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HOW TO DEVELOP EFFECTIVE PROMOTIONAL PROCEDURES IN
ADULT EDUCATION - A COMPUTER-ASSISTED
INSTRUCTION COURSE

DISSERTATION
Presented in Partial Fulfillment of the Requirements for the
Degree Doctor of Philosophy in the Graduate School
of The Ohio State University

By
Donald J. Dodsworth, B.A., M.S.A.

* * * * *

The Ohio State University
1972

Approved by

[Signature]
Advisor
Department of Education
Dedication to

Dr. Ernest L. Talbert

Professor Emeritus, University of Cincinnati,

with whom I first experienced the joys and

benefits of independent study.
ACKNOWLEDGMENTS

To Dr. John Ohliger who, by practicing what he teaches, encouraged and stimulated my return to Academia; to Dr. Sven Lundstedt, who first suggested Computer-Assisted Instruction as a profitable area for study by adult educators; to Dr. G. Ronald Christopher, without whose interest and guidance this study would not have been possible; and to Dr. Alfred C. Clarke, who refurbished my awareness of the social milieu within which all this was happening.
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FIELDS OF STUDY

Major Fields: Social Work and Adult Education

Studies in Social Group Work and Community Organization

Studies in Methods and Administration in Adult Education
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CHAPTER 1
DEFINING THE PROBLEM

Adult Education Tomorrow?

Americans have always thought of Education in relation to children, but it is the conviction of this writer that the nature of our future society is more apt to be determined by the continuing education of adults.

Wilbur C. Hallenbeck, one of the godfathers of the Adult Education movement, recorded in the 1960 Handbook, "The fundamental function of adult education is to keep the balance between people and circumstances in a changing world". 1 Paul Bergevin, in A Philosophy for Adult Education, wrote: "The continuing education of adults...is the determining factor in the race between building and destroying, between the civilizing process and barbarism". 2 Leonard believes that our society, with the means for achieving understanding or destruction, demands a new kind of human being. "In the future, a man's ability to learn and to keep learning joyfully from birth to death will define the quality of life itself". 3 And under the very contemporary title "Recycling


People", Vonder Haar wrote of continuing education as "the best promise of precluding the development of hollow, empty, incomplete adults".1

Now, all of these writers are educators and so inclined to exaggerate the future importance of their profession. However, even in 1947 the President's Commission on Higher Education said:

An expanded program of adult education must be added to the task of the colleges. This is a vital and immediate need, because the crucial decisions of our time may have to be made in the near future. Education for action that is to be taken, for attitudes that are to be effective, in the next few years must be mainly adult education.2

Dr. Paul Sheets, an educator but reporting from a broad perspective, wrote in 1965:

Every major document on national policy in the past ten years has underscored the need for continuing education as vital to economic and social progress.... Far from being a peripheral segment of the total educational enterprise, it is now essential to national growth and survival.3

And Dr. Sheets is referring not only to the need for up-dating and upgrading the work force, but to educational programs which are not job related.

C. Wright Mills, an irreverent critic of the social scene, when asked what he saw as the task of liberal education for adults, replied:

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3Paul H. Sheets, *The Case Against the Adult Dropout*, (Brookline, Mass., Center the Study of Liberal Education for Adults at Boston University, 1965) Occasional Papers #11, p 3.
...to keep us from being overwhelmed... Its first and continuing task is to help develop the bold and sensible individual who cannot be overwhelmed by the burdens of modern life.... Knowledge and intellectual practice must be made directly relevant to the human need of the troubled person of the twentieth century....

Leisure: A New Variable

Once we accept the conclusion that Adult Education is an imperative for our civilization, we should also take note of a singular gift Americans have created for themselves, perhaps the most valuable product of the megamachine - leisure. In human history no society has ever been so close to living the ages-old dream of plenty.

The time-span of life's important events is shorter than a single human life; the once conventional life-span no longer takes a lifetime. Now, the man who retired at 60 and lives to be 70, has leisure time equal to one-half of all his past working life. For the first time in centuries man has time! He has time to develop a fulfilling way of life.

However, for many Americans, leisure time has become an escape from all purposefulness. Shostak says that it has become "a source of relief from strain and repose". The mass production of distraction provides more ways to consume compulsively, competitively and conspicuously. Mills writes "the machinery of amusement is destroying the freedom of this time".

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The pressure to "have fun" is enormous. The uses of leisure have become prescriptive, in much the same sense that work and consumption became dictative. Billions are spent on taking up time. The editors of Fortune report: "...the leisure market may eventually become the dynamic component of the whole American economy. For while consumer appetites for necessities may become sated, where is the limit to the market for pleasure?"¹ Leisure has doubly enriched the Gross National Product, but not the lives of the American people. As Stern put it: "Americans are wallowing in the first society with freedom from want known to human beings".²

But, then, their heritage has not prepared Americans for using this new-found time creatively. The evangelism of their early prophets and politicians taught the value of "an honorable and useful occupation". If work was "doing something useful" then anyone "at leisure" was "up to no good".

It is probable that Americans will have to reassess the meaning and value of work. Today, in our society, work is good and leisure is suspect. Education and learning lie somewhere in between.

Once there was a society that connected leisure with education. With slaves as the producing machines, the Greeks developed a leisure class of citizens who had contempt for work. Athens was then a place

¹Erick Larrabee and Rolf Meyerson (Eds.), Mass Leisure (Glencoe, Ill., The Free Press, 1958), p 172.

the size of Waukesha, Wisconsin. In that city, in its great period were living the following: Herodotus, Pindar, Pericles, Socrates, Aristophanes, Aeschylus, Euripides, and Plato. All were contemporaries who believed leisure was for "seeking the truth". What lives Americans might know, and what a world they might create, if they used their gift of leisure for growing!

Time for leisure in American life is going to increase, as technology decreases working hours and years, and medical science increases life itself. Leisure may yet prove to be the great opportunity, if Americans can learn to shift the emphasis from acquiring things to the perfection of life.

Adult Education: Ready for Tomorrow?

An examination of Adult Leadership and Adult Education (principally, a journal of research reports) over the past decade, and a comparison of the Handbook published in 1960\(^1\) with the 1970 edition\(^2\), give evidence of the growing professionalism of Adult Education. However, to the public, to many practitioners, and to the writer the field remains ill-defined and inadequate.

In 1961, Dr. Andrew Hendrickson cautioned: "Unless a body of knowledge in adult education is soon developed by vigorous research in the field, it may be concluded that there is no such field".\(^3\) Today,

\(^1\)Malcolm S. Knowles (Ed.), Handbook of Adult Education in the USA, (Washington, D.C., Adult Education Association, 1960).


adult educators seem far more service-oriented than research-minded.

In 1968, Dougla and Moss wrote:

Attention must be given to the development of objectives which clearly specify the competencies required by the various roles (in Adult Education) and the learning experience which will develop these competencies. Such plans are a prerequisite to the development of a discipline and a profession of adult education.\(^1\)

Webster E. Cotton, writing "On Behalf of Adult Education", said:

"In spite of the best literature on the subject, few people in adult education know precisely either what they are trying to do or what means are appropriate".\(^2\) And Paul Miller, in the 1970 Handbook, records:

"Growing and maturing as it is, the field strikes one as amorphous, especially if he is looking for a way to gain a sense of direction".\(^3\)

Rieger's 1968 study of five Michigan counties concluded that adult education courses "are relatively inconsequential sources of information concerning central matters of importance in the daily lives of most of the local population.... Adult Education programs were significant sources in few topic areas and for only selective clienteles".\(^4\) A gap of information and understanding existed in terms


of the felt needs of many adults in the local population and the opportunities offered in adult education classes.

Illustrating similar circumstances, Paul Sheets quotes David Ausubel: "Self-fulfillment or personal growth through adult education ... are concepts which have no meaning at all to large segments of the population". ¹

The theme of the 1970 Atlanta conference of the National Association of Public School Adult Educators was "Let's Fulfill Our Promises". In speaking to that group, Senator Yarborough said:

But an even bigger job than the improvement of opportunities and facilities is being waged in the conceptual battlefield of the public mind. Here the job is to convince people of our continuing need of education through life.... You have a big job ahead of you in convincing people that we should learn continually.²

Should there be remaining doubt, C. Wright Mills' words on the subject may be convincing:

I doubt that education for adults or adolescents is the building of a democratic policy. I think it is in the picture and must be, but given its present personnel and administration and its generally powerless position among other politically relevant organizations, it cannot and will not get the job done.³

Within the halls of Adult Education, there is a good deal of confusion and debate with respect to such issues as: promotion and motivation - "Market-place enrollment" and financial support - curriculum determinants - methods and techniques - the social attitudes, knowledge


² Ralph Yarborough, "Lifetime Education: A Basic Right", Adult Leadership, December, 1970, p 188.

base and skills of the desirable adult educator - and evaluation of programs. Surrounding all of these dilemmas, is the field's continuing "marginality".

Ten years from now there will be 150 million adults in the United States.¹ What will they be doing? Will a learning effort become the major use of leisure time? Tweedie toys with the gentle philosophical thought that there is a marked difference between today's tomorrow and yesterday's tomorrow. "We cannot expect to be given ample time in which to consider what we might do next".² Adult educators must realize that they have responsibilities and a great opportunity. They must take that opportunity.

Preparation of Adult Educators:

If Adult Education is to contribute to the future of America, then it is going to have to speed up the pace of its search and research for resolving these internal constraints. For the most part, these difficulties are not externally based; they would not go away if other systems and institutions in our society would succeed in resolving their problems.

The writer believes that one potentially productive domain for attacking our problems is in the universities struggling with the professional preparation of adult educators. It is these programs that are providing the training for the leaders who are or soon will be


directly engaged in the education of adults. In a 1968 editorial in *Continuous Learning* (the Canadian counterpart to *Adult Leadership*), Gordon Selman said: "We need adequately trained manpower to match the challenge and opportunities which our society is thrusting upon us".¹ Garner's comment adds an American opinion: "A frustrating deterrent to adult education progress is the lack of qualified personnel, both teachers and administrators".² And the Director of the Eric Clearing-house on Adult Education, Roger DeCrow, wrote in the Foreword to *The Preparation of Adult Educators*:

> No problem is more severe than the need to augment and upgrade the work force providing programs of education and training to millions of American adults each year...the training of this core of full-time professional adult educators is of critical importance.³

The field is experiencing an explosive expansion unbelievable even ten years ago. In 1969 there were thirty universities in the United States and three Canadian institutions providing doctoral degree programs. The universities continue to report increasing enrollments in graduate adult education courses. The number of students grew from 1434 in 1968 to 2002 in 1970; the number embarking on doctoral programs increased from 699 to 913. During this same period, the number of

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full-time faculty expanded from 55 to 89.\(^1\) Yet Bruney's 1970 survey of 180 adult educators in Franklin County (Ohio) revealed that only twenty-eight percent had taken specific courses in Adult Education, and two respondents had professional degrees in Adult Education.\(^2\)

There is considerable unanimity about some of the issues relating to graduate study in adult education; they concern the quantity of students and the quality and relevancy of the courses. While this is not a study of these difficulties, a brief discussion of some of them will help to refine the focus for this work. Three areas are appropriate: (1) admission practices and class composition, (2) course content, and (3) methodology.

The graduate schools must assume the major responsibility for who becomes a professional adult educator. There are few guidelines as to the personal characteristics that make for a good adult educator, or what academic background and experience is best for building on a "professionalism" in Adult Education. Little assessment is made of these competencies; indeed, only inadequate measuring devices (like the Graduate Record Exam) are available for doing so. The student's study does not begin where he is, but with the subject matter the school has available.

As a result, graduate classes are comprised of students from many academic disciplines and degrees, and various levels and depths of

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experience and competence. Persons who do not intend to specialize in adult education are in the majority in the "required" basic course, and inevitably the content becomes geared to their interests. In specialized courses, most of the students are men and women who originally prepared for other careers; later they found themselves engaged in some form of adult education and then returned to the campus to acquire a more disciplined competence.\(^1\) Still others are holding positions in adult education and seek the appropriate learning for professional upgrading. A large majority of students are already a highly educated group; they are employed full-time, while engaged in study to acquire professional qualifications.\(^2\)

Throughout the country there is a uniform and monotonous list of courses available to graduate students in adult education. These courses have been too preoccupied with operational procedures. London believes that professional education should have a far broader interdisciplinary pattern, which he calls "the necessary brew that makes our knowledge of man and society meaningful".

Gaining an understanding of man and society within the broad scope of adult education must be the first and major objective of a graduate program, rather than acquiring skills, methods and techniques.\(^3\)

Blakely implies that the programs deal far too lightly with the values and goals of Adult Education.

\[\ldots\text{the professional education for educators of adults needs to strive for a philosophy of the}\]


profession... (in this) there will never be agreement, but there will be much clarification badly needed today.¹

There exists a significant amount of research relating the training needs of practicing adult educators to what is available, and it is an unfortunate picture.² Some of the best material available for use in training programs emanates from the problems encountered in the field, and provision could be made for its use as a basis for study, criticism, analysis and evaluation.

The curriculum is subject-centered, rather than competency-centered. This condition is directly and specifically contrary to the concepts advocated in the method courses which are given.

"Individualization", "participation" and "involvement" have been the dictums of adult education methodology for a long time. Adult educators have boasted of their field's profound respect for the individual's capacity to determine what he wants to know and to create his own course of study. They have said emphasis should be placed on individual interests, project teams, guided independent study, field experiences and seminars. The student's role should be that of a responsible inquirer, not that of a dependent receptor - "the mature adult moving toward mature atomy".³

From his survey of seventeen universities with doctoral programs regarding the ratio of advisees to faculty, Veri reports a range from

¹Cyril O. Houle, "Professional Education for Educators of Adults", Adult Education, Spring 1956, pp 142-143.

²See the dissertations of Madry, Chamberlain, Eldwood, Bruney, Veri and White in the Bibliography.

three students to each advisor to the incredible figure of 69 students to one faculty advisor. The average of doctoral advisees per full-time faculty was eleven, and a total average of eighteen advisees studying toward advanced degrees per full-time faculty. This responsibility was in addition to the average fifty-two percent of faculty time devoted to teaching.1

Much of the difficulty does lie in the unexpected and rapidly increasing number of students coming to the universities for professional training in Adult Education. More and more of these students will be drawn from the current activist generation, and they will insist on an active role in determining the kind of educational program they are going to be taking part in; which is exactly the experience adult educators have long said they believed in providing.

Such circumstances, and those previously discussed in the two areas above, often preclude the professor utilizing the methods he is teaching. If you want to teach others how to teach, then you have to do it in a way that embodies the principles of teaching and learning you are trying to communicate. For today's trainers of tomorrow's adult educators, it is almost impossible to help students open their minds and experience the excitement of self-renewal through continuing learning.

Writing for Adult Leadership, Robert Theobald said:

Adult education should be pioneering in the development of this real form of education, the dialogic form of education pioneered by Socrates and periodically rediscovered since. It forms our only hope for the future.... But while adult educators

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should be particularly involved in this form of education, there are many questions as to whether they will be.¹

None of these problems relating to the preparation of adult educators are unfamiliar to the schools or to the professors of adult education; but they do seem unable to move ahead with solutions because of administrative policies, university bureaucracy and perhaps the "many questions" Theobald refers to.

How can additional and relevant training courses be made available to more practitioners? How can professors of adult education come closer to practicing the concepts they are teaching? With these questions, the problem to which this study is directed is stated.

Certainly Adult Education does have the potential for developing the kind of citizens American will need tomorrow. A learning effort does hold the promise of becoming a major use of leisure time. Is the field ready? No. But the many training programs for future adult educators offer fertile ground for beginning to get ready. The question is whether adult educators themselves want to take part in what Theobald calls "the required compassionate revolution".²

Chapter Two presents a possible, new method (Computer-Assisted Instruction) for approaching this issue. Chapter Three describes the study design which led to the writing of a short CAI course for adult educators in promotional techniques - the primary training need expressed by practitioners in a recent survey.


²Ibid.
CHAPTER 2
A POSSIBLE SOLUTION TO PART OF THE PROBLEM

Computer-Assisted Instruction

Computer-Assisted Instruction (CAI) offers very practical possibilities for solving some facets of the problems current in the professional preparation of adult educators - albeit its overzealous salesmen and overwrought critics.

Few technological developments have proved formidable enough to mark turning points in the human record, but two have occurred in our time: the atomic bomb and the computer. One of the strongest statements about the computer's impact comes from Edwards at Oregon's Northwest Regional Educational Laboratory. "The computer is changing human history; no longer is this debatable. As a tool for extending man's thinking, there is no innate limitation to its creative use."\(^1\)

Instructional uses of computers have been under investigation for about fourteen years. Leonard has linked this new definition of education with technology. He sees technology

as an ally, a force that can as easily enhance as diminish the human spirit...cybernation, pervasive and instantaneous communication, and other feedback devices of increasing speed, range and sensitivity extend and enhance man's sensory apparatus, multiplying the possibilities for understanding and ecstasy...\(^2\)

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\(^1\) Judith B. Edwards, Computer Instruction: Planning and Practice, Portland, Oregon, Northwest Regional Educational Laboratory, 1969, p 1.

One of the best theoretical presentations of the values inherent in CAI for education is Caffery's and Mossman's *Computers on Campus.*

Computer technology is becoming one of the 20th Century's key educational inventions, one which may affect the whole academic community and its intellectual life...\(^1\) There is scarcely a field of scholarship or learning in which the computer has not already been recognized as having a significant role.\(^2\)

Anthony G. Oettinger, one of the most prolific critics of CAI admits:

More subtle qualities, however, make computers capable of profoundly affecting science and education by stretching human reason and intuition, much as telescopes or microscopes extend human vision. I suspect that the ultimate effect of this stretching will be as far-reaching as the effects of the invention of writing.\(^3\)

Donald Bitzer at the University of Illinois feels confident that "computer-assisted instruction is destined to have an impact on society of a magnitude comparable to that of the automobile."\(^4\) And finally, in attempting to provide some points of reference for assessing the significance of this new medium of instruction, Patrick Suppes at Stanford, perhaps the best known figure in the field of CAI, has said:

One can predict that in a few more years millions of school children will have access to what Philip

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\(^2\)Ibid, p 12.


of Macedon's son Alexander enjoyed as a royal prerogative: the personal services of a tutor as well-informed and responsive as Aristotle.¹

As to CAI becoming a major method in the education of adults, Alpert and Bitzer envisage entire courses given at professional schools, at remotely located graduate centers, and in continuing adult education programs. The individualized approach to education that Plato² provides would be uniquely suited to the updating of professional skills....³

Today's (third generation) computers can:⁴

- create a private learning situation.
- be available when convenient.
- personalize study, especially as to content and pace.
- enable student to control direction for learning.
- reward correct work immediately.
- react to incorrect answers with useful comment.
- give student a feeling that he has the un-divided attention of the instructor.
- supply unlimited variety and number of courses.
- alter or abolish program when demonstrated student fails to learn, or when content becomes outdated.


²Programmed Logic for Automatic Teaching Operations: a computer-based teaching system, consisting of 75 terminals.


⁴While in this discussion the references are to an adult learner, the author's focus is on the adult student who is learning to be an adult educator.
permit several students to be served simultaneously and independently with the same program.

What the student does in order to learn at a computer terminal is controlled by "a program" (the "software"). Programming is the art of gathering together many minds and much subject matter; and, from their integration, creating a script which will assist learning. Once it has been coded for the computer, a program becomes a series of instructions, questions or problems, together with specifications of what is to be done under every foreseeable contingency, including the occurrence of an unanticipated one. A CAI programming team encompasses a wide range of knowledge and skill: the teacher-professor, writer, coder (expert in the language utilized by a particular computer), computer operator, computer programmer (puts the program "on line", into the computer), proctor and secretaries. The professor remains the basic builder of course content. He does not need to become a computer expert. He does need to understand what can be done with this new device. This role differentiation maximizes many capabilities which would otherwise take one or two people too much time to learn and master. It is the critical concept in the development of CAI materials, and it clarifies the seeming complexity and difficulty of the task.

The professor is the real teacher in a CAI system. He translates the concepts of the subject matter into specific, meaningful instructional material. And while the computer program is an explicit statement of procedures, whether or not the computer can execute a given procedure depends, as Ellis puts it, "upon how well we understand the components of that procedure, and how imaginative we are in conceiving procedures in terms of the basic elements of which they are
The emphasis should not be on stamping out responses, but on stimulating thinking and facilitating learning. This brings into sharp focus the limitations, imposed by the educator's knowledge of teaching and learning.

However, the more fundamental concern here is not so much how computers function in a teaching situation, but how would adult educators and the trainers of adult educators use them? First, there has been limited research into the psychology of adult learning, but some of the resulting data can be correlated with the resourcefulness of CAI. Also, it can be demonstrated that some of the circumstances which create problems in the preparation of adult educators mentioned in Chapter 1, are amenable through the utilization of Computer-Assisted Instruction.

We know a few important things about adult learning, but it will take far more research through longitudinal studies before a model for the psychology of adult learning can be built. Dr. J. Roby Kidd's How Adults Learn is a compendium of much that is known about the attitudes and feelings of adults. Here are a few examples of how significantly the computer-teacher can respond to the needs of adults as learners.

1. "The investment of time in an activity may be as important as the investment of money or effort."  

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1Anthony G. Oettinger with Selma Marks, "Educational Technology and New Myths and Old Realities", The Harvard Educational Review, Fall, 1968, p. 32.


The computer can be made available to the student at a time convenient to him.

2. "Being able to see results has a positive effect on performance."\(^1\)

Responses are immediate. The computer can reward for correct answers, acknowledge perceptive decisions, reprove hasty conclusions and suggest new approaches for erroneous responses.

3. "Adults expect to find relevance both in the objective and in the methods employed. For them, evaluation often means reassurance that what they are doing is relevant."\(^2\)

Through the simulation-mode or gaming, real circumstances can be presented to the student, testing his knowledge under varying conditions. Also, it can provide feedback analysis of the student's performance.

4. "Adults have a strong need for an instructional situation in which there is no danger of a public display of ignorance which may lead to a loss of hard-won prestige and social worth."\(^3\)

Social contact is not a problem at the student-terminal interface. Circumstances for private learning are ideal.

5. An adult "must have enough well-being and enough challenge or he will not dare the pain or discomfort that, in little or in large, always accompanies any learning."\(^4\)

The direction for study and the pace of learning is determined by the student.

6. Many adults "still carry some feelings about the school they attended that range from mild dissatisfaction to hatred and loathing. If learning is associated with past defeats and

failures, the adult will stay away.... Sometimes the first essential step is to make him feel that the new learning situation is indeed new, that it is planned for him, that it has no association whatsoever with failures in the past.  

CAI is certainly new; and with this method of learning, every single response is required from the student sitting at the console. No questions are directed at anyone else. The level of concentration and effort required is often intense, but it is also rewarding - for the individual student.

7. «But the experiences of the adult may be extensive and varied. This may be the richest source of his learning objectives as well as a resource for testing and hypotheses growing out of the subject matter. To the extent that this is achieved, the adult is likely to take a responsible part in the learning transaction.» They may resent it if their experience is not recognized.

The computer program engages the student in conversation about this experience while he attempts to solve the problem that is posed. As Dr. Christopher puts it, the good program "permits the student to define clearly his knowledge or lack thereof. It relates content to the nature of the student."

In defining the problem for this study in Chapter 1, specific conditions inhibiting the professional preparation of adult educators were discussed. CAI has the potential for improving some of these circumstances.

1. "The student's study does not begin where he is, but with the subject matter the school has available."  

3Dr. Christopher is the Coordinator of Ohio State University's Central CAI Department.  
4These quotations are taken from Chapter 1 of this study.
Using CAI in a testing mode, one can very quickly and efficiently test students over a series of concepts without administering large batteries of questions. One can relatively quickly project what each learner's final level of performance will be. This kind of testing activity has been shown to provide more reliable data than conventional tests.¹

2. "Throughout the country there is a uniform and monotonous list of courses available to graduate students in adult education.... How can additional and relevant training courses be made available to more practitioners?" Computer programs for an infinite number of courses could be built, could be made available "throughout the country", and all would be relevant to some student somewhere. These materials could be altered and updated quickly and easily, as needed; quite different from revising textbooks. Content would not be limited to what the teachers on a particular school's staff know or have the time to teach.

3. "A large majority of students are employed full-time while engaged in the study of adult education to acquire professional qualifications." The student's scarce resource is time, and with CAI he can study whenever he can take the time to get to a computer terminal, and perhaps when he feels he has the extra energy to learn. Also, short courses and courses taking varying amounts of time and with more specificity could be devised.

4. "Unless a body of knowledge in adult education is soon developed by vigorous research in the field, it may be concluded that there is no such field'. Today, adult educators seem far more service-oriented than research-minded." The potential of CAI in educational research has not yet begun to be more than experimentally tapped.² It is possible for the computer to accelerate interest in research among more adult educators.


5. "How can professors of adult education come closer to practicing the concepts they are teaching?" With the computer as an assistant, the professor could be available to facilitate a student's individualized progress. While the computer is teaching, it records the student's responses; this information is then reproduced for the instructor to use in following achievement and in developing the line of the student's learning. The professor could really be a "learner-helper" in an "exchange relationship".

To expand the explanation given in #5 above, it should be noted that one of the computer's limitations is interpretation. It is possible for a computer to present material, give feedback, suggest alternative courses of learning-action, but it is not possible for the computer to give personal meaning to the deeper questions of human values and social issues. The relativity present in each situation is outside the competency of any machine. For example, only in personal relationships with a teacher and with other students is it possible to learn about and find meaning in what could be referred to as "The Sociology of Adult Education".

Adult education lags far behind elementary and secondary schools and universities in the use of new educational technology.1 With CAI, every adult student (or at least many) could be where he ought to be, when he ought to or can be there, and he'll decide why.

Criticisms of CAI

There are those who declare that such bravado about CAI is but a promisory note, with little or no backing. Some critics caution that

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1R. J. Blakely, "Is Adult Education Developing as a Profession?", Continuous Learning, July-August 1966, p 154.
the extensive use of computers for learning would require the extensive redesigning of educational systems themselves, and that everyone involved would have to change his role concept. Computers in the Classroom is a collection of commentaries from a panel of scientists and educators which was assembled "in the service of policy development on the utilization of computers in education..."¹ Dr. Elizabeth Wilson said, "I would approach the task with fear and trembling. Tampering with the functions of a major social institution is a risky business."² From the "Summary of Major Issues" in the same text, two other comments should be noted:

Education is increasingly aware of its systematic character...the vast mechanism.... The opportunities and constraints the total system imposes will tax the researcher and innovator....³

...the unit of concern is the total educational system of which the computer is one element... even this total teaching system is part of an educational process that extends far beyond formal education...the whole must maintain some kind of balance.⁴

The Demon in technology is identified as the computer. "Only the informed, imaginative and thoughtful use of computers by consumers can prevent the age of computerization from being a threat to mankind and ultimately a human tragedy."⁵ Boguslaw strikes hard at this theme in

³Ibid, p 334.
⁴Ibid, pp 304-305.
The New Utopians:

The dominant value orientation of the new utopian renaissance (systems) can best be described as 'efficiency' rather than 'humanitarianism'.

The very real danger that arises is the salient one that contemporary and future populations will be wagged increasingly by their technological tails.

Mr. Average Joe Human.... He knows he's different from the machine - but can he prove that he's any better? Probably not... (it is) clearly within the scope of existing or prospective computer technology to explicate or surpass human intelligence.

Perhaps not enough is known about human learning processes to meet the computer's demand for exactness and simplicity, structure content sequences or determine different instructional alternatives that relate to different patterns of learning. Oettinger reminds us:

...every attempt to introduce technological change into education has revealed how profoundly ignorant we still are... Contemporary psychology can tell us essentially nothing about the details of individual learning processes... and what we know is more relevant to the laboratory than to the classroom.

Suppes acknowledges that "the underlying psychological principles

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2 Ibid., p 3.

3 Ibid., p 195.


5 Oettinger, op. cit., p 221.

6 Oettinger, op. cit., p 19.

7 Oettinger, op. cit., p 221.
of learning in any major area of curriculum are still rather tenuous".¹ And Allen maintains that "We know next to nothing about relationships between teacher's attitudes, personality characteristics and behavior. We have hardly touched on the relationships between teacher behaviors and learning in students".²

In The Teaching-Learning Paradox, Dubin and Taveggia defend the provocative theme: "The old ideas about pedagogy at the college level are simply wrong". They also write:

The assumed linkage between teaching and learning is the morass in which much of the controversy about various teaching methods bogs down...the most important analytical problem faced is to explore the content of the teaching-learning black box (in model).³

Oettinger, perhaps the most read critic of CAI, says that the rhetoric of educational technology is "fund oriented, social-policy oriented, politically oriented, and not truth oriented".⁴ He seriously doubts CAI's claims of individualization, questions success with the transitional problem of re-educating teachers of the old school, and believes that today's computer hardware and programs, at best, "need a long period of tender and expensive care".⁵


Can the teacher-professor who has felt secure as a dispenser of information (repeated in the same courses, year after year) adjust to the personal teaching he has always said he wished he had time for? Can he be precise enough in his concepts, ideas and thoughts to be the vital source in a CAI program team? Can he manage the demands and rigors of revising and rewriting his material? Can he accept the challenge of "continuous learning" on his part?

Somehow human teachers manage to be reasonably successful in spite of undefined objectives, and unorganized material...computers require much greater specificity in directions for instruction....

Perhaps the greater weakness of these ambitious change projects lies in their lack of intensive programs of staff education that would enable teachers to change their instructional practices to meet the requirements of the innovations.²

This will involve a complete change in the concept of the teacher.... To my knowledge there is not a teacher-training institution in the country today that is giving serious thought to the role of the teacher in a classroom using self-instructional materials.³

Such changes in the educational process will affect the accustomed learning patterns and thoughts of students as well. Can adults adjust to learning with a machine? Participating in such an exchange is a strange and vaguely disturbing experience, as if one had entered a science-fiction world. As for the periodic seminars, there is a large body of writing about the problems of "silence" in small group

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discussion and the need for group members to feel their way into this method for learning. At best, these groups will take skilled leaderships.  

Reflecting on the "Ideology of Cybernetics", Robert McClintock says:

In the field of computer design the most severe lack of knowledge is not how to design and build bigger and faster machines, but how to make them function, how to integrate them into the human world:... It is important that some effort be devoted by behavioral or social scientists to understanding the psychological and social implications of such influences.  

Finally, in this matter of personnel problems with CAI, it has been recognized that a major obstacle is the shortage of qualified people to produce quality course materials. From Florida State University's Computer-Assisted Instruction Center, Walter Dick reports "it is almost impossible to hire the services of trained CAI people". And Rogers writes in Datamation:

The availability of CAI curriculum materials for use in formal education is a critical matter, and the means employed to meet the need will have far-reaching effects upon the quality of the instruction, and hence upon the acceptability of the concept of CAI itself.

The conservatism of educators must be taken into account. Often an attitude of conceit, a sense of smugness at being "right" appears.

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1 See work of Barnlund and Haimen, Gaier, Klein, Konopka and Lippett and Slavson in Bibliography, as well as other writings of these authors.


In the field there is frequently an insistence on what Oettinger calls "faddish orthodoxy" and a slowness to change. On the other hand, some educators have a tendency to take advantage of the apparent logic of a new technique and see it as the magic snake oil for quieting students and soothing taxpayers. Oettinger is being cynical as well as realistic when he observes that

schools are not accustomed to dealing with anything less reliable or more flexible than a blackboard...the combination of institutional rigidity with infant technology (add up to) enormous difficulties to be overcome if educational technology is to be introduced in any decade of the 20th century.¹

Considerations of the present costs of computer instruction are another source for despair. It has been conservatively estimated that every hour a learner spends at a terminal has been preceded by one hundred hours of development, testing and rewriting. Silvern gives a cost analysis for a CAI course he developed; the labor took 3645 manhours, at a cost of $22,198.²

In a recent evaluation carried out under the aegis of Associated Universities Inc., the present economic viability of CAI systems is summarized as follows:

In every case, direct instruction by computers has shown substantial potential; it is effective, flexible.... But every case has also demonstrated that such instruction is not economically viable.

¹Oettinger, Op. Cit., pp 11-12

²Leonard C. Silvern, Systems Engineering of Education VI: Principles of Computer-Assisted Instruction Systems (Los Angeles; Education and Training Consultants Co., 1970), footnote: In the absence of exact details, it is assumed this was a course of average semester length. The projection was for "41 student-hours at the terminal."
Resolving this conflict is the crux of useful computer assisted instruction.¹

Kanner points to the heart of the cost and "orthodoxy" problem with the question: "If the amount of time spent in planning and programming for automated devices were spent on conventional teaching methods, what would be the result?"²

A good deal of the criticism leveled at CAI refers to the lack of significant research. Zinn's statement, "benefits unique to computer presentation and control have not yet been demonstrated..."³ summarized these opinions. Oettinger calls the "glowing experimental results" nothing but "intuition and anecdotal evidence", and says they "have lost their meaning in the translation from pilot study to useful operating size. Much of what computer-aided instruction and learning needs is still in the laboratory".⁴ Suppes himself admits: "we do not yet have substantial evidence of the efficacy and efficiency of computer-assisted instruction of the sort that is often claimed".⁵

In Defense of CAI:

A comprehensive picture of the other side of the CAI coin is beyond the scope of this study; but for the defense of a position some limited refutation is necessary. Also, an extensive review of CAI research will be reported. For more details, Oettinger's writing and


Margolin and Misch's *Computers in The Classroom* are suggested. The latter's editors and their panel of experts do attempt a constructive assessment of both the positive and negative factors, and Oettinger frequently and fairly presents contradictions to his own arguments.

We understand a good deal more about our society since the development of the systems approach, but Churchman, who writes about systems for the layman, says that "very few of the large systems we humans inhabit are understood by anybody". Perhaps this is why systems worry people whenever a radical change is contemplated. System design should help, rather than hinder the integration of CAI into Education. The purpose of systems analysis, Churchman says, is "to find those problems of the parts, the study of which enables us to think more adequately about the whole".

We know much more about the forces which facilitate or block change than we once did. "Who are the gatekeepers?", Shure and Lewis ask, and then answer with:

They are those who make the decisions or stand astride the path. Fiscal considerations, parental attitudes, economic interest, manpower needs, social and political values - these and a dozen other issues lead to the specific decision-makers for a school system and for education. The location of the gatekeeper is the fine art of the administrator and the effective innovator.

Educators should know "the gatekeepers". They should also know that the functioning of a social system is dependent upon the understanding

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2Ibid, p 365.

of the people who live within it, and that this, too - an "informed citizenry" - is, in part, Education's responsibility.

Pfeiffer believes there will be no "dark Santanic mills" in education, "as long as the central objective is to provide students with the special materials and attention they require as individuals."¹

And in an Epilogue, the authors of Computers in the Classroom state this conclusion:

...technological change will be the least startling and promising of the eventualities. The critical breakthrough will be behavioral and psychological.... Motivated by the view of this new horizon, man will indeed be capable of a quantum jump.... The most effective computer yet devised, the brain of man, will have been released for its highest function, creativity.... It is for this reason that education, government, and philosophy must seek further the implications of such systems... and develop a policy mechanism that will yield fruit without thorns.²

As for educators not knowing enough about the learning process, Schure suggests that CAI will force the student and the teacher to become more aware of what the learning process in the learning situation actually entails. It has the capacity for recording the behavior of the participant as well as the modifications wrought in the process by various interventions.³

It was the opinion of the panel that the computer would, by providing increased and more dependable

¹John Pfeiffer, New Look at Adult Education - Systems Analysis in Our Schools and Colleges, 1968, p 139.


data on learning, accelerate educational research, 
and thereby provide firmer foundations for our 
comprehension of the process of learning.

To Oettinger's doubts as to CAI's claims for individualization, 
the response is that the "individualization" does not take place at 
the computer terminal. It occurs in the teacher=professor's office, 
which can now be open for private consultation and study, because less 
time is spent in the classroom in giving out and taking in perhaps 
"individually" irrelevant information. Meierhenry's view is that 
"The computer itself will provide some answers as to which kinds of 
materials are best handled on an individual basis and which on a group 
or other basis."²

Dr. Wilson has a cogent observation for those concerned about the 
change of role for the teacher-professor.

The basic objective of the educator is not to 
introduce CAI.... To the educator the goals 
are basically those of educational improvement, 
rather than innovation per se. If the innova­
tion can achieve this end, and if this can be 
made known to the gatekeepers, it will be 
accepted.³

Once the professor accepts the opportunities and challenge of 
CAI, he would learn how to be more precise and direct in stating 
objectives and in defining the concepts for reaching them. Regarding 
the shortage of systems specialists, Pfeiffer reports that advanced 
programming techniques are being developed to help save time in design­
ing the "software". They can be expected to serve planners as well

as teachers and students.\textsuperscript{1} From Florida State, Dick reports:

We have found that after establishing a critical mass of computer programmers, operators, coders, and psychologists we have been able to increase that mass by various on-the-job training techniques.\textsuperscript{2}

To add to this optimism, an article in \textit{Science} reveals that several major publishers are entering the area of CAI program development: Harcourt, Brace, World (now, Harcourt, Brace and Jovanovitch, Inc); Harper and Row, and Science Research Associates.\textsuperscript{3}

Trippon does not believe that student reaction should be a problem; computers are going to be a part of their lives, one way or another.

\begin{quote}
In general, students find the immediate feedback beneficial and the class more interesting and challenging than their original classroom sessions.
\end{quote}

(one student's comment) I enjoy the way this course is set up, although it is a little frightening to walk into a classroom where you can't sink down in your seat and wait for the instructor to call on someone else.\textsuperscript{4}

It is estimated that nearly one-half of all students now engaged in four-year college programs will need to use computers in their professional work.... The college graduate of the mid-1970's will live in a world in which men are everywhere aided by information-handling machines which he will need to understand.\textsuperscript{5}

\textsuperscript{1} Pfeiffer, Op. Cit., p 142.
\textsuperscript{4} Marianne Trippon, "PLATO at Work", \textit{Phi Delta Kappan}, April, 1968, p 440.
\textsuperscript{5} Caffrey, Op. Cit., p 112.
There is a rather wide range of cost figures scattered through CAI literature. The variables included in these studies, or those suggested by their omission, make any consensus difficult and their significance questionable. Kopstein and Seidel compared CAI cost with traditionally administered instruction. At the elementary and high school level the cost of CAI was $3.73 per student contact-hour, compared to a traditional instruction cost of $0.37. For higher education, however, they estimated CAI at $2.61 per contact-hour and the traditional at $2.76.¹

Trippon suggests that a good current average for CAI student contact-hour is $1.10;² Albeson reports the development of a new facility, the CDC-6600 computer, at the University of Illinois, which, if successful, should bring the cost per student hour down to $0.25.³ Analysis of a new system under development at Florida State indicates that CAI could be made available at a rate of approximately $15 to $20 per student per year.⁴

The most costly aspect of CAI is the "hardware". Trippon gives a figure of from $4000 to $5000 for each computer terminal; but adds that with the new developments of large-scale systems "with perhaps 4000 terminals", the cost per terminal could be $500 to $700 each.

Caffrey and Mossmann attempt to compare the difficulty of preparing a CAI course with the preparation, testing and production of a

textbook.

CAI has the advantage...additional and more sophisticated testing is possible, as it can continually be revised in use. It is like a text book that the author never has to turn over to the printer.¹

For further information, see Silvern's Chapter "Economics of CAI"; and Hickey's survey, which conveys an awareness of the problems of determining costs for CAI instruction. Perhaps a more fundamental problem is an unconsidered and difficult to assess variable; the results of CAI instruction upon the learner. What monetary value would our society place on an enhanced opportunity for learning for all its citizens?

In considering the cost deterrent to CAI development, the most important fact is that third generation computers are rapidly evolving into an improved third generation and a tentative fourth generation.² True, the federal and state governments are paying the bills, but this is true for innovations in many fields. The point is that considerable reduction in hardware costs can reasonably be anticipated. Also, the many new methods and systems of communication may lower costs; like satellite, microwave and laser transmission. Margolin and Misch are certain that the economic constraint

is a temporary obstacle. If the United States were to undertake a major development program in this area on a scale similar to that of many military or space activities, it would not take long to reduce the cost to a point where

widespread use of the computer would become feasible.¹

One more prospect should be noted; inflation will probably continue to drive up the cost of land, buildings and salaries for teacher-instructors.

Research into the use of CAI with adults has been limited, as are programs themselves. It is not easy to provide the classical "hard data" for evaluating such efforts. It will probably be a long time before CAI research can be "de-Hawthornized", but the researchers are beginning to examine experimental programs utilizing computers for the instruction of college students and some reports are available.

Initial experiments aimed at evaluating the educational effectiveness of PLATO 3 have been made at the University of Illinois. The data sample is very limited, but results have been encouraging.

...a class of 20 students in a medical science course was taught for a semester entirely with the PLATO system. When compared with a control group in a nationally administered test, the students taught with the PLATO system were found to have scored as well in grade performances, even though they had required only one-third to one-half as many student-contact hours of instruction as those taught in the conventional classroom.²

The use of CAI for medical instruction is growing. At Ohio State University a computerized program in organ identification was created and subsequently experienced by first-year medical students.

Since there were numerous uncontrolled intervening variables...no conclusive statements can be made.... Student reaction to the computer

experience was decidedly favorable.... Although statistical significance was not attained in this study, the implication that it was possible to achieve the same level of content understanding with less expenditure of class time resulted in the decision to incorporate the computer program as the experience in organ identification for the first-year medical students. The decision will permit a more meaningful utilization of student and faculty time without sacrificing course content.¹

Because of this success, faculty involved were led to believe:

The capabilities of the computer make it a valuable tool for the continuing education of the health professional. (It) offers capabilities unavailable through other media.²

Suppes reports on an elementary Russian course via CAI at Stanford - now in its third year of operation.

Of the 30 students originally enrolled in the computer based program, 73% finished all three Quarters, whereas, of the 38 students in the regular class, only 32% finished the year's curriculum. This finding suggests that the computer-based course held the interest of students much better than the regular course did.... The average number of errors (on final examinations) was low for the computer-based students in all three Quarters.... 74% of the computer-based Students performed better than the best student in the conventional class.³

Under the Office of Naval Research, a study was conducted over a two-year period at Florida State University's Computer-Assisted


Instruction Center, with respect to a collegiate physics course.

The outcome was a significant superiority in the final grades of the students who took the course by CAI, as compared to a matched sample of students from the conventional course. There was also a considerable time savings.

More than 98% of Florida State University's non-science majors now want to enroll in the CAI Physics 107 course. This would indicate that even a traditional student terror like physics can, with proper handling, be turned into popularity. Viva la machine!

Another CAI experiment at Florida State, very relevant for this study, is currently under way in the Department of Social Welfare.

Students who typically enter the graduate Department of Social Welfare come from a great variety of backgrounds. The initial graduate courses are often trivial to some and over the heads of others. A battery of test items is being established in the areas of Psychology and Sociology which will be made available via CAI to students. They will take these tests and will be systematically evaluated at various levels in order to determine their present understanding of various concepts. They will no longer be required to either participate in courses which are beyond their capabilities at the present time or ones relatively trivial on the basis of the extensive background experiences which they have had.

The promise of the computer as a new instrument for educational research itself is evident. The potential of CAI as a diagnostic and research tool, as well as an educational tool, is a part of the future. In the article "Computer Graphics as an Aid in Learning", Hammond states that this new development in computer science will "widen our knowledge about human thought processes..." Computer

graphics may well mark a new era of research in the study of man".  

Hammond also believes that developmental, not basic research, "is all that's required to make CAI programs useful instruments for conveying knowledge". ² And Atkinson, in Science, almost guarantees the assistance of scientists with the work to be done.

...the theoretical and practical problems to be solved in this area are exciting and engrossing for the scientist who wants to apply his skills to the pressing problems of society. There is every reason to expect that the area will be able to attract top-rank scientific talent....³

Universities involved in the professional preparation of adult educators are faced with many internal problems at a time when the field of Adult Education faces great opportunity. CAI offers more than a hopeful gleam; it also offers a sound basis for research. Chapter 3 presents a design for a step in that direction.

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² Ibid, p 904.

CHAPTER 3
THE STUDY DESIGN

Can Computer-Assisted Instruction play a valuable role in resolving any of the problems being currently encountered in the professional preparation of adult educators? It was felt that the answer might be discernable through the testing of a CAI course for adult educators. At the time of this study, it was found that no such course existed; therefore, in order for the question to be subjected to research, the development of the suggested "treatment" variable was necessary. Hence, the objective of this study became the creation of an acceptable CAI course which could become an integral part of the training of adult educators.

This work is a Case Study in descriptive research in that pertinent data was gathered with regard to the present status of a social institution: Adult Education. It identifies and predicts possible relationships between variables; specific problems in Adult Education and Computer-Assisted Instruction. It examines a problematic situation, defines the problem and creates a vehicle for the testing of hypotheses. The investigator became the author of the CAI course.

Once this rationale was understood and accepted, logical and systematic procedures were formulated and followed for attaining the study's objective.

What subject matter would readily lend itself to such an effort;
and, at the same time, be beneficial to practitioners? Some alarming but stimulating experiences in developing effective techniques for community education programs in a social work agency had directed the writer's interests toward learning what adult education literature had to say about promotion and public relations. A typical example of what was found through this examination is Sheets' comment in his pamphlet, "The Case Against the Adult Dropout":

The failure to communicate to large segments of the public the new characteristics of continuing education as it operates today must certainly be charged against the professional adult educators.... The problem is no longer one of demonstrating a need for continuing education. The central question now is how to get more and more adults to participate.1

One of the most discussed and researched areas in Adult Education is the training needs indicated by adult educators.2 Bruney has recently summarized many of these reports, and also conducted a survey of 220 adult education teachers and administrators in Franklin County, Ohio. He found that respondents had specified five competencies which they believed should receive the highest priorities in training programs. Heading this list was: "knowledge of effective procedures for securing participation in adult-education program."3 In concluding his comprehensive study, Bruney states as his first recommendation: "...the development of a college curricula or

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2 See Aker, Chamberlain, Ellwood, Madry, Veri and White in Bibliography.
in-service training programs with respect to competency of knowledge for effective procedures for securing participation in adult educational programs".1

The writer also discovered that the newest *Handbook for Adult Education* made no mention of this matter of communicating with the community in either its table of contents or index.2

In summary, there was a noticeable lack of knowledge about how to promote Adult Education, and little data were available. With this observation and the weight of Bruney's "first recommendation", this study's objective was brought into sharper focus - the creation of an acceptable CAI course for training adult educators in the techniques of promoting Adult Education.

At this juncture, a crucial issue had to be faced; could this investigator "author" and develop such a course for the computer? Was this objective practical?

From CAI literature came an awareness of the enormous expenditure of time and money that such a task could entail. A team of skilled craftsmen is usually required to perform all the operations involved. It was recognized that for any CAI program to become viable, trial and revision through actual utilization was essential.

After many discussions with interested professionals, it was decided that a sufficient number of the necessary elements were available to a degree that would make it possible to write a "short course"

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2 Smith, Aker and Kidd, *Op. Cit.* "There are a few lines about 'publicity' on page 403; and "the clientele and promotion" is discussed on pp 506-507.
and subject at least some of it to minimal testing. Dr. G. Ronald Christopher, Co-ordinator of Ohio State University's Central CAI Department, was supportive of an effort to correlate the capabilities of CAI with the problems in Adult Education, and offered his services as technical advisor. He felt that a focus upon the media for promoting Adult Education would lend itself to the specificity required of a computer program. The Ohio State University provided the "hardware" and Dr. Christopher arranged for assistance from his staff to program the computer. Hence, Mr. Raymond Williams became available to the author as coder and computer programmer.

The development of a short course may prove to be an added asset, if consideration is given to Selman's comment:

Many of those fully employed in adult education will never return for sustained formal studies. What they require are a variety of short-term educational opportunities designed to acquaint them with the developing knowledge in particular aspects of the field.¹

Also, Bruney's summary stated that "A significant number of educators indicated preference for the short-term, workshop approach for securing additional training. Full-time semester participation was the least desired method."²

The course content grew from a survey of the literature on promotion and public relations.³ A few adult educators have written in this area.⁴ The listings in the ERIC Clearinghouse on Adult Education

³See Reading List for course; part III of Bibliography.
⁴See Cotton, Holmgren, Shaw, Sheets, Stern, and Thatcher in Bibliography.
were searched for the latest publications on related subjects. The newsletter Channels (of the National Public Relations Council of Health and Welfare Services) provided many guidelines for course content. This is a bi-monthly round-up of ideas and trends in public relations in the health, education and welfare field. Also, this investigator compiled some 200 reports, pamphlets and brochures published by national organizations. This material was replete with suggestions, directions and illustrations of successful promotions. And, for the past eight years, the writer has directed the community education programs of the Franklin County Children's Services agency (Ohio). This experience with its acquired professional competence, was essential in authoring the computer course.

With these resources and within these boundaries, this adult educator proceeded to write a course, suitable for computer-adult education student interaction, entitled: "How to Develop Effective Promotional Procedures in Adult Education". An outline of the course follows:

A. Why Promotion?

B. Your Promotional Scene:
   1. Audience
   2. Product
      a. courses
      b. methods
      c. facilities
   3. Promoter
      a. philosophy
      b. qualifications
C. Promotional Techniques

1. Newspapers
2. Radio and TV
3. Printed Materials
4. Speaker's Bureau
5. Displays
6. Open House
7. Publicity Committee

D. Evaluation

E. Reading List

The entire course should require about three hours of a student's time. While some of the learning strategies, questions and suggestions within the course apply to several sub-sections, the sections are not dependent. The course has been designed so that a student may work with only those subject areas in which he is interested. Three or more learners concerned with a singular problem at the same time can be identified by the computer and a seminar arranged. Supplemental readings are indicated throughout the course. Also, some contact with a human "facilitator" is anticipated, on an individual basis.

It would have been most desirable to feed the entire course into a computer, and to test its effectiveness through a longitudinal examination in real time, including revisions, with practicing adult educators. However, time and computer-competency limitations upon the writer made this procedure impossible. Therefore, although the complete course was written in some detail, only one sub-section

1Hereinafter referred to as "the program".
was selected for coding, imputing and testing. The criteria for selecting this particular section were established by Drs. Christopher and Ohliger; these were: (1) which was the best written?, (2) which would be the simplest to computerize?, and, most importantly, (3) which would fairly represent and demonstrate the interactive techniques and strategies employed in the other sections of the total course? The one chosen for programming was: the use of "newspapers" as a "promotional technique".

Fourteen adult educators were invited to try this brief computerized program. It took about, five minutes for an uninitiated "student" to learn to operate the computer terminal. It took about 30 minutes for each educator to complete the program. Upon the conclusion of interaction with the program, the author interviewed each user for answers to these questions:

Did you enjoy this experience with CAI?
What didn't you like about it?
Did you learn anything about promotion that will be helpful?
Would you like to take more sections of this course?
Do you think the CAI medium could be used in other courses in Adult Education?

After noting reactions to these questions and studying the actual responses to the interactive computer program (as recorded by the computer), Dr. Christopher suggested further modifications for improving the program. These changes were subsequently made by the author.

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1Dr. John Ohliger is an Associate Professor in the Center for Adult Education at Ohio State University.

2See course outline pp 45-46.
On the basis of their professional experience and their judgment Drs. Christopher and Ohliger were asked to assist in the determination as to whether the objective of this study had been met. Combined with their subjective evaluation, objective data obtained from the computer recordings were analyzed.

Chapter 4 is the section of the course that was originally computerized; and then, as it was revised. Chapter 5 presents the results obtained through testing, and draws some conclusions pertinent thereto.

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1A final draft of the entire course is available in a separate volume in the Center for Adult Education and also in the Central CAI Department at Ohio State University. The author can be reached through the Area Social Service Office, Devils Lake, North Dakota, 58301.
CHAPTER 4

THE CAI PROGRAM

Herewith are two versions of the sub-section of the CAI course that was selected for testing, the one concerning relationships with newspaper personnel. The first construction is the one which was put into the computer by our coder and tried out by the nine adult educators who agreed to assess the program.

The notations on the left side of the page are the coder's instructions to the computer. They are written in "Coursewriter III language", especially designed for the IBM System/360. It is not necessary for the reader to understand this language; but, for the purpose of clarity in reading the text, an explanation of some of the abbreviations used is given:

- **qu** means question
- **ca** means correct answer
- **wa** means wrong answer
- **un** means unanticipated answer
- **ty** means type - and indicates the text field given student by computer

The rendition which begins on page 66 contains the changes recommended by the respondents to the program test. (For a detailed discussion of these points, see Chapter 5.) It also contains changes suggested by the reactions. The major alternations are indicated by
brackets on the left margin of the page. All coding errors have also been corrected in this second version.

As with any CAI course, the content of this study will be continually revised through student participation and reaction. This second version is but the second step in a never-ending process of adaptation.
COURSE LISTING FOR PROAD -00

DATE 12/6/71 AUTHOR DON DUGSHORTH

1050 CHARACTER TYPED 360 CHARACTER PRINTED
PLUS-MINUS SIGN +
CENTS SIGN *
LOZENGE *
EXCLAMATION POINT *
HORIZONTAL TAB *
BACKSPACE A BLANK
BYPASS, IDLE, OR RESTORE ->
CARRIAGE RETURN <
LINE FEED >
END OF BLOCK .
Welcome. Before we begin this course, it is necessary for you to be able to communicate with the computer. Locate the key marked 'Return'. Press it and notice what happens.

Fine. You have indicated to the computer that you are ready to continue. This "Return" key must be depressed after you finish each response. You will know when the computer is ready for your entry because it will nod the typing ball. If you make a mistake in typing an answer to a question, depress the key marked "three times as shown here", then press the return key. The computer will respond with please repeat then you will have an opportunity to re-enter your response. Now let's continue with the course. We hope you will enjoy this experience. Good luck.

This is one section of a short course entitled "How to Develop Effective Promotional Procedures in Adult Education". At this time, only this segment is available on the computer. We have asked a few educators to try this method of learning and so, the author will be greatly interested in your reactions.
QU YOU HAVE INDICATED AN INTEREST IN LEARNING MORE ABOUT WORKING WITH THE ***** PRESS. THIS SECTION IS DESIGNED TO ASSIST YOU IN MAKING THE MOST EFFECTIVE USE OF THIS***** PRIME PROMOTIONAL MEDIA. HOW FREQUENTLY HAVE YOU USED NEWSPAPERS FOR PROMOTING YOUR***** ADULT EDUCATION PROGRAM********

CA(W) &WEEKLY & CONCEA WEEKLY & EVERY WEEK & ABOUT EVERY WEEK &
TY UNLESS YOU HAVE A LARGE PROGRAM AND MANY ANGLES FOR NEWS, ONCE A WEEK****** IS PROBABLY OVER-EXPOSURE* YOU MAY ALSO BE HOUNDING YOUR PRESS FRIENDS****** WITH TRIVIA.*****

CA(W) &MONTHLY & CONCEA MONTHLY & CONCEA EVERY MONTH & EVERY MONTH &
CB(W) &ABOUT EVERY 30 DAYS & ABOUT EVERY 30 DAYS &
TY YOUR SCHOOL SHOULD BE IN THE NEWS AT LEAST ONCE A MONTH* AND, DURING****** REGISTRATION, EVEN TWICE A WEEK IS NOT TOO OFTEN.*****

CA(W) &REGISTRATION & ENROLLMENT & OPENING OF SCHOOLS & OPENING &
TY NO WONDER YOU HAVE PROMOTIONAL PROBLEMS. NEWS EXPOSURE ONLY AT REGISTRATION***** TIME IS LIKE CRYING +WOLF+ - ALMOST LIKE STARTING FROM SCRATCH***** EACH TIME.*****

CA(W) &WHENEVER NEWS & NEWS & SAY & HAPPENING &
TY COVERAGE WHENEVER YOU HAVE NEWS IS GOOD, BUT CAN BE A DECEIVING GUIDE.****** WHAT IS >> NEWS* SOMETIMES IT IS NECESSARY TO MAKE >>> NEWS. WE'LL DISCUSS****** THIS LATER.*****

UN HERE ARE SOME DIFFERENT WAYS OF TIMING YOUR PRESS RELEASES* PLEASE***** INDICATE THE ONE YOU HAVE USED FOR THE MOST PART.*****
ONCE A WEEK ONCE A MONTH AT REGISTRATION TIME***** WHEN EVER THERE IS NEWS******

QU WHICH PRESSES DO YOU USE*****
LOCAL DAILY LOCAL WEEKLY******
REGIONAL FOREIGN LANGUAGE******
TRADE JOURNALS HOUSE ORGANS******
BLACK OR MINORITY******

CA(W) &BLACK & MINORITY &
TY EACH CAN BE EFFECTIVE WHEN YOU KNOW YOUR AUDIENCE* WHERE IT LIVES AND WHAT IT READS.****

VERY GLAD TO SEE YOU USE THE MINORITY PRESS. OFTEN THIS MEDIA IS YOUR******

BEST AND ONLY MEANS FOR COMMUNICATING WITH THAT MINORITY GROUP THAT NEEDS YOUR******

PROGRAM.******

BR PR*

WA(W) &LOCALDAILY& &LOCALWEEKLY& &REGIONAL& &FOREIGNLANGUAGE& &TRADEJOURNAL&*

WB(W) &HOUSEORGANS&*

TY EACH CAN BE EFFECTIVE WHEN YOU KNOW YOUR AUDIENCE* WHERE IT LIVES AND WHAT******

IT READS. IT IS IMPORTANT TO KNOW WHAT KIND OF MATERIAL EACH PAPER IS INTERESTED******

IN HAVING. SOME STORIES WORK BEST IN CERTAIN PAPERS.******

BR PR*

UN PLEASE TYPE THE NAME OF ONE OF THE NEWS PAPERS LISTED IN THE QUESTION******

QU WHY DON'T YOU USE THE BLACK OR MINORITY PRESS IN YOUR AREA* IS THERE ONE AVAILABLE**********

CA YES*

TY THEN USE IT. DON'T MISJUDGE THE VALUE OF THIS COVERAGE* GROUP IDENTIFICATION******

IS THE IMPORTANT INGREDIENT HERE.******

BR PR*

CA(W) &NOE &KNOW &AWARE &NOTE&*

TY ARE YOU SURE* SOMETIMES THERE IS A NEIGHBORHOOD WEEKLY, WITH SMALL CIRCULATION, LIKE******

IN MODEL CITIES. YOU ALSO MIGHT FIND TRADE JOURNALS OR HOUSE ORGANS OF******

COMPANIES WITH A LARGE PERCENTAGE OF MINORITY WORKERS.******

QU ARE YOU AWARE OF DIFFERENCES IN WORKING WITH A MINORITY GROUP PRESS********

WOULD YOU LIKE TO TRY TO LIST THEM HERE* THEN, PLEASE GO AHEAD AND DO SO.******

CA(W) &*********O

TY EXPERIENCED, EH* HERE'S MY LIST. CHECK'M AGAINST YOURS. DON'T WANT TO EXAGERATE,******

BUT THESE ARE SOME SUBLTIES WORTH NOTING.******

1. USUALLY UNDERSTAFFED.******

2. PICTURES MUST BE OF PEOPLE IN THAT PAPER'S AUDIENCE.******

3. ALMOST ALWAYS REQUIRE WRITTEN COPY(GET FACULTY OR STUDENTS FROM THIS GROUP******

TO HELP)******

4. KEEP MCLUHAN'S ADVICE IN MIND* THE WORD FOR GOOD COMMUNICATION IS******

WHOM-SEE**-- YOU HAVE TO SPEAK THE LANGUAGE OF THE AUDIENCE******

5. EXTRA EFFORT IS NEEDED TO CONVINCE EDITOR YOUR SCHOOL IS RELEVANT TO******

HIS READERS.******

UN PLEASE TRY TO ENTER AT LEAST ONE CHARACTERISTIC OF THIS PRESS.******

******

LD 0/C2*
AS A PRESS POLICY, DOES YOUR SCHOOL HAVE A SWINGING FRONT DOOR******
- THAT IS, IS THE PRESS AS FREE TO COME IN TO YOU AS YOU ARE FREE TO GO OUT TO IT*****
LET'S TAKE A LOOK AT SOME DETAILS OF SUCH A POLICY, AND SEE WHERE YOU DO STAND,*****
DO LOCAL NEWSMEN KNOW WHO THE AUTHORIZED PERSON IS TO CONTACT FOR INFORMATION*****
LD PLEASE RESPOND WITH EITHER A YES OR NO. /B1*
CA YES*
AD 1/C2*
TY THEN THE PRESS NEVER ACCUSES YOU OF GIVING THEM THE RUNAROUND******
WA NO*
TY THEN THE PRESS MUST OFTEN GET THE OLD RUNAROUND - *NO COMMENT*..******
BR PR *
UN B1*
******
QU DOES THE PRESS HAVE THIS AUTHORIZED PERSON'S HOME PHONE NUMBER******
CA YES*
AD 1/C2*
TY YOU'RE UNDOUBTEDLY ON THAT REPORTER'S GOLD STAR LIST.******
BR PR *
WA NO*
TY THEN YOU ARE NOT REALLY AVAILABLE TO THE PRESS.*****
BR PR *
UN B1*
******
QU DO YOU REALLY PLAY FAIR WITH ALL THE PAPERS, HAVE NO FAVORITES - PASS AROUND******
THE GOOD STORIES, AND USE NEWS RELEASE TO ALL >>> FOR THE BIG NEWS******
CA YES*
AD 1/C2*
TY ARE YOU SURE* CONSIDER* HAVE YOU EVER PLACED PAID ADVERTISING IN THE BIG DAILY, BUT******
NOT THE MINORITY GROUP WEEKLY******
PA 5*
WA NO*
TY I KNOW OF NO BETTER WAY TO CREATE CRITICS AND ENEMIES FOR YOUR SCHOOL.*****
THE COMPETITION FOR FREE NEWSPAPER SPACE IS TOO INTENSE FOR THEM TO******
BOther WITH YOU.*****
BR PR *
UN B1*
DO YOU KNOW THE GROUND RULES FOR EACH NEWS HOUSE - DEADLINES, REGULATIONS******
FOR COPY, ETC********

**

CA YES*
AD 1/C2*
TY I ASSUME THAT YOU KEEP THIS INFORMATION UP-TO-DATE AND CERTAINLY YOU NEVER VISIT*******
A NEWSROOM RIGHT AT DEADLINE TIME********
WA NO*
TY THEN YOUR CALLS OR VISITS ARE APT TO BE INCONVENIENT, AT BEST, AND YOU*******
MAY WASTE TIME THE REPORTER DOESN'T HAVE. NEWSMEN TEND TO APPRECIATE COMPETENT,******
NOT POMPOUS CONTACTS.******
BR PR *
UN BI*

DO YOU KNOW THE EDUCATION EDITOR, HIS DAY OFF AND WHO HIS BOSS IS********

**

CA YES*
AD 1/C2*
TY HAVE YOU INVITED HIM TO YOUR SCHOOL - NOT TO GET A STORY, BUT TO GET*******
ACQUAINTED********
PA 5*
WA NO*
TY BETTER MEND THESE FENCES, OR BUILD PATHWAYS - TRY TO LEARN THE NEWSMAN'S******
VIEWPOINT. THESE FELLOWS ARE WILLING TEACHERS, BUT YOU'VE GOT TO BE MORE*******
THAN A SIGNATURE OR TELEPHONE VOICE TO THEM.******
BR PR *
UN BI*

WHEN A REPORTER HAS DONE A GOOD PIECE OF WORK ON YOUR SCHOOL'S PROGRAM*******
WHAT DO YOU DO********

CA(W) SEND & NOTES & LETTERS & THANKSG & GRADUATE & CONGRADULATIONS & EXPRESS*
AD 1/C2*
TY GOOD. THIS IS MORE THAN COURTESY. IT'S LIKE MONEY IN THE BANK. BUT DON'T USE FORM LETTERS,*****
AND BE SURE TO SEND A COPY ( ON THE SCHOOL'S LETTERHEAD ) TO THE EDITOR, OR TO THE******
REPORTER'S SUPERIORS.******
Then you aren't earning your good press relations and there's no other way.

Consider relaying to his superiors the merit of his efforts.

Do you push the success stories and try to underplay the problems of the school?

Do you honestly try for a balance?

Yes.

Difficulties in providing adult education programs need to be known, if you expect to improve conditions. Share your problems with reporters. Newsmen will be much more understanding when the adverse story breaks. Don't hesitate here.

No.

You're asking for trouble. Balanced coverage is the only way to develop public trust of your program. The public becomes suspicious of any program that is all roses.

You are probably coming thru with the press in great style. An even better criterion though, is when the reporters start calling you, "What's happening?" Out there that might make a good story. If you'd like to read more on this subject get "Productive Press Relations," Published by National Publicity.
TY YOU ARE OBVIOUSLY TRYING, BUT THERE IS ROOM FOR IMPROVEMENT. BETTER GET TO WORK
ON THOSE +WRONG+. YOU WOULD FIND HELP IN - PRODUCTIVE PRESS RELATIONS, PUBLISHED BY
NATIONAL PUBLICITY COUNCIL FOR HEALTH AND WELFARE, 419 PARK AVE., SOUTH, NEW YORK,
10016 - ITS $2.00.

TY YOU ARE INDEED IN TROUBLE. I CAN'T DIAGNOSE THE PROBLEMS HERE, BUT YOU MIGHT GO
BACK OVER YOUR REPLIES AND DISCUSS WITH YOUR STAFF, AND THE PRESS TOO, HOW YOU MIGHT
BEGIN TO MOVE IN THOSE DIRECTIONS. ITS NOT ALL THAT DIFFICULT. YOU OUGHT ALSO TO
GET AND READ PRODUCTIVE PRESS RELATIONS, PUBLISHED BY NATIONAL PUBLICITY
COUNCIL FOR HEALTH AND WELFARE, 419 PARK AVE., SOUTH, NEW YORK, 10016 - ITS $2.00.

QU THERE MUST BE SOMETHING YOU RESPONDED TO AFFIRMATIVELY. SURELY, YOU'RE NOT ALL BAD

NEWSE

QU HAVE YOU BEEN CONFUSED AT TIMES AS TO WHAT A PAPER IS APT TO PRINT
LD O/CZ*
CA YES*

TY THERE'S NO ONE RULE TO APPLY AS TO WHETHER AN IDEA OR EVENT IS NEWSWORTHY, BUT
YOU CAN BE SURE THAT THERE NEEDS TO BE AN ANGLE, SOMETHING EXCLUSIVE
HERE'S SOME EXAMPLES THAT MIGHT SERVE AS STARTING POINTS FOR DEVELOPING GOOD NEWS

- NOT JUST WHO A NEW TEACHER IS, BUT WHAT HE HAS DONE
- A STRANGE-SOUNDING TITLE FOR A NEW COURSE MIGHT MADE A GOOD LEAD
- A STUDENT GRANDFATHER WITH GRANDCHILDREN IN SAME SCHOOL
- STUDENT PRACTICING CONTINUOUS LEARNING THE LONGEST
- TIE IN WITH CURRENT NEWS - COURSE ABOUT LIFE ON THE MOON - PARENT CLASSES
- FOR CURBING DELINQUENCY - CHINESE STUDENT'S REACTION TO NIXON POLICY
- FOR RED CHINA - INTERNATIONAL RELATIONS COURSE AT TIME WHEN U.N. ON PAN
- SOCIAL EVENTS AT AN INSTITUTION OF LEARNING

CA NO*

TY HAVE YOU ADOPTED TOO NARROW A VIEW AS TO WHAT MAKES NEWS? DO YOU KNOW THE
DIFFERENCE IN VALUE OF A STRAIGHT NEWS PIECE AND A FEATURE STORY

ABOUT THESE SUGGESTIONS AS POSSIBLE LEADS

- NOT JUST WHO A NEW TEACHER IS, BUT WHAT HE HAS DONE
- A STRANGE-SOUNDING TITLE FOR A NEW COURSE MIGHT MAKE A GOOD LEAD
- A STUDENT GRANDFATHER WITH GRAND CHILDREN IN SAME SCHOOL
- STUDENT PRACTICING CONTINUOUS LEARNING THE LONGEST
- TIE IN WITH CURRENT NEWS COURSE ABOUT LIFE ON THE MOON - PARENT CLASSES
  FOR CURBING DELINQUENCY - CHINESE STUDENT'S REACTION TO NIXION POLICY
  FOR RED CHINA - INTERNATIONAL RELATIONS COURSE AT TIME WHEN U. N. ON PAN
- SOCIAL EVENTS AT AN INSTITUTION OF LEARNING

QU THESE ARE NOT INTENDED AS GENIUS LEVEL SUGGESTIONS, BUT MAYBE THEY'LL SET YOUR MOTOR ON HIGH SPEED. CAN YOU USE ANY OF THEM AS GERMS FOR DEVELOPING

CA YES*
TY FINE, AND THANKS FOR YOUR APPROVAL AND CONFIDENCE. TRY SOME BRAINSTORMING
  WITH YOUR STAFF FOR NEW ANGLES. IT ISN'T EASY TO MAKE NEWS WITH DAY-BY-DAY
  HAPPENINGS AROUND AN ADULT SCHOOL

CA NO*
TY WELL, OK - BUT KEEP WORKING ON SOME NEW ANGLES OF YOUR OWN. THERE'S
  NOTHING OLDER THAN AN USED NEWS IDEA AND IT ISN'T EASY TO MAKE NEWS
  WITH DAY-BY-DAY HAPPENINGS ABOUT AN ADULT SCHOOL

UN BL*
QU TO BE SURE, THE ACCEPTANCE OF YOUR NEWS IDEAS DEPENDS UPON AN EDITOR'S SPECIAL
  INTERESTS ARE, OR A REPORTER'S MOOD AND ALL THAT, BUT IT ALSO DEPENDS VERY MUCH ON
  YOUR WILLINGNESS TO LEARN AND YOUR SELLING ABILITY. YOU MAY KNOW YOUR OWN
  PROGRAM SO WELL THAT IT IS IMPOSSIBLE TO REALLY BE OBJECTIVE AS TO ITS NEWS VALUE
  OVER A PERIOD OF TIME. WHEN YOU INDICATE RESPECT FOR THEIR JUDGEMENT, YOU WILL
  SLOWLY LEARN WHAT STORY IS NEWSWORTHY, LISTENING TO THEM. EDUCATORS ARE NOT KNOWN
  FOR THEIR ABILITY TO BRAIN-STORM THEIR PROGRAM INTO NEWS ANGLES
  +IMPOSSIBLE+, +UNDIGNIFIED+, +CRAY+ AND +OUT-OF-BOUNDS+ ARE NOT GUIDELINES FOR JOURNALISTS
  STILL, YOU'VE GOT TO BELIEVE DEEPLY IN THE VALUE AND IMPORTANCE OF YOUR PROGRAM
  TO BE AGGRESSIVE AND EXCITED ABOUT SOME NEW DEVELOPMENT IN YOUR PROGRAM
  NOT BEING +UNPROFESSIONAL+
  THERE ARE AT LEAST THREE NECESSARY QUALIFICATIONS FOR YOUR SCHOOL'S NEWS
  REPRESENTATIVE WHICH HAVE BEEN ALUDED TO IN THE ABOVE PARAGRAPH. PLEASE TRY TO
  THINK OF THREE WORDS (ADJECTIVES) - WHICH BEST
  DESCRIBE THE QUALITIES MOST IMPORTANT TO A SUCCESSFUL NEWS REPRESENTATIVE
CA(W) LISTENER HEARER ATTENTIVE LEARNER*
TY SO YOU LEARN FROM THE JOURNALISTS WHAT STORY IS WORTH TRYING TO SELL. SHARPEN******
THIS JUDGEMENT WITH CONTINUED CONTACT AND EXPERIENCE.*********
CA(W) CREATIVE IMAGINATIVE INVENTIVE FANCIFUL BROADMINED*
TY THERE'S NO SUBSTITUTE FOR AN UN-REIGNED MIND* (HEY, I THINK I JUST CREATED A******
NEW WORD - MAYBE +NEWS+. THE WILDEST, MOST IMPOSSIBLE - SOUNDING IDEA MAY TURN INTO YOUR******
STORY OF THE YEAR. IMAGINATION, HOWEVER, NEEDS CONSTANT CULTIVATION.*********
CA(W) ENTHUSIATIC EAGER CONVINCED ARDENT ZE*OUS INSPIRED ESIC*
TY ALWAYS BE PREPARED TO TELL YOUR STORY IDEA IN A WAY THAT WILL CONVINCE THE PRESSMAN******
YOU KNOW WHAT YOU'RE TALKING ABOUT. REMEMBER, THAT REPORTER MUST SELL HIS EDITOR******
WHAT YOU'VE TOLD HIM IS OF SIGNIFICANCE FOR THE PAPER'S READERS. DON'T EVER TRY TO******
GET BY ON +FRIENDSHIP++ SUCH DEVICES STRAIN AND SOMETIMES BREAK EVEN OLD BONDS.***************
UN THE THREE ADJECTIVES - OR THEIR SYNONYMS - I HAD IN MIND WERE* 'LISTENER' -******
CREATIVE OR IMAGINATIVE - AND ENTHUSIASTIC. IF THESE QUALITIES ARE NOT PRESENT******
IN YOUR NEWS REP, THEN YOU BETTER GET ONE WHO IS, AND TURN THE JOB OVER******
TO HIM. OTHERWISE, YOUR PRESS RELATIONS ARE, AT BEST, DYING - IF NOT ALREADY DEAD*******
BR PR *
QU HERE IS A SERIES OF EIGHT QUESTIONS, PLEASE ANSWER THEM WITH YES OR NO,******
IN WORKING WITH WEEKLIES YOU ARE APT TO BE ASKED TO WRITE THE COPY.******
THINK BACK TO THE LAST PIECE OF COPY YOU DID WRITE******
1. DID IT HAVE ALL THE FACTS IN THE FIRST PARAGRAPH********
LD 0/C4*
CA YES*
AD 1/C4*
TY GOOD.******
WA NO*
BR PR *
UN BI*
QU 2. DID IT HAVE DATES, TIMES, PLACE, NAMES,CORRECT********
CA YES*
AD 1/C4*
TY GOOD.******
WA NO*
BR PR *
UN BI*
QU 3. DID YOU GIVE A RELEASE DATE********
CA YES*
AD 1/C4*
TY GOOD.********
WA NO*
BR PR *
UN B1*
QU 4. DID IT TAKE UP MORE THAN A PAGE - (LEAVE THE FLOURISHES TO THE REWRITE MAN).******
CA YES*
AD 1/C4*
TY GOOD.********
WA NO*
BR PR *
UN B1*
QU 5. DID YOU SINGLE SPACE IT******
CA NO*
AD 1/C4*
TY GOOD.******
WA NO*
BR PR *
******
UN B1*
QU 6. DID YOU USE SOPHISTICATED EDUCATIONAL TERMS******
CA NO*
AD 1/C4*
TY GOOD. TRY TO AVOID EDUCATIONAL JARGON******
WA YES*
BR PR *
UN B1*
QU 7. DID YOU FOLLOW IT UP WITH A PHONE CALL********
CA YES*
AD 1/C4*
TY GOOD.********
WA NO*
BR PR *
UN B1*
QU 8. DID IT TELL WHO TO CONTACT FOR MORE INFORMATION - TO REGISTER, PERHAPS********
CA YES*
AD 1/C4#
TY GOOD.**********
WA NO#
BR SORT *
UN B1#

SORT *
PR *
TY YOU SCORED *****
LD C4/B3#
TY B3#
CORRECT OUT OF EIGHT.*****
BR PR/C4,G,4#
BR PR1/C4,E,3#
BR PR1/C4,E,4#
BR PR2/C4,E,3#
PR *
TY SUCH DETAILS TAKE EXTRA TIME* BUT, WITHOUT THEM, YOU ARE WASTING YOURS.**********
PR *
TY KEEP YOUR ANSWERS IN MIND WHEN DOING THAT NEXT PIECE. YOU MIGHT ALSO CHECK ON*****
PAPERS' HOUSE RULES, NOW AND THEN - THESE CHANGE.**********
PR *
TY YOUR COPY PROBABLY NEVER GOT INTO THE PAPERS, AT LEAST NOT AS YOU SENT IT IN.******
KEEP THESE GUIDES IN FRONT OF YOU WHEN YOU WRITE YOUR NEXT COPY, — FOR MORE*****
SUCCESS.**********

WORT *
QU SPEAKING OF COPY, HAVE YOU TRIED SUGGESTING WHEN AND WHERE YOU'D LIKE*****
TO HAVE YOUR STORY APPEAR IN THE PAPER**********
CA YES*
TY YOU MAY NOT HAVE WON ON THIS ONE, BUT THERE'S NO HARM IN TRYING WHEN THE APPROACH*****
IS CORRECT — AND YOUR REASONS ARE SOUND. IT'S ALWAYS WORTH A TRY.******
WA NO*
TY IT'S VERY WORTH TRYING* I.E. — AN ITEM IN THE SUNDAY EDUCATION SECTION WILL GET A*****
FAR DIFFERENT READERSHIP THAN THE SAME PIECE IN THE BUSINESS SECTION ON******
MONDAY MORNING, OR IN THE OBIT PAGE ON TUESDAY AFTERNOON.**********
UN B1*****
ONE MORE WORD ABOUT COPY* - WHEN A REPORTER DOES THE WRITING, HAVE YOU INSISTED ON SEEING IT BEFORE PUBLISHED?

CA YES*

TY JOURNALISTS, CONSIDER THIS UNPROFESSIONAL* MAYBE, EVEN A SLAM AT FREEDOM OF THE PRESS. BETTER NOT ASK* RARELY WILL THE REPORTER SUGGEST YOU HAVE A LOOK AT WHAT HE HAS WRITTEN OR PHONE AND READ IT TO YOU. IN MANY YEARS OF WRITING AND TALKING WITH REPORTERS, I HAD ONE REPORTER CALL AND READ THE ENTIRE ARTICLE BEFOREHAND. IF YOU'D LIKE TO LEARN MORE ABOUT SPECIFIC TECHNIQUES FOR WRITING COPY ETC* - HAVE A LOOK AT THESE TWO PAMPHLETS* GUBBLEDFGOOK HAS GOT TO GO, FROM THE U.S. DEPT. OF INTERIOR, SUPT. OF DOCUMENTS, U.S. GOVT. PRINTING OFFICE, WASHINGTON, D.C., 20402* - AND TOWARD CLEARER COMPANY WRITING, AMERICAN OIL CO., 910 SOUTH MICHIGAN AVE., CHICAGO 60680.*

WA NO*

TY BEST YOU DON'T. THE REPORTER MAY CALL TO CHECK ON CERTAIN FACTS, BUT IT IS FAR WISER TO DO ALL YOU CAN TO MAKE THE IMPORTANT POINTS CLEAR IN THE INTERVIEW.* DON'T JEPORIZE YOUR RELATIONSHIP BY INSISTING* - YOU PROBABLY WON'T GET A STORY AT ALL. IF YOU'D LIKE TO LEARN MORE ABOUT SPECIFIC TECHNIQUES FOR WRITING COPY ETC* - HAVE A LOOK AT THESE TWO PAMPHLETS* GUBBLEDFGOOK HAS GOT TO GO, FROM THE U.S.* DEPT. OF INTERIOR, SUPT. OF DOCUMENTS, U.S. GOVT. PRINTING OFFICE, WASHINGTON, D.C., 20402* - AND TOWARD CLEARER COMPANY WRITING, AMERICAN OIL CO., 910* SOUTH MICHIGAN AVE., CHICAGO 60680.*

BR PR *

TY IF A REPORTER CALLS AND SAYS A STORY ADVERSELY CRITICAL OF YOUR SCHOOL IS TO BE PRINTED, WOULD YOU* -

A. HAVE NO COMMENT
B. IMMEDIATELY RESPOND, WITH PRO'S AND CON'S OF SITUATION
C. BLUFF IT THROUGH
D. DEFEND THE SCHOOL

CA B*

TY AT LEAST YOU ARE EXPRESSING GRATITUDE FOR THE CALL. THERE'S ALWAYS YOUR SIDE OF THE ISSUE. NO ONE EXPECTS THE SCHOOL TO BE PERFECT* AND ONE UNFAVORABLE STORY WILL NOT DESTROY A SCHOOL'S GOOD REPUTATION.*

CA D*

TY QUITE ADMIRABLE, BUT BE TRUTHFUL. FULL DISCLOSURE IS BEST. YOU MAY COME OFF ON TOP, WITH THIS APPROACH.*

CA A*

TY THERE'S NO BETTER WAY TO MAKE THE PRESS MAD! THIS REACTION IS EVEN**
MORE DAMAGING THAN +NOT AVAILABLE+. THIS APPROACH ALSO JUST ABOUT CONFIRMS********
THE TRUTH OF THE STORY.**********
CA C*
TY WON'T DO* EVEN YOUR FRIENDS WILL FIND YOU OUT. SACRIFICING CREDIBILITY******
FOR POPULARITY IS EXPENSIVE PUBLIC RELATIONS.**********
UN SELECT FROM A, B, C, OR D, AND TYPE ONE LETTER.******
QU IF YOU WANTED TO KEEP A PARTICULAR STORY OUT OF THE PAPERS ALTOGETHER,******
YOU WOULD**********
A. STAMP IT +SECRET*******
B. THREATEN THE REPORTER*******
C. EXPLAIN REASONS TO EDITOR*******
D. PLAY POLITICS**********
CA C*
TY YOUR REASONS MUST BE TRULY COMPELLING AND COMPLETELY ABOVE BOARD. IF SO, YOU******
DO HAVE A CHANCE.**********
CA A*
TY IF IT IS NEWS, IT WILL EVENTUALLY COME OUT - AND YOUR TRYING TO HIDE IT WILL ONLY******
ADD TO ITS EVENTUAL NEWS VALUE.**********
CA B*
TY THIS IS STUPIDITY* HE PROBABLY HAS LITTLE TO DO WITH IT. IF YOU WILL EXPLAIN YOUR******
REASONS, HE MAY JOIN YOU IN CONVINCING THE HIGHER-UPS TO KILL THE STORY.**********
CA D*
TY ONLY THE REALLY BIG BOYS CAN MAKE THIS WORK* AND ITS A DANGEROUS GAME.******
BEST TO STAY AWAY FROM THIS INVITING ANGLE. YOUR ONLY HOPE IS REALLY A LONG******
HISTORY OF MUTUAL CONFIDENCE AND CONCERN AMONG THOSE INVOLVED. TRY STAYING******
UN THE LEVEL AND YOU JUST MIGHT. WIN.**********
UN PLEASE TYPE ONE OF THE FOUR LETTERS.**********
QU WHEN (OR IF) YOUR SCHOOL'S PROGRAM IS MISREPRESENTED IN THE PRESS, WHAT DO YOU DO**********
CA W) INQUIRE DISCOVER ASK EXPLORE CONTACT QUESTION SEEK INVESTIGATE EXAMINE*
TY GOOD APPROACH. KEEP THOSE RELATIONSHIPS ALIVE AND YOUR STORY WILL GET TOLD AND******
CORRECTLY. DON'T TRY TO PLACE BLAME ON ANY PARTICULAR PERSON.**********
CA W) COMPLAIN BLAME GET ANGRY ACCUSE CHARGE GRUMBLE*
TY BE CAREFUL. WITH OUR EDUCATIONAL JARGON, IT'S NO WONDER NEWSMEN DON'T UNDERSTAND THE FINE******
POINTS. ANYWAY, - READER REACTION MAY NOT BE AFFECTED BY WHAT BOTHERS YOU.**********
CA W) BLACKLIST BOYCOTT NOT USE STCP CONDEMN*
TY THIS IS ALMOST SUICIDE. THERE'S NO SET OF BUTTONS MARKED +REPORTER COME HERE+ AND******
+REPORTER STAY AWAY+. NO NEWSPAPER IS THE ENEMY OF A LEGITIMATE ENTERPRISE.******
IN WHAT ORDER WOULD YOU RANK THESE THREE MAJOR REASONS FOR BUILDING AND MAINTAINING SOUND PRESS RELATIONS.

A. GETTING THE SCHOOL'S NAME IN PRINT AS OFTEN AS POSSIBLE
B. MORE INTELLIGENT COOPERATION BY NEWSMEN
C. MORE AND BETTER PUBLICITY

TYPE ONLY THE LETTERS —— IN THE ORDER YOU THINK THEY SHOULD GO.

CA(w) BCA

TY THIS IS THE WAY SOME TO THE EXPERTS EXPRESS IT. TO SUM UP* BE READY FOR THE PRESS

IT IS NOT EASY TO LIVE IN A GLASS HOUSE UNDER A SPOTLIGHT, BUT SUCH IS REQUIRED OF

A GROWING ADULT EDUCATION PROGRAM, AND THE JOB OF THE PRESS IS TO SEE THAT YOUR SHADES ARE NEVER DOWN AND YOUR LIGHTS NEVER TURNED OFF. NO PUBLIC ADMINISTRATOR WORTHY OF

TRUST WOULD REALLY WANT IT OTHERWISE

CA(w) ACG BAC CAB CBA ABC

TY THE EXPERTS HAVE RANKED THESE AS* B,C,A* HAVE ANOTHER LOOK. NOW, TO SUM UP

BE READY FOR THE PRESS* IT IS NOT EASY TO LIVE IN A GLASS HOUSE UNDER A SPOTLIGHT

BUT SUCH IS REQUIRED OF A GOING ADULT EDUCATION PROGRAM, AND THE JOB OF THE PRESS IS TO SEE THAT YOUR SHADES ARE NEVER DOWN AND YOUR LIGHTS NEVER TURNED OFF. NO

PUBLIC ADMINISTRATOR WORTHY OF TRUST WOULD REALLY WANT IT OTHERWISE

UN PLEASE TYPE ONLY THE LETTERS, AND USE ONLY SMALL CASE IN YOUR ANSWER.

BR PR *

QU TALKING WITH THE EDITOR OF A COLUMBUS PAPER ABOUT ADULT EDUCATION PROGRAMS, I GOT

THE COMMENT* IT SEEMS THEY'RE NOT INTERESTED IN HAVING ANYONE KNOW WHAT'S GOING ON OUT THERE. THEY RARELY CONTACT US*. COULD HE HAVE BEEN TALKING ABOUT YOUR SCHOOL

PA 5*

TY THIS CONCLUDES THE BRIEF SECTION OF THE COURSE DEALING WITH THE PRESS. I HOPE YOU HAVE FOUND THIS MATERIAL INTERESTING AND HELPFUL, AND THAT YOU HAVE ENJOYED THIS EXPERIENCE WITH COMPUTER ASISTED INSTRUCTION. THE AUTHOR OF THE PROGRAM - DON J. DODSWORTH

— WOULD LIKE TO KNOW YOUR REACTION AND SUGGESTIONS* HE CAN BE REACHED BY PHONE AT EITHER OF THESE NUMBERS* 276-2924 OR 276-3541. HE WILL BE GLAD TO ARRANGE TO MEET WITH YOU, IF YOU WOULD SO LIKE TO TALK ABOUT THIS EXPERIENCE IN SOME DETAIL. THANKS FOR YOUR TIME AND FOR YOUR WILLINGNESS TO HELP WITH THIS EXPERIMENTAL PROJECT.

PLEASE TURN OFF THE TERMINAL AFTER THE COMPUTER TYPES LINE IS SIGNED OFF.

FN SGNOFF*
COURSE LISTING FOR PROAD -00

DATE 12/7/71

AUTHOR DUN DODSWORTH

1050 CHARACTER Typed 360 CHARACTER PRINTED

PLUS-MINUS SIGN +
CENTS SIGN *
LOZENGE *
EXCLAMATION POINT *
HORIZONTAL TAB *
BACKSPACE A BLANK
BYPASS, IDLE, OR RESTORE →
CARRIAGE RETURN <
LINE FEED >
END OF BLOCK |
RD WELCOME* BEFORE WE BEGIN THIS COURSE, IT IS NECESSARY FOR YOU TO BE ABLE TO******
COMMUNICATE WITH THE COMPUTER. LOCATE THE KEY MARKED 'RETURN'. PRESS IT AND NOTICE******
WHAT HAPPENS.******
******
QU FINE. YOU HAVE INDICATED TO THE COMPUTER THAT YOU ARE READY TO CONTINUE. THIS******
'RETURN' KEY MUST BE DEPRESSED AFTER YOU FINISH EACH RESPONSE. YOU******
WILL KNOW WHEN THE COMPUTER IS READY FOR YOUR ENTRY BECAUSE IT WILL NOD THE******
TYPING BALL. IF YOU MAKE A MISTAKE IN TYPING AN ANSWER TO A QUESTION, DEPRESS THE******
KEY MARKED *** THREE TIMES AS SHOWN HERE, THEN PRESS THE RETURN KEY.******
THE COMPUTER WILL RESPONDED WITH PLEASE REPEAT THEN YOU WILL HAVE AN OPPORTUNITY******
TO RE-ENTER YOUR RESPONSE. NOW LET'S CONTINUE WITH THE COURSE. WE HOPE YOU WILL******
ENJOY THIS EXPERIENCE. GOOD LUCK.******

NEWS

QU THIS IS ONE SECTION OF A SHORT - COURSE ENTITLED 'HOW TO DEVELOP EFFECTIVE PROMOTIONAL******
PROCEDURES IN ADULT EDUCATION'. AT THIS TIME, ONLY THIS SEGMENT IS******
AVAILABLE ON THE COMPUTER. WE HAVE ASKED A FEW EDUCATORS TO TRY******
THIS METHOD OF LEARNING* AND SO, THE AUTHOR WILL BE******
GREATLY INTERESTED IN YOUR REACTIONS. IF AT ANY POINT WISH TO COMMENT ABOUT A******
QUESTION OR MY ANSWER - OR PERHAPS ADD A SUGGESTION TO OUR STORE OF IDEAS******
DEPRESSTHEKEYMARKED**AS SHOWN HERE, THEN MAKE YOUR COMMENT ANDPRESS THE******
RETURN KEY.******

PROAD *
PR   *
LD 1/P13*
LD PROAD/R5*
QU   THIS COURSE WAS WRITTEN BY******
     DON DODSWORTH******
     THE OHIO STATE UNIVERSITY******
********
********
********
********
********

You have indicated an interest in learning more about working with the Press. This section is designed to assist you in making the most effective use of this prime promotional media. How frequently have you used newspapers for promoting your adult education program?

Unless you have a large program and many angles for news, once a week is probably over-exposure. You may also be housing your press friends with trivia.

Your school should be in the news at least once a month and, during registration, even twice a week is not too often.

No wonder you have promotional problems. News exposure only at registration time is like crying "wolf" almost like starting from scratch each time.

Coverage whenever you have news is good, but can be a deceiving guide. Sometimes it is necessary to make news. We'll discuss this later.

Here are some different ways of timing your press releases. Please indicate the one you have used for the most part.

Once a week, once a month, at registration time.

Which presses do you use?

Local daily
Local weekly
Regional
Foreign language
Trade journals
House organs
MINORITY

*****
CA(W) & MINORITY*
TY EACH CAN BE EFFECTIVE WHEN YOU KNOW YOUR AUDIENCE WHERE IT LIVES AND WHAT IT READS.
VERY GLAD TO SEE YOU USE THE MINORITY PRESS. OFTEN THIS MEDIA IS YOUR BEST AND ONLY MEANS FOR COMMUNICATING WITH THAT MINORITY GROUP THAT NEEDS YOUR PROGRAM.
BR PR*

WA(W) LOCAL DAILY & LOCAL WEEKLY & REGIONAL & FOREIGN LANGUAGE & TRADE JOURNALS
WH(W) HOUSE ORGAN &*
TY EACH CAN BE EFFECTIVE WHEN YOU KNOW YOUR AUDIENCE WHERE IT LIVES AND WHAT IT READS. IT IS IMPORTANT TO KNOW WHAT KIND OF MATERIAL EACH PAPER IS INTERESTED IN HAVING. SOME STORIES WORK BEST IN CERTAIN PAPERS.
BR PR*
UN PLEASE TYPE THE NAME OF ONE OF THE NEWS PAPERS LISTED IN THE QUESTION.
QU WHY DON'T YOU USE THE MINORITY PRESS IN YOUR AREA? IS THERE ONE AVAILABLE?
CA YES*
TY THEN USE IT. DON'T MISJUDGE THE VALUE OF THIS COVERAGE. GROUP IDENTIFICATION IS THE IMPORTANT INGREDIENT HERE.
BR PR*
CA(W) E&O & KNOW & AWARE & NOTE*
TY ARE YOU SURE? SOMETIMES THERE IS A NEIGHBORHOOD WEEKLY, WITH SMALL CIRCULATION, LIKE IN MODEL CITIES. YOU ALSO MIGHT FIND TRADE JOURNALS OR HOUSE ORGANS OF COMPANIES WITH A LARGE PERCENTAGE OF MINORITY WORKERS.
QU ARE YOU AWARE OF DIFFERENCES IN WORKING WITH A MINORITY GROUP PRESS?
WOULD YOU LIKE TO TRY TO LIST THEM HERE? THEN, PLEASE GO AHEAD AND DO SO.
CA(L) *E*
TY HERE'S MY LIST. CHECK 'EM AGAINST YOURS. DON'T WANT TO EXAGGERATE.

BUT THESE ARE SOME SUBLTIES WORTH NOTING.

1. USUALLY UNDERSTAFFED.
2. PICTURES MUST BE OF PEOPLE IN THAT PAPER'S AUDIENCE.
3. ALMOST ALWAYS REQUIRE WRITTEN COPY (GET FACULTY OR STUDENTS FROM THIS GROUP TO HELP).
4. KEEP MCLuhan'S ADVICE IN MIND: THE WORD FOR GOOD COMMUNICATION IS "HOW-ES:" YOU HAVE TO SPEAK THE LANGUAGE OF THE AUDIENCE.
5. EXTRA EFFORT IS NEEDED TO CONVINCE EDITOR YOUR SCHOOL IS RELEVANT TO HIS READERS.
PLEASE TRY TO ENTER AT LEAST ONE CHARACTERISTIC OF THIS PRESS.

LD 0/C2*
QU AS A PRESS POLICY, DOES YOUR SCHOOL HAVE A SWINGING FRONT DOOR******
- THAT IS, IS THE PRESS AS FREE TO COME IN TO YOU AS YOU ARE FREE TO GO OUT TO IT******
LET'S TAKE A LOOK AT SOME DETAILS OF SUCH A POLICY, AND SEE WHERE YOU DO STAND.******
DO LOCAL NEWSMEN KNOW WHO THE AUTHORIZED PERSON IS TO CONTACT FOR INFORMATION******
LD PLEASE RESPOND WITH EITHER A YES OR NO./*
CA YES*
AD 1/C2*
TY THEN THE PRESS NEVER ACCUSES YOU OF GIVING THEM THE RUNAROUND******
WA NO*
TY THEN THE PRESS MUST OFTEN GET THE OLD RUNAROUND - +NO COMMENT*.******
BR PR *
UN BI*

QU DOES THE PRESS HAVE THIS AUTHORIZED PERSON'S HOME PHONE NUMBER******
CA YES*
AD 1/C2*
TY YOU'RE UNDOUBTEDLY ON THAT REPORTER'S GOLD STAR LIST.******
BR PR *
WA NO*
TY THEN YOU ARE NOT REALLY AVAILABLE TO THE PRESS.******
UN BI*

QU DO YOU REALLY PLAY FAIR WITH ALL THE PAPERS, HAVE NO FAVORITES - PASS AROUND******
THE GOOD STORIES, AND USE NEWS RELEASE TO ALL >>> FOR THE BIG NEWS******
CA YES*
AD 1/C2*
TY ARE YOU SURE* CONSIDER* HAVE YOU EVER PLACED PAID ADVERTISING IN THE BIG DAILY, BUT******
NOT THE MINORITY GROUP WEEKLY******
PA 5*
WA NO*
TY I KNOW OF NO BETTER WAY TO CREATE CRITICS AND ENEMIES FOR YOUR SCHOOL.******
THE COMPETITION FOR FREE NEWSPAPER SPACE IS TOO INTENSE FOR THEM TO******
BOther WITH YOU.******
QU: Do you know the ground rules for each news house — deadlines, regulations, etc. —?

CA: Yes.

TY: I assume that you keep this information up-to-date and certainly you never visit a newsroom right at deadline time.

WA: No.

TY: Then your calls or visits are apt to be inconvenient, at best, and you may waste time the reporter doesn't have. Newsmen tend to appreciate competent, not pompous contacts.

Qu: Do you know the education editor?

CA: Yes.

TY: Have you invited him to your school — not to get a story, but to get acquainted? It also might be good to remember his day off and who his boss is.

WA: No.

TY: Better mend these fences, or build pathways — try to learn the newsman's viewpoint. These fellows are willing teachers, but you've got to be more than a signature or telephone voice to them.

WH: & Send & note & letter & thanks & grade & congrats & express &

TY: Good. This is more than courtesy; it's like money in the bank. But don't use form letters.
AND BE SURE TO SEND A COPY (ON THE SCHOOL'S LETTERHEAD) TO THE EDITOR, OR TO THE REPORTER'S SUPERIORS.

BR PR *

CA(W) & NOTHING & KNOWN & FORGETS & WAIT & FORM LETTER &
TY THEN YOU AREN'T EARNING YOUR GOOD PRESS RELATIONS* AND THERE'S NO OTHER WAY*****
TU GET THEM THAT I KNOW OF.*****
UN CONSIDER RELAYING TO HIS SUPERIORS THE MERIT OF HIS EFFORTS.******
BR PR *

QU DO YOU HONESTLY TRY FOR A BALANCED NEWS COVERAGE - STORIES THAT SHOW*****
BOTH THE SUCCESS AND THE PROBLEMS OF YOUR SCHOOL.******
CA YES*
AD I/C2*
TY DIFFICULTIES IN PROVIDING ADULT EDUCATION PROGRAMS NEED TO BE KNOWN, IF YOU*****
EXPECT TO IMPROVE CONDITIONS. SHARE YOUR PROBLEMS WITH REPORTERS* NEWSMEN:******
ENJOY BEING TAKEN BEHIND THE SCENES, AND WILL BE MUCH MORE UNDERSTANDING WHEN THE*****
ADVERSE STORY BREAKS. DON'T HESITATE HERE.******
BR PR *

WA NO*
TY YOU'RE ASKING FOR TROUBLE. BALANCED COVERAGE IS THE ONLY WAY TO DEVELOP PUBLIC *****
TRUST OF YOUR PROGRAM. THE PUBLIC BECOMES SUSPICIOUS OF ANY PROGRAM THAT IS ALL*****
ROSES.******
BR PR *

UN B1*
QU WELL, NOW - IN THIS SERIES OF 7 QUESTIONS ABOUT YOUR PRESS RELATIONS YOU HAVE RESPONDED*****
CORRECTLY ON*
LD C2/B2*
TY B2*
UCASIONS.*
*********
BR PR/C2,GE,6*
BR PR1/C2,GE,4*
BR PR2/C2,GE,1*
BR PR3/C2,E,0*
PR *
TY YOU ARE PROBABLY COMING THRU WITH THE PRESS IN GREAT STYLE. AN EVEN BETTER*****
CRITERIA THOUGH, IS WHEN THE REPORTERS START CALLING YOU, — WHAT'S HAPPENING*****
OUT THERE THAT MIGHT MAKE A GOOD STORY+. IF YOU'D LIKE TO READ MORE ON THIS*****
You are obviously trying, but there is room for improvement. Better get to work.

You would find help in "Productive Press Relations, Published by National Publicity Council for Health and Welfare, 419 Park Ave., South, New York, 10016 - Its $2.00."

You are indeed in trouble. I can't diagnose the problems here, but you might go back over your replies and discuss with your staff, and the press too, how you might begin to move in those directions. It's not all that difficult. You ought also to get and read "Productive Press Relations, Published by National Publicity Council for Health and Welfare, 419 Park Ave., South, New York, 10016 - Its $2.00."

There must be something you responded to affirmatively. Surely, you're not all bad.

Have you been confused at times as to what a paper is apt to print?

Yes.

There's no one rule to apply as to whether an idea or event is newsworthy, but you can be sure that there needs to be an angle, something exclusive.

Here's some examples that might serve as starting points for developing good news.

- Not just who a new teacher is, but what he has done.
- A strange-sounding title for a new course might make a good lead.
- A student grandfather with grandchildren in same school.
- Student practicing continuous learning the longest.
- Tie in with current news - course about life on the moon - parent classes.
- For curbing delinquency - Chinese student's reaction to Nixon policy.
- For red China - International Relations course at time when U.N. on Pan.
Have you adopted too narrow a view as to what makes news? Do you know the difference in value of a straight news piece and a feature story?

About these suggestions as possible leads:

- Not just who a new teacher is, but what he has done.
- A strange-sounding title for a new course might make a good lead.
- A student's grandfather with grand children in same school.
- Student practicing continuous learning; the longest.
- Tie in with current news* course about life on the moon - parent classes.
- Social events at an institution of learning.

These are not intended as genius level suggestions, but maybe they'll set your motor on high speed. Can you use any of them as germs for developing?

Fine, and thanks for your approval and confidence. Try some brainstorming with your staff for new angles. It isn't easy to make news with day-by-day happenings around an adult school.

Well, OK - but keep working on some new angles of your own. There's nothing older than an used news idea* and it isn't easy to make news.

With day-by-day happenings about an adult school.

To be sure, the acceptance of your news ideas depends upon an editor's special interests, or a reporter's mood and all that, but it also depends very much on your willingness to learn and your selling ability. You may know your own program so well that it is impossible to really be objective as to its news value. There is no substitute for the experience of working with professional journalists over a period of time. When you indicate respect for their judgement, you will slowly learn what story is news worthy, listening to them. Educators are not known for their ability to brain-storm their program into news angles. Impossible,****

Still, you've got to believe deeply in the value and importance of your program. To be aggressive and excited about some new development in your program is******

Not being unprofessional.**************

There are at least three necessary qualifications for your school's news representative which have been alluded to in the above paragraph. Please try to******
THINK OF THREE WORDS (ADJECTIVES) - WHICH BEST
DESCRIBE THE QUALITIES MOST IMPORTANT TO A SUCCESSFUL NEWS REPRESENTATIVE.

CA(W) LISTENER HEARER ATTENTIVE LEARNER*
TY SO YOU LEARN FROM THE JOURNALISTS WHAT STORY IS WORTH TRYING TO SELL. SHARPEN
THIS JUDGMENT WITH CONTINUED CONTACT AND EXPERIENCE.

CA(W) CREATIVE IMAGINATIVE INVENTIVE FANCIFUL BRAHMINED*
TY THERE'S NO SUBSTITUTE FOR AN UN-REIGNED MIND* (HEY, I THINK I JUST CREATED A
NEW WORD - MAYBE *NEWS*). THE WILDEST, MOST IMPOSSIBLE - SOUNDING IDEA MAY TURN INTO YOUR
STORY OF THE YEAR. IMAGINATION, HOWEVER, NEEDS CONSTANT CULTIVATION.

CA(W) ENTHUSIASTIC EAGER CONVINCED ARDENT ZEALOUS INSPIRED*
TY ALWAYS BE PREPARED TO TELL YOUR STORY IDEA IN A WAY THAT WILL CONVINCE THE PRESSMAN
YOU KNOW WHAT YOU'RE TALKING ABOUT. REMEMBER, THAT REPORTER MUST SELL HIS EDITOR
WHAT YOU'VE TOLD HIM IS OF SIGNIFICANCE FOR THE PAPER'S READERS. DON'T EVER TRY TO
GET BY ON FRIENDSHIP** SUCH DEVICES STRAIN AND SOMETIMES BREAK EVEN OLD BONDS.

UN THE THREE ADJECTIVES - OR THEIR SYNONYMS - I HAD IN MIND WERE* 'LISTENER' -
CREATIVE OR IMAGINATIVE - AND ENTHUSIASTIC. IF THESE QUALITIES ARE NOT PRESENT
IN YOUR NEWS REP, THEN YOU BETTER GET ONE WHO IS, AND TURN THE JOB OVER
TO HIM. OTHERWISE, YOUR PRESS RELATIONS ARE, AT BEST, DYING - IF NOT ALREADY DEAD

BR PR *
QU HERE IS A SERIES OF EIGHT QUESTIONS, PLEASE ANSWER THEM WITH YES OR NO.
IN WORKING WITH WEEKLIES YOU ARE APT TO BE ASKED TO WRITE THE COPY.
THINK BACK TO THE LAST PIECE OF COPY YOU DID WRITE
1. DID IT HAVE ALL THE FACTS IN THE FIRST PARAGRAPH
LD 0/CA*
CA YES*
AD 1/CA*
TY GOOD*
WA NO*
BR PR *
UN 81*
QU 2. DID IT HAVE DATES, TIMES, PLACE, NAMES CORRECT
CA YES*
AD 1/CA*
TY GOOD*
WA NO*
BR PR *
UN 81*
QU 3. DID YOU GIVE A RELEASE DATE**********
CA YES* 
AD 1/C4* 
TY GOOD.**********
WA NO* 
BR PR * 
UN BI* 

QU 4. DID IT TAKE UP MORE THAN A PAGE* - (LEAVE THE FLOURISHES TO THE REWRITE MAN).******
CA NO* 
AD 1/C4* 
TY GOOD.**********
WA YES* 
BR PR * 
UN BI* 

QU 5. DID YOU SINGLE SPACE IT********
CA NO* 
AD 1/C4* 
TY GOOD.**********
WA YES* 
BR PR * 

QU 6. DID YOU USE SOPHISTICATED EDUCATIONAL TERMS******
CA NO* 
AD 1/C4* 
TY GOOD. TRY TO AVOID EDUCATIONAL JARGON******
WA YES* 
BR PR * 
UN BI* 

QU 7. DID YOU FOLLOW IT UP WITH A PHONE CALL**********
CA YES* 
AD 1/C4* 
TY GOOD.**********
WA NO* 
BR PR * 
UN BI*
QU 8. DID IT TELL WHO TO CONTACT FOR MORE INFORMATION - TO REGISTER, PERHAPS********
CA YES*
AD 1/C4*
TY GOOD********
WA NO*
BR SORT *
UN B1*

SUKT *
PR *
TY YOU SCORED *****
LD C4/B3*
TY 03*
CORRECT OUT OF EIGHT.*****
BR PR/C4,G,4*
BR PR1/C4,E,3*
BR PR1/C4,E,4*
BR PR2/C4,L,3*
PR *
TY SUCH DETAILS TAKE EXTRA TIME* BUT, WITHOUT THEM, YOU ARE WASTING YOURS.********
PR *
TY KEEP YOUR ANSWERS IN MIND WHEN DOING THAT NEXT PIECE. YOU MIGHT ALSO CHECK ON*****
PAPERS' HOUSE RULES, NOW AND THEN - THESE CHANGE.********
PR *
TY YOUR COPY PROBABLY NEVER GOT INTO THE PAPERS, AT LEAST NOT AS YOU SENT IT IN.*****
KEEP THESE GUIDES IN FRONT OF YOU WHEN YOU WRITE YOUR NEXT COPY, - FOR MORE*****
SUCCESS.********

WORT *
QU SPEAKING OF COPY, HAVE YOU TRIED SUGGESTING WHEN AND WHERE YOU'D LIKE*****
TO HAVE YOUR STORY APPEAR IN THE PAPER********
CA YES*
TY YOU MAY NOT HAVE WON ON THIS ONE, BUT THERE'S NO HARM IN TRYING WHEN THE APPROACH*****
IS CORRECT - AND YOUR REASONS ARE SOUND. IT'S ALWAYS WORTH A TRY.******
WA NO*
TY IT'S VERY WORTH TRYING* I.E. - AN ITEM IN THE SUNDAY EDUCATION SECTION WILL GET A*****
FAR DIFFERENT READERSHIP THAN THE SAME PIECE IN THE BUSINESS SECTION ON*****

PAGE 11
MONDAY MORNING, OR IN THE OBIT PAGE ON TUESDAY AFTERNOON.

UN

BR PR *

QU ONE MORE WORD ABOUT COPY* - WHEN A REPORTER DOES THE WRITING, HAVE YOU INSISTED ON SEEING IT BEFORE PUBLICATION?

CA YES*

TY JOURNALISTS, CONSIDER THIS UNPROFESSIONAL* MAYBE, EVEN A SLAM AT FREEDOM*

OF THE PRESS. BETTER NOT ASK* RARELY WILL THE REPORTER SUGGEST YOU HAVE A LOOK*

AT WHAT HE HAS WRITTEN OR PHONE AND READ IT TO YOU. IN MANY YEARS OF WRITING AND*

TALKING WITH REPORTERS, I HAD ONE REPORTER CALL AND READ THE ENTIRE ARTICLE*

BEFOREHAND. IF YOU'D LIKE TO LEARN MORE ABOUT SPECIFIC TECHNIQUES FOR WRITING*

COPY ETC* - HAVE A LOOK AT THESE TWO PAMPHLETS* Gobbledygook Has Got To Go, FROM*

THE U.S. DEPT. OF INTERIOR, SUPT. OF DOCUMENTS, U.S. GOVT. PRINTING OFFICE, 910*

WASHINGTON, D.C., 20402* - AND TOWARD CLEARER COMPANY WRITING, AMERICAN OIL CO., 910*

SOUTH MICHIGAN AVE., CHICAGO 60680.************

WA NO*

TY BEST YOU DON'T. THE REPORTER MAY CALL TO CHECK ON CERTAIN FACTS, BUT IT IS FAR*

WISER TO DO ALL YOU CAN TO MAKE THE IMPORTANT POINTS CLEAR IN THE INTERVIEW.******

DON'T JEPOROIZE YOUR RELATIONSHIP BY INSISTING* - YOU PROBABLY WON'T GET A STORY AT******

ALL. IF YOU'D LIKE TO LEARN MORE ABOUT SPECIFIC TECHNIQUES FOR WRITING COPY ECT* -******

HAVE A LOOK AT THESE TWO PAMPHLETS* Gobbledygook Has Got To Go, FROM THE U.S.******

DEPT. OF INTERIOR, SUPT. OF DOCUMENTS, U.S. GOVT. PRINTING OFFICE, WASHINGTON,******

WASHINGTON, D.C., 20402* - AND TOWARD CLEARER COMPANY WRITING, AMERICAN OIL CO., 910******

SOUTH MICHIGAN AVE., CHICAGO 60680.************

BR PR *

QU IF A REPORTER CALLS AND SAYS A STORY ADVERSELY CRITICAL OF YOUR SCHOOL IS TO BE******

PRINTED, WOULD YOU* -******

A. HAVE NO COMMENT  B. IMMEDIATELY RESPOND, WITH PRO'S AND******

CON'S OF SITUATION******

C. BLUFF IT THROUGH  D. DEFEND THE SCHOOL******

CA B*

TY AT LEAST YOU ARE EXPRESSING GRATITUDE FOR THE CALL. THERE'S ALWAYS******

YOUR SIDE OF THE ISSUE. NO ONE EXPECTS THE SCHOOL TO BE PERFECT* AND******

ONE UNFAVORABLE STORY WILL NOT DESTROY A SCHOOL'S GOOD REPUTATION.******

CA D*

TY QUITE ADMIRABLE, BUT BE TRUTHFUL. FULL DISCLOSURE IS BEST. YOU MAY*******

COME OFF ON TOP, WITH THIS APPROACH.**********
There's no better way to make the press mad. This reaction is even more damaging than "not available." This approach also just about confirms the truth of the story.

Your reasons will find you out. Sacrificing credibility for popularity is expensive public relations.

Select from A, B, C, or D, and type one letter.

1. Stamp it "secret"
2. Threaten the reporter
3. Explain reasons to editor
4. Play politics

Your reasons must be truly compelling and completely above board. If so, you have a chance.

If it is news, it will eventually come out— and your trying to hide it will only add to its eventual news value.

This is stupidity. He probably has little to do with it. If you will explain your reasons, he may join you in convincing the higher-ups to kill the story.

Only the really big boys can make this work, and it's a dangerous game. Don't stay away from this inviting angle. Your only hope is really a long history of mutual confidence and concern among those involved. Try staying on the level and you just might win.

Please type one of the four letters.

When (or if) your school's program is misrepresented in the press, what do you do?

Inquire, discover, ask, explore, contact, question, seek, investigate, examine.

Good approach. Keep those relationships alive and your story will get told correctly. Don't try to place blame on any particular person.

Complain, blame, get angry, accuse, charge, grumble.

Be careful. With our educational jargon, it's no wonder newsmen don't understand the fine points. Anyway, reader reaction may not be affected by what bothers you.

Blacklist, boycott, notuse, stop, condemn.
TY THIS IS ALMOST SUICIDE. THERE'S NO SET OF BUTTONS MARKED "REPORTER COME HERE" AND "REPORTER STAY AWAY". NO NEWSPAPER IS THE ENEMY OF A LEGITIMATE ENTERPRISE.

QU IN WHAT ORDER WOULD YOU RANK THESE THREE MAJOR REASONS FOR BUILDING AND MAINTAINING SOUND PRESS RELATIONS:

A. GETTING THE SCHOOL'S NAME IN PRINT AS OFTEN AS POSSIBLE
B. MORE INTELLIGENT COOPERATION BY NEWSMEN
C. MORE AND BETTER PUBLICITY

TYPE ONLY THE LETTERS ---- IN THE ORDER YOU THINK THEY SHOULD GO.

CA(W) BCA*

TY THIS IS THE WAY SOME TO THE EXPERTS EXPRESS IT. TO SUM UP* BE READY FOR THE PRESS

IT IS NOT EASY TO LIVE IN A GLASS HOUSE UNDER A SPOTLIGHT, BUT SUCH IS REQUIRED OF A GROWING ADULT EDUCATION PROGRAM, AND THE JOB OF THE PRESS IS TO SEE THAT YOUR SHADES ARE NEVER DOWN AND YOUR LIGHTS NEVER TURNED OFF. NO PUBLIC ADMINISTRATOR WORTHY OF TRUST WOULD REALLY WANT IT OTHERWISE.

CA(W) ACU GAC CAD CBA ABC*

TY THE EXPERTS HAVE RANKED THESE AS* B,C,A* HAVE ANOTHER LOOK. NOW TO SUM UP

BE READY FOR THE PRESS* IT IS NOT EASY TO LIVE IN A GLASS HOUSE UNDER A SPOTLIGHT, BUT SUCH IS REQUIRED OF A GROWING ADULT EDUCATION PROGRAM, AND THE JOB OF THE PRESS IS TO SEE THAT YOUR SHADES ARE NEVER DOWN AND YOUR LIGHTS NEVER TURNED OFF. NO PUBLIC ADMINISTRATOR WORTHY OF TRUST WOULD REALLY WANT IT OTHERWISE.

UN PLEASE TYPE ONLY THE LETTERS, AND USE ONLY SMALL CASE IN YOUR ANSWER.

BR PR *

QU TALKING WITH THE EDITOR OF A COLUMBUS PAPER ABOUT ADULT EDUCATION PROGRAMS, I GOT

THE COMMENT* "IT SEEMS THEY'RE NOT INTERESTED IN HAVING ANYONE KNOW WHAT'S GOING ON OUT THERE. THEY RARELY CONTACT US". COULD HE HAVE BEEN TALKING ABOUT YOUR SCHOOL?

PA 5*

TY THIS CONCLUDES THE BRIEF SECTION OF THE COURSE DEALING WITH THE PRESS. I HOPE

YOU HAVE FOUND THIS MATERIAL INTERESTING AND HELPFUL, AND THAT YOU HAVE ENJOYED THIS EXPERIENCE WITH COMPUTER ASSISTED INSTRUCTION. THE AUTHOR OF THE PROGRAM --

DON J. MIDGEWORTH

WOULD LIKE TOknow YOUR REACTION AND SUGGESTIONS* HE CAN BE REACHED BY PHONE AT EITHER OF THESE NUMBERS* 276-2924 OR 276-3541. HE WILL BE GLAD TO ARRANGE TO MEET WITH YOU, IF YOU WOULD SO LIKE TO TALK ABOUT THIS EXPERIENCE IN SOME DETAIL.

THANKS FOR YOUR TIME AND FOR YOUR WILLINGNESS TO HELP WITH THIS EXPERIMENTAL PROJECT.

PLEASE TURN OFF THE TERMINAL AFTER THE COMPUTER TYPES LINE IS SIGNED OFF.
CHAPTER 5
RESULTS AND CONCLUSIONS

Fourteen adult educators were invited to assess this CAI program. All responded with interest, some with enthusiasm; but there were those who could not get a trial-run of the program into their schedules during the limited time available for the project. Others altered their plans so that they could get to one of the terminals on the campus. While adult educators may be among the busiest people in this community, the educators contacted were certainly aware of the need for studying the problems of promotion; again, a verification of Bruney's work.¹

The nine educators who did try the program brought to the experiment a wide sphere of experience and responsibility in Adult Education. Both a large public school system and a small suburban program were represented. The Chairman of the Volunteer Planning Committee of Ohio State University's Continuing Education Program for Women was involved. The adult education consultant for the State Department of Education managed to find time to try the sample program. A clergyman, who serves as area representative for the Academy of Parish Clergy, Inc. (an international organization) for post-seminary training (utilizing

Bergevin's Indiana Plan), committed himself in the early stages of the project's development. The opportunity to try computerized learning attracted the attention of administrators and educators from private adult education programs; and a recently retired administrator seemed particularly appreciative of the invitation.

A number of the participants are members of the Central Ohio Adult Education Association; and it was soon discovered that this group was engaged in a series of meetings about promotional problems. The author was asked to speak to the group about his study and its long-range implications. All of this initial reaction was very encouraging.

For almost all the participants, this was their first "hands-on" experience with a computer; their reactions were very positive. Some specific comments were:

- doing it was exciting.
- it was lots of fun.
- thoroughly enjoyed the whole thing.
- was a certain amount of novelty in this experience.
- enjoyed it; it was an attention getter.
- glad I tried it.
- I was pleased.
- was fascinated with the terminal.
- had a warm friendly feeling toward the machine; thought of it as a person.
- the process itself was interesting.

The principal difficulty encountered by the educators was a feeling of frustration over wanting to qualify their answers, "to meditate"

---

1Paul Bergevin and John McKinley, The Indiana Plan (a revision and abridgement of Design for Adult Education in the Church) (Bloomington, Indiana, Indiana University Press, 1970).
over the questions and to comment. Some felt they "couldn't talk back", and wanted to argue "with the damn machine". While they did recognize that, for the most part, they did control the speed of the interaction, they still felt that "the machine was in a hurry". Others said they found the specificity of "yes" and "no" answers difficult, but also realized the challenge to make up their minds.

Those not directly involved in the promotion of their adult education programs had some difficulty slipping into a suitable role with the computer: were they responding as themselves, or as an experienced promotional man? Several respondents found themselves identifying the computer with the author. Others felt a "missing link", a person with whom they could discuss the material. They decided that some follow-up would be "most necessary".

There were very few coding errors in the program. When participants did encounter such annoyances, it seemed to add to their interest in the process, more than it bothered them.

Several suggestions were made by the users as to how an idea or a concept might be expressed more clearly. The term "minority" was misconstrued by a few to mean an ethnic group, rather than any small group in the community that might have its own publication.

With regard to their having learned something from the content, the educators said:

- basically good information.
- promoted ideas I can currently use.
- you do learn something.
- was worthwhile.
- a stimulator; sharpens perception.
- sure helps; demands some self-examination.
- liked the suggestions for additional reading.
- intend to keep the print-out; it should be even more helpful six months from now.
- learned from it? Oh yes, and it stimulates further thought.

Some of the respondents remarked about the concept of respect for another profession that they sensed in the program. Several found the process helpful to a self-critical examination of their own promotional efforts. "I found myself quickly reviewing the PR rules I know, and evaluating our own techniques". However, because of these same ingredients, two thought that there would be resistance to this CAI learning experience on the part of some of their constituents, of "some personalities". Almost everyone has recommended this material to his co-workers.

The Director of a large public school system showed his print-out around the office and found - "everyone wanted to try it, and I had to tell them that it was all very experimental yet and only a few could take it now". One participant, not realizing he could take the print-out of his efforts with him, kept making notes from the program for later study. All the educators were eager for the opportunity to take the complete course; and everyone wanted to read it in its present form. "Should it become available commercially", one fellow commented, "reserve me the first copy!"

The experience of working with CAI caused enthusiastic speculation concerning other courses needed by practicing adult educators. One respondent was skeptical of such possibilities, but still was "interested". A few thought this material about building better working
relationships with newsmen would be helpful to many professions seeking
the understanding and support of the public. Another suggested that
it has value for the layman volunteer who finds himself with the task
of promoting his organization's activities. "Everyone fears the press;
and this detailed explanation of how to work with the media can help
overcome these fears."

All of the foregoing is based on the subjective value judgments
of the author and of the nine adult educators who agreed to assess this
CAI program. However, the picture gives promise, if not assurance of
what could be achieved with CAI for improving the professional training
of adult educators.

In summary, the attitude of these educators to this experience
was definitely favorable. Their response to the content was almost
fantastic; the program did meet their needs, as they saw them. Innovation
does not usually meet with so positive a response.

Many of the difficulties expressed by the respondents would not
have been encountered had they been able to take the full course, or
at least a number of the sub-sections. They were rushed into a piece
of a new experience, with material taken out of context. Other sec-
tions of the course will allow for the input of student ideas and
comments. Once the entire course becomes computerized, arrangements
for a seminar or a conference with a consultant will be explained and
the problem of "the missing link" will be eliminated.

The frustrations indicated suggest that the program stirred up
constructive responses. These adult educators became "involved" in
this interactive learning experience; they "participated", both
mentally and emotionally - two very essential ingredients of good
Adult Education.

In the light of all these reactions, the creation, development and testing of one segment of the short CAI course for adult educators relating to Program promotion appears to have been warranted. Only the segment of dealing with newspaper coverage was computerized and minimally tested. However, a comprehensive "treatment" variable does now exist for the developmental research seeking the answer to the question originally posed in Chapter Three: Can Computer-Assisted Instruction play a valuable role in resolving any of the problems currently encountered in the professional preparation of adult educators?

Of the many possible hypotheses to be deduced from the material in this study, four are suggested:

1. CAI is acceptable to practicing adult educators as a method for improving their procedures for Program promotion. (Such a focus could reveal attitudes of adult educators toward computer learning, as well as test the theory that "availability" is a prime motivator in computer learning for adult educators.)

2. This CAI course can provide a supplemental and valuable learning experience for adult educators, without the assistance of an instructor.

3. The factors of age, education and experience will not affect the learning accomplishment derived from this CAI course.

4. This CAI course concerning promotional techniques will increase the knowledge base of adult educators, which will be reflected in the effectiveness of their procedures for Program promotion.
Certainty each of these hypotheses can be tested in a number of ways, but a Pre-test, Post-test design, with a control group, appears to be the most desirable. Several instruments would be required: first, a Pre-test of the subjects' knowledge of promotional techniques; then, a Post-test which essentially would be a rewording of the Pre-test questions. Questions which pertain to material presented in the CAI course could be compared with other non-related questions to determine the specific learning achieved from the CAI course. Results could be correlated with the computer's analysis of individual course performance. A control group could be administered the same Pre- and Post-tests without the utilization of the CAI course; and perhaps both with and without the group's involvement in some more conventional method of learning about promotional techniques. A longitudinal study, with a year's lapse between the Pre-test and Post-test, would give more interest and impact to the study.

Another necessary instrument would be a Questionnaire; which, in addition to a personal profile of the subject, should include: number of years as an adult educator; experience with CAI, number of courses in his adult education Program, number of faculty at his school; and the size of annual enrollment, as well as an estimate of the number of inquiries about the school's services received during the year. There should be a separate Questionnaire noting the participant's reactions to taking the CAI course. (The questions used with the 9 adult educators, as listed in Chapter 3, could serve as guidelines.) If the information in this later instrument could be obtained through personal interviews, results would have greater significance.

Population frames could be drawn from two accessible sources;
students enrolled in the Adult Education Administration course; and practicing adult educators, with an emphasis on those responsible for administration and/or promotion. For the latter group, the membership of the Central Ohio Adult Education Association would be a reliable source. There would be some duplication in the two groupings, and, therefore, some more definitive criteria would be necessary. The study would be strengthened if population groupings could be formed in several locations throughout the country.

In the development of a design for follow-up research projects, several technical problems can be anticipated. While all of the four suggested hypotheses could be tested by utilizing the presently computerized segment of the course as a "treatment" variable, it would be most advantageous to have more segments ready for research - if not the entire course, as now written. Therefore, first, there would be the task of preparing other segments of the course for computer learning. This work would require assembling a CAI team (referred to in Chapter Two), which connotes special funding and professional time commitments. Then, the task of coding and re-editing demands close communication and understanding between the author-educator and coding experts. Some mutually satisfying working relationships must be established, and this will not easily be achieved.

Under present circumstances, a control group (to receive the course material through some more conventional teaching method) could not be put together and tested. Insofar as is known, no course in developing promotional procedures in adult education is being given in this community. However, perhaps a weekend Workshop, utilizing conventional methods, could be organized for this purpose. Also,
there are courses being taught at the University in the usual way in Advertising, Public Relations, Market Research, etc. These might be employed for the purpose of having a control-group measurement in the study.

Consideration must be given to controlling the factors of newness and uniqueness in this method of learning - to "the Hawthorne effect". It is likely that most participants in this research will come to the experience as neophytes. Most of the nine educators who did take the segment of the course that was computerized, remarked about their "fascination" with the terminal itself, with the mechanical aspects of the method. Comments of CAI skeptics, discussed in Chapter Two, suggest other possible constraints which need to be given a good deal of thought in the planning of any future research project.

Through such a research design as has been briefly outlined, this Computer-Assisted Instruction course would become viable and available to adult educators (in training or in practice) wanting to develop or sharpen their promotional skills. This course could thus make a contribution to the professional curriculum for training adult educators. This CAI course does provide the vehicle for researching a new mode for Adult Education at a time when new answers are much needed.
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"HOW TO DEVELOP EFFECTIVE PROMOTIONAL PROCEDURES IN ADULT EDUCATION"

A CAI COURSE

Reading List


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