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Earl Moore

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Western Kentucky State Teachers College greets you all both great and small with the words of our college motto — —

Voices  Life More Life.

Moore  Life More Life is our motto and our wish for all our listeners.

Vibrasphone  Chords.

Gleichmann  "Unfinished Symphony," first movement.

(Against music) Our program is opened this afternoon by William Gleichmann, one of our freshmen, a violinist in the string ensemble heard regularly on this program. He plays his own arrangement of the first movement of Schubert's "Unfinished Symphony." Robert D. Chenoweth is at the piano.

(Violin continues)

Moore  Mr. W. M. Pearce, Director of the Extension Department of Western Teachers College, since the organization of that department in 1920, will discuss briefly adult education.

Education is usually regarded as a process never completed. Formal education may end with the completion of the elementary, the secondary, or the college curriculum, but learning should be continued throughout life. This philosophy of education has resulted in recent years in the development of a program of adult education in many states. Adult education concerns the citizens of the community, both men and women, who have terminated their formal schooling and wish to advance their self-education with the stimulus, direction, and aid which present-day organization or educational or extension programs provide.

The term "Adult Education" has come into general use in this country in the
last few years. As a synonym of Americanization it seems to have the following characteristics: It is carried on voluntarily and during the leisure time of the mature individual. The study is seriously undertaken and is pursued under guidance.

A report of the Committee on Adult Education of the American Vocational Association takes the position that Vocational Education is the nucleus of organized education for adults, for the reason that vocational administrators understand the needs and problems and have developed means of reaching and serving the needs of a great number of adults. The report shows that there are approximately forty million people who could be educated further in some organized way.

The whole program of adult education depends upon understanding and an efficient administration of the work. What is meant to be said is that there are two types of educational thought. One group believes that education is for the benefit of a limited group of superior individuals. A more progressive group says that education is for the social well-being of a democracy, and not for individual benefit. It is a fundamental axiom that education in a democracy should serve all levels of intelligence. The movement for adult education must choose between the academic theory and the service theory of education. Adults cannot be compelled to undertake what they do not wish. It should be the policy of a democracy to find what the real demand is and meet it solely on the basis of giving the individual what he wants and needs.

Financial Support:

With the exception of federally aided extension work and evening classes adult educational programs have necessarily been self-supporting because there have not been available funds. This principle is contrary to educational policies and ideals in a democracy. If there is a need for an Adult Education Program it should be supported at public expense.
Possible Types of Adult Education Programs such as:

Short courses for special groups.

Farmers' meetings

Conferences, forums, lectures, concerts, etc.,

The package library system.

Adult education by extension work.

a. Study centers where groups may be organized.
b. Correspondence courses for interested individuals.
c. Courses for special groups, such as literary clubs, Parent Teachers' Associations and others.

A program of adult education might well be based upon the following guiding principles:

Adult education is intellectual improvement pursued by adults either voluntarily during the leisure of the learner or systematically and under the guidance of a tutor. The former is generally pursued without any thought of credit, while the latter is generally pursued with credit.

The need for adult education is best understood when it is remembered that systematic class instruction carries to the learner knowledge in its present state of advancement. Through adult education the learner's state of knowledge may be kept current.

All stages of advancement are represented by those who leave the classroom to enter upon life's activities. Through adult education the learner may also be learner in any of the fields of human knowledge.

Probably the greatest economic waste in education is due to the failure or inability of the school system to follow its product from the classroom to the profession or job where sympathetic direction in the application of knowledge to the task is needed.
Changing scientific and economic life inevitably results in social and economic mal-adjustments among adults who have passed through the period of systematic instruction. These adults who were formerly creative citizens become public charges unless helped to social and economic adjustment through adult education. No greater challenge has ever faced organized society than the present need for social and economic readjustment.

The field of adult education is as broad as the need of adults for knowledge of any kind. The limits imposed on adult education are: (a) organized agencies for instruction (b) the ability of organized society to pay for the cost of instruction.

In a program of Adult Education there are two outstanding problems. First, organization and administration. This takes into account financial support, the ability to set-up machinery that will carry out the program, and a complete understanding of the needs of various groups. Second, teacher training and supervision. It has been found that the adult needs a special type of teacher and one who is especially trained for this character of work. This principle has been recognized by the government in establishing and carrying on Adult Education. A great number of unemployed teachers were trained specifically in organized courses in summer schools. In many localities they have been unusually successful in this type of work.

**Adult Education by Extension:**

More than two-thirds of the colleges and universities in America are giving some form of extension work. The major portion of this work may be called Adult Education. In addition to the organized courses of study given in this way, it is found that colleges and universities are also giving other forms of instruction.
for adults as follows: Courses and conferences; free library service; public lectures; home reading courses. There are three types of such courses:

Courses prepared by the institutions themselves.

The reading courses of the United States Office of Education.

The Reading courses of the American Library Association.

Visual aids for instruction and entertaining purposes.

Distribution of publications of an educational nature.

Rendering services to Parent-Teachers Associations and other groups.

Other forms of Adult Education Programs were the community drama, promotion of debates, study tours, etc.

Such a program, if given in a teachers college, must be in the nature of the case, largely a free service. It should essentially be one of service and give the individual what he most needs and would be of greatest advantage in his work and life. In most teachers colleges different types of Adult Education Programs just mentioned might be given. However, the greatest service a teachers college could render in this field would be in the training of teachers for adult education in the communities where they teach. This would probably contribute more to the success of such a program than any one feature. But it must be repeated that the success of a program of adult education depends upon whether such a program is in the hands of the reactionary or progressive educators. It would sometimes seem that most education programs are so burdened with studies as to become bewildering and contradictory. To some extent there has been such an abundance of subsidized education and such an unlimited extent of mechanical restrictions that the specific and fundamental needs of an individual, who must live in a democracy and if needs be must save it, are overlooked. The fact is frequently forgotten that no enduring structure can be built except from the bottom to the top. In order to carry out this fundamental doctrine, a program of education must not be dictatorial or tyrannical in character, but must treat the case upon its
needs and merits. It must be free from scholastic, academic, or professional
domination and direction. It must also be free from rigid organization, per-
functory administration, and ill-advised concentration of power. It must be
free from everything else which will prevent it from being an absolutely dem-
ocratic enterprise. This is true of all educational programs in a democracy,
and unless followed a publicly supported school system becomes a machine and
a tyrant capable of destroying the democracy which it is presumed to serve and
save.

Thank you, Mr. Pearce. We are glad to have in the studio today Mr. L. L.
Hudson, supervisor of the WPA educational project in Bowling Green and Warren
County. He is a graduate of Western with both A. B. and A. M. Degrees. He
has kindly consented to allow Mr. Pearce to interview him briefly regarding
his work.

How long have you been in this work and what positions have you held?
I have been connected with this work for three years as Instructor and
Supervisor.

How many have been enrolled in Bowling Green and Warren County?
More than twelve hundred persons sixteen years and older have been en-
rrolled in these classes since the program began.

What are the types of Classification in Adult Education?
Literacy Education
Worker's Education
Vocational Education
Parent Education
General Adult Education
What courses are offered?

In literacy education, the course consists of beginners to the fourth grade inclusive.

General Adult Education consists of the Fifth to the Eighth Grade. High School and college courses; depending upon the demand of those taking the work and the qualification of the teacher.

How many have been enrolled in literacy classes?

Approximately 37%.

How many in grammar grades?

Approximately 40%.

How many of high school level?

About 17%.

How many of college level?

Nearly 5%.

What type of people have enrolled?

All types of people regardless of educational, financial, physical, or social standing or condition.

What are the qualification of the teachers?

The qualification has not been standardized. However, in our local setup the teachers average above 100 college hours. The majority have degrees. All have had one or more courses in adult education in summer school of a standard college.

What is the need for a program in Adult Education?

I noticed in your address that forty million can be educated further in some organized way. 4.3% of our population are total illiterates. A democracy demands Adult Education.
Pearce  How has this program been received?

Hudson  In Kentucky more than forty thousand have enrolled as students in these classes. Many students have received better jobs, more pay, and a broader outlook on life. The demand for this type of education is growing.

Pearce  What can a teachers college do for a program in Adult Education?

Hudson  Adult education is not a part of formal education but a follow-up of the pursuit of knowledge and skills obtained in the latter. Colleges and universities are contributing much in advancing this type of education.

Teachers colleges may render a real service by Extension Courses, by furnishing books and literature from their libraries to be used in these classes; by sending speakers, lecturers, and specialists to various centers; and by establishing a research department to discover the problems and needs of the various groups, and the conditions under which the work can be carried on. Perhaps the greatest service would be to create a division in the Department of Education, Psychology, and Social Science for special training of social workers, teachers, and supervisors.

Moore  Thank you, Mr. Hudson and Mr. Pearce, for this information concerning one of the most significant movements in modern American education and one that will undoubtedly assume an increasing importance in the future.

Here comes a page. What have you for us, page?

Trigg  That's just what I have—a page.

Moore  I see, a page of writing. Who wrote it?

Trigg  It's a letter from Santa Claus.

Moore  Read it to us.

Trigg  Here it is:

"Dear Folks: I've decided to make a trip to Bowling Green on Saturday, December fifth, at 11:00 a. m.,
and I want you all to be there and see my big Christmas parade. I'll have fifty beautiful floats, carollers, bands, school children, and other thrilling sights for you to see! Be sure to come.

Signed Santa Claus

Moore What are the place and time?

Trigg Bowling Green, Saturday, December 5th, 11:00 a.m.

20:52 Moore We now present Mr. James Arnold, of Garden City, Kansas, one of our juniors, who will sing "I Hear You Calling Me," by Charles Marshall. Miss Chisholm at the piano.

21:16 Arnold "I Hear You Calling Me."

23:50 Moore Mr. Arnold continues with Adams's "The Holy City."

23:57 Arnold "The Holy City."

28:30 Strings "College Heights," fading for:

28:35 Moore Ladies and gentlemen, you are listening to the program of Western Kentucky Teachers College. You have heard today Mr. William Gleichmann playing his own arrangement of Schubert's "Unfinished Symphony," and Mr. James Arnold singing "I Hear You Calling Me" and "The Holy City." Both of these musicians are students in the College. You have also heard Mr. W. M. Pearce, head of the Extension Department of the College, in a discussion of adult education, and an interview with Mr. L. L. Hudson, Local supervisor of the WPA education project.

We invite you to be with us again next Tuesday afternoon, same hour, same station, when we offer a clarinet trio; Professor Channon, pianist; and a talk on vocational guidance by Dr. Spriegel.

This program has come to you from Bowling Green. Your master of ceremonies is Earl Moore. We wish you Life More Life.

(Strings up and continue)