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Title: <u>THE ROLE OF INTERNSHIP AND FIELD EXPERIENCE</u>

       <u>PROGRAMS IN DEVELOPING SELECTED COMPETENCIES</u>

       <u>IN ADULT EDUCATORS</u>

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                      Dr. Henry A. Ten Pas

Internship and field experience programs have been used to

prepare educators for roles in public school teaching and administra-

tion; junior college and university teaching, and adult education.

Based on a survey of the literature it is apparent that little attention

has been given to the role that these internship and field experience

programs have in the preparation of adult educators.

The study examined the role of existing internship-field experi-

ence programs at the graduate level in developing selected competen-

cies required of specialists in adult education. Data were also col-

lected relative to the potential role of internship-field experience pro-

grams in developing competent adult educators.

Population for the study included 224 persons connected with 14

universities offering graduate internship-field experience programs in

adult education. This group of persons represented university adult

education faculty, present and past interns and cooperating adult education agency personnel.

Data were collected by an opinionnaire and through personal interviews with approximately 12 percent of the total respondent group. Six sets of null hypotheses were tested in the study. Four of these concerned the nine competencies used in the study to examine the present and potential role of internship-field experience programs for adult educators. These null hypotheses stated:

1. Within each respondent group, there are no significant differences in the value of the means of the pre-statements and the competency to which they apply.

2. There are no significant differences between the respondent groups in their perceptions of the present role of graduate adult education internship-field experience programs in developing selected competencies required of adult educators.

3. There are no significant differences between the respondent groups in their perceptions of the potential role of graduate adult education internship-field experience programs toward the development of selected competencies required of adult educators.

4. Within respondent groups there are no significant differences in the means of the present and potential scales for each competency.

Two other hypotheses were used to examine the potential role of internship-field experience programs for adult educators while considering: (a) those with no adult education experience; (b) those with limited adult education experience; and (c) those with considerable adult education experience. These hypotheses were:

5. Within each respondent group there are no significant differences in the means of the three sub-parts, Parts (a), (b), and (c).

6. Within each of the three sub-parts, Parts (a), (b), and (c), there are no significant differences between the means of the respondent groups.

The null hypothesis held for the first three. Significant differences were found in regard to hypothesis number four which was rejected. Hypothesis five was rejected for Groups 2 and 4 and accepted for Groups 1, 3, and 5. The last hypothesis was rejected for Part (a) and accepted for Parts (b) and (c).

Eleven principles regarding graduate adult education internship-field experience programs were concluded from the data. Six recommendations were made by the researcher.

THE ROLE OF INTERNSHIP AND FIELD
EXPERIENCE PROGRAMS IN DEVELOPING SELECTED
COMPETENCIES IN ADULT EDUCATORS

by

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Chapter 1

INTRODUCTION

Statement of the Problem

Programs for the preparation of teachers of adults in the United States are limited. This is especially true when compared with teacher education programs preparing teachers for public education activities. Evidence of undergraduate programs in the United States for adult educators has not been found by the writer. According to a recent survey (32), about 25 universities offer advanced degrees in adult education with 5 of these only offering a master's degree in this field. Yet, based on the Johnstone (34) study of adult education, the clientele potentially surpass the numbers enrolled in graduate programs for any single field of educators. Reliable estimates place today's need for additional adult educators in excess of 100,000 full-time teachers (60). This is equal in number to the estimated full-time adult educators active in 1955. (37). This shortage underscores the need to expand and improve graduate programs for teachers of adults. That this need exists is recognized and supported by various groups of professional educators (6, 38, 44).

The field of adult education at the university level is struggling for recognition. The date of the first doctorate in adult education (1935, according to Houle (31)) is evidence of the recency of this field of graduate study. The recent book, Adult Education: Outlines of an Emerging Field of University Study (33), clearly spells out the problems and indicates the potential of this field. Essert also supports adult education as a discipline by saying:

> The discipline called "adult education" is a distinct area of scientific and philosophical study, dealing with a body of content, of theory and of methodology peculiar to itself. A graduate curriculum in adult education is concerned with the discipline, not with adding another operating agency to the field. But it is assumed that the modus operandi will be consistent with its own ends and principles: i.e., that it will be adult as well as educational (18, p. 133).

Programs for the preparation of teachers of adults are confronted with a task that is as divergent as the students whose need the teachers will serve. Svenson (54) found that Columbia University graduates were serving in 10 different kinds of adult education agencies and that masters or doctoral students at 11 universities represented an average of six-plus different fields of adult education.

The Adult Education Association of the U.S.A. in a recent position paper directed their attention to the variety of agencies

involved in adult education.

> The educational programs for 30, 000, 000
> adults are developed and administered by every type
> of agency in our society. They are conducted by
> education institutions such as schools, colleges, and
> universities and by organizations with which adults
> come into daily contact such as business and industry,
> churches, government, libraries, the military,
> museums, trade and professional associations,
> trade unions, and voluntary social agencies. (44, p. 199).

Knowles (38) lists major categories included in the field of

operations in adult education. Knowles states: "The institutional

field in which adult education operates is so varied and complex as

to defy neat classification..." (p. 42). He goes on to present a

typology as an elaboration of a schema developed in 1948 by Cyril

O. Houle in connection with the reorganization of the graduate

curriculum in adult education at the University of Chicago. These

major adult education agency categories are given by Knowles:

public schools, colleges and universities, agricultural extension,

independent and residential centers, proprietary schools, libraries,

museums, health and welfare agencies, business and industry,

government agencies, labor unions, mass media of communication,

religious institution and voluntary associations.

The Handbook of Adult Education in the United States (38)

1960 e d i t i o n, lists more than 125 separate agencies involved

in programs of adult education. A large percentage of these come

under Knowles' voluntary associations grouping. Each agency shown in the handbook lists its specific activities in the field of adult education. It is doubtful that there are as many different kinds of programs in each of the other groups shown by Knowles, but this single example shows the potential number of agencies involved in adult education.

To develop the competencies required to teach adults calls for flexible programs or a variety of alternatives. It also calls for programs allowing prospective teachers to focus on their particular area of interest and responsibility. In addition, these programs must develop an understanding of the rationale and principles of adult education. Dickerman (33) substantiates the need for individualization and flexibility in graduate programs in adult education and he suggests that this be done without relying excessively on formal course work.

It has been pointed out that some early developments in preparing adult educators were more accidental than planned or organized. Furthermore, Overstreets (49), early in the writings about preparing adult educators, suggested that training programs should be based, in a deliberate manner, on those experiences that have already proved their power to make adult educators proficient rather than relying solely upon general teacher skills. Accordingly, field experiences and first hand contacts with adults would play an important role.

Field study, internship, or practicum, a feature of some graduate programs preparing adult educators, provides an environment, typical, active and interest centered, for observing, hypothesizing, experimenting, and experiencing in adult education. This kind of programming allows for specialization within the diverse field of adult education, and it provides a unique environment with the flexibility to develop the competencies required of adult educators. Svenson (54) points out that internships were favored in approximately a ratio of two to one over scholarships and fellowships by The Fund for Adult Education and its National Committee on Scholarships, Fellowships and Study Awards.

Liveright (43) supports field work as an opportunity to develop skills in the methods of adult education and provide flexibility. The rigid formalism characterizing older and more established professions ought not to continue. Dickerman (33), in building his model for the development of competencies for adult educators, lists laboratory or field experience as one of the appropriate learning activities for each of the required functions given.

The actual contribution of internships and field study programs in developing the competencies required of specialists in adult education has not been widely studied. There is limited knowledge of the value of field experience in promoting learning. A better understanding of the contribution these programs make in the preparation

of adult educators as learners will serve as a basis to modify and improve teacher education programs for adult educators as well as a guide for the establishment of other new teacher education programs.

Purpose of the Study

The specific purpose of the study is to investigate the following question: What is the role of the existing internship and field study programs at the graduate level in developing selected competencies required of specialists in adult education?   This question is further delineated as two sub-questions:

a.   What is the present role of internship and field study

programs in learning?

b.   What is the potential role of internships and field study

programs in developing skills of adult educators?

Additional data resulting from the study are included when it helps develop a more complete understanding of the role of field study programs and internships in graduate teacher education programs for adult educators.

Significance of the Study

Criteria for evaluating graduate programs for adult educators have been established by Aker (4) for use by the profession.   These

criteria offer an opportunity to examine the present contribution

and the potential of specific features of graduate teacher education

programs for adult educators. Hazard recognizes this need in a

concrete manner and states:

> Innovations in the preparation of teachers
> should not stop at the boundaries of the bacca-
> laureate program. As more teachers pursue
> graduate study and earn master's degrees early
> in their careers, the study and reform of graduate-
> level programs takes on an increased urgency.
> (25, p. 55).

That internship in adult education has an important role in

preparing adult educators is dealt with at some length by Dickerman.

As he draws these comments to a close, he states "As the propor-

tion of inexperienced students in programs of graduate study in

adult education increases, demand for field work opportunities may

also be expected to increase." (33, p. 324).

Limitations of Study

1. The study is limited to graduate programs in the United States

   which offer a master's or doctor's degree with a major in adult

   adult education.

2. The disadvantages of using a questionnaire, i.e. impersonal-

   ness, incompleteness, and lack of understanding, are recognized

   as imposing limitations on the data for the study. These

disadvantages are offset in part by being able to include all

graduate programs for adult educators in the United States which

offer internships and field study programs and through inter-

views with selected respondents.

3. The extent to which the respondents represent the total population

is dependent on the completeness and accuracy of the information

provided by the universities participating in the study. No check

was made of the completeness and the accuracy of the informa-

tion obtained.

Definition of Terms

As a profession in its formative phase, adult education has

not reached the stage where this is unanimity of opinion among its

members as to the exact nature and scope of the profession.

Several common terms are evident in the many definitions of adult

education. The concepts of systematic, organized, voluntary and

part-time generally occur as a part of adult education definitions.

Verner defines adult education as

> ... a relationship between an educational agent and
> a learner in which the agent selects, arranges, and
> continuously directs a sequence of progressive
> tasks that provide systematic experiences to achieve
> learning for those whose participation in such acti-
> vities is subsidiary and supplemental to a primary
> productive role in society (33, p. 32).

9

Aker quotes Paul Essert as saying:

> Adult education is an experience of maturing,
> voluntarily selected by people, whose major
> occupation is no longer that of going to school
> or college, in which these individuals or groups
> plan meaningful tasks and apply sustained
> inquiry to them... The major portion of
> adult education in the nation is engaged in
> helping people meet their individual needs
> as they are interpreted by the individuals
> themselves. (4, p. 68).

Aker, in synthesizing various definitions, arrives at four

concepts explicitly expressed or implicitly implied which are rele-

vant for an operational definition of the field.

1. Adult education is systematic in that it
   involved a series of planned, purposeful,
   educative experiences and does not relate
   to chance learning which may occur in
   various situations where learning is not a
   primary goal.
2. It involves an active, planned, purposeful
   pursuit on the part of the learner which leads
   toward the achievement of identified goals or
   objectives.
3. It excludes formal schooling when such study
   is central to the primary activity to the
   learner.
4. It has an ethic which is based on the idology
   and philosophical values of the society that
   supports it. (4, p. 71).

With these concepts in mind, the terms concerning this study

of field experience - internship programs for adult educators are

defined in this manner.

Adult Education - learning activities organized and taught in a systematic manner to persons 16 years of age or older who enroll on a voluntary, part-time basis. This includes all those who desire further organized education not leading to a high school diploma, a one or two year vocational-technical degree or a baccalaureate or higher degree.

Adult Education Agencies - organized public and non-public groups which offer adult education programs as either a primary or secondary function. Examples include public schools, community colleges, Cooperative Extension Service, public libraries, and the YMCA.

Field experience - internship - the direct involvement of graduate students of adult education in the organization, teaching, and/or administration of adult education programs. Field experience and internship are used interchangeably or as a hyphenated term in this study. For the purpose of this study, these forms all have the same meaning.

Cooperating adult education agency - any group offering adult education programs which provides an opportunity for graduate students of adult education to participate in field experience or internship.

University supervisor - the university staff member of the

student's enrolling institution who supervises graduate students of

adult education during the field experience or internship.

Adult education supervisor - the person representing the

cooperating adult education agency who works with graduate students

of adult education during the field experience at the cooperation

adult education agency.

Data Collection

Primary data for the study are derived from a normative

survey involving university personnel, present adult education

interns, persons completing internships within the past three years,

and cooperating agency supervisors.

On-site interviews with persons representing selected graduate

adult education programs provide additional data for the study.

Criteria to evaluate graduate adult education programs have

been developed by Aker (4). He believes they can be used to deter-

mine the acquisition of essential competencies during field-work or

internship activities. These criteria guide the study of the role of

the internship in graduate programs for adult educators. That

other educators have found these criteria of value is supported by

Edgar J. Boone, Head, Department of Adult Education at North

Carolina State University. In a personal letter dated December 10,

1968 to the Coordinator of Adult Education at Oregon State University, Boone indicated that they drew upon Aker's research in arriving at their conceptual model of the county agent's job. Dickerman (33) cites the Aker study and suggests that more professors of adult education should familiarize themselves with that study. Aker's study has been utilized by others in developing new and in evaluating established graduate adult education programs.

Hazard, in talking about the research of the tutorial and clinical program of teacher education, asserts:

> The research conducted in this study will not conform to the traditional research mold of controlled variables, maximum objectivity, and minimum contamination of data. The subjects of this study are young people preparing to be teachers, and our primary purpose is to seek out imaginative and effective programs to prepare them to be superior teachers.
> (25, p. 48).

He goes on to point out that traditional research usually has not resulted in meaningful changes in teacher education programs and that there is still a need to develop intellectually challenging, relevant, exciting opportunities to study and learn in teacher education programs. This study is dedicated to a similar proposition for graduate programs in adult education.

Chapter 2

SURVEY OF RELATED LITERATURE

Preparing Teachers of Adults

The need for expanded graduate teacher education programs in

adult education is recognized by numerous writers (6, 11, 18, 27, 28,

43, 55, 60). The Commission of the Professors of Adult Education

speaking for the Adult Education Association of the U.S.A. points out

that graduate programs in adult education have appeared in some

20 universities since the first program was established in 1929. They

go on to say

> To date, however, the corps of adult
> educational workers is neither sufficiently large
> nor trained to meet the requirements of the ex-
> panding field. The few universities are pro-
> viding opportunities for graduate study in adult
> education, with the result that only a handful
> of new professional leaders is made available
> to the field each year (2, p. 12).

Liveright (43) comments that the rapid expansion of Adult Education

at all levels has created a growing demand for adult education per-

sonnel. He points out that many who are presently working toward

advanced degrees are on leave from jobs in the field, thus adding

complexity to the problem. It is apparent that there are several sig-

nificant factors which have contributed to the recognition of this need.

Today's teachers of adults are frequently teaching adults on a

"moonlighting" basis. It is a second job for them and frequently one

for which they are not prepared (16, 21, 33, 44, 48, 61). The Adult

Education Association expresses concern over the fact that adult

educators generally have other primary and more time-consuming

responsibilities and that they lack formal preparation to teach adults

(44). Olds (48), in a study of six communities, reported that less

than half of the 87 teachers interviewed had specific instruction in

adult education or related subjects. An extensive study by Damon

(16), involving over 12,000 adult education teachers, found in 1961

only 149 employed on an annual contract basis for services half-time

or more. He stated, "For most adult education instructors, evening

school teaching is a supplement to another full-time pursuit..."

(16, p. 3). A more recent study in 1966 by the Greenleigh Associates

(21) indicates that this situation has not improved.

The special needs of the adult as a learner is another factor

supporting the need for graduate teacher education programs for

adult educators. The adult learner differs from younger learners

in at least two significant ways: (1) they enter an educational

activity with a greater amount of accumulated experience, thereby

providing a framework for relating new and relevant experiences,

and (2) they enter with more specific and immediate plans for apply-

ing newly acquired information (15, 26, 45). Zahn (61) suggests other

differences that may be equally as important and builds a case show-

ing the need for adult methods and materials in teaching adults. These

concepts support adult education as a distinct field of university study

as do professionals in adult education who focus their attention in this

emerging field (2, 4, 28, 33, 57).

Essert goes further, by calling adult education a discipline.

> The discipline called 'adult education' is a
> distinct area of scientific and philosophical study,
> dealing with a body of content, of theory and of
> methodology peculiar to itself. A graduate curricu-
> lum in adult education is concerned with the discipline,
> not with adding another operating agency to the field.
> But it is assumed that the modus operandi will be con-
> sistent with its own ends and principles: i.e., that it
> will be adult as well as educational (18, p. 133).

Chamberlain (13) pointed out in 1961 that not many practicing

adult educators had participated in graduate programs. He reflected

the view that adult education as a field of graduate study was an es-

tablished fact. Chamberlain states it in this manner.

> Perhaps the most important outcome of the
> study is not so much the finding as a substantiation
> of the validity of professional training for adult edu-
> cators. This support for graduate study is seen in
> many parts of the study but is most forcefully demon-
> strated in the listing of competencies of the adult
> educator. Many of the requisite skills, concepts,
> and some of the values are available only in formal
> study at the graduate level...(13, p. 163).

The need for teachers of adults exceeds the supply and is another factor which supports the need for expanded graduate programs to prepare adult educators. Expanding enrollments in adult education programs is creating a vacuum that is not being filled. The University of Wisconsin (60) estimates the number of full-time positions unfilled and needing adult educators is in excess of 100,000. Damon (16) also indicates that there are rapidly expanding opportunities for adult educators because of an increased awareness by adults that learning is a life-long process. Liveright (43) cites the need for more adult educator personnel. Ferguson (19) recognized a shortage of adult educators in California that required the attention of adult school administrators. He believed that these administrators must accept responsibility to recruit more non-professional teachers and give them on-the-job training as teachers of adults.

While the need for more programs to prepare adult educators fills pages in the literature, there is little evidence that present practices have been examined with a view to upgrading existing programs and introducing innovative ideas. Liveright (42) calls for bold and innovative national planning and joint leadership from related fields to develop innovation and experimentation in adult education. A similar need exists in programs preparing adult educators.

New Role in Adult Education Teacher Preparation

Rather than doing more of the same, it appears that new approaches need to be developed. Scates concluded in her study: "Courses in adult education have seemed relatively unimportant to professional adult educators in the Mountain Plains Region" and that, "courses in practical and applied knowledge seem more important to the adult educators in this study than theoretical courses" (52, p. 86). Boyle (9) mentions the pitfalls of following old ruts that become so smooth and easy to follow that we fail to see alternatives that offer an uncertain, yet challenging and possibly more productive path to our destination.

Venn also projects the belief that university educators must adopt a new modus operandi. Venn raises a question as to whether or not higher education can be flexible enough to meet emerging needs in occupational education. A close relationship exists between occupational education and adult education. This relationship was recognized when the first federal vocational education laws were enacted. What Venn has to say about vocational education has application to adult education.

As more and more occupational education finds
its way into higher education, will higher education
respond to the need for a vigorous extension program
as part of its effort, a program with the flexibility to
meet the needs of the people the program must serve?
New concepts, attitudes, and patterns of operation will
be necessary (56, p. 151).

That new directions are desirable has been pointed out by a

group of California school administrators who suggest that educa-

tional changes must occur well outside "The Establishment." This

group observed

The changes in our intellectual institutions
that will work themselves out over the next thirty-
three years are not merely modifications within
existing organizations (universities, academies,
research institutes, libraries, industrial labora-
tories), but more fundamentally developments that
will generate new and transform old institutional
forms. The universities, for example, are under
multiple pressure for change caused by the side
effects of federal support, the demands of region-
al community development, other creation of
cross-disciplinary centers, the fading boundaries
between training and work, and the new demands
from the new society of the young (11, p. 4).

Field study programs and internships in adult education are

one of the alternatives that has, up to this time, escaped careful

analysis.

Internships in Adult Education

Internships or field study programs are not new in adult education. Svenson found 12 universities offering field experience at some level--observation, volunteer, or paid. According to Svenson, "Field experiences which are available in relation to course offerings include observation of at least six different agencies in the curriculum of three institutions" (54, p. 105). He also shows the opportunities for volunteer and paid work experience in adult education agencies.

Kendall (35) proposed using the 105 member institutions of the Association of the University Evening Colleges as internship centers for adult educators. He asserts: "If we are to meet the needs of our own group--those who aspire to become adult educators--we must make provision for a 'field internship'..." He goes on to say, "I am not suggesting that this is a new idea. It was discussed at a conference of Professors of Adult Education at Allerton Park in May 1955" (35, p. 244).

Chamberlain (13) found five of 13 universities surveyed in 1960 offering field work or internship in adult education. In a 1968 survey (32) of 25 universities offering graduate programs in adult education, 11 of these universities offered internship or field studies. Although the number of institutions offering internship has increased in recent

years, it is doubtful if the "bold plan" Kendall had in mind has been

implemented.

In setting up an "exemplar curriculum" for the preparation of

adult educators, Chamberlain listed Field Work or Internship as one

of the required courses. He defines the course in this manner:

> A practicum using the available community
> resources in which the student works with one of
> the agencies of adult education either in teaching,
> observing, or administrative capacity. This
> experience should extend over a substantial period
> of time, preferably a full year Internship would
> involve up to half-time work in one of the agencies.
> In either field work or internship a comprehensive
> report on some interesting aspect of the experience
> is required (13, p. 146).

Houle (29) gave supervised work in an educational agency as one

of the basic elements in university programs for adult educators. In

this same article, Houle shows the complexity of preparing the adult

educator by listing 16 different occupational categories in which 50

individual students were concentrating. Dickerman lists in a footnote

the diversity in occupational background of graduate students in adult

education during an eight-year period (33, p. 308). This un-named

university reported that its 160 graduate students during this period

represented at least 18 different major categories which had impli-

cations in adult education. The diversification of entries into the

field of adult education is underscored by Powell. He comments on a

variety of ways to begin a career in adult education stating:

> To enter a career in adult education you can
> start by learning to be a librarian, an agriculture
> or farm life expert, an administrator; you can learn
> a trade, join a union and become an expert in labor
> organization, history and practice; you can get a job
> in industry and work toward the training division; you
> might go with the ministry or the army; you might
> train for social work, for psychiatry, for geriatrics;
> you might go to New York and apply for a job in some
> special interest organization--mental health, politi-
> cal reform interfaith or intersocial work, whatever
> you had training for; you could look for a job in
> radio or television, you could train for school or
> college teaching (50, p. 199).

This variety of career preparations can be viewed as a strength

rather than a force which pulls apart. Kreitlow, in responding to

Houle's article, takes exception to the notion that adult education

courses should be spread throughout the university. He favors a more

central approach.

> How can we broaden the understanding of the
> potentialities of the profession with the right hand
> and place it in a strait jacket within its own subject
> matter displine with the other? Would not a sounder
> approach be to provide a strong core of adult educa-
> tion professional courses in its logical place in the
> university school of education? With a strong core
> provided in the school of education or jointly between
> the school of education and other departments, real
> breadth of understanding can be developed. The stu-
> dents with their variety of backgrounds will aid in
> providing that depth. It is not impossible to bring
> greater understanding of purposes and curriculum
> of the adult education profession in a class composed
> of agricultural agents, nurses, labor union educators,

librarians, and vocational school teachers. In fact,
that is the ideal medium in which most of Houle's
objectives will have to be achieved (29, p. 147).

If Houle's and Krietlow's positions are contrasted, it appears

that what is needed is some method of providing supervised opportuni-

ties for the application of adult education concepts in the adult educa-

tion area of the student's interest. Field study and internship offer

such an opportunity.

Booth (8) in making a study of field work programs for graduate

students in adult education in the United States reported limited infor-

mation that might furnish a highly tentative answer to some of the

issues raised by Gardner (20). In his study, Booth surveyed 20 uni-

versities which offered graduate degrees in adult education, as well

as another 26 universities offering limited courses in adult education

but not an advanced degree in adult education. His study of field work

programs concerned varying levels of involvement: observation,

practice teaching, and internship. Little data--none beyond the opin-

ion level obtained through a single open-ended question--was sought

to indicate the contribution that field study programs make to the

preparation of adult educators. According to Booth's summary

statements

This study has yielded little as what new directions
are needed with respect to the field work training of
adult educators. The information contained herein,

however, will serve to indicate the existing field work
activities in various agencies and institutions, and
the sharing of this information will aid, it is hoped,
in the institution of new field work programs and the
improvements of those presently in existence (8, p. 83).

Any recommendation Booth may have regarding how these data might

be used to accomplish the aforementioned goals were not given.   Two

conclusions do have relevance.   Booth states:

> Field work is often perceived in adult education
> graduate students as being a valuable element in their
> professional preparation for careers in adult education.
> Faculties teaching graduate adult education courses
> in institutions not offering advanced degrees in adult
> education are in agreement with faculties in degree pro-
> grams with respect to the value of field work to the
> student's professional preparation in adult education
> and the manner in which the program should be struc-
> tured (8, p. 81).

The values referred to in the conclusion are general statements.

Booth's summary of his respondent's feelings about the contribution

of the internship experience is illustrative.

> 'The student learning the importance of stated
> policy and the necessity of making considered adminis-
> trative decisions when decisions are required.' It ex-
> tends the student's experience in specific aspects of
> adult education by providing him with practical ex-
> perience and associated study in those aspects.
> Finally, it provides the student with the opportunity
> to do operational analysis and to test his ideas (8, p. 36).

While Booth's study does not provide answers to the questions raised by Gardner (20), he does reveal the structure of limited field study programs as well as related supportive attitudes of adult education practitioners toward this kind of educational experience for those preparing for the teaching of adults.

Chamberlain (13) reviewed graduate programs preparing adult educators in 1959. While many of the programs studied listed courses covering much of the content provided in his exemplar curriculum, he expressed this concern: "...there is a seeming emphasis upon knowledge and an apparent neglect of skills and attitudes" (13, p. 154). He voices further concern as he looks at the instructional methods used in graduate teacher education programs for adult educators. He criticizes this teaching methodology by saying:

> From observation and limited questioning of professors, it is safe to say that most teaching is done by the lecture method with a few of the courses taught as seminars. These instructional methods overlook some of the other important and highly successful methods of adult education. A flagrant example is the course in adult education methods which fails to use these methods in teaching. Many courses which could be taught readily and meaningfully by other methods are apparently lecture courses. Frequently, the knowledge which is taught about adult learning or about adult education methods is not fully utilized in present programs despite of the awareness that most students are adults (13, p. 156).

Field study programs and internship can improve on the kind of uni-

versity teaching referred to by Chamberlain. It offers an unrealized

potential in the development of new teaching stretegies for the student

as well as the university supervisor.

Other Teaching Internships in Education

Internships in education existed before the turn of the present

century. According to Shaplin: "As early as 1895, a program at

Brown University included practice teaching at the graduate level

after undergraduate courses in professional education" (53, p. 175).

Recently, the Ford Foundation has given impetus to the development

of internships in education. Keppel (36) reports on the Twenty-nine

College Plan begun in 1952 which gave rise to the Internship Plan of

1955 with 45 universities involved. The costs of this program were

underwritten by the Ford Foundation as were several other internship

programs.

The Oregon Program, a Ford Foundation-sponsored project,

featured internships in education. Based on their experiences in

this program Ward and Gubser comment

> The internship was seen in Oregon as a potentially
> more effective way of providing the period of practice
> required for induction of new members into teaching
> than the various patterns of student teaching which had
> been in operation in the state (58, p. 255).

Allen (5) saw internships in education as a means of providing

a new design for teacher education which effectively utilized innovative

features such as micro-teaching, tutor-supervisors, video recordings,

and 35 mm time-lapse photography. Moss (46) related the experiences

of teacher educators dealing with internships as so successful that

educators believed internships should be moved to undergraduate

programs.

The New York City Board of Education conducted an internship

program on a massive scale in an attempt to overcome an anticipated

shortage of 3, 000 teachers. The initial stage involved 2, 100 liberal

arts graduates with 1, 858 of these beginning the actual teaching or

intern-teaching year; over three-fourths of these were still teaching

at the year's end. In reporting the results of this experience,

Harris says, "The principals rated only nine per cent as average or

above, as compared with other new teachers" (23, p. 94). While data

on this project are not conclusive, the general results and the satis-

faction with the initial, massive effort raises a serious question as to

the validity of many of our established procedures for preparing

people to teach.

Other research regarding internships in teacher education is

limited and inconclusive. Haberman compared 18 first-year teachers

with 11 interns by using Ryans Classroom Observation Record. He

found significant differences in Pattern 4 of this scale--responsible

systematic, business-like vs. evading, unplanned, slipshod. Haber-

man concluded

> In our search for an explanation of the differences
> between the interns and the first-year teachers, the
> writer's experience in fifth-year programs lead him
> to suggest that greater weight be placed on the charac-
> teristics and attributes of the individuals selected to be
> interns, than on the likelihood that better preparation
> for planning was offered in the intern program (22, p. 94).

In reporting this research in another article, Haberman said there is

a need to examine the behaviors which successful interns employ and

to conceptualize the sources and causes of these actions.

Kropp (39) studied the intern's perception of the teaching role

prior to and after the internship experience. His findings which

centered on the intern indicated: (1) a high relationship between the

beginning and end-of-internship ideal teacher concept; and (2) the

end-of-internship ideal teacher concept was much like the ideal role

conception. It seemed that the internship changed teacher role con-

cepts very little.

Gardner addresses himself to the issue of designing effective

internships in education and the need for more research in this area.

He gives this statement as one of 15 suggestions for improving teacher

education internships. "A clear rationale must be developed for the

internship to enlist strong support and elicit honest opposition in

terms of the purposes of the program" (20, p. 133). He expressed

the opinion that before unifying theory of internship can be developed

there are fundamental questions that must be answered. He asks,

"Should the internship be an integral part of teacher education, or

should it exist as an alternative or enrichment program for a minority

of candidates?" (20, p. 185). Accordingly, when the proper frame-

work is established it will prevent the automatic deification of the

internship without consideration of its objectives and underlying

principles. Three important questions with sub-questions are

raised by Gardner. He asks

1. Should the internship be preceded by well defined pro-
   fessional laboratory experiences?

2. What kinds of relationships between teacher education
   institutions and schools facilitate internship programs?

3. How can theoretical studies be related most meaningfully
   to internship experience? (20, p. 185).

These important questions remain largely unanswered although a

scattering of programs have arrived at answers pragmatically.

Together with the related sub-questions Gardner's questions can

serve as a guide in examining internships in adult education.

Ward and Gubser reported positive feelings about the value of

internships. Two comments stand out.

Principals and supervising teachers thought the
internship program to be much more effective in develop-
ing teaching skills than the traditional program (58, p. 257).

A higher percentage of the interns began regular
teaching than is the case for those who come through
the traditional programs (58, p. 258).

Internships offer a means of developing a visible "career line"

according to Keppel (36). He sees a need to clearly define career

patterns to attract able classroom teachers and to hold them there.

Internships play an important role in his concept as a means of pro-

viding experience, further advanced training, and possible placement

in positions of leadership. Haines (24) reports on the experience of

Michigan State University in using internship and clinical schools to

prepare teachers in vocational-technical education. Based on their

brief, initial experience they have found the internship to be a viable

means of assisting able and occupationally competent persons to make

the transition to a teaching career. According to Haines, it has the

advantage of reducing the time spent in full-time, continuing univer-

sity enrollment prior to entry into teaching. From Haines' comments

it is apparent that the internship also provides a great amount of

flexibility in designing learning experiences. Haines says

The internship provides the trainee with oppor-
tunities for a variety of directed experiences which
can be planned in accordance with his individual needs.
These experiences can be devised almost momentarily
as new needs are perceived growing out of the intern's
growth (24, p. 94).

Under the Michigan program, the internship becomes the core experience in the vocational-technical teacher education program. The pre- and post-internship period complement the actual internship experience. The program is not viewed as a cure-all, but it can be the focus of much professional development if careful and individual assessment is made and experiences are controlled rather than allowed to happen.

The study by Leskiw (40) in 1966 examined internship programs at selected universities in California and Oregon. The internship programs studied were for the preparation of elementary and secondary teachers. Based on his critical analysis of these internships he arrived at both goals of internship programs and criteria for internship programs.

Teaching Internships at Post-secondary Schools

Junior colleges have turned to internships to help meet the demand for qualified teachers. The Junior College District of St. Louis and St. Louis County operate an internship-core program comprised of intern teaching, observation, orientation, case studies, field experiences, course work and seminars. According to the description of this program (45) two formal courses are required during or prior to the one semester or two quarters of internship. The balance of the program is problem-oriented through the weekly seminars, and

individualized through all phases of the program.

In 1959 the University of California at Berkeley was cooperating with San Francisco area junior colleges in using internship to prepare candidates with a master's degree to teach at the community college level. The university's description of the program reads in part "This path to a teaching career meets the needs of mature, academically qualified persons who did not make an early choice of teaching as their profession" (10, p. 2). Accordingly, this program has received formal and informal commendations from the Bay Area junior college administrators. Evidence points to the success of this program in representing a new source of junior college teachers.

Internships are seen as a solution to problems involving the preparation of university teachers. Echelberry (17) comments editorially that internships at the university level are a promising program. Initial work at the University of Illinois in the College of Engineering has utilized 38 top-ranking students for a two-year internship to prepare them for university teaching according to Echelberry. Again the literature indicates the promise internships offer as a means of preparing otherwise qualified people to teach. The internship then becomes an accelerated process to prepare capable people to fill a new role in education. While the internship has been used as a crash program to meet expanded and unfilled needs, the totality of its contribution to teacher education needs to

be examined. It should not be accepted only as an expedient.

Non-teaching Educational Interns

The State of Michigan initiated an internship program with 40 participants in 1964 to develop leaders for vocational-technical education. The State of Oregon has also developed a program with similar goals using the internship concept. The Michigan program as reported by Wenrich (59) was effective in developing increasing levels of leadership in vocational-technical education, a major part of its objectives. Two phases of the program were frequently considered by the interns to have been most valuable in achieving the purposes of the program. These were: (1) direct involvement in school administration; and (2) informational content of monthly seminars.

The experience of the Michigan program indicates the value of combining field work with academic-centered activities. Thirty-two of thirty-five respondents to a question about recommending internship to others gave an unqualified "yes" while the other three gave a qualified "yes". The general value of internships is apparent in the thinking of those who have served as interns; however, these internships are not without fault. In looking at areas for improvement Wenrich states: "The most frequent suggestion dealt with the need for a more structured internship program--individually planned to give the intern a meaningful and adequate leadership experience..." (59, p. 32).

It is interesting to note that interns viewed the internship as an appropriate vehicle to provide individualized learning experiences.

The Oregon Vocational Leadership Development program has used the internship approach to provide for this need. The interns in the Oregon program for 1968-69 are placed in the following locations: public school system, one; community college, three; university, one. Within the past two years the State Board of Education has been utilized as an intern center. These agencies represent a full range of opportunities for individually prescribed educational opportunities in vocational education leadership development through an internship experience.

The Functional Adult Educator

What are the capabilities required of adult educators? Understandably a single answer does not exist for this question. According to Houle (29) universities which prepare adult educators define the basic attributes of outstanding adult educators in a variety of ways. However, he believes universities have general objectives toward which potential specialists in adult education are directed. In spelling these out, he emphasizes the philosophical and psychological concepts of education and adulthood. Also emphasized are personal characteristics relative to leadership and life-long learning. Development of these objectives may be beyond the scope of graduate programs.

Chamberlain (13) obtained responses from 11 groups of people

have varying kinds of responsibility in adult education. From these

he was able to rank 45 competencies in relationship to adult educator

requirements. Chamberlain grouped competencies into three general

categories--value, skills, and concepts. In breaking down the 15 top-

rated competencies into these three categories, seven dealt with

values, four with skills, and four with concepts. According to Cham-

berlain, these 15 top-rated choices would develop an educator:

1. who believes in potentiality of growth for most people,
    has a strong committment to adult education, and
    practices this by continuing a personal learning pro-
    ject. He has an open mind and can accept other's
    ideas. He believes in freedom of thought and expres-
    sion and prefers a dynamic rather than a static con-
    cept of the field of adult education. He has thought
    out and accepted a system of values--a philosophy of
    adult education;
2. whose skills include the ability to write and speak
    well, to lead groups effectively, to organize and
    direct complex administrative activities, and to be
    imaginative in the development of his programming;
3. who understand the conditions under which adults
    learn, and the motivations which bring them to his
    programs. He knows his community, its structure
    and organization and knows himself--his strength
    and weaknesses and personal philosophy (p. 39).

In considering the value that these three groupings represent to

graduate programs for adult educators, Chamberlain concludes:

"These, it will follow, would appear to be the important outcomes

of a curriculum in graduate adult education, if we can accept the

collective viewpoint of 90 leaders in the field" (p. 39).

In comparing Houles' and Chamberlain's objectives or competencies for adult educators, much similarity is found. Common values, skills, and concepts are evident. The fact that Chamberlain's studies were at the University of Chicago in Adult Education where Houle directs the program does not account for 90 respondents supporting the listing by Houle which was published more than two years earlier. A number of other writers have looked at the competencies required of adult educators with similar results (3, 35, 42, 51, 52, and 54).

Aker (4) set out to discover the criteria that would be most useful for evaluating graduate programs in adult education and how such criteria could be identified. His search of the literature yielded more than 400 educational objectives, behavioral descriptions of these objectives, and specific on-the-job behaviors of adult educators which appeared relevant to graduate programs in education. In making a careful analysis, the initial listing yielded a series of 18 educational objectives for graduate education in adult education and 223 behavioral descriptions of these objectives. According to Aker: "These behavioral descriptions were believed to have value as measures of the educational objectives" (p. 269). The final test of the value of the behavioral descriptions as criteria for evaluating graduate programs for adult educators was based on whether or not the behaviors were observable and measurable.

Criteria were established to determine the adequacy of the

behavioral item as a measure of the achievement of the specific edu-

cational objectives of graduate programs in adult education. Accord-

ingly:

> To be considered as an adequate measure of an
> educational objective a behavior must:
> 1. receive a mean competence score of 3.5 or
>   higher.
> 2. rank within the upper half of its series.
> 3. be considered capable of observation and
>   measurement by at least 50 percent of the
>   jury (p. 97).

A 3.5 score would rank between the top rating of Very High = 4 and

High = 3 on the five point scale used by Aker.

An analysis of the data obtained from his study revealed that

42 behaviors were considered observable and capable of measurement,

using existing methods and techniques. Aker concluded that these 42

behaviors represented essential competencies of the adult educator

and that they could be used as the criteria of behavior change implied

by the objectives of graduate programs in adult education. He asserts

that these 42 criteria or behaviors:

> ... should make it possible to determine the acquisition
> of essential progressional competencies among graduate
> students in adult education during field-work or intern-
> ship activities or through the use of appropriate situa-
> tional tests or demonstrations. They should also be of
> use in determining the relative value of specific courses
> or course content in developing essential professional

competencies, and they may prove valuable as a basis
for comparing the merits of experimentally controlled
methods or programs designed to improve the effec-
tiveness or graduate programs for adult educators
(p. 270).

As the result of discussions and conferences during the National

Seminar on Adult Education Research at Chicago in 1961 and in colla-

boration with a joint research team representing the University of

Wisconsin and the University of Wyoming, Aker combined and re-

worded certain behavioral descriptions of objectives to eliminate

duplications and similarities and obtained a series of 23 behaviors

which carry essentially the same meaning as the original series.

Several findings from this study have relevance to the present

study. Based on the ratings from the entire population of the 23

behavior studies, Aker concluded:

> ...that graduate programs should contribute most to
> the competencies that will enable the adult educator
> to: select and use appropriate teaching methods and
> materials; keep actively involved in continuing study
> for professional improvement and understand the role
> of adult goals and his role as an adult educator; help
> adults set goals and evaluate progress toward achiev-
> ing them; assist learners to integrate theory and
> practice; evaluate the effectiveness of educational
> programs; innovate and experiment to develop new
> educational programs; and evaluate and discuss
> scholarly work in adult education and related fields
> (p. 247).

Aker further asserts that graduate training is of lesser importance
in developing certain competencies. The competencies include
making use of existing values, beliefs and custom; actively sharing
and learning with his learners; and intelligently observing and listen-
ing to what is being said and done. The competency for these be-
haviors should be acquired prior to graduate training in adult educa-
tion according to the opinions derived from his sample.

Prior to graduate training a high degree of competency is not
required in the 23 behavior studied according to Aker's findings.
However, a majority of his population expressed a need for increasing
their competence in each of the 23 behaviors included in the study.
Two behaviors were recognized by both graduate students and doc-
torates as ones in which they needed to increase their competence.
These dealt with the ability to identify, critically evaluate, and discuss
scholarly work by investigators in adult education and related fields,
and with the use of the process of appraisal to evaluate programs and
to help clarify and change objectives. Aker decided that since both of
these behaviors were considered the kind best developed through
graduate programs, not enough emphasis was being placed in graduate
programs on the acquisition of competence in these behaviors.

The role that internship or field work plays in developing these
competencies is not clear. Opinions of respondents in Booth's study
regarding the relative values of field work vs. academic work showed

that 64 percent of his respondents felt that field work and academic

work were of equal importance. The remaining 36 percent were

equally divided with one-half rating field work as the more important

and the other half favoring academic work as the more important.

The significance of these findings is limited, due to the small group

of respondents involved, only 11, and the study's inconclusive nature.

Nevertheless, his population, Fund for Adult Education Award recip-

ients, does seem to represent people selected on the basis of high

adult education involvement at the "doing" level. Their opinions

should provide a clue in a study of the role of internship in adult

education.

Chapter 3

COLLECTION OF DATA

Introduction

The purposes of the study centered on existing internship and field study programs offered in graduate programs of adult education. These purposes include the present role of internship in developing selected competencies in adult educators and the potential role of internship in developing these same competencies in adult educators.

Preliminary to examining the role of internship-field study programs in graduate teacher education programs for adult educators it was necessary to determine the number of graduate adult education programs offering internship-field experience opportunities.

Graduate Adult Education Programs

The survey of literature was the basic source of information in determining institutions having graduate programs for adult educators. Ingham and Qazilbash (32), working with the Commission of the Professors of Adult Education of the Adult Education Association in July, 1968, completed a survey of graduate programs in adult education in the United States and Canada. This survey was limited to schools which had one or more members of the Commission of the Profession of Adult Education. Membership in the Commission is

restricted to persons who devote one-half or more of their time to

adult education. The Ingham and Qazilbash survey listed 22 institu-

tions in the United States offering graduate degrees in adult education.

Scates' study in 1963 (52), although several years older, is

more definitive in that she surveyed a total of 86 colleges and univer-

sities. Forty-four of these offered one or more courses in adult

education with 22 offering an adult education major at the doctorate

level. Earlier studies by Chamberlain (13), Booth (8), and Svenson

(54) also provided lists of universities offering graduate studies in

adult education. Generally, the programs found in the latter sources

were also contained in Scates' study. A recent search of college

catalogues in the Oregon State University library did not add to these

lists.

Using these sources to compile a list of schools to survey,

questionnaires with return envelopes were sent to schools offering

one or more courses in adult education. The survey was used to

identify a graduate degree program at the master's and doctoral

level which included opportunities for field experience or internship.

A total of 77 survey forms were mailed out. The information

about graduate adult education programs resulting from this survey

is found in Table 1, page 52, in Chapter 4.

Participation Institutions

The original questionnaire provided a list of 26 institutions

with field experience as a part of a graduate degree program. One

of the 26 was just beginning their program. Of the 25, 14 provided

names of persons connected with their institution as subjects for

the study. This represented 56.0% of the potential schools who could

have participated in this study as determined by earlier procedures.

A list of the schools participating in the second phase of the study

is Appendix B.

Selection of Subjects

It was reported by Ingham and Qazilbash (32) that the average

number of full-time faculty in adult education was 2.2 with 3.3 part-

time faculty per program. Because of the small potential university

based population the entire adult education staff from cooperating

universities was included in the study design. Each of the other

groups also included all names submitted by these universities. The

total population then included all of the persons identified by the

cooperating universities as meeting the criteria set for study parti-

cipants. These groups were:

Group 1   University professors teaching graduate adult

education courses and who also supervise interns

in field experience activities

Group 2   University professors teaching graduate education

courses and who do not supervise interns in field

experience programs

Group 3   Cooperating adult education agency personnel who

supervise interns in field experience programs at

the cooperating adult education agency

Group 4   Graduate adult education students who were partici-

pants in field experience programs during the 1968-

69 school year

Group 5   Persons who completed field experience pro-

grams between January, 1965 and September 1, 1968

as a part of a graduate adult education program

The 224 subjects in the study were separated into the five cate-

gories as follows: Group 1, 26; Group 2, 30; Group 3, 50; Group 4,

84; and Group 5, 34. These groups are identified by group number

or in some abbreviated statement in the balance of the study.

Selected Competencies

Nine competencies which, according to Aker (4), are required

of adult educators and which should be developed through graduate

adult education programs were the basis for one portion of the

opinionnaire used to collect data for the study. The nine competencies used are identified generally throughout the balance of the study by item number. The competency statements and corresponding item numbers are:

1. To use the process of appraisal to evaluate programs and to clarify and change objectives.

2. To select and use teaching methods, materials, and resources that are appropriate in terms of the needs and abilities of the individual learners.

3. To help adults set their own goals and provide a variety of means and opportunities for intensive self-evaluation.

4. To keep actively involved in continuing study that will increase professional competence.

5. To identify, critically evaluate, and discuss scholarly work by investigators in adult education and related fields.

6. To be creative and imaginative in developing new programs and to believe that innovation and experimentation are necessary for the expansion of adult education.

7. To understand the role of adult education in society and the factors and forces that give rise to this function.

8. To clearly define his unique role as an adult educator and understand his responsibility in performing it.

9. To arrange learning experiences so that learners can integrate theory and practice.

Aker's nine competencies or statements were viewed as broad generalizations about which it would be difficult to obtain specific information. In an attempt to be more definitive, statements about specific activities relating to a single competency were drawn up.

Teacher Competence, Its Nature and Scope (12) provided a number of statements, after slight modification, which related to competencies selected from the Aker list. Additional specific statements referring to major competency statements were drawn up by the researcher from several sources. These processes resulted in a total of 53 statements. Each of the major competencies to be tested was accompanied by five or more substatements.

Procedures were set up for testing the agreement among educators about the appropriateness of the 53 statements to the nine competencies. Each of the competencies from Aker's list was typed as a single statement on a 3 x 5 card. These cards were each given a single number of the front of the card. Each of the 53 specifics was typed as a single statement on a 3 x 5 card. These cards were thoroughly shuffled and mixed prior to numbering on the back side from 1 to 53.

Several groups of educators on the Oregon State University campus assisted in determining the appropriateness of the 53

statements in relationship to the nine competencies. Holders of doc-

torates in adult education, doctorates in other areas of education, and

doctoral students in education participated in this part of the study.

A total of 18 people, with about equal numbers from each group, as-

sisted. They were each asked to read the 61 cards and then place the

competency cards in a horizontal row which then became the top cards

for nine columns. The other 53 cards, previously numbered from

1 to 53, were to be placed one at a time under the competency for

which they felt it was most appropriate.

Statements which did not have general agreement were discarded

after the raters had completed their task. A number of statements

were placed by the raters under a competency different from the one

originally intended by the researcher. All together there were 43

statements which received sufficient agreement from the raters to

merit use in the study.

Final selection of statements to accompany the competency was

based on two criteria: (1) the total number of times it had been

placed under the competency and (2) the degree to which it was not

repetitious of another item under that competency. In the free place-

ment of the 53 cards, it became evident that several were similar to

one or two others; two items receiving a high tally under one com-

petency could be quite similar. It was necessary to choose state-

ments which were not similar but which received a minimal (although

not necessarily the highest) tally.

Instrumentation

Questionnaires and letters of inquiry were used to isolate programs providing opportunities for field experience in graduate adult education programs. Samples of these are in Appendix D and Appendix C, respectively.

Data regarding the present and potential contributions of field experience programs to the development of the selected competencies in adult educators were collected by means of an opinionnaire. A copy of the opinionnaire is Appendix G.

Prior to the final printing, the opinionnaire was field tested. The field test resulted in slight changes in the directions based on minor problems encountered in the field test. Graduate students taking an adult education course and participating in a field experience program, their teachers, and holders of doctorates in adult education made up the field test group.

The guide used in interviewing respondents at the selected centers is in Appendix I. The interview guide was designed to study in greater depth four areas of the internship program: Substantive Content, Operations, Characteristics of the Learner, and Characteristics of the Instructional Setting. In addition, the interview was used to gain a further understanding of the respondents' feelings about the potential role of field experience programs in the

development of competencies required of adult educators.

Hypotheses

Four hypotheses were proposed in relationship to each of the

nine competencies used in the study to examine the present and the

potential role of internship in adult education toward the development

of selected competencies. Using the null hypothesis it was hypothe-

sized that:

1. Within each respondent group, there are no significant

   differences in the value of the means of the pre-statements

   and the competency to which they apply.

2. There are no significant differences between the respond-

   ent groups in their perceptions of the present role of

   graduate adult education internship-field experience pro-

   grams in developing selected competencies required of

   adult educators.

3. There are no significant differences between the respond-

   ent groups in their perceptions of the potential role of

   graduate adult education internship-field experience pro-

   grams toward the development of selected competencies

   required of adult educators.

4. Within respondent groups there are no significant differences in the means of the present and potential scales for each competency.

For Item A of the opinionnaire, it was hypothesized that:

1. Within each respondent group there are no significant differences in the means of the three sub-parts, Parts (a), (b), and (c).

2. Within each of the three sub-parts, Parts (a), (b), and (c), there are no significant differences between the means of the respondent groups.

Treatment of Data

Numerical data collected through the opinionnaire was compiled for machine processing utilizing the facilities and resources of the Oregon State University Computer Center. The compilation of these data allowed means to be computed for each of the 75 separate items of the opinionnaire requiring a numerical response. Computer programs were developed at the computer center to provide for the testing of these data in keeping with the hypotheses of the study.

All t-tests made in the study utilized a standard t-test program developed by the Oregon State University Computer Center and suited to the purposes of the study. T-test scores are based on the formula

50

$$t = \frac{\overline{y_1} - \overline{y_2}}{s^2{}_p \ (\frac{1}{n_1} + \frac{1}{n_2})}$$

Application of this formula was made throughout the study to deter-
mine levels of significance.

Scores within the .01 level of significance were considered as
a rejection of the null hypothesis. Conversely, scores within the 99
percent level of confidence were considered in support of the null
hypothesis.

Chapter 4

DATA

Introduction

In establishing the location of graduate adult education programs

with internship-field experience, it was first necessary to locate

graduate adult education programs. After a series of follow-up

letters a 93.7 percent return was obtained from 77 universities re-

garding the status of graduate programs for adult educators. Infor-

mation regarding the 44 universities offering courses and/or a

graduate degree in adult education is shown in Table 1.

Opinionnaire Response

Opinionnaires were mailed between April 16 and May 16 as soon

as the lists of potential participants were received from the 14 co-

operating universities. Opinionnaires were coded to allow for a

follow-up letter. If the opinionnaire was not returned by the 14th

day after mailing, a follow-up letter was mailed to the respondent.

Because the last 21 names were received late, follow-up letters were

not sent to this group. As a group they had a slightly lower percent-

age of returns (12 percent) than did the entire group. Of all opinion-

naires returned 93.1 percent were usable. The opinionnaire response

Table 1. Universities Offering Courses and/or Degrees in Adult Education.

University	Courses only	Undergraduate	Special cert.	M. A. Degree	Minor only	Dr. Degree	Minor only	Field Experience now	planned
Arizona State University				X		X		X	
Ball State University				X			X		X
Brigham Young University	X	X						X	
Boston University			X	X		X		X	
University of California at Berkeley				X		X		X	
University of California at Los Angeles		X		X		X		X	
University of Chicago			X	X		X		X	
City College, City University of New York				X				X	
Columbia University			X	X		X		X	
Cornell University				X		X		Informal	
Florida State University		X		X		X		X	
The George Washington University				X		X		X	
University of Georgia				X		X		X	
Indiana University				X		X		X	
University of Illinois		X	X	X		X			
University of Iowa				X		X		Informal	
University of Kentucky	X								
University of Maryland	X								
Michigan State University			X	X		X		X	
University of Michigan				X		X		Lim.	X
University of Minnesota	X								
University of Missouri Extension Education		X		X					
University of Missouri Education College			X	X			X	X	
University of Nebraska				X		X		X	
North Carolina College, Durham	X	X							
University of North Carolina at Chapel Hill				X			X	X	

Table 1. (Continued).

University	Courses only	Undergraduate	Special cert.	M.A. Degree	Minor only	Dr. Degree	Minor only	Field Experience now	planned
North Carolina State University				X		X		X	
The Ohio State University		X		X		X		X	
Pennsylvania State University	X	X			X		X		
Rutgers University				X					
San Francisco State College		X		X					
University of San Francisco	X	X							
University of Southern California				X		X		X	
Syracuse University		X		X		X		Infreq.	
Temple University	X								
University of Texas, Austin	X				X		X	X	
Virginia Polytechnic Inst. Univ.		X		X				X	
Central Washington State College	X								
Eastern Washington State College	X	X						X	
Western Washington State College				X					X
Wayne State University	X				X		X		
University of Wisconsin, Madison		X	X	X		X		X	
University of Wisconsin, Milwaukee			X	X				X	
University of Wyoming				X		X		X	
TOTAL	12	14	8	32	3	22	6	25	3

is shown in Table 2.

Table 2.   Number and Percent Opinionnaire Returns

Group	Mailed N	Returned N	%	Usable N	%
1	26	19	7.31	17	65.4
2	30	22	73.3	18	60.0
3	50	35	70.0	31	62.0
4	84	73	86.9	71	84.5
5	34	26	76.5	26	76.5
Total	224	175	78.1	163	72.8

Opinionnaire Consistency

It was hypothesized that within each respondent group there are no significant differences in the value of the means of the pre-statements and the competency statement to which they apply.   The competency scores were the primary concern; a check was made, however, to determine whether the means of the scores on the pre-statements were significantly different from the means of the competency rating to which the pre-statements referred.   T-tests were made on the mean value of the means of the three pre-statements and the competency on the Present Scale to which they applied.   This procedure was followed for each of the five respondent groups for each of the nine competencies making a total of 45 separate t-tests.

T-test scores for all of the 45 items on the present scale were within the 99 percent level of confidence. It was concluded that the null hypothesis was supported and that the pre-statement means were not significantly different than the means to which the pre-statements applied. Support of the null hypothesis was taken to mean that the opinionnaire had construct validity within each item for the groups involved in the study.

Perceptions of Present Role

It was hypothesized that there are no significant differences between the respondent groups in their perceptions of the present role of graduate adult education internship-field experience programs in developing selected competencies required of adult educators. Means of scores on the Present Scale were computed for each respondent group for each of the nine competency statements. The 10 t-tests for each of the nine competency statements gave all of the possible combinations for comparison for each competency statement under the Present Scale. These mean values are in Table 3.

Results of the t-test using these means indicate a significant difference at the 99 percent level of confidence for five of the 90 possible paired combinations. These are shown in Table 4.

Table 3. Present Scale Item Means by Respondent Group.

Group	N	Item								
		1	2	3	4	5	6	7	8	9
1	17	2.6471	3.0588	2.5882	3.0588	2.8235	2.8235	2.8824	2.8824	2.8824
2	18	2.2278	3.0556	2.0000	3.2222	2.4444	2.6111	2.1667	2.7778	2.5000
3	31	2.4516	2.6774	2.3226	3.0968	2.7097	2.8065	2.8065	2.7419	2.6452
4	71	2.7183	2.6901	2.3521	3.4225	2.9155	2.7183	2.8592	2.9718	2.7042
5	26	2.9231	3.1923	2.6923	3.1923	2.8846	3.1923	3.0385	3.1538	3.1154

Table 4. Present Scale Group Pairs Showing Significant
Differences at the .01 Level

Item	1	2	3	4	5	6	7	8	9
Pairs	2, 5		2, 5				2, 3		
							2, 4		
							2, 5		

Thirty-six t-tests were made for each group using means from
the Present Scale and testing within groups for significant differences
in the means of the nine items. The results of the 180 t-tests are
shown in Table 5. The null hypothesis was rejected for Items 1, 3,
and 7 and accepted for Items 2, 4, 5, 6, 8, and 9 on the Present Scale.

Table 5. Present Scale Item Pairs Showing Significant
Differences at the .01 Level

Groups	1	2	3	4	5
Pairs	None	2, 1	4, 1	4, 1	None
		4, 1	4, 3	4, 2	
		3, 2		4, 3	
		7, 2		5, 3	
		4, 3		7, 3	
		8, 3		5, 4	
		7, 4		6, 4	
		8, 7		7, 4	
				8, 4	

Perceptions of Potential Role

It was hypothesized that there are no significant differences
between the respondent groups in their perceptions of the potential

role of graduate adult education internship-field experience programs

in developing selected competencies required of adult educators.

Means of scores on the potential scale were computed for each re-

spondent group for each of the nine competency statements. The 10

t-tests of potential scale means for each of the nine competency state-

ments gave all of the possible combinations for comparison on each

competency statement under the Present Scale. These means are

shown in Table 6.

Results of the t-tests using these means indicate a significant

difference at the 99 percent level of confidence for 17 of the 90 possi-

ble paired combinations. These are shown in Table 7.

T-tests were made on each groups' mean on the Potential Scale

of the nine competencies. Pairs of competencies within a group

showing differences at the .01 level of significance are shown in

Table 8. The null hypothesis was rejected for Items 1, 2, 6 and

8 and was accepted for Items 3, 4, 5, 7 and 9.

Comparison of Present and Potential Ratings

It was hypothesized that within each respondent group there

are no significant differences in the means of the present and poten-

tial scales for each competency. Means computed for the present and

potential scales shown in Tables 3 and 6 were used to compute t-test

values on the present-potential comparison for each of the nine

Table 6. Potential Scale Item Means by Respondent Group.

Group	N	Item								
		1	2	3	4	5	6	7	8	9
1	17	4.0000	4.2941	4.0588	4.1765	4.0588	4.3529	4.1176	4.4118	4.4118
2	18	4.2222	4.5556	4.1111	4.2778	3.8889	4.6667	3.6111	4.1111	4.4444
3	31	3.5484	3.9677	3.5161	4.0645	3.6774	4.1290	3.8387	3.6452	3.9355
4	71	3.9155	3.8169	3.5915	4.1127	4.0423	4.1549	4.0141	4.0141	4.1549
5	26	4.1923	4.1538	3.6538	3.9615	3.7308	4.3077	3.8846	4.1923	4.2308

Table 7. Potential Scale Group Pairs Showing Significant
Differences at the .01 Level

Item	1	2	3	4	5	6	7	8	9
Pairs	2, 3 3, 5	2, 3 2, 4	2, 3 2, 4			2, 3 2, 4		1, 3	

Table 8. Potential Scale Item Pairs Showing Significant
Differences at the .01 Level

Group	1	2	3	4	5
Pairs	None	7, 2 6, 5 7, 6 9, 7	6, 1 6, 3	4, 3 5, 3 7, 3 8, 3 9, 3	None

competencies by respondent group. Altogether 45 separate t-test values were derived from the data and are shown in Table 9.

A significant difference at the .01 level of confidence was found in the means of the Present Scale as tested against the mean of the Potential Scale within each of the respondent groups causing the null hypothesis to be rejected.

Table 9. Comparison of Present and Potential T-Test Values.

Group	N	Item								
		1	2	3	4	5	6	7	8	9
1	17	3.9517	3.9598	4.6625	3.8095	4.6240	5.8878	4.3908	5.1614	5.3921
2	18	7.1356	5.9590	7.2736	3.2817	4.0870	8.4106	2.7056	5.1032	8.2631
3	31	5.0797	5.5793	5.2256	4.1496	4.0477	6.0583	4.4066	3.9337	5.4067
4	71	8.2030	6.9191	8.2804	4.6726	6.7530	9.1076	6.9416	6.5218	8.2391
5	26	5.2573	3.8089	3.7202	3.4139	3.6070	4.6390	3.5174	3.9283	4.2265

Internship-Field Experience Contribution

The final question for which there was a rating scale asked,

"What contribution do you believe the internship-field experience can

make as a vehicle for the development of competent adult educators

at the graduate level in considering:

    (a) Those with no adult education experience
    (b) Those with limited adult education experience
    (c) Those with considerable adult education experience."

Each of the three parts had a five-point scale. Two hypotheses were

made regarding these data.

It was hypothesized that within each respondent group there are

no significant differences in the means of the three sub-parts, Parts

(a), (b), and (c). Using the group means for each of these three re-

sponses, the t-test was used to determine any significant difference

at the .01 level. The scores appear in Table 10 and the means in

Table 11.

Table 10. T-test Values - Item A

Group	Comparison		
	(a) vs (b)	(a) vs (c)	(b) vs (c)
1	.0	.6256	.8186
2	.8353	3.2153	2.9336
3	.7395	.0627	.9183
4	.0912	2.4190	2.7328
5	.0917	.0911	.2617

63

Three of these 15 t-tests indicated significant differences at

the .01 level. The null hypothesis was rejected for Groups 2 and 4

and accepted for Groups 1, 3, and 5.

Table 11. Mean Values - Item A

Group	Part		
	(a)	(b)	(c)
1	3.9412	3.9412	3.7059
2	4.3529	4.1111	3.1111
3	3.3871	3.6129	3.3667
4	3.8592	3.8732	3.4225
5	3.3846	3.6923	3.7692

A second hypothesis on Item A stated that within each of the

sub-parts, Parts (a), (b), and (c), there are no significant differ-

ences between the means of the respondent groups. Using the means

shown in Table 11 a total of 30 t-tests were made to check for sig-

nificant differences between groups and within each of the three

parts. The results are shown in Table 12.

Table 12. Item A - Pairs Showing Significant Differences

	Parts		
	(a)	(b)	(c)
Pairs	2, 3		
	2, 5	none	none

Under Part A two pairs showed significant differences.

The null hypothesis was rejected for part (a) and accepted for parts (b) and (c).

Table 13. Total Group Means Present and Potential Scale

Item	Present	Potential
1	2. 6442	3. 9325
2	2. 8466	4. 0307
3	2. 3865	3. 6933
4	3. 2638	4. 1043
5	2. 8098	3. 9080
6	2. 8098	4. 2515
7	2. 8037	3. 9264
8	2. 9264	4. 0245
9	2. 7546	4. 1849

Means scores for the total respondent group for each item on both the Present and Potential Scales are given in Table 13. A mean value of 3.5 was established as the minimum at which internship-field experience programs were deemed to be making or having the potential to make a major contribution to the development of selected competencies. Mean scores for the total respondent group for each part of Item A are given in Table 14.

Table 14. Total Group Means - Item A

Part	Mean
(a)	3. 7531
(b)	3. 8152
(c)	3. 4630

Although t-test scores were not used to test group means for significant differences, the variations in the Potential Scale group means for the competency items, Items 1-9, and the means for the overall ranking, Item A, were cause for establishing t-test scores for the Item A group means and the Potential Scale group means on Items 1-9. Significant differences at the .01 level of significance are indicated in Table 15.

Table 15. Significant Differences in Group Means - Item A vs. Items 1-9.

Item A Parts	Items 1-9								
	1	2	3	4	5	6	7	8	9
(a)				x		x			
(b)				x		x			
(c)	x	x		x	x	x	x	x	x

Table 16 gives the mean value derived for each group from the means of the parts of Item A. Using a mean value of 3.5 as the minimum at which internship-field experience programs make a major contribution for all adult educators, only Group 3 falls below this mean value. Rating the groups by the derived mean places both of the university groups ahead of the two groups of interns.

Table 16. Item A Mean of Combined Means of Parts (a), (b), and (c)

Group	Mean
1	3.8627
2	3.8584
3	3.4556
4	3.7185
5	3.6154

Open-Ended Responses

Five open-ended response opportunities were provided for respondents. Two questions were asked:

"What disadvantages, compared with other methods or procedures, do you see in internship-field experience programs in providing for the development of adult educators at the graduate level?" "What advantages, compared with other methods or procedures, do you see for internship-field experience programs in providing for the development of adult educators at the graduate level?" Under the statement, "If you feel that internship-field experience has an important role in providing for the development of adult educators, please list important conditions which must be provided for in implementing internship-field experience programs", respondents were provided space to list at least five items.

Space for comments was provided at the end of the rating scale section and at the end of the page of open-ended questions. Twelve of the 163 opinionnaires returned did not have any responses on the open-ended portions. Those who did respond generally completed all sections in some detail, although a few gave partial answers which were difficult to interpret.

Responses to each of the two questions and the list of important conditions were tallied separately by respondent groups under

categories which conveyed the common meaning of similar statements.
A number of these categories had sufficient tallies to warrant further
attention.

Disadvantages

Responses on the open-ended question regarding inherent dis-
advantages of field experience relative to other methods or procedures
were grouped under approximately 15 headings. Of these, the time
factor was mentioned by 30 percent of all who returned opinionnaires.

These respondents cited that extra time was required for a good
internship experience; that it required more time than regular class
work; that a too-short field experience might not provide an in-depth
experience; and that potentially it could extend the time to complete
a degree program. Each of five respondent groups reflected this
concern to about the same degree with a frequency range of 22 to 35
percent. The past intern group represented the 22 percent group
with Group 1 being the high group.

A second disadvantage mentioned by nine of 17 in Group 1 and
seven of 18 in Group 2 dealt with the high cost of field experience
programs. This high cost was reflected in terms of supervision
costs and staff time as well as added costs to the student. However,
the two intern groups, Groups 4 and 5, mentioned this disadvantage
much less frequently, seven and six times, respectively.

Many of those citing these two disadvantages did go on to comment that they did not see any way to eliminate these disadvantages, and that the program of field experience should be available in spite of them.

Getting bogged down in unnecessary detail, being given a fabricated job or task which was not meaningful, was mentioned by 24 of all respondents with almost an equal percentage in each of the five groups. This concern ranked third in frequency of mention.

No other category was mentioned by more than 16 percent by either the total group or by any of the five respondent groups. Also, no other single concern was cited by each of the five groups.

The added time and costs which were seen to be connected with field experience and the possibility of having the intern assigned menial tasks were most frequently given as disadvantages connected with field experience-internship programs.

On a more optimistic note 12 percent indicated that they did not see any disadvantages to field experience programs. In subtracting this group and the seven percent who did not respond to the open-ended questions, the three major disadvantages were given respectively 38%, 26%, and 18% of the time by the remaining respondent groups.

Advantages

Putting theory into practice in a practical setting was empha-
sized by 104 persons. This number represents 68 percent of those

responding to the open-ended questions or 64 percent of the total

respondent group. The former intern group had the highest group

responses in this area with a 73 percent figure while the local agency

supervisor group had the lowest figure at 42 percent.

Only three other categories were developed under the advan-
tages section. Of these one was mentioned by 27 percent of the total

respondent group. This item dealt with the opportunity that field

experience offers to get experience in a new setting, direct contact

with adults and a chance to get under-fire training. University intern

supervisors listed this as an advantage 40 percent of the time while

the present interns listed it on 32 percent of their opinionnaires.

Groups 3 and 5 both gave this response substantially fewer times,

19 and 11 percent respectively. Group 2 was at the total group mean

percentage of 27 percent on this item.

Two major advantages were seen by the respondents for field

experience programs. These were opportunities to put theory into

practice and to broaden the experimental background of the interns

in a training program that is equivalent to an adult education position.

Important Conditions

Twenty categories of important conditions to be met in imple-

menting field experience programs were developed from those listed

by respondents. Considering only the 151 completing the free re-

sponse portions, each of three categories were mentioned by respond-

ents 63 or more times or by approximately 41 percent of this group.

Cooperative planning in developing objectives and goals for the

internship as a part of a coordinated graduate program was empha-

sized by 74 persons or 46 percent of the total group. Responses

placed under this category all emphasized a planned field experience.

Focal points of these statements included specifying objectives,

formal organization, cooperative planning, giving of credit, and

coordination with the entire graduate program.

On a percentage basis Groups 2, 3, 4, and 5 all mentioned

this area substantially more often than the university intern super-

visor group. Group 2 was high at 66 percent, followed by Group 3,

45 percent; Group 4, 46 percent; and Group 5, 38 percent. Group 1

was 29 percent.

The need for good supervision was the issue that was mentioned

second most frequently. The need for regular, competent, and crea-

tive supervision by both the local agency and the university was given

65 times or by 40 percent of the respondent group. The frequency

ranged from a high of 61 percent for Group 2 to a low of 30 percent

for Group 3. Groups 1, 4, and 5 had 58, 30, and 50 percent, res-
pectively. The difference between the local agency supervisors con-
cern in this area and that of the two university groups is a matter of
speculation.

The third area on this part of the opinionnaire in which there
was a general consensus was regarding the agency in which the field
experience was to take place. Of the total group, 38 percent ex-
pressed a concern for selecting an agency that would be supportive
of the internship program and the intern, that would allow the intern
to risk failure, and that would provide for meaningful rather than
contrived experiences.

The former intern group and Group 2 both mentioned this cate-
gory on 50 percent of their opinionnaires. Group 3 listed this item
26 percent of the time with Group 1 doing so on 41 percent of their
returned forms. The intern group included this item 36 percent of
the time. Both the former and present intern groups made some
strongly worded statements in this area. Several of them were in-
volved with an agency in their field experience that did not provide
a real challenge or opportunity to test the skills developed in the
academic work.

Adequate funds for remuneration to interns and the travel for
supervision was mentioned by 21 percent of the university supervisor
group and 25 percent of the present intern group. Many of these

expressed a belief that internship participants should not only be paid to cover actual expenses, but to also provide a source of income to the intern. This belief was not restricted to the intern group as it was reflected in the statements of the university supervisors as well as members of other groups. However, it was of greatest concern to Groups 1 and 4.

These same two groups, 1 and 4, listed a regular seminar in conjunction with the field experience activities for interns and university supervisors as an important consideration. Thirty percent of the university intern supervisors and 21 percent of the present interns included this in their lists. The former intern group included this item 19 percent of the time. The other two groups, although including this feature, did so much less frequently.

The need for flexibility in the internship experience was given by 24 percent of the present intern group. Responses indicated a concern for timing or scheduling, individualized, complementary to past experiences and future goals, and serving as a broadening experience. Group 2 mentioned this even more frequently with 38 percent making responses in this area. University intern supervisors included this item in 23 percent of the cases with Group 5 doing the same 21 percent of the time. Only Group 3 failed to include this item a substantial number of times.

Both university groups indicated a need for a good portion of the course work to be completed prior to the field experience. That the field experience was only one procedure in effective learning and that it should not be the whole program was included in this category. Group 2 and Group 1 had a frequency on this item of 27 and 23 percent, respectively. A final item mentioned by all groups but by fewer than 20 percent of the total group was the need for continuous evaluation during the field experience.

Several conditions were pointed out as important by the respondents. These included the need for a formally planned and organized field experience program; the requirement of adequate supervision; the importance of local agencies oriented to the needs of the intern; the value of a seminar concurrent with the field experience; the desirability of flexibility in planning and implementing internship programs; and the need for financing the activities of the field experience including a stipend for the intern.

Other Comments

A number of individuals added further comments in the space provided. Those which follow are illustrative of the feelings held by some regarding internship-field experience programs and this study.

One person representing the current intern group commented, "This respondent had limited adult education experience before entering the intern program. The intern experience has been highly beneficial to him, despite several deficiencies (some personal, some in the program itself) that have detracted from the value of the experience....We need more and better intern-field experience pro- grams."

Another from the intern group commented, "This is possibly one of the most valuable experiences in the development of competent adult educators. It has a tremendous amount of merit. The leader- ship aspect of various advisors must be considered the #1 factor for the success of the program....One could envision, in an insti- tution with a large internship program, the use of one advisor for all internship programs, taking in all departments internship pro- grams, rather than maintaining the present multi-advisor approach."

A university supervisor responded in this manner. "I hope we avoid standardizing, stereotyping, and routinizing field experience as has been done in social work and medicine." Another university supervisor adds, "Too often it seems internships dwindle into pass- ive observation roles, or assigned administrivia which does not con- tribute to the intern's growth. Also, follow-up is essential for the intern." A third university supervisor comments, "Field service work must be developed to such a status that it will compare with

any other learning experience. It has the potential under proper supervision."

The comment of one present intern said, "I feel that the proper organization of this type of experience can be one of the most meaningful forms of education available to a graduate student." Another added, "An excellent program overall - staffed with competent leadership - growing pains are the major complication."

A local agency supervisor who completed the opinionnaire added, "I am tired of such questionnaires as yours - billions have been sent to and returned to their place of origin, but the failure systems that have been created by the senders have been disastrous." Another local agency supervisor stated, "Varying types and levels of internship-field experience are needed - not just at the end of a graduate program, but also short-term experiences early in the period of graduate study. A person needs several types of experience for comparison."

A local agency intern supervisor refers to his own experience with the program and comments, "Our only experience with graduate students of adult education has been only a half-a-day-a-week contact. The internship-field experience programs, from our standpoint, has been almost nil. The interns assigned to us have been on a part-time basis; therefore, they were able to accomplish very little in the field."

Another of the local agency intern supervisors completed the opinionnaire by saying, "I would feel that experience-based learning is by far the most valuable and most effective for changing, testing the behavior of the learner. It is essential to the graduate level process of developing adult educators; it is unthinkable that it is possible to develop the competencies noted apart from some such method of testing them in the experience of the individual presumed to possess them. Good luck! You've hit a real key to developing genuine competence."

One of the former intern group said, "I feel that the internship-field experience is a vital one and every person who is going to work in the field should have such an experience." Another commented, "Field experiences of a limited nature should be provided at every stage of the program, culminated near the end by at least a full semester of resident internship. More encouragement by university and cooperating institutions should be given to development of new, innovative programs." A third former intern who seemed to share much of the same feeling as the one previously quoted, "In the future, internship-field experience must aid the future adult educator to develop programs without having to function within the provided structure of old-line institutions. The future adult educator needs to be more creative, self-directed, and resourceful."

A former intern expressed some strong feelings about his

internship experience when he said, "As a student and an involvee

in a field work-intern project, I had a dim view of the program. As

a teacher in a former subject matter field, now that I have finished

the adult education work, I have serious questions about the way the

program was administered and the goals of the program for the De-

partment. A number of us had difficulty mustering respect for it on

the basis of what we saw, experienced, and came to know about adult

education. I think the intern program can be very important - perhaps

tailoring it to the individual student."

Interviews

Individual interviews were conducted by the researcher in two

states, North Carolina and Indiana, with persons having some linkage

with the graduate adult education programs at North Carolina State

University at Raleigh and Indiana University in Bloomington. These

two centers were selected because they represented the two states

with the greatest potential for interviews and a broad spectrum of

adult education agencies in intern placement. Originally 50 opinion-

naires were sent to persons connected with North Carolina State

University program and to 61 connected with the Indiana University

program.

Persons interviewed in the two states included university intern supervisors, department of adult education heads, present interns, past interns, a future intern, a state board of education member, a member of the state agency staff and local agency intern supervisors. During the period from May 19 to May 31, a total of 34 interviews were conducted. By groups there were five university intern supervisors, eight local agency intern supervisors, 10 present interns, five former interns and six persons not in one of these groups but who had knowledge about and interest in the internship program.

The interview guide found in Appendix I was used in conjunction with the 28 interviews of persons who fit the categories used in the study. The other six interviews were less structured and while the interviews were written up, the results are not included in the tabulations which follow. Typically each interview ran from one hour to one hour-and-a-half.

Intern experiences and local agency supervisors included in the interviewed group include: Institutions for the mentally retarded, state mental hospitals; medical hospitals; correctional institutions; an entire community project; community colleges; university extension; and technical institutes.

The focus of the interviews was to gather opinions regarding what internship-field experience should be rather than an evaluation

of present internship programs. Persons interviewed were generally

very willing to engage in dialogue regarding internship-field experi-

ence programs. The data obtained is felt to represent the honest

feelings of those interviewed.

Four areas of the internship-field experience were explored.

These dealt with the substantive content of the field experience; the

operations, the characteristics of the learner participating in field

experience; and the characteristics and responsibilities of the field

experience agency. The intent was to establish principles to guide

in the conduct of internship-field experience programs.

Substantive Content

The primary purpose of field experience according to nearly

all (23 of 28) interviewed is to provide for an opportunity to bring

about a blending of theory with practice through actual experience

in adult education. In some cases the statements reflecting this

position were expanded to mention that the experience was gained

under supervision or that such an experience helped to understand

the role of adult education.

Operations

Five major areas were emphasized by the persons interviewed

as important operational considerations. These were concurrent

seminars, university supervision, length of the experience, planning, and the full-time vs. part-time issue.

Twenty-two of the 28 interviewed expressed opinions in favor of concurrent seminars for interns in field experience programs. In general they favored seminars meeting on a regularly scheduled basis of once every two weeks to allow the field experience group to review their experiences with other interns and university supervisors.

The importance of regular supervision was cited by 19 of 28 as an important issue in field experience programs. The typical response indicated that university supervision should occur at least bi-monthly in the early stages of the field experience program with decreasing frequency toward the end of the experience.

Field experience programs shorter than a semester were not favored by the group interviewed. Nineteen of the 28 expressed the opinion that the field experience should be at least one semester in length. A few of these suggested that this experience could be expanded to a full year.

On the issue of a block or full-time field experience vs. a part-time or continuing experience, 23 persons stated a preference. Of these 16 favored the block or full-time arrangement.

The disadvantage of relocating a second time - the first reloca-
tion being to enroll in the graduate program - was mentioned in
several instances by those on both sides of the issue. Of those
favoring the continuing arrangement, some expressed the belief
that if a block approach were used, centers at greater distances from
the university might be chosen. This was seen as a disadvantage in
that it might lessen the amount of university supervision. The
second disadvantage was related to the difficulty of attending the
concurrent seminars mentioned earlier.

Statements regarding the need for a written plan and statement
of objectives for the individual field experience program were made
by 19 of the respondent group. A typical comment indicated that the
intern should have some choice as to the intern center; that he and
the university supervisor should set down in writing the general ob-
jectives and purposes of the field experience, keeping in mind the
functions of the local agency; and that this plan should then be re-
viewed by all three parties involved, university, intern, and local
agency.

Eleven of the 28 mentioned the specific need for flexibility
while many of the others implied this in the statements made.

Characteristics of the Learner

Two prime qualifications were mentioned about students who were to participate in field experience programs. These were regarding the amount of course work he had completed and his prior work experience. The need to have completed most of his course work prior to the field experience was proposed by 24 of 28. Prior work experience in adult education or in some other area with regular contacts with others was cited as an important consideration for participating in field experience programs by 15 of the 28 interviews being reported.

Seven persons mentioned that a pre-field experience "field experience" would be valuable for those persons not having had adult education program involvement prior to enrolling in the graduate adult education program.

Characteristics of the Instructional Setting

Characteristics of the local agency at which the field experience would take place represented five categories: (1) the level of tasks to be undertaken; (2) a supportive agency; (3) pay; (4) the agency person to whom the intern is assigned; and (5) the amount of supervision from the local agency.

The importance of selecting a local agency which would permit the intern to accept responsibilities in keeping with his training and

which would provide him with a real learning experience was mentioned by 21 of the 28 interviewees.

Relating closely to the above point, 20 of the respondent group expressed the opinion that the local agency needed to be supportive of the intern concept. Comments indicated that such an agency was one where the internship program was viewed as a learning activity rather than a service-rendering one; that the intern should have the right to fail or that the agency was willing to try new ideas in adult education that might not prove successful; or that the intern should be allowed to function generally as a full-fledged staff member.

The need for a stipend and expense allowance was supported by 19 of the interviewees. The typical comment indicated that these people should be paid from one-half to three-fourths of the regular salary for an employee with similar training doing a similar job. It was typically mentioned that they should be paid the going local consultant rate for each day's work. In addition, it was also mentioned that there should be a reasonable allowance to provide reimbursement for any extraordinary expenses and/or travel.

Nineteen of the 28 expressed a belief that the intern should be assigned to a top level administrator, one who is in a position of authority in the decision-making process for the local agency. Points of emphasis most frequently indicated that it should be someone who could make sure the intern had an opportunity to function at

a high level of responsibility or who could insure support for the activities to be undertaken by the intern.

Regular supervision by the local agency was included in the comments of 15 of the 28. The general idea expressed was for somewhat more supervision in the early stage of the field experience program than at later stages and that such supervision, particularly in the early phase, would be more than that which is given regular employees.

Summary

Chapter 4 presents data showing the location of graduate adult education programs identified for the purposes of this study. Data from the questionnaires, opinionnaires, and from personal interviews are presented in tabular and narrative form. These data have been presented in relationship to the hypotheses and questions central to the study and provide a base for the conclusions and recommendations presented in Chapter 5.

A mean score value of 3.5 was established as a minimum value for accepting internship-field experience programs as having a major role in developing selected competencies. Present and Potential Scale means computed for each of the five groups of respondents on each of the nine competencies are given in Tables 3 and 6.

Although significant differences did appear between groups on individual items (Table 4), none of the competency items received a mean score by any of the groups at or above the 3.5 level. Means for the total respondent group on the Present Scale were also all below the 3.5 level.

Potential Scale means for each respondent group and the total respondent group on each competency item was above the 3.5 level. A number of significant differences between respondent group means on individual items did appear. However, these differences only point up higher or lower means within the 3.51 to 4.66 range.

T-test scores obtained in a comparison of Present Scale means and Potential Scale means within each respondent group on individual items all showed a significant difference at the .99 level of confidence (see Table 9).

In looking at the overall value of internship-field experience programs, several findings stand out: (1) the consideration of adult educators with varying amounts of adult education experience affected the mean scores of respondent groups in their rating the potential value of internship-field experience programs (see Tables 8 and 14); (2) significant differences exist between the overall ratings of internship-field experience programs and their value in developing the selected competencies; (3) these differences are greatest in considering those with considerable experience in adult education; (4) local

agency intern supervisors rate the overall value of internship-field

experience programs lower than the other four groups; and (5) there

are significant differences between Group 2 and Groups 3 and 5 as to

the overall value each places on internship-field experience programs

for those with no prior adult education experience. Group 2 rates it

as being of significantly greater value than Groups 3 and 5.

The open-ended questions on the opinionnaire and the interview

results pointed out certain relationships and conditions that should

be considered in establishing internship-field experience programs.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The review of current literature, the adult education program survey, the opinionnaire, and the individual interviews have provided data regarding graduate adult education programs and internship-field experience programs for adult educators. The conclusions below are based on these data.

Conclusions

1. There is an urgent need to expand both the scope and size of graduate adult education programs.

2. Present internship-field experience programs are not making a major contribution in developing the selected competencies contained in the study.

3. Internship-field experience programs have the potential for making a major contribution toward the development of those selected competencies in adult educators used in this study.

4. Internship-field experience programs have the greatest value in developing competent adult educators with no

previous adult education experience or with limited experience.

5. The difference between the present and potential contribution of internship-field experience programs in developing the competencies of the study is significant.

6. Internship-field experience programs should be an integral part of any university-sponsored graduate adult education program.

7. The establishment of adult education internship-field experience programs should be guided by these principles.

   a. Field experience programs should be designed to provide meaningful experiences in adult education.

   b. Internship placement and program planning should be a cooperative and flexible arrangement involving the intern, the university, and the local agency.

   c. Field experience programs are primarily an educational experience which may result in a service to the local agency.

   d. Regular supervision from both the university and the local agency is important to successful intern placements.

e. The added costs of internship to the intern should be

offset by a stipend and expense allowance.

f. Major field experience placements should be at least

one semester in length on a full-time basis.

g. Extended field experience should generally occur after

basic graduate program course work is completed.

h. Concurrent seminars for field experience participants

should be held on a regularly scheduled basis.

i. A prerequisite for adult education internship should be

prior work experience dealing with adults and/or

groups of people.

j. The intern should be assigned to a supervisor in the

local agency who is a decision maker in the agency.

k. Field experience placement should carry a full semes-

ter's credit applicable to the graduate degree program.

Recommendations

The following recommendations are offered in view of the

findings and conclusions derived from this study:

1. That internship-field experience opportunities be provided

for graduate adult education students as a regular feature

of any university program offering a graduate degree

in adult education.

2. That the principles established in this study be used as a
    guide in developing and operating field experience programs.

3. That behavioral objectives be used - established for use as
    necessary - to help evaluate the outcomes of field experi-
    ence programs.

4. That internship follow-up programs be established as a
    means to strengthen present and future field experience
    programs.

5. That concerned professional organizations seek legislation
    or funding to help underwrite the added costs of internship-
    field experience programs until the merits of these pro-
    grams are more visable to the profession.

6. That other attacks be made on issues which will improve
    the quality of pre-professional education through internship-
    field experience programs.

Moving in the direction of these recommendations will improve
the structure and quality of graduate programs in adult education.
When these recommendations are implemented, they may materially
influence teacher education programs for public school and post-
secondary educators. The emerging field of adult education can be
a leader in restructuring many of the present university teacher
education programs.

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APPENDICES

APPENDIX A

UNIVERSITIES CONTACTED

University	Adult Education Courses or Programs		
	yes	no	no response
Alabama, University of			X
Arizona State University	X		
Ball State University	X		
Boston University	X		
Brigham Young University	X		
Buffalo, University of		X	
California, University of	X		
California, University of Southern	X		
UCLA	X		
Catholic University of America, The		X	
Chicago, University of	X		
Chico State College		X	
City College, New York	X		
Colorado, University of			X
Columbia University	X		
Cornell University	X		
Denver, University of		X	
Florida, University of		X	
Florida A & M College		X	
Florida State University	X		
George Peabody College			X
George Washington University	X		
Georgia, University of	X		
Harvard University		X	
Hunter College of New York		X	
Illinois, University of	X		
Indiana University	X		
Iowa, State University of		X	
Kansas State University		X	
Kentucky, University of	X		
Louisiana State University		X	
Maryland, University of	X		
Massachusetts, University of		X	
Michigan, University of	X		
Michigan State University	X		
Minnesota, University of	X		
Missouri, University of	X		
Nebraska, University of	X		
Nebraska, University of at Omaho		X	
New Mexico, University of		X	
New Mexico, Western College		X	
New York, University of		X	

Appendix A. (Continued)

University	Adult Education Courses or Programs		
	yes	no	no response
North Carolina, University of	X		
North Carolina College of Durham	X		
North Carolina State University	X		
North Dakota, University of	X		
Northwestern University		X	
Notre Dame University		X	
Ohio State University	X		
Oklahoma State University		X	
Pennsylvania State University	X		
Pennsylvania, University of			X
Pittsburgh, University of		X	
Purdue University		X	
Rutgers State University	X		
Sacramento State College		X	
San Francisco State College	X		
San Francisco, University of	X		
Stanford University		X	
Syracuse University	X		
Temple University	X		
Texas Christian University		X	
Texas Technological College		X	
Texas, University of at Austin	X		
Texas, University of at El Paso			X
Virginia Polytechnic Institute	X		
Virginia, University of		X	
Washington State College	X		
Washington State College, Eastern	X		
Washington State College, Western	X		
Washington, University of		X	
Washington University in Missouri		X	
Wayne University	X		
Wisconsin, University of	X		
Wisconsin, University of, Milwaukee	X		
Wyoming, University of	X		
Yeshiva University		X	

APPENDIX B

UNIVERSITIES IN THE STUDY

University	Contact
Boston University	Malcolm S. Knowles Professor of Education Boston University Boston, Massachusetts 02215
California, University of	Jack London Professor of Adult Education University of California Berkeley, California 94720
University of California at Los Angeles	Paul H. Sheats Professor of Education U. C. L. A. Los Angeles, California 90024
Chicago, The University of	Ann Litchfield Assistant Professor of Education and Director, Studies and Training Program The University of Chicago Chicago, Illinois 60637
Florida State University	Dr. Huey B. Long Director of Urban Research Center and Professor of Adult Education Florida State University Research Center 2323 S. Washington Ave. Titusville, Florida
Georgia, University of	Curtis Ulmer Chairman, Dept. of Adult Education University of Georgia Athens, Georgia 30601
Indiana University	Dr. Paul Bergevin Professor of Adult Education Indiana University Bureau of Studies in Adult Education 309 S. Highland Ave. Bloomington, Indiana 47401
Michigan State University	Russell J. Kleis Director, Graduate Studies in Continuing Education Michigan State University East Lansing, Michigan 48823

Appendix B. (Continued).

University	Contact
Missouri, University of	Ralph C. Dobbs Major Advisor in Adult Education University of Missouri Columbia, Missouri 65201
North Carolina State University	Dewey A. Adams Associate Professor, Dept. of Adult Education North Carolina State University Raliegh, North Carolina 27607
North Carolina, University of Chapel Hill	Eugene R. Watson Associate Professor of Adult Education University of North Carolina at Chapel Hill Chapel Hill, North Carolina 27514
Ohio State University	Dr. William D. Dowling Associate Professor of Adult Education The Ohio State University Columbus, Ohio 43210
Wisconsin, University of	Professor Jerrold Apps Professor of Agriculture and Extension Education University of Wisconsin Madison, Wisconsin 53706
Wyoming, University of	Glenn Jensen Professor of Adult Education University of Wyoming Laramie, Wyoming 82070

APPENDIX C

COVER LETTER - ADULT EDUCATION PROGRAM SURVEY

Dear Adult Educator:

Research is currently underway at Oregon State University to examine the role of field experience - internship programs in developing selected competencies required of adult educators. The first part of this study involves the identification of graduate adult education programs which offer field experience or internship programs in adult education.

Your assistance in completing the enclosed form will be appreciated. We are enclosing a stamped self-addressed envelope for your convenience in returning it to us. You will note at the end of the enclosed questionnaire we are asking you to name an individual whom you feel is qualified to help us in later stages of the study. We would be happy to have you assist us in this capacity.

The results of this initial survey are to be made available to the Adult Education Association of the U. S. A. for their use. Thank you for your cooperation.

Sincerely yours,

Henry Ten Pas, Director
Vocational, Adult and
Community College Education

Melvin D. Miller
Administrative Assistant

Enc: Survey of Program Form
     Self-addressed Envelope

OREGON STATE UNIVERSITY   CORVALLIS, OREGON
DIVISION OF VOCATIONAL, ADULT AND   Benton Hall 102
COMMUNITY COLLEGE EDUCATION

Survey of Program for Preparation of
Adult Educators in the U. S. A.
February, 1969

Definition - the term field experience - internship as used in this survey means: the direct involvement
of students in adult education in the observation - teaching and/or administration of adult educa-
tion programs.

Questionnaire sent to:

Please check the appropriate response(s) for each question as it pertains to your institution. Please
return the completed questionnaire at your earliest convenience.

1. Please complete the following information.

Name

Title

Institution

City	State	Zip

2. Are you offering courses designed to prepare persons as adult educators?   Yes_____ No _____
If answer is No, please return this questionnaire to the sender without responding to further
questions.

3. At what level are courses for adult educators offered?   Undergraduate Yes____ No____
                                                                     Graduate   Yes____ No____

4. At what level are programs with a major in adult education offered?
        a. Undergraduate   Yes_____ No_____
        b. Special Certificate   Yes_____ No_____
        c. Master's Degree   Yes_____ No_____
        d. Doctor's Degree   Yes_____ No_____

5. At what level are programs with a minor in adult education offered?
        a. Undergraduate   Yes_____ No_____
        b. Special Certificate   Yes_____ No_____
        c. Master's Degree   Yes_____ No_____
        d. Doctor's Degree   Yes_____ No_____

6. Are field experience - internship courses or programs available to persons in preparation as adult
educators?   Yes_____ No_____

7. If the answer to number six was no, are plans currently being formulated to add this type of
program by 1970?   Yes_____ No_____

Appendix D. (Continued).

Please comment regarding this topic:

If the answer to number six was No, return this questionnaire to the sender without responding to further questions. If Yes, please complete the balance of the questionnaire.

8. At what level are field experience - internship programs offered?
   a. Undergraduate   Yes_____ No_____
   b. Special Certificate   Yes_____ No_____
   c. Master's Degree   Yes_____ No_____
   d. Doctor's Degree   Yes_____ No_____
   Brief explanation or comments:

9. Is field experience - internship required at any of these levels?
   a. Undergraduate   Yes_____ No_____
   b. Special Certificate   Yes_____ No_____
   c. Master's Degree   Yes_____ No_____
   d. Doctor's Degree   Yes_____ No_____
   Brief explanation or comments:

10. In the present study we are concerned with the role of field experience - internship programs in developing competencies required in adult educators. May we have the name and title of the person who would be able and willing to assist by providing additional data for this study?

_____

Name

_____

Title

_____

Institution

_____

City   State   Zip

Phone _____ Area Code _____

11. Additional comments.

Thanks for your cooperation.

Please return in the stamped, self-addressed envelope.

Melvin D. Miller, Administrative Assistant
Division of Vocational, Adult and Community College Education
Benton Hall 102
Oregon State University
Corvallis, Oregon 97331

APPENDIX E

LETTER REQUESTING NAMES

Your response to the recent questionnaire regarding graduate adult education programs offering opportunities for internship-field experience is appreciated. The second phase of the current study is to examine the role of internship-field experience in developing selected competencies in adult educators. Your willingness to assist further in this study is appreciated personally and professionally.

In implementing the second phase of the study, several groups of people having experience in graduate adult education programs offering internship-field experience are being contacted. These people are being asked to participate in this study by completing an opinionaire requiring about 75 structured responses and five open-ended responses.

The population for the study includes: (1) all university personnel having direct responsibility for internship-field experience programs at that university; (2) all professors in the university teaching adult education courses but not having direct responsibility for internship-field experience; (3) representatives of local adult education agencies who are supervisors of internship-field experience programs at the cooperating agencies; (4) currently enrolled adult education graduate students who are in or who have completed an internship-field experience program, and (5) persons who have completed adult education graduate degree programs which include internship-field experience.

It was anticipated that not more than 15 universities offering graduate adult education programs would have opportunities for internship-field experience within the formal structure of the program. Accordingly, the study was planned to include the entire population of group (1), (2), and (4) above. Group (3) is to be selected randomly from the list submitted to the researcher to equal the number in the combined group (1) and (2). Group (5) is to equal the number in group (4) and will be selected randomly from the list submitted to the researcher.

Your assistance is solicited in sending names and addresses of persons representing your university as shown below.

1. Professors who have direct responsibility for supervision of internship-field experiences.

2. Professors who teach adult education classes but who do not supervise internship-field experiences.

Appendix E. (Continued).

   3. Adult education agency personnel who are the host super-
       visors for students in internship-field experience placements.

   4. Current graduate students who are now placed in internship-
       field experience or who have recently completed such
       programs.

   5. Persons who have completed internship-field experience
       within the past three years, prior to September 1, 1968 and
       since January 1, 1965, and who have completed a graduate
       degree program in adult education during the period.

It is planned that those persons receiving an opinionnaire will be
contacted directly and asked to assist. The cover letter will mention
how their names were secured unless you prefer that this not be done.

It is my hope that you too will complete one of the opinionnaires. The
last part of the study will consist of visitations to three of the 15
universities participating in this study. These three will be selected
on the basis of criteria related to the purposes of this study.

It is recognized that the time required in assisting this research
becomes extra work. Hopefully it will contribute to the development
of this important field. Please accept my grateful thanks for your
cooperation.

Sincerely,

Melvin D. Miller
Administrative Assistant

APPENDIX F

COVER LETTER FOR OPINIONNAIRE

Dear

_____ has given us your name as one
who can contribute to a study of the role of field experience-
internship programs in developing selected competencies in adult
educators. Your assistance by completing the enclosed opinion-
naire is requested.

The code system used is for recording returns and
statistical treatment of the data. Individuals and institutions
will not be identified from the data collected.

About 30 minutes is required for this task. Your profes-
sional assistance is appreciated professionally and personally.
Please feel free to add additional comments at any point.
Returning the opinionnaire by (_____) in the enclosed
envelope will be helpful.

Sincerely yours,

Melvin D. Miller
Administrative Assistant

**Division of Vocational Adult and Community College Education
School of Education, Oregon State University**

Code _____

Position _____

**Opinionnaire: The Role of Field Experience-Internship Programs
In Developing Selected Competencies in Adult Educators**

Introduction

This opinionnaire provides a means for recording your opinion of the present and potential role of field experience-internship programs in developing selected competencies required of adult educators. Our primary interest is in gathering data to examine the role of field experience-internship activities as related to the preparation of adult educators.

Field experience-internship as defined for this study means:

THE DIRECT INVOLVEMENT OF GRADUATE STUDENTS OF ADULT EDUCATION IN TEACHING AND/ OR ADMINISTRATION OF ADULT EDUCATION PROGRAMS.

The nine competencies on which the opinionnaire focuses each have three items which precede the competency. These items which preceded the competency are intended to be examples of activities which when carried out lead to the development of the competency. These three preliminary statements are not exhaustive but examples only.

Directions

1. Under *PRESENT* record your opinion of the present contribution that field experience-internship programs make to the specific statement.

2. Under *POTENTIAL* record your opinion of the potential contribution field experience-internship programs could make to each statement.

3. Please respond to each item.

4. If you wish to make further comments please feel free to do so for any item.

PLEASE KEEP IN MIND THAT THE SCALE IS TO MEASURE THE DEGREE OF THE CONTRIBUTION OF FIELD EXPERIENCE-INTERNSHIP NOT THE VALUE OF THE COMPETENCY OR THE ACTIVITY.

① = no contribution
② = small contribution
③ = substantial contribution
④ = high contribution
⑤ = extremely high contribution

Example

PRESENT   POTENTIAL

① ② ✔ ④ ⑤   a. develop contacts with adult education associations.   ① ② ✔ ④ ⑤

This example indicates that in the respondent's perception present internship-field experience programs make a substantial contribution in the accomplishment of this activity, and it offers a potential that is equal to its present contribution.

The Role of Field Experience-Internship Programs
In Developing Selected Competencies In Adult Educators

CODE: ① = no contribution   ③ = substantial contribution
        ② = small contribution   ④ = high contribution
                                 ⑤ = extremely high contribution

PRESENT   **I**   **POTENTIAL**

① ② ③ ④ ⑤   a. conduct surveys to determine unmet needs in adult education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   b. enlist cooperation of adult learners in developing programs of evaluation.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   c. utilize an advisory committee in guiding program evaluation and development.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   *To use the process of appraisal to evaluate programs and to clarify and change objectives.*   ① ② ③ ④ ⑤

II

① ② ③ ④ ⑤   a. develop relations among adult learners that are cooperative and natural.   ① ③ ③ ④ ⑤

① ② ③ ④ ⑤   b. help individuals acquire the skills of effective group membership.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   c. provide opportunities for wide participation.   ① ③ ③ ④ ⑤

① ② ③ ④ ⑤   *To select and use teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learners.*   ① ② ③ ④ ⑤

III

① ② ③ ④ ⑤   a. lead the adult learner to evaluate his own growth.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   b. assists the adult learner in the analysis of his personal problems.   ① ③ ③ ④ ⑤

① ② ③ ④ ⑤   c. help the adult learner understand his own abilities and limitations.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   *To help adults set their own goals and provide a variety of means and opportunities for intensive self-evaluation.*   ① ② ③ ④ ⑤

IV

① ② ③ ④ ⑤   a. participate in conferences, and workshops dealing with adult education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   b. enroll in short courses or regular classes in adult education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   c. regularly read magazines in the field of adult education.   ① ② ③ ④ ⑤

① ③ ③ ④ ⑤   *To keep actively involved in continuing study that will increase professional competence.*   ① ② ③ ④ ⑤

V

① ② ③ ④ ⑤   a. keep informed on current trends, tendencies, and practices in adult education through use of professional literature.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   b. select and read adult education materials from the ERIC Clearinghouse for Adult Education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   c. establish contacts with professionals from fields related to adult education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   *To identify, critically evaluate, and discuss scholarly work by investigators in adult education and related fields.*   ① ② ③ ④ ⑤

CODE: ① = no contribution   ③ = substantial contribution
       ② = small contribution   ④ = high contribution
                                   ⑤ = extremely high contribution

PRESENT   **POTENTIAL**

VI

① ② ③ ① ⑤   a. compare innovations in industry and business with program needs in adult education.   ① ② ③ ④ ⑤

① ② ③ ① ⑤   b. review imaginative educational programs outside of adult education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   c. conduct action research in adult education.   ① ② ③ ① ⑤

① ② ③ ① ⑤   *To be creative and imaginative in developing new programs and to believe that innovation and experimentation are necessary for the expansion of adult education.*   ① ② ③ ④ ⑤

VII

① ② ③ ④ ⑤   a. review the history of varied adult education agencies and the concurrent events in society.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   b. explore manpower needs as related to adult education.   ① ② ③ ④ ⑤

① ③ ③ ④ ⑤   c. develop an understanding of technological factors in society and their affect on adult education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   *To understand the role of adult education in society and the factors and forces that give rise to this function.*   ① ② ③ ① ⑤

VIII

① ③ ③ ④ ⑤   a. express a systematic philosophy of adult education   ① ② ③ ④ ⑤

① ③ ③ ④ ⑤   b. interpret to others the goals and practices of adult education.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   c. utilize his philosophical views in making consistent choices of educational policies and practices.   ① ② ③ ④ ⑤

① ② ③ ④ ⑤   *To clearly define his unique role as an adult educator and understand his responsibility in performing it.*   ① ② ③ ① ⑤

IX

① ② ③ ④ ⑤   a. help the adult learner to make application of his experiences to many situations.   ① ② ③ ① ⑤

① ② ③ ④ ⑤   b. provide opportunities for individual and group expression.   ① ② ③ ① ⑤

① ② ③ ④ ⑤   c. provide opportunities for adult learners to develop qualities of leadership and of self-direction.   ① ② ③ ① ⑤

① ② ③ ④ ⑤   *To arrange learning experiences so that learners can integrate theory and practice.*   ① ② ③ ① ⑤

A. What contribution do you believe the internship-field experience can make as a vehicle for the development of competent adult educators at the graduate level in considering:

    (1) those with no adult education experience.   ① ② ③ ④ ⑤

    (2) those with limited adult education experience.   ① ② ③ ① ⑤

    (3) those with considerable adult education experience.   ① ② ③ ④ ⑤

Comments:

B. What disadvantages compared with other methods or procedures, do you see in internship-field experience programs in providing for the development of adult educators at the graduate level?

C. What advantages, compared with other methods or procedures do you see for internship-field experience programs in providing for the development of adult educators at the graduate level?

D. If you feel that internship-field experience has an important role in providing for the development of adult educators, please list important conditions which must be provided for in implementing internship-field experience programs.

(1)

(2)

(3)

(4)

(5)

E. Please add any comments you may care to make.

Return in enclosed envelope to:
Melvin D. Miller
102 Benton Hall
Oregon State University
Corvallis, Oregon 97331

APPENDIX H

FOLLOW-UP LETTER

Recently we sent you an opinionnaire regarding The Role of
Field Experience-Internship Programs in Developing Selected
Competencies in Adult Educators. If it has been returned,
please accept our sincere thanks, however, to date it has not
been received. Your assistance and cooperation in completing
this form will be greatly appreciated.

Sincerely yours,

Melvin D. Miller
Administrative Assistant
Benton Hall 102
Corvallis, Oregon 97331

APPENDIX I

INTERVIEW GUIDE

Role of Field Experience - Internship in Adult Education

Name _____

Title _____ Agency _____

Address _____ Phone _____

University _____ Date _____ Time _____

1. How long in present position?_____ Number of people in adult education
   here? _____

2. Major responsibilities.

3. Previous experience.

4. Highest degree _____ Obtained at _____
   Major _____ Minor _____
   Minor _____

Substantive Content

1. What important fact, concepts, principles or skills do you see resulting from field experience -
   internship in adult education? Probes: Evaluation procedures - programs
                                            Teaching Methods
                                            Aid learners to integrate theory and practice
                                            Helping adults set own goals and their own self-
                                              evaluation

Operations

2. What strategies or procedures are central to accomplishing the goals of field experience - internship
   in adult education? Probes: Length of internship - what portion of total program
                                 Concurrent course work or seminars
                                 Structured experiences
                                 Involvement with scholarly work in field
                                 Frequency of supervision of university personnel -
                                   variety

Characteristics of Learners

3. What background of experience do you feel field experience - internship students should have to
   accomplish the purposes of field experience?
                        Probes: Prior experiences in Adult Education
                                 Specific course work
                                 Attitude toward own continuing learning
                                 Innovative
                                 Understanding of role of adult education in society
                                 Understanding own role as adult educator

Appendix I. (Continued).

Characteristics of the Instructional Setting

4. What are the expectations of the local cooperating agency in terms of their administrative policies
and/or role?   Probes: Qualifications of local agency supervisor
                                                    Matched with students future aspirations
                                                    Degree of students involvement - teaching,
                                                        administration
                                                    How much supervision at local agency
                                                    Pay - to intern, supervisor - by whom