addition to Peters and Bates, the following persons were utilized in the instructional process:

1. Jerry Barker
   ABE Teacher
   Knox County
   Knoxville, Tennessee

2. Leonard Breen
   Assistant Professor of Education
   Director of Reading Center
   University of Tennessee
   Knoxville, Tennessee

3. Charles A. Chance
   Assistant Professor
   Curriculum and Instruction
   University of Tennessee
   Knoxville, Tennessee

4. Bill Fisher
   East Tennessee State University
   Johnson City, Tennessee

5. Robert K. Leigh
   Professor of Education
   University of Alabama
   Tuscaloosa, Alabama

6. Bill J. Radcliff
   Assistant Professor
   Business and Distributive Education
   University of Tennessee
   Knoxville, Tennessee
7. Tom Rakes  
Assistant Professor of Education  
Reading Center  
Memphis State University  
Memphis, Tennessee  

8. Ron Heir  
East Tennessee State University  
Johnson City, Tennessee  

In addition, the following persons were used as group leaders:  

1. Johnnie Littlefield  
ABE Teacher and Supervisor  
Lenoir City, Tennessee  

2. Marilyn Lamale  
ABE Teacher  
Oak Ridge, Tennessee  

3. Thelma Brown  
ABE Teacher  
Alcoa, Tennessee  

Participants  

The following persons attended the ABE Reading Institute at the University of Tennessee:  

1. Elinor Andrews  
3-3, Maple Hills  
Clarksville, TN 37040  

2. Sue Barker  
602 Goldfinch  
Knoxville, TN 37920  

3. Jerry Boyd  
Barcelone Apt. 13  
Nashville, TN 37215  

4. Barbara Brown  
K-9, 301 Woodlawn Pike  
Knoxville, TN 37920  

5. Thelma Brown  
180 Fulton Street  
Alcoa, TN 37701  

6. Barbara Bullock  
A, 1713 Ocoee Street  
Chattanooga, TN 37416  

7. Susie Burke  
4803 Ramezet  
Chattanooga, TN 37416  

8. Diane Bushore  
E-8, 3700 Sutherland Ave.  
Knoxville, TN 37919  

9. Billy Paul Carneal  
201 Bluegrass Drive  
Springfield, TN 37172  

10. Robert Chick  
3707 Whitland Avenue  
Nashville, TN 37215  

11. Aleeta P. Christian  
411 E. Molyneux  
Rockwood, TN 37854  

12. Anne Deaton  
1312 Avonmouth Drive  
Knoxville, TN 37919  

13. William Doming  
612 Campbell St.  
Jackson, TN 38301  

14. James Drummond  
4977 Lynbar  
Memphis, TN 38117
15. Helen Fulks  
P.O. Box 321  
Rockwood, TN 37854

16. Carolyn Inabinet  
141 Taliwa Court  
Knoxville, TN 37920

17. Marilyn Lamale  
113 Indian Lane  
Oak Ridge, TN 37830

18. Johnnie Littlefield  
501 W. 3rd Avenue  
Lenoir City, TN 37771

19. Lorraine Livingston  
Box 131  
Mohawk, TN 37810

20. Francis Looney  
Route 1  
Sparta, TN 38583

21. Wanda Marshall  
400 Chestnut Street  
Chattanooga, TN 37402

22. Agnus McCay  
Box 83  
Copperhill, TN 37317

23. Leon Nelson  
165 Lone Oak Cove  
Memphis, TN 38109

24. William Pride  
1713 Citico Avenue  
Chattanooga, TN 37404

25. Charlotte Sellers  
2145 Shearondale Dr.  
Nashville, TN 37215

26. Anne Shedd  
Cowan, TN 37318

27. Gary Simpson  
Box 322  
Englewood, TN 37329

28. Marie Sullivan  
5499 Airline  
Arlington, TN 38002

29. Lula H. Tupper  
Route 5  
Clinton, TN 37716

30. Gladys Voiles  
P.O. Box 172  
Lenoir City, TN 37771

31. Annie Bell Ware  
1461 Stevenson  
Memphis, TN 39106

32. E. C. Wattenbarger  
Route 1  
Hartburg, TN 37887

33. Alma Yard  
4700 Santala Drive  
Knoxville, TN 37919

Evaluation

This section will be devoted to presenting the results of the evaluation item by item. Interpretation of the data is left to the reader. The section will be divided into the following areas:

1. Profile of the participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating

Profile of Participants

Relative to the profile of the participants attending the Reading Institute, it was found that:

1. The majority were females (78.6 per cent).
2. The majority were 35 years of age or older (67.9 per cent).
3. The majority were white (76.1 per cent).
4. The majority possessed less than a master's degree (71.5 per cent).
5. The majority possessed less than 4 years' experience in ABE (60.7 per cent).
6. The majority possessed more than 2 years' teaching experience in the public schools other than ABE (82.1 per cent).

Physical Facilities

Following is a list of the statements provided relative to the physical facilities, followed by the rating of each and comments made by the participants.7

---
7 The ratings were based on the following scale:

5=Strongly agree  2=Disagree
4=Agree       1=Strongly disagree
3=Undecided
1. Adequate space was provided for large group meetings 4.3
   Comments:
   (a) Everything was very good.
   (b) Little crowded for large group.
   (c) Very much.

2. Adequate space was provided for small group meetings. 4.2
   Comments:
   (a) Group leader was very much an asset.
   (b) Could have been better as to physical facilities, such as table and chairs.

Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants. 8

1. The objectives of the Institute were relevant to the needs of the participants. 4.5
   Comments: None.

2. The objectives of the Institute were clearly defined to the participants. 4.5
   Comments: None.

3. The participants had an opportunity to contribute to the development of the content of the institute. 3.9
   Comments:
   (a) Could have had more opportunities.
   (b) But in this case, it would not have been appropriate.

8 The ratings were based on the same scale as in Footnote 7.
4. Adequate time was available for the objectives to be realized. 4.0

Comments:
(a) Some time could have been saved by certain speakers and made allowances for more group participation
(b) More time allotted for group work.
(c) Could have lasted four weeks.

Program

Following is a list of the statements provided relative to the program, followed by the rating of each and comments made by the participants:

1. The content of the Institute was relevant to my needs. 4.4

Comments:
(a) Especially Dr. Chance's lecture.
(b) I sincerely appreciate this opportunity!
(c) For most cases.
(d) Somewhat.

2. The program of the Institute was in line with stated objectives of the Institute. 4.4

Comments: None.

3. Adequate lines of communication were established between staff and participants. 4.6

Comments:
(a) Sometimes a little blah!
(b) The leaders went to great efforts to bring this about very well.

The ratings were based on the same scale as in Footnote 7.
4. The content of the Institute was such that it answered questions that concerned me relative to my job.

   Comments: 
   (a) Could have been more specific.

5. As a result of the Institute, I feel that I will now be better able to perform my job more satisfactorily.

   Comments: None.

Strengths

   The following strengths were listed by the participants attending the Reading Institute:

1. Organization by Mrs. Harrell.


3. The consultants were great.

4. The Directors and Co-Directors were on the ball; they were wonderful and did a great job.

5. Dr. Breen's presentations.


7. The Institute was very well organized.

8. Closeness; group work.

9. The concepts and objectives pursued by Dr. Brren and Dr. Chance.

10. Large amounts of good materials to use.


12. Communication.

13. Sharing of experiences and the excellent directors.

14. Well organized objectives clearly stated and carried out.

15. As a whole, the consultants were excellent and the topics most relevant to my needs.
16. The work of the staff in providing the needs to the participants.

17. Group participations, fantastic speakers, and instructions.

18. Helping a teacher to have a more secure feeling in teaching of adults--great ideas in teaching.


20. Freedom to exchange ideas.

21. Relaxed and informal atmosphere.

22. Fantastic speakers--Breen, Chance, Leigh--a variety of attitudes and theories given by speakers--felt I was seeing more than one point of view.

23. The organization of the Institute and the outstanding consultants.

24. Emphasis in reading, with more than one opinion; informality, authoritative personnel, visiting the learning lab.

25. Well organized and met needs of group.

26. Reading ideas, new and old, will help me in the future.

27. The congenial atmosphere that prevailed among the participants and between the participants and guest lecturers--because of this as much was learned informally as formally.

28. The consultants' presentations.

29. The cooperation of the participants.

30. The amount of materials covered.

31. The great learning experiences.

32. Wide range of information and the presentation.

33. The materials given to participants.

34. The leaders were enthusiastic.

35. Excellent consultants, with opportunity for interaction from participants.

36. Practical materials given.

37. The very practical ideas that could be used and resources for materials as well as the material received.
38. The greatest overall strengths of this Institute were gratified participants who came in and shared their knowledge with us in various areas on how to better prepare ourselves to teach the adult learner.


40. Excellent leadership, good program planning.

**Weaknesses**

The following weaknesses were listed by the participants attending the Reading Institute:

1. Too much "sitting."
2. Not enough time with group leaders.
3. I feel three weeks would have been better.
4. Too little time for "participants to participate."
5. Too much in such a short time.
6. None of significance.
7. None.
8. Sometimes instructions or objectives were "jumbled."
9. Generalizations not followed through to specifics.
10. Not enough time for flexible group activities.
11. Small groups; would like to have an opportunity to select the group I'm in.
12. The Institute could have been three weeks instead of two.
13. The workshop groups were sometimes stagnant and perhaps should have been more flexible; needed more time to spend in learning lab and more specific information on materials.
14. Perhaps lack of time in some cases.
15. The first mornings program on consumer education.
16. Poor visual aids were used with the overhead projector; in many cases we couldn't read or distinguish the materials.
17. None.
18. Limitations of time for the speakers.
19. Some a little too theoretical.
20. More time in the Adult Learning Center.
21. There was really no real weakness of this particular workshop. I think it was one of the best workshops I have attended.
22. I feel it was a great learning experience.

Overall Rating

In assessing the overall effectiveness of the Reading Institute, two measures were used. The first of these was the participants' reaction to the statement: My overall rating for the Institute is very high, high, medium, low, very low. The mean score given to this statement was 4.7 out of a maximum possible of five.

The second assessment taken was the participants' reaction to the Institute as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scales, was 3.15. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.15 placed the overall rating between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above it.

The ratings were based on the following scale:

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<tr>
<td>4</td>
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<tr>
<td>3</td>
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</tr>
<tr>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>Very low</td>
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CHAPTER IV

GUIDANCE AND COUNSELING

The ABE Guidance and Counseling Institute was conducted at Tennessee State University, July 16-27, 1973. It was under the direct supervision of Toni Powell, Assistant Professor of Adult Education, Tennessee State University, and Luke Easter and Charles Holt, Middle Tennessee Supervisors of Adult Education, Tennessee State Department of Education. The predominance of the information presented in this section, except for the evaluation, was obtained from the syllabus developed for the participants attending the Institute.

Introduction

The importance of guidance and counseling for adults is an all too old acknowledged premise among adult educators; however, this antiquated recognition of the need has seldom led to the providing of adult students with the necessary guidance needed.

The average ABE administrator, supervisor, or teacher has a sincere desire to help the educationally disadvantaged students achieve; however, despite his intentions, often, he does not relate effectively to his students. Much of the ineffectiveness can be traced to responses made unconsciously, rather than consciously; consequently, he is often totally unaware of the effect his behavior is having on his students.

Before guidance and counseling can become a meaningful experience, the needs and problems of the adult student must be identified. Also included in this grid to effective guidance is the importance of the teacher becoming aware of his own attitudes, stereotypes, and
feelings about adult students; realizing the effect these attitudes are having on his students; and attempting to deal, openly and frankly, with any attitudes he has which appear to interfere with meeting his students' needs.

The following appear to be some issues that need to be examined by the participants in the workshop:

1. Lack of understanding about the learning power of the adult student seems to be very prevalent among teachers. "You can't teach an old dog new tricks" is one of the most common ignorances expressed. The adult can learn equal to or better than the child, mainly due to his practical experiences, ability to think, his high level of common sense, urgent reason to learn, greater self-control, and use of his resources to a greater extent.

2. Lack of confidence in themselves in the educational setting is a problem for many adults. With society placing a stigma on the aging process, adults may have assumed their learning days were nearly over once they reached thirty-five. Extreme caution must be taken to assure the individual that the academic atmosphere does not contain the threats he so clearly remembers from his earlier years.

3. Today, poverty is seen as a stigma because a cure now exists for it—education; therefore, any man can raise his standard in life "if he wants to." The disadvantaged have tried to get an education and have either failed or been rejected by an educational system to which they cannot conform, through no fault of their own.

4. Memories are sometimes dangerous. The school room can mean punishment and failure to someone who remembers it in that way. A counselor or teacher in the adult learning situation often has the responsibility to aid the student in overcoming a negatively based memory.

5. The successful counselor is one who places emphasis on the student--his hopes, his goals, his dreams, and his potential; consequently, he never loses sight of the fact that his students are adults.

The needs above seem to dictate the following objectives:

1. To aid the participants in gaining insights into the ABE teacher-student relationship and the various and different ways teachers and students may perceive the relationship.
2. To assist the adult education teacher in developing greater empathy for the ABE student and his needs.

3. To assist the participants in analyzing existing ABE programs and counseling practices in light of their greater understanding of ABE students' needs and problems.

Learning Experiences and Staff

To facilitate the above objectives, lectures were conducted by consultants and small learning groups were formed. There was adequate time designed into the structure of the Institute to provide for feedback from the participants.

In addition to Powell, Easter, and Holt, the following persons were utilized in the instructional process:

1. Leonard Breen  
Director, Reading Center  
University of Tennessee  
Knoxville, Tennessee

2. Glenn Bushey  
Director of Continuing Education  
University of Tennessee at Chattanooga  
Chattanooga, Tennessee

3. Barbara Gilmer  
Project Director  
Consumer Education  
University of Tennessee at Nashville  
Nashville, Tennessee

4. Gerald C. Hanberry  
Assistant Director  
Staff Development Conferences and Institute  
University of Maryland  
College Park, Maryland

5. Kenneth Smith  
Department of School Psychology  
Peabody College  
Nashville, Tennessee

6. Davia Steward  
Director, Counseling Center  
Fisk University  
Nashville, Tennessee

7. Don Tubbs  
Consultant in Social Studies  
Memphis City Schools  
Memphis, Tennessee

Participants

The following persons attended the ABE Guidance and Counseling
Institute held at Tennessee State University:

1. George Alsobrooks  
   Box 94A-Route 2  
   Erin, TN 37061

2. John Carroll  
   410, 6th Street  
   Lawrenceburg, TN 38464

3. Mrs. Eddie Clemons  
   29 LaBelle Street  
   Jackson, TN 38301

4. Bob Colston  
   Route #2  
   Whitewell, TN 37397

5. Malissa Crutchcher  
   617 Pierpoint Dr.  
   Nashville, TN 37207

6. James Currie  
   1003 Battlefield Drive  
   Nashville, TN 37204

7. Linda DeWine  
   5201 Oak Ridge Avenue  
   Knoxville, TN 37921

8. Joyce Garton  
   4837 Corning Drive  
   Nashville, TN 37204

9. Dianne Hall  
   4896 Chandler Road  
   Hermitage, TN 37076

10. John Helvey  
    4001 Whitlow Avenue  
    Knoxville, TN 37918

11. Charles Hamphill  
    4026 Boyd Drive  
    Nashville, TN 37210

12. Carol Horn  
    812 Holla Drive  
    Goodlettsville, TN 37073

13. Edith Hurt  
    2921 N. Radford Road  
    Memphis, TN 38114

14. Thelma Johnson  
    2524 Garner Lane  
    Nashville, TN 37307

15. Cathryn Hey  
    1712 Ocoee Street  
    Chattanooga, TN 37406

16. Gladys Lawrence  
    Box 12492  
    Nashville, TN

17. Gloria Logan  
    101 Cedar Hill Drive  
    Waverly, TN 37185

18. Roland McElrath  
    Box 24  
    Camden, TN 38320

19. Howard Murrill  
    Woodland Drive  
    Lenoir City, TN 37761

20. Juanita Randolph  
    854 Rodney Drive  
    Nashville, TN 37205

21. Juanita Ransom  
    Route 2, Box 242  
    Somerville, TN 38068

22. Carlton Robbins  
    401 Via Drive  
    Clarksville, TN 37040

23. Pauline See  
    Route 7  
    Lebanon, TN 37087

24. Shira Shaw  
    6, 1056 College  
    Memphis, TN 38106
Evaluation

The results of the evaluation, item by item, will be presented in this section. Interpretation of the data is left to the reader. The section will be divided into the following areas:

1. Profile of the participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating.

Profile of Participants

Relative to the profile of the participants attending the Guidance and Counseling Institute, it was found that:

1. The majority were females (61.3 per cent).
2. The majority were 35 years of age or older (74.2 per cent).
3. The majority were white (54.8 per cent).
4. The majority possessed a master's degree (54.8 per cent).

5. The majority possessed more than 3 academic years' experience in ABE (51.6 per cent).

6. Fifty-eight per cent possessed more than 10 years' experience in ABE, with 35.5 per cent having 2-10 years' experience and 6.5 per cent having less than 2 years' experience.

Physical Facilities

Following is a list of the statements provided in the questionnaire relative to the physical facilities, followed by the rating of each and comments made by the participants:

1. Adequate space was provided for large group meetings. 4.2
   Comments:
   (a) Nice facilities.
   (b) A large comfortable room.
   (c) Air conditioning too cold, chairs too hard.
   (d) Enjoyed the facilities.
   (e) More variety and comfort of facilities would have helped.

2. Adequate space was provided for small group meetings. 3.9
   Comments:
   (a) Could have been better if groups could have had assigned rooms to avoid distraction.
   (b) A little less than adequate.
   (c) Empty, available classrooms opened close to main meeting room.
   (d) Space was provided, but it took awhile for the group to close partitions, etc.

11 The ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree
Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants:12

1. The objectives of the Institute were relevant to the needs of the participants:
   
   Comments:
   (a) Some objectives of students were different due to having captive classes.
   (b) Partially.
   
   4.0

2. The objectives of the Institute were clearly defined to the participants.

   Comments:
   (a) Not clear enough.
   (b) They were for me.
   
   3.7

3. The participants had an opportunity to contribute to the development of the content of the Institute.

   Comments:
   (a) Somewhat.
   (b) With respect to papers to be sent at a later date.
   
   3.7

4. Adequate time was available for the objectives to be realized.

   Comments:
   (a) Too much time on some objectives.
   
   3.9

---

12 The ratings were based on the same scale as in Footnote 11.
Program

Following is a list of the statements provided relative to the program, followed by the rating of each and comments made by the participants.13

1. The content of the Institute was relevant to my needs. 3.7

Comments:
(a) Some of it.
(b) Counseling techniques would have also been a welcomed topic.
(c) I wanted more on counseling.
(d) "Zeroed in" on some problems I was having.
(e) Partially.

2. The program of the Institute was in line with stated objectives of the Institute. 3.7

Comments: None.

3. Adequate lines of communication were established between staff and participants. 3.9

Comments:
(a) If the State people are part of the staff, no.
(b) This is one of the strong points.
(c) This was only true with some of the consultants.

4. The content of the Institute was such that it answered questions that concerned me relative to my job. 3.7

Comments:
(a) In most instances.
(b) A few.

---

13The ratings were based on the same scale as in Footnote 11.
(c) Reading material especially relevant to my situation.

(d) Partially.

(e) Not equally in all areas.

5. As a result of the Institute, I feel that I will now be better able to perform my job more satisfactorily.

Comments:

(a) I believe I may be able to emphatically instruct my classes.

Strengths

The following strengths were listed by the participants attending the Guidance and Counseling Institute:

1. Large group instruction.
2. Large group interaction.
3. Learner group response.
4. Experiences.
5. It was well organized, and the topics and speakers were above average.
6. It was well planned.
7. You could feel free to ask questions.
8. It solved many problems for me.
10. The number of consultants scheduled, which gave variety to the program.
11. There was a wide variety of consultants, each one having his own style and methods.
12. Communication among participants and staff.
13. Made aware of many important aspects.
14. Brought about a better understanding of self and our relationship with others.
15. Small group interaction.
16. The large group sessions.
17. Meeting people with similar interest.
18. Quality of people attending.
19. The lecture type presentation.
20. Freedom for participants to speak.
21. The atmosphere was most relaxing, and this encouraged a great deal of us to feel free to express our opinions.
22. Ample time given for discussion of topics.
23. The exchange of ideas between ABE teachers.
24. Methods used to instruct were varied.
25. The quality of instructors.
26. The well planned program.
27. The open line of communication between staff and participants.
28. Most of the consultants were superb.
29. Off to a good start.
30. Taking the time to look at the real you and getting acquainted with everybody.
31. Finding out about yourself.
32. Teaching reading in ABE and teaching social studies.
33. The resource persons.
34. Teaching social studies in ABE.
35. Consumer education.
36. Becoming more aware of my own feelings and needs and of my students feelings and needs.
37. Strengths and weaknesses lie in the consultants.
38. The consumer education group, Breen and Tubbs were the most effective—perhaps because their objectives were more tangible.

39. The part on consumer education.

40. Opportunities for small group discussions.

41. Implementing the objectives and then breaking into learning groups to discuss the objectives further.

42. Stewart's presentation of making the group feel relaxed and togetherness.

43. Presentation to group by Somons on consumer education.

44. Informality of presentations.

45. Group interactions.

46. Respect for others opinion.

47. Selection of consultants based on professionalism that cover both races—black and white.

48. The grouping where exchanges of ideas throughout Tennessee were brought out and the sensitivity training by Dave.

49. Realistic objectives.

50. Well planned to facilitate movement toward objectives.

51. Good interpersonal relationship.

52. Opportunities for individualization.


54. Specific information in some areas.

55. Getting to know other teachers in the field and from other parts of the state.

56. The informality allowed for much interpersonal reaction.

Weaknesses

The following weaknesses were listed by the participants
attending the Guidance and Counseling Institute:

1. Second day awareness ran out of gas.

2. Some constantly didn't seem to identify their objective clearly to learner group.

3. Some students' job types and other interests.

4. The afternoon sessions were too long.

5. More work needs to be done on choosing consultants.

6. There was not as much on guidance and counseling as expected; however, other areas covered were good.

7. There was not enough time for the consultant who discussed reading and placement.

8. Having to do part of the work after the institute was over.

9. Some of the information related to day class teaching and did not relate directly to ABE teaching.

10. Not enough time to exchange ideas and experiences.

11. Perhaps a little too structured.

12. The non-lecture type presentation.

13. The appearance of some of the speakers.

14. The language used to express views was distasteful.

15. Speakers not overly prepared.

16. No blacks were asked to lead.

17. Harshness of the language used by some of the speakers.

18. No black facilitators were selected.

19. More counseling techniques needed.

20. Not general enough to the main idea of the workshop, that of guidance and counseling.

21. Visitors to the group who broke the close knit feeling between participants with their interruptions.

22. Long-winded speakers and sore bottoms.
23. Some speakers were too "strong" in their comments.
24. Not enough interaction between the groups.
25. The lack of black leader for learning groups.
26. Group leadership (more experienced).
27. I feel that there should have been some black group facilitators.
28. I think entirely too much time was spent on the intangible objectives, such as understanding self and empathy.
29. The language of some of the consultants.
30. The lack of Black group leaders.
31. Vulgarity and being too common--"sitting on floors"; what are chairs for? "stocking feet"--professionalism still counts.
32. Lack of black leaders with more experience than those selected.
33. None, really.
34. First day lag.
35. Occasional slowed pace.
36. The use of time was not always structured for variety of activities.
37. The teachers input was minimal in planning.
38. Information and registration material were late arriving.
39. If teachers will be expected to lead in-service; training, then they weren't prepared.

Overall rating

In assessing the overall effectiveness of the Guidance and Counseling Institute, two measures were used. The first of these was the participants' reaction to the statement: My overall rating for the Institute is very high, high, medium, low, very low. The mean score given to this statement was 3.8 out of a maximum possible of
The second assessment taken was the participants' reaction to the Institute as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.85. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.85 placed the overall rating between items five and six on the scale, which means that there were fifteen less favorable items below the mean rating but only five more favorable ones above.

The rating was based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

14
CHAPTER V
ADULT BASIC EDUCATION SUPERVISORS' CONFERENCE

The Third Annual Supervisors' Conference for local ABE Supervisors was held at Memphis State University, August 1-3, 1973. The Conference was under the direct supervision of Donnie Dutton, Professor and Director of Adult Education, Memphis State University, and Billy Glover, Regional Supervisor, Adult Education, State Department of Education. Most of the following information, except for the evaluation, was taken from the syllabus developed for the supervisors attending the Conference.

Introduction

For several years, one of the primary concerns of ABE personnel in Tennessee has been that of professional development. Through the cooperation of local school systems, the State Department of Education, the Southern Regional Education Board, and participating universities, a staff development system was formulated and implemented in the State. As a result of this, a planning committee, consisting of local supervisors, State Department of Education Staff, and University personnel, convened to discuss the objectives of the Conference. After much effort, the committee felt that at the conclusion of the Conference, each local supervisor should possess an understanding of the:

1. Philosophy and goals of adult basic education.

2. Current status of adult basic education from a legislative viewpoint, including future legislative expectations.

3. Functions and responsibilities of local adult basic education supervisors.
4. Learning experiences that occurred in the three summer ABE Institutes.

5. Southern Regional Education Board's ABE Project.

6. Value of participating in adult education professional organizations.


Learning Experience and Staff

To facilitate the above objectives, learning experiences were planned, and considerable time was allotted for small group discussions. In addition to Dutton and Glover, the following persons were involved in providing instruction at the Conference:

1. Elinor Andrews  
   D-3 Maple Hills  
   Clarksville, TN.

2. Luther Black  
   Director of Adult Education  
   State Dept. of Education  
   Little Rock, Arkansas

3. Edward T. Brown  
   Director of ABE Project  
   Southern Regional Educ. Board  
   Atlanta, Georgia

4. Charles Cummings, Supervisor  
   Memphis Evening High School  
   272 N. Bellevue  
   Memphis, Tennessee

5. Linda DeWine  
   5201 Oak Ridge Avenue  
   Knoxville, Tennessee

6. James Dorland  
   Executive Director  
   MAPCAE  
   Washington, D.C.

7. James Drummond  
   Supervision of ABE  
   Memphis City Schools  
   Memphis, Tennessee

8. Luke Easter  
   Regional Supervisor  
   Adult Education  
   State Dept. of Education  
   Nashville, Tennessee

9. Jerry Graham  
   Morningside Drive  
   Selmer, Tennessee

10. Diane Hall  
    4896 Chandler Road  
    Hermitage, Tennessee

11. Nelda Harrell  
    1804 Tanager Lane  
    Knoxville, Tennessee

12. Edith Hurt  
    2921 N. Radford Road  
    Memphis, Tennessee

13. Hazel Parker, Supervisor  
    Adult Learning Centers  
    Memphis City Schools  
    Memphis, Tennessee

14. John Peters  
    Associate Professor  
    Continuing and Higher Education  
    University of Tennessee  
    Knoxville, Tennessee
15. Toni Powell  
   Associate Professor  
   Adult Education  
   Tennessee State University  
   Nashville, Tennessee

16. Robert Saunders, Dean  
   College of Education  
   Memphis State University  
   Memphis, Tennessee

17. Gary Simpson  
   Box 322  
   Englewood, Tennessee

18. Lynda Smith  
   2814 Belcourt  
   Nashville, Tennessee

Participants

The following persons attended the Supervisors' Conference at Memphis State University (includes staff and consultants):

1. George Alsobrooks  
   Houston County

2. Elinor Andrews  
   Clarksville

3. Ray Baker  
   Tennessee State Prison

4. Archer Bardes  
   Knox County

5. Luther Black  
   SDE, Arkansas

6. William Brooks  
   Tipton County

7. Alvin Brown  
   Fayette County

8. Ed Brown  
   SREB

9. Bernard Burgess  
   Marshall County

10. Charles Cummings  
   Memphis City

11. Linda DeWine  
   Knoxville

12. James Dorland  
   NAPCAE

13. James Drummond  
   Memphis City

14. Donnie Dutton  
   Memphis State

15. Elizabeth Dyer  
   Johnson County

16. Luke Easter  
   SDE

17. A. B. Foster  
   Washington County

18. Billy Glover  
   SDE

19. Jerry Graham  
   Selmer

20. Diane Hall  
   Hermitage

21. Walter Harbison  
   Morristown City

22. Nelda Harrell  
   Knoxville

23. John Helvey  
   Knox County

24. Charles Holt  
   SDE
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<td>41</td>
<td>Lucielle Reed</td>
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<td>42</td>
<td>Carlton Robbins</td>
<td>Clarksville-Montgomery</td>
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<td>43</td>
<td>Burgan Russell</td>
<td>Dyer County</td>
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<td>44</td>
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<td>57</td>
<td>Florence Weiland</td>
<td>Metro-Nashville</td>
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<tr>
<td>58</td>
<td>Blake Welch</td>
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Profile of Participants

Relative to the profile of the participants attending the Supervisors' Conference, it was found that:

1. The majority were males (73.5 per cent).
2. The majority were 35 years of age or older (97.1 per cent).
3. The majority were white (88.2 per cent).
4. The majority possessed a master's degree or above (70.6 per cent).
5. The majority possessed more than 3 academic years experience (76.5 per cent).
6. The majority possessed more than 10 years' teaching experience in public schools other than ABE (76.5 per cent).

Physical Facilities

Following is a list of the statements provided relative to the physical facilities, with comments listed under each statement made by the participants and the rating of each: 15

1. Adequate space was provided for large group meetings. 4.6

Comments:

(a) Excellent facilities.

15 The ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly Disagree
(b) We owe Dutton a thanks for this work on our conference.

(c) I like Memphis.

2. Adequate space was provided for small group meetings. 4.4

Comments: None.

Objectives

Following is a list of the statements provided relative to the objectives, followed by the rating of each and comments made by the participants.16

1. The objectives of the Conference were relevant to the needs of the participants. 4.4

Comments:

(a) Very beneficial.

(b) As far as State Department could go with re-organization.

2. The objectives of the Conference were clearly defined to the participants. 4.2

Comments: None.

3. The participants had an opportunity to contribute to the development of the content of the Conference. 4.1

Comments: None.

4. Adequate time was available for the objective to be realized. 4.1

Comments: None.

Program

Following is a list of the statements provided relative to the program, followed by the rating of each and

16The ratings were based on the same scale as in Footnote 15.
comments made by the participants: 17

1. The content of the Conference was relevant to my needs. 4.4
   Comments: None.

2. The program of the Conference was in line with stated objectives of the Institute. 4.2
   Comments: None.

3. Adequate lines of communication were established between staff and participants. 4.4
   Comments: None.

4. The content of the Conference was such that it answered questions that concerned me relative to my job. 4.4
   Comments: None.

5. As a result of the Conference, I feel that I will now be better able to perform my job more satisfactorily. 4.6

Strengths

The following strengths were listed by the participants attending the Supervisors' Conference:

1. Group sessions.
2. Timing and overall schedule.
3. The group facilitators were practitioners in ABE classes of the ideas they were imparting to us.
4. Adequate time.
5. Information gained concerning adult education in general and ABE specifically.
6. Good consultants.
7. Involvement of teachers.
8. Considered problems relative to the present needs.

17The ratings were based on the same scale as in Footnote 15.
9. For those who are new in this, it was very informative.
10. Facilities good.
11. Speakers and consultants adequate.
12. Explanation of program, legal and otherwise. Mr. Kerr was very informative.
13. The purpose was dealt with adequately without waste of time.
15. The thorough organization of the Conference. Some hard work must have gone into the program.
17. It's informative to discuss programs with ABE people across the state.
18. Well organized.
19. Interaction; passing of information.
20. Good planning.
21. Opportunities given for participants to communicate with peers and state staff members.
22. Facilities good; atmosphere professional but pleasant and ready!
23. Opportunities given for big city supervisors to meet and discuss.
25. Inclusion of teachers.
27. Sharing of problems.
28. Good consultants.
29. Close relationship between supervisors, state staff, and university personnel.
30. Interest of staff in attendees.
31. The organization of the program.
32. Organization.
33. Immediacy of the content to needs.
34. Exactness.
35. As a supervisor, this was my first institute. It will help me in my role as a supervisor.
36. State reorganization.
37. Pending Bills.
38. I think the greatest overall strength of the Conference was the way that it was organized.
39. Individual participation.
40. Small groups.

Weakeness

The following weaknesses were listed by the participants attending the Supervisors' Conference:

1. One of the sneakers was boring.
2. Parking (smile).
3. None.
4. The needs were identified but how to fill these needs was not given.
5. Distance.
6. Always lack of time.
7. If people are being paid to attend these conferences, they should attend all meetings. Sometimes this presents the wrong image.
8. Not enough information as to where State Department reorganization will help or hurt.
9. Temperature of the room.
10. There were none. It was tops!
11. All supervisors do not attend.
12. More time.
13. Lack of TV at the Towers; lounges need to be opened on floors where we stay. We didn't find out what Dutton knew; he probably has a lot of valuable information.
15. Did not get to mix with all groups--small groups met only with their own regions each time. Not enough opportunity to get acquainted with others.

Overall rating

In assessing the overall effectiveness of the Supervisors' Conference, two measures were used. The first of these was the participants reaction to the statement: My overall rating for the Conference is very high, high, medium, low, very low. The mean score given to this statement was 4.5 out of a maximum possible of five.

The second assessment taken was the participants' reaction to the Conference as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.37. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.37 placed the overall rating between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above.

The ratings were based on the following scale:

- 5=Very high
- 4=High
- 3=Medium
- 2=Low
- 1=Very low
CHAPTER VI

COMBINED EVALUATION OF INSTITUTES AND CONFERENCE

The purpose of this section will be to present the combined evaluation, item by item, of all three of the ABE Institutes--Guidance and Counseling, Materials, Reading--and the Supervisors' Conference. It will be divided into the following sections:

1. Profile of participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Overall rating.

Profile of Participants

Relative to the profile of the participants attending the three ABE Institutes and the Supervisors' Conference, it was found that:

1. The majority were females (54.5 per cent).
2. The majority were 35 years of age or older (76.0 per cent).
3. The majority were white (70 per cent).
4. The participants were about evenly divided in respect to whether they possessed a master's or bachelor's degree.
5. The majority possessed more than 1 year of experience in ABE (67.6 per cent).
6. The majority possessed more than 10 years' teaching experience in the public schools other than ABE (60.3 per cent).

50
Physical Facilities

Following is a list of the statements provided relative to physical facilities at the three ABE Institutes and the Supervisors' Conference and the rating of each:19

1. Adequate space was provided for large group meetings. 4.4
2. Adequate space was provided for small group sessions. 4.3

Objectives

Following is a list of the statements provided relative to the objectives of the three ABE Institutes and the Supervisors' Conference and the rating of each:20

1. The objectives of the Institute and Conference were relevant to the needs of the participants. 4.3
2. The objectives of the Institute and Conference were clearly defined to the participants. 4.2
3. The participants had an opportunity to contribute to the development of the content of the Institutes and Conference. 3.9
4. Adequate time was available for the objectives of the Institutes and Conference to be realized. 4.0

Program

Following is a list of the statements provided relative to the program at the three ABE Institutes and the Supervisors'

---

19The ratings were based on the following scale:

5=Strongly agree 2=Disagree
4=Agree 1=Strongly disagree
3=Undecided

20The ratings were based on the same scale as in Footnote 19.
Conference and the rating of each:

1. The content of the program was relevant to my needs. 4.2
2. The program of the Institutes and Conference was in line with the stated objectives. 4.1
3. Adequate lines of communication were established between staff and participants. 4.3
4. The content of the Institutes and Conference was such that it answered questions that concerned me relative to my job. 4.2
5. As a result of the Institutes and Conference, I feel that I will now be better able to perform my job. 4.3

Overall Rating

Two measures were taken in an attempt to measure the overall value ascribed to the three ABE Institutes and the Supervisors' Conference. The first of these was the participants' reaction to the statement: My overall rating for the Institute or Conference is very high, high, medium, low, or very low. The value was given to this item was 4.4 out of a maximum possible of five.

The second assessment taken was the participants' reaction to the Institute or Conference as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.35. The most positive score possible is 1.13, and the most negative value is 10.89. A mean rating of 3.35 placed the overall rating of the Institutes

---

21 The ratings were based on the same scale as in Footnote 19.

22 The ratings were based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low
and conference between items four and five on the scale, which means that there were sixteen less favorable items below the mean rating but only four more favorable ones above.
CHAPTER VII
SUMMARY AND SUPPLEMENTARY INFORMATION

Summary

It should be evident from a review of this document that the three ABE Institutes and the Supervisors' Conference were successful. While there were problems, the overwhelming success of the learning experiences makes those problems, in nature, appear minor.

Supplementary Information

Two other items of information were gathered on the evaluation forms that bear mentioning. One of these was whether the participants felt that additional institutes and conferences of this nature should be held in the future. ALL (100 per cent) participants said yes.

In addition to this, space was provided on the questionnaire for the participants to indicate subjects of concern to them that should be considered in formulating future programs. As for the Institutes, the participants listed twenty different topics. Those with more than passing interest were as follows:

1. Consumer education, with direct applicability to ABE (31 responses).
2. Guidance and counseling, including recruitment, retention, human relations, values of adults, etc. (20 responses).
3. Reading, including some emphasis on non-readers (19 responses).
5. Mathematics (12 responses).

The remainder of the topics received from one to three responses each.
As for the Supervisors' Conference participants, in general they indicated that they desired a continuation of the kinds of things they had received in this Conference and the two previous ones; i.e., administrative concerns, budgeting, review of institutes, discussion of problems in small groups, and the like.
APPENDICES
PROGRAM FOR TENNESSEE ABE MATERIALS AND TEACHING INSTITUTE, June 18-29, 1973

Monday, June 18

8:30 - 8:35  WELCOME  John Richardson
8:35 - 10:00  REGISTRATION  James McAlpin
10:00 - 10:30  BREAK
10:30 - 12:00  ORIENTATION  Donnie Dutton  and  Billy Glover
12:00 - 1:15  LUNCH
1:15 - 2:30  EVALUATING MATERIALS  Robert Geeslin
2:30 - 3:00  BREAK
3:00 - 4:30  EVALUATING MATERIALS  Robert Geeslin
4:30 - 5:30  STAFF MEETING

Tuesday, June 19

8:30 - 10:00  SMALL GROUP SESSIONS ON EVALUATING MATERIALS  Robert Geeslin
10:00 - 10:30  BREAK
10:30 - 12:00  EVALUATING MATERIALS  Robert Geeslin
12:00 - 1:15  LUNCH
1:15 - 2:30  SMALL GROUP SESSIONS ON EVALUATING MATERIALS  Robert Geeslin  and  Carol Geeslin
2:30 - 3:00  BREAK
3:00 - 4:30  SMALL GROUP SESSIONS
           Robert Geeslin
4:30 - 5:30  STAFF MEETING
7:00 - 9:00  SMALL GROUP SESSIONS
           Donnie Dutton

Wednesday, June 20

8:30 - 10:00  EVALUATING COMMERCIAL MATERIALS
              Robert Geeslin
10:00 - 10:30  BREAK
10:30 - 12:00  SMALL GROUP SESSIONS ON EVALUATING MATERIALS
               Robert Geeslin
12:00 - 1:15  LUNCH
1:15 - 2:30  CONSTRUCTING MATERIALS
             Carol Geeslin
2:30 - 3:00  BREAK
3:00 - 4:30  SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS
             Robert Geeslin
4:30 - 5:30  STAFF MEETING

Thursday, June 21

8:30 - 10:00  CONSTRUCTING MATERIALS
               Robert Geeslin
10:00 - 10:30  BREAK
10:30 - 12:00  SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS
               Carol Geeslin
12:00 - 1:15  LUNCH
1:15 - 2:30  CONSTRUCTING MATERIALS
             Robert Geeslin
2:30 - 3:00  BREAK
3:00 - 4:30  SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS  
             Robert Geeslin

4:30 - 5:30  STAFF MEETING

7:00 - 9:00  SMALL GROUP SESSIONS  
             Donnie Dutton

**Friday, June 22**

3:30 - 10:00  CONSTRUCTING MATERIALS

10:00 - 10:30  BREAK

10:30 - 12:00  SMALL GROUP SESSIONS ON CONSTRUCTING MATERIALS  
                Robert Geeslin

12:00 - 1:15  LUNCH

1:15 - 2:30  SMALL GROUP SESSIONS  
             Donnie Dutton

2:30 - 3:00  BREAK

3:00 - 4:30  SMALL GROUP SESSIONS  
             Donnie Dutton

4:30 - 5:30  STAFF MEETING

**Monday, June 25**

8:30 - 10:00  CONSUMER EDUCATION
              ORIENTATION--RIGHTS AND RESPONSIBILITIES
              David DuBose
              and
              Ron Weir

10:00 - 10:30  BREAK

10:30 - 12:00  CONSUMER EDUCATION
              CURRICULUM FOLLOW-UP
              Jo Sullivan

12:00 - 1:15  LUNCH

1:15 - 2:30  CONSUMER EDUCATION
              CREDIT AND INSTALLMENT BUYING
              William Fisher
2:30 - 3:00  BREAK

3:00 - 4:30  CONSUMER EDUCATION
             CURRICULUM FOLLOW-UP
             H. F. Patterson

Tuesday, June 26

8:30 - 10:00  CONSUMER EDUCATION
              HEALTH, EDUCATION AND WELL BEING
              Calvin Dickinson

10:00 - 10:30  BREAK

10:30 - 12:00  CONSUMER EDUCATION
               CURRICULUM FOLLOW-UP
               Jo Sullivan

12:00 - 1:15  LUNCH

1:15 - 2:30  CONSUMER EDUCATION
             LAW AND THE CONSUMER
             Crawford Lindsay

2:30 - 3:00  BREAK

3:00 - 4:30  CONSUMER EDUCATION
             CURRICULUM FOLLOW-UP
             H. F. Patterson

             CONSUMER EDUCATION
             EVALUATION
             Barbara Gilmer

7:00 - 9:00  SMALL GROUP SESSIONS
             Ron Thomas

Wednesday, June 27

8:30 - 10:00  TEACHING SOCIAL STUDIES IN ABE
               Don Tubbs

10:00 - 10:30  BREAK

10:30 - 12:00  TEACHING SOCIAL STUDIES IN ABE
               Don Tubbs

12:00 - 1:15  LUNCH
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenting</th>
<th>Time</th>
<th>Event</th>
<th>Presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:15 - 2:30</td>
<td>FREE MATERIALS IN ABE</td>
<td>Roger Carson</td>
<td>2:30 - 3:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>3:00 - 4:30</td>
<td>TEACHING ABE</td>
<td>Ed Brown</td>
<td>4:30 - 5:30</td>
<td>STAFF MEETING</td>
<td></td>
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<td></td>
<td>Thursday, June 28</td>
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</tr>
<tr>
<td>8:30 - 10:00</td>
<td>PROGRAMMED MATERIALS</td>
<td>Hazel Parker</td>
<td>10:00 - 10:30</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>10:30 - 12:00</td>
<td>PROGRAMMED MATERIALS</td>
<td>Hazel Parker</td>
<td>12:00 - 1:30</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>TEACHING READING IN ABE</td>
<td>Tom Rakes</td>
<td>2:30 - 3:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>3:00 - 4:30</td>
<td>TEACHING READING IN ABE</td>
<td>Tom Rakes</td>
<td>4:30 - 5:30</td>
<td>STAFF MEETING</td>
<td></td>
</tr>
<tr>
<td>7:00 - 9:00</td>
<td>SMALL GROUP SESSIONS</td>
<td>Donnie Dutton</td>
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<td></td>
<td>Friday, June 29</td>
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<tr>
<td>8:30 - 10:00</td>
<td>SMALL GROUP SESSIONS FOR REGIONAL</td>
<td></td>
<td>10:00 - 10:30</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLANNING ACTIVITIES</td>
<td></td>
<td>10:30 - 11:00</td>
<td>EVALUATION</td>
<td>Donnie Dutton and Billy Glover</td>
</tr>
</tbody>
</table>
11:00 - 12:00
ADMINISTRATIVE WRAP-UP
Donnie Dutton
APPENDIX B
### THE UNIVERSITY OF TENNESSEE

**ADULT BASIC EDUCATION**

**INSTITUTE**

**JULY 9 - 20, 1973**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday, July 9</strong></td>
<td>Room 139, Stokely Athletics Building</td>
</tr>
<tr>
<td>9:30 - 10:45</td>
<td>Registration</td>
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<tr>
<td>10:45 - 11:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Dean J. D. McComas</td>
</tr>
<tr>
<td></td>
<td>Introduction and Overview of Institute</td>
</tr>
<tr>
<td></td>
<td>Dr. J. M. Peters, Co-Director</td>
</tr>
<tr>
<td></td>
<td>Mr. Charles Bates, Co-Director</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 - 2:45</td>
<td>Overview of the Reading Process</td>
</tr>
<tr>
<td></td>
<td>Dr. R. K. Leigh</td>
</tr>
<tr>
<td>2:45 - 3:00</td>
<td>Break</td>
</tr>
<tr>
<td>3:00 - 4:00</td>
<td>Introduction to &quot;Good Ideas for Teaching&quot;</td>
</tr>
<tr>
<td></td>
<td>Dr. Leigh</td>
</tr>
<tr>
<td><strong>Tuesday, July 10</strong></td>
<td>Room 139</td>
</tr>
<tr>
<td>8:30 - 10:00</td>
<td>&quot;Good Ideas for Teaching&quot;</td>
</tr>
<tr>
<td></td>
<td>Assessment, Word Attack, Vocabulary, Comprehension, Study Skills</td>
</tr>
<tr>
<td></td>
<td>Dr. Leigh</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>&quot;Good Ideas for Teaching&quot; (cont.)</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 - 4:00</td>
<td>Work Groups</td>
</tr>
<tr>
<td><strong>Wednesday, July 11</strong></td>
<td>Room 139</td>
</tr>
<tr>
<td>8:30 - 10:00</td>
<td>The Language Experience Approach</td>
</tr>
<tr>
<td></td>
<td>Dr. Leigh</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Assessment of Reading Skills</td>
</tr>
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<td></td>
<td>Dr. Leigh</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 - 4:00</td>
<td>Work Groups</td>
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</table>

65
<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Thursday, July 12</strong></td>
<td></td>
</tr>
<tr>
<td>8:30 - 10:00</td>
<td>Word Attack Skills</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Dr. Leonard Green</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Break</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>1:30 - 4:00</td>
<td>Dr. Green</td>
</tr>
<tr>
<td><strong>Friday, July 13</strong></td>
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</tr>
<tr>
<td>8:30 - 10:00</td>
<td>Comprehension</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Dr. Green</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Break</td>
</tr>
<tr>
<td><strong>Monday, July 16</strong></td>
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<tr>
<td>8:30 - 10:00</td>
<td>Comprehension (cont.)</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Dr. Green</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Break</td>
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<tr>
<td>12:00 - 1:30</td>
<td>Comprehension (cont.)</td>
</tr>
<tr>
<td>1:30 - 4:00</td>
<td>Dr. Green</td>
</tr>
<tr>
<td><strong>Tuesday, July 17</strong></td>
<td></td>
</tr>
<tr>
<td>8:30 - 10:00</td>
<td>Materials for Teaching Reading</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Dr. T. Rakes</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Break</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Materials for Teaching Reading (cont.)</td>
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<tr>
<td>1:30 - 4:00</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>Wednesday, July 18</strong></td>
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</tr>
<tr>
<td>8:30 - 10:00</td>
<td>Consumer Education</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Ms. Barbara Gilmore and others</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Break</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Consumer Education (cont.)</td>
</tr>
<tr>
<td>1:30 - 2:45</td>
<td>Lunch</td>
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<tr>
<td>2:45 - 3:00</td>
<td>Consumer Education (cont.)</td>
</tr>
<tr>
<td>3:00 - 4:00</td>
<td>Break</td>
</tr>
<tr>
<td>4:00 - 5:00</td>
<td>Consumer Education (cont.)</td>
</tr>
<tr>
<td>Thursday, July 19</td>
<td>Room 139</td>
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</tr>
<tr>
<td>8:30 - 10:00</td>
<td>Mathematics&lt;br&gt;Mr. Jerry Barker</td>
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<tr>
<td>10:00 - 10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Mathematics (cont.)</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Lunch</td>
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<tr>
<td>1:30 - 4:00</td>
<td>Work Groups</td>
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<table>
<thead>
<tr>
<th>Friday, July 20</th>
<th>Room 139</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 10:00</td>
<td>Reading and the ABE Curriculum&lt;br&gt;Dr. Breen</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Summary and Wrap-Up</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Institute Luncheon (optional)</td>
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<tr>
<td>1:30 -</td>
<td>HOMEWARD BOUND</td>
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</tbody>
</table>
PROGRAM FOR GUIDANCE AND COUNSELING INSTITUTE
TENNESSEE STATE UNIVERSITY, JULY 16-27, 1973

General Objective: #1
Participants will gain insight into the ABE teacher/student relationships and the various ways this relationship may be perceived.

Specific Objective: A
The participants will become more aware of their own feelings and attitudes toward self and others.

Monday - July 16
8:00 - 9:00 Registration
9:00 - 10:00 Get Acquainted Session
Welcome: Charles Kerr
James E. Farrell
10:00 - 10:15 Overview of Program
10:15 - 11:30 Visual Exercise
11:30 - 1:00 LUNCH
1:00 - 4:00 Implementation of Objective A
Dave Stewart (Consultant)

Tuesday - July 17
8:00 - 11:30 Implementation of Objective A
Dave Stewart (Consultant)
11:30 - 1:00 LUNCH
1:00 - 4:00 Implementation of Objective A
Dave Stewart (Consultant)

Wednesday, July 18
Specific Objective: B
Participants will deal with the effect which attitudes and feelings have on the teaching/learning process.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30</td>
<td>Participants will break into three 10-man groups (L-groups) and meet with group facilitator</td>
</tr>
<tr>
<td>8:30 - 11:30</td>
<td>Implementation of Objective B - Ken Smith (Consultant)</td>
</tr>
<tr>
<td>11:30 - 1:00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00 - 3:30</td>
<td>Implementation of Objective B - Ken Smith (Consultant)</td>
</tr>
<tr>
<td>3:30 - 4:00</td>
<td>Gripe Session (Feedback by participants to staff on workshop)</td>
</tr>
<tr>
<td>7:00 - 9:00</td>
<td>Skills in teaching G.E.D. Preparation - Ron Thomas (Consultant)</td>
</tr>
</tbody>
</table>

**CONSUMER EDUCATION**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 11:30</td>
<td>Rights and Responsibilities - Barbara Gilmer (Consultant)</td>
</tr>
<tr>
<td>11:30 - 1:00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00 - 4:00</td>
<td>Credit and Installment Buying - Barbara Gilmer (Consultant)</td>
</tr>
</tbody>
</table>

**CONSUMER EDUCATION**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 11:00</td>
<td>Legal Aspects of Consumer Education - Crawford Lindsay (Consultant)</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Reactions and feedback from participants</td>
</tr>
<tr>
<td>11:30</td>
<td>Participants free for week-end</td>
</tr>
</tbody>
</table>
Monday, July 23

General Objective #2

Participants will apply the concept of empathy to the teaching/learning process.

8:00 - 11:30  Implementation of Objective #2
             Gerry Hanberry (Consultant)

11:30 - 1:00  LUNCH

1:00 - 4:00   Implementation of Objective #2
             Gerry Hanberry (Consultant)

Tuesday, July 24

8:00 - 11:30  Implementation of Objective #2
             Gerry Hanberry (Consultant)

11:30 - 1:00  LUNCH

1:00 - 4:00   Implementation of Objective #2
             Gerry Hanberry (Consultant)

Wednesday, July 25

8:00 - 11:30  Teaching Reading in ABE
              Leonard Breen (Consultant)

11:30 - 1:00  LUNCH

1:00 - 3:30   Teaching reading in ABE

3:30 - 4:00   Gripe Session

Thursday, July 26

8:00 - 11:30  Teaching Social Studies in ABE
              Don Tubbs (Consultant)

11:30 - 1:00  LUNCH

1:00 - 4:00   Teaching Social Studies in ABE
              Don Tubbs (Consultant)
Friday, July 27

General Objective #3

Participants will develop guidelines and criteria for the implementation of a successful guidance and counseling program for adults.

8:00 - 11:30  L-groups will work on reports
11:30 - 1:00  LUNCHEON and awarding of certificates.
PROGRAM FOR ABE SUPERVISORS' CONFERENCE
MEMPHIS STATE UNIVERSITY, AUGUST 1-3, 1973

Wednesday Afternoon, August 1, 1973: Billy Glover Presiding

1:00 - 1:05  WELCOME  
             Robert Saunders

1:05 - 1:10  ADMINISTRATIVE CONCERNS  
             Donnie Dutton

1:10 - 2:30  PHILOSOPHY, GOALS, AND  
             FUTURE LEGISLATION  
             James Dorland

2:30 - 3:00  BREAK

3:00 - 4:30  GROUP MEETINGS  
             Luke Easter
             Billy Glover
             Charles Holt

4:30 - 5:30  STAFF MEETING  
             Donnie Dutton

7:00 - 9:00  INDIVIDUAL OR SMALL GROUP  
             CONSULTATIONS WITH STATE  
             STAFF AND CONSULTANTS  
             Billy Glover

Thursday Morning, August 2, 1973: Luke Easter Presiding

8:30 - 9:00  FUNCTIONS AND RESPONSIBILITIES  
             OF LOCAL SUPERVISORS  
             Luther Black

9:00 - 10:00  GROUP MEETINGS  
              Luke Easter  
              Billy Glover  
              Charles Holt

10:00 - 10:30  BREAK

10:30 - 12:00  GROUP MEETINGS  
                Luke Easter  
                Billy Glover  
                Charles Holt

12:00 - 1:30  LUNCH
Thursday Afternoon, August 2, 1973: Charles Holt Presiding

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1:30 - 2:30 | OVERVIEW OF SUMMER ABE INSTITUTES  
Donnie Dutton  
Nelda Harrell  
Toni Powell |
| 2:30 - 3:00 | BREAK                                                               |
| 3:00 - 4:30 | GROUP MEETINGS  
Charles Holt  
Jerry Graham  
James Drummond  
Linda DaWine  
Luke Easter  
Nelda Harrell  
Gary Simpson  
Robert Colston  
Billy Glover  
Lynda Smith  
Elinor Andrews  
Diane Hall  
Charles Kerr: Big City  
Hazel Parker |
| 4:30 - 5:30 | STAFF MEETING  
Donnie Dutton |
| 7:00 - 9:00 | INDIVIDUAL OR SMALL GROUP CONSULTATIONS WITH STATE STAFF AND CONSULTANTS |

Friday Morning, August 3, 1973: Charles Kerr Presiding

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 8:30 - 9:30 | SREB PROJECT  
Edward Brown |
| 9:30 - 10:00 | PROFESSIONAL ADULT EDUCATION ASSOCIATIONS  
Charles Cummings  
John Peters |
| 10:00 - 10:30 | BREAK |
| 10:30 - 12:00 | OPERATION OF STATE PROGRAM  
Charles Kerr |
| 12:00 - 12:15 | EVALUATION AND ADJOURNMENT |
PERSONAL DATA

1. SEX
   ___ Male
   ___ Female

2. AGE
   ___ Less than 35
   ___ 35 and over

3. RACE
   ___ White
   ___ Non White

4. DEGREE PRESENTLY HELD
   ___ Less than Bachelor's
   ___ Bachelor's
   ___ Master's
   ___ Specialist

5. ACTUAL TEACHING EXPERIENCE IN ABE
   ___ Less than 1 academic year
   ___ 1-3 academic years
   ___ More than 3 academic years
   ___ Not applicable
6. NUMBER OF YEARS EXPERIENCE IN PUBLIC SCHOOLS OTHER THAN ABE

- Less than 2 years
- 2-10 years
- More than 10 years

7. HAS YOUR EXPERIENCE, AS LISTED IN ITEM 6, BEEN PRIMARILY IN

- Elementary education
- Secondary education
- Other (Specify)____________

8. PRESENT ABE EMPLOYMENT

- Full-time
- Part-time

9. PLACE OF EMPLOYMENT

- West Tennessee (Glover)
- Middle Tennessee (Easter & Holt)
- East Tennessee (Bates)

Following are some statements with which you may agree or disagree. There are no correct or incorrect answers so feel free to express your feelings. Please give us your own opinion about these items by circling the answer that best describes how you feel. Also, a blank is provided after each statement for any written comments that you may care to make.

**PHYSICAL FACILITIES**

10. ADEQUATE SPACE WAS PROVIDED FOR LARGE GROUP MEETINGS.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:__________________________________________
11. ADEQUATE SPACE WAS PROVIDED FOR SMALL GROUP DISCUSSIONS.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

COMMENTS:_____________________________________________________________________

OBJECTIVES

12. THE OBJECTIVES OF THE INSTITUTE WERE RELEVANT TO THE NEEDS OF THE PARTICIPANTS.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:_____________________________________________________________________

13. THE OBJECTIVES OF THE INSTITUTE WERE CLEARLY DEFINED TO THE PARTICIPANTS.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:_____________________________________________________________________

14. THE PARTICIPANTS HAD AN OPPORTUNITY TO CONTRIBUTE TO THE DEVELOPMENT OF THE CONTENT OF THE INSTITUTE.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:_____________________________________________________________________

15. ADEQUATE TIME WAS AVAILABLE FOR THE OBJECTIVES OF THE INSTITUTE TO BE REALIZED.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:_____________________________________________________________________

79
16. THE CONTENT OF THE INSTITUTE WAS RELEVANT TO MY NEEDS.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:__________________________________________________________________________

17. THE PROGRAM OF THE INSTITUTE WAS IN LINE WITH THE STATED OBJECTIVES OF THE INSTITUTE.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:__________________________________________________________________________

18. ADEQUATE LINES OF COMMUNICATION WERE ESTABLISHED BETWEEN STAFF AND PARTICIPANTS.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:__________________________________________________________________________

19. THE CONTENT OF THE INSTITUTE WAS SUCH THAT IT ANSWERED QUESTIONS THAT CONCERNED ME RELATIVE TO MY JOB.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:__________________________________________________________________________

20. AS A RESULT OF THE INSTITUTE, I FEEL THAT I WILL NOW BE BETTER able to perform my job more satisfactorily.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments:__________________________________________________________________________
21. **MY OVERALL RATING FOR THE INSTITUTE IS:**

<table>
<thead>
<tr>
<th>Very</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very</th>
<th>Low</th>
</tr>
</thead>
</table>

Comments: ________________________________________________________________

********************************************************************************

Please complete the following items:

22. **Identify the greatest overall strengths of the Institute.**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

23. **Identify the greatest overall weaknesses of the Institute.**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

24. **Do you favor additional Institutes of this type?**

Yes ______

No ______

25. **If you answered Item 25 yes, please indicate some of the topics that you feel would need to be covered.**

________________________________________________________________________
KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the Institute:

1. ___ It was one of the most rewarding experiences I have ever had.
2. ___ Exactly what I wanted.
3. ___ I hope we can have another one in the near future.
4. ___ It provided the kind of experience that I can apply to my own situation.
5. ___ It helped me personally.
6. ___ It solved some problems for me.
7. ___ I think it served its purpose.
8. ___ It had some merits.
9. ___ It was fair.
10. ___ It was neither very good nor very poor.
11. ___ I was mildly disappointed.
12. ___ It was not exactly what I needed.
13. ___ It was too general.
14. ___ I am not taking any new ideas away.
15. ___ It didn't hold my interest.
16. ___ It was much too superficial.
17. ___ I leave dissatisfied.
18. ___ It was very poorly planned.
19. ___ I didn't learn a thing.
20. ___ It was a complete waste of time.

*Russell Kropp and Coolier Verner.

(If you wish, add any comments on reverse side of this page.)