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HISTORY OF ADULT AND POST-SECONDARY VOCATIONAL EDUCATION, SCHOOL DISTRICT NUMBER ONE, BUTTE, MONTANA, 1939-1975

by

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A professional paper submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

with concentration in

Adult Education

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July, 1975

ACKNOWLEDGMENTS

This author would like to express his appreciation to Professor Burl Winchester of Montana State University for the expert advice and help he provided me, while I was writing this professional paper.

Thanks are also due Mr. Charles C. Davis, former Superintendent of Schools, Butte, Montana; Mr. Maurice Driscoll, former Director of the Butte Vocational-Technical Center; Mr. Dave Keltz, Assistant Director, Butte Vocational Technical Center; Mr. Jack O'Neill, Director of Educational Programs for the Comprehensive Employment and Training Project; and other members of the staff of the Butte Vocational-Technical Center for their assistance in preparing this professional paper.

This author would also like to thank the teachers of Butte's Adult and Post-Secondary Education Programs for their interest, cooperation and incite into the workings and operation of the Adult Education Program.

A special thanks is also due to the students, past and present, of The Adult and Post-Secondary Education Programs, School District Number One, Butte, Montana for establishing a need for an Adult Education Program in the community as without the students enrolling and attending classes over

the past thirty-six years, the Adult Education Program would not have been feasible.

My wife, Ann Mullany Courtney deserves a very special thanks for her patience, encouragement, and understanding while I was writing this professional paper. Thanks also to my sons, John and Marcus Courtney, for their understanding while Dad was busy working on his paper.

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ABSTRACT

"A History of the Adult and Post-Secondary Vocational Educational Programs Offered by School District Number One, Butte, Montana, from 1939 to 1975" is the subject of this Professional Paper. The need for this study is presented in Chapter I.

Chapter II traces the development of the Evening Adult Education Program from only three classes in 1939 to more than twenty classes in 1975.

The author discusses the history and programs of the Butte Vocational Technical Center, which began classes in 1968 in Chapter III.

Chapter IV is comprised of an account of three demonstration projects offered by the Butte Vocational-Technical Center from 1970-73. These projects, Homebound, The Experiment at Butte, and Prepare were funded under Section 309b of the Elementary and Secondary Education Act of 1965. Also included in this chapter is a discussion of the Adult Education Program offered by the Comprehensive Employment and Training Center located in Butte, Montana.

The topic of Chapter V centers on the financing of the various Adult Education Programs of School District Number One.

A history of the activities of the Butte Adult Education Association from its founding in January of 1971 to May of 1975 is the subject of Chapter VI.

The final chapter comprises a summary of the History of the Adult and Post-Secondary Vocational Educational Programs of School District Number One, Butte, Montana. The final chapter also includes comments by the author regarding Butte's Adult Education Program.

CHAPTER I

INTRODUCTION

John A. Hood, director of the Watking Institute, Nashville, Tennessee stated:

> If we do not make adult education the keystone of our system we are doomed as a nation to great frustration and intellectual poverty. We could settle for a generation of comic book readers and illustrated magazine scanners.[1]

The rapid pace of automation in the future will create a further need for continuing education. The possibility exists that the average high school graduate of the 1970's and 1980's will have to be trained and retrained at least several times during his productive life.

In Butte, Montana, adult education is not a newcomer to the educational scene, but has a proven record of achievement for the passed thirty-six years.

The purpose of this paper was to investigate and record the history of Adult and Post-Secondary Vocational Education in School District Number One, Butte, Montana. The concern of this writer was to present, as comprehensively as possible, a recorded history that would aid the present adult and post-secondary staff, students, trustees and people of Butte

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[1] The Montana Standard [Butte, Montana], October 8, 1961, p. 20, col 2.

in developing a better understanding of the scope of the Adult and Post-Secondary Vocational Education Program in School District Number One.

STATEMENT OF THE PROBLEM

To enable administrators to make decisions concerning Adult Education in the future this writer believes it would be beneficial for them to have some knowledge of the history of the Adult Education Program from its beginning to the present day.

Since the records of the Adult Education Program (Evenings) and the Post-Secondary Vocational Program for School District Number One are very fragmentary, the problem therefore was to gather all available materials into a comprehensive History of the Adult and Post-Secondary Vocational Education of School District Number One, Butte, Montana for the years 1939 to 1975.

PROCEDURE

A thorough search of the files of The Montana Standard, and The Butte Daily Post was made. In addition, The Annual Directory of School District Number One, the schedules for the adult evening program and catalogues of the Butte

Vocational-Technical Center were examined. In order to develop the historical growth of the Adult and Post Secondary Vocational program in School District Number One, personal interviews were conducted with Charles Davis, a former coordinator of vocational education, who is also a past superintendent of Butte schools; the present Director of Vocational Education, Maurice Driscoll; Assistant Director of Vocational Education, Dave Keltz; and Butte Vo-Tech counselor, Jim Graham.

LIMITATIONS

This study was limited to the Adult and Post-Secondary Vocational Programs in School District Number One, Butte, Montana, between the years 1939-1975. The year 1939 was chosen as a starting point for this study because in that year the board of school trustees appointed a coordinator of vocational education.

An additional limitation to this study was that the author had to depend mainly on newspaper files and the personal recollections of some of the persons involved in the program.

SUMMARY

The purpose of this study was to investigate and record the history of the Adult and Post-Secondary Vocational Education Program of School District Number One.

The procedure for this study was historical. Data about Butte's Adult and Post-Secondary Vocational Education Program was obtained from newspaper files, school catalogues, schedules of adult evening class, and personal interviews with persons involved in the Vocational-Technical Education Programs.

This study was limited to the Adult and Post-Secondary Vocational Program that was operated by School District Number One, Butte, Montana, between the years 1939 to 1975.

CHAPTER II

ADULT EDUCATION (EVENINGS) 1939-1975

INTRODUCTION

Before 1939, the Adult Education Program (AEP) in School District Number One, Butte, maintained a very low profile. The program consisted of three evening classes; welding, machine shop and drafting. These classes were held in the old Butte High School, and the program was administrated through Superintendant Lowell Johnson's office.[1]

Prior to 1939, in addition to the adult education program operated by the school system, there was a more extensive Adult Education Program conducted by the Works Progress Administration, more commonly known as, WPA, which was funded by the Federal Government.

The School District participated in the WPA project only to the extent of providing classroom space in the old Butte High School.

The year 1939 was a very momentus one, marking events in both education and world happenings.

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[1]Statement by Charles C. Davis, former superintendent of schools, personal interview, Butte, Montana, November 9, 1974. Hereafter cited as Davis interview.

The year 1939 saw a winding down of the various programs of the New Deal, including the WPA Adult Education Program (Davis Personal Interview). However, coinciding with this winding down, came the beginning of the Adult Education Program in School District Number One having an identity of its own.

In Europe, the war clouds were gathering, and perceptive individuals were thinking of the need to train apprentices for war industries (Davis personal interview).

Last, but not least, Mr. Charles C. Davis was appointed coordinator of vocational training for School District Number One, as a result of a vocational guidance plan proposed by Jerry Hawke of the Office of Education of the U.S. Department of Interior.[2]

One of the first projects Davis undertook, after his appointment, as vocational coordinator, was to have high school pupils conduct a survey of the various industries in Butte. One of the purposes of this survey was to determine whether those employed were interested in evening-trade extension-courses, to improve themselves in the skills needed for their jobs.[3]

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[2]The Butte Daily Post, June 6, 1939, p. 3, col. 3.

[3]The Butte Daily Post, September 11, 1939, p. 3, col 4.

In the school year 1939-1940, the adult program was not extensive in scope and was limited to a few courses for apprentices.

That school year, 1939-1940, saw Allan Thomas teaching a class for apprentice carpenters at the Webster School on Saturday morning. The class was funded under the Smith-Hughes and George-Dean Acts.

The expansion of the Adult Education Program, as a result of the passage of the National Defense Training Act, began in 1940. The purpose of this law was to train people in the various crafts essential to national defense.

The first course offered under the National Defense Training Program was a welding class, and its associated subjects.[4] The funds for the welding course were appropriated by the Federal Government. The School District provided classrooms in the old Butte High School (The Butte Daily Post, September 15, 1940). The courses were set up and directed by the vocational department of School District Number One, and the enrollees were selected by the Works Progress Administration and the Unemployment Service (The Butte Daily Post, September 15, 1940).

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[4]The Butte Daily Post, September 15, 1940, p. 1, col. 1.

For the duration of World War II, the Adult Education Program consisted almost entirely of classes conducted under The National Defense Program. The program itself was called Vocational Education for National Defense (VEND).[5]

The VEND Program was in full swing during the years 1942-1944. The classes operated by the VEND were in the areas of welding, machine shop, and drafting. The classes were on a day and night basis. At its maximum operation the VEND employed between twenty-five and thirty teachers (Davis, March 5, 1975). The teachers were hired by the School District and were paid by the Federal Government.

The Vocational Education for National Defense Program was expanded in 1941 to include, in addition to the classes previously mentioned, a carpenter's drafting class, and one for mechanics.[6]

When the VEND began, the classes were held in different locations around the city of Butte, such as, the old Butte High School, the new Butte High School, and at the court-house.[7] However, by September 1941, the classes were held

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[5]Statement by Charles C. Davis, former superintendent of schools, personal interview, Butte, Montana, March 5, 1975. Hereafter cited as Davis interview.

[6]The Butte Daily Post, January 29, 1941, p. 5, col. 4.

[7]Davis, loc. cit.

at the Cleveland School,[8] which at one time served as a boys' reformatory.[9]

From the perspective of the 1970's with our heated discussion of the Equal Rights Amendment and "Womens' Lib," it is interesting to note that one of the courses offered by the National Defense Program was a ". . .women's welding class. . ."[10] The initial women's welding class had an enrollment of sixteen women. To enroll in the class, one had to be between the ages of eighteen and forty-five; in good physical condition; and have proof of citizenship. The class met for three hours at night; five days a week, for two or three months.[11]

The women who enrolled in the welding course came from a variety of backgrounds, ranging from officeworkers, to housewives, and still other "just stay-at-homes" (The Montana Standard, November 23, 1942).

After completing the welding course, the women were eligible for jobs in the shipyards and repair depots on the

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[8]The Butte Daily Post, May 30, 1941, p. 7, col. 5.

[9]Davis, loc, cit.

[10]The Montana Standard, [Butte, Montana], October 18, 1942, p. 10, col. 12.

[11]The Montana Standard, [Butte, Montana], November 23, 1942, p. 3, col. 11.

west coast as apprentice "Tach Welders" (The Montana Standard, November 23, 1942).

With the war coming to an end, the VEND Programs were phased out in 1945, as there was no longer the need for apprentices in the defense industries.[12]

In addition to the National Defense Programs of adult education during the period of 1940-1945, the School District also managed to have an adult education program of its own. This adult education program offered such classes as carpentry, mechanics, welding, auto mechanics, plumbing, distributive education, gardening, show-card writing, and window dressing.

In 1940, 1941, and 1942, the School District offered a course known as "distributive education."[13] This course was designed for those who are employed as clerks, apprentice clerks, and those who are preparing themselves for jobs as clerks (The Butte Daily Post, December 13, 1940).

The salesmanship class was held at the Butte Chamber of Commerce with an enrollment of one hundred students. The course covered such areas of salesmanship as opening the

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[12]Davis, loc. cit.

[13]The Butte Daily Post, December 13, 1940, p. 13, col.5.

sale; handling merchandise; showing merchandise; meeting customer objectives; and closing the sale (The Butte Daily Post, December 13, 1940).

During the early 1940's the foundation was laid for the trade-extension, or apprenticeship program that is still conducted by School District Number One in cooperation with the unions and industry. This foundation was established by an act of the Montana Legislature in 1941 creating the Montana Apprenticeship Council.[14]

In 1942, the Apprenticeship Council ruled that ". . . beginners in industry should work a minimum of 4,000 hours and attend trade schools before becoming eligible to journeyman ranking" (Montana Standard February 21, 1942). Of that 4,000 hours, 144 hours must be in related work as offered by the State Department of Vocational Education.[15] To meet this need of 144 hours of related instruction the adult evening vocational program was expanded to include such courses as plumbing, and auto mechanics. These courses have been the nucleus of the adult education evening program even down to the present day.

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[14]The Montana Standard,[Butte, Montana], February 21, 1942, p. 7, col. 5.

[15]The Montana Standard, [Butte, Montana], September 23, 1942, p. 7, col. 5.

The Adult Education Evening Program was not limited to vocational type courses. In 1943, because of the war effort a course in home gardening was added to the evening curriculum.[16] This course coincided with the government asking people to plant Victory Gardens. Skilled instruction was offered in such areas as seeds, soil, fertilizers, climate, and other matters relating to the care of gardens (The Montana Standard, March 31, 1943). Not too surprising, about one hundred people enrolled for the Victory Garden Class. Butte was very fortunate to have a very competent instructor, Mr. Vincent Borengo, for the gardening class, who for many years was the head gardener at the Columbia Gardens here in Butte, Montana.[17]

This writer was unable to obtain any record regarding the success of the gardens planted by those students enrolled in the garden class. However, patriotic enthusiasm must have passed quickly, for in 1944 the gardening class had to be cancelled due to small enrollment.[18]

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[16]The Montana Standard, [Butte, Montana], March 31, 1943, p. 1, col. 6.

[17]The Montana Standard, [Butte, Montana], April 11, 1943, p. 1, col. 5.

[18]The Butte Daily Post, May 3, 1944, p. 3, col. 6.

The years 1944-45 saw little changes made in the course offering of the Adult Education Program in School District Number One. During this period the VEND classes were starting to be phased out, and as yet there had not been a large influx of veterans enrolling in Adult Education Programs.[19]

The 1945-46 school year was the fifth year of operation of the Adult Vocational Program in School District Number One. That year saw one hundred fifty adults taking advantage of the classes offered at the Cleveland School for apprentices and journeymen. No doubt that much of that increase was due to the fact that many veterans were enrolled in these classes. In an article in The Montana Standard of January 15, 1946, we read of Mr. Davis requesting: ". . . additional facilities and help to cope with the large number of enrollees taking courses under the G.I. Bill of Rights. . ."

The increased enrollment also increased the expenses to the School District for operating the Adult Vocational Program.[20] At a school board meeting it was reported that

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[19]Davis, loc, cit.

[20]The Montana Standard, [Butte, Montana], September 23, 1946, p. 2, col. 1

the District had not received any money from the Federal Government to reimburse them for the veterans attending classes under the G.I. Bill (The Montana Standard, September 23, 1946).

The problem was solved by segregating veterans into separate classes for vocational training, and Mr. Davis was authorized to negotiate a contract with the Veteran's Administration to finance the plan.[21] When this contract was placed in effect, it lightened the financial burden of the School District in the operation of the Adult Education Program, and provided better facilities for the program.

Once again, as was the case with the National Defense Training Act of 1940, the involvement of the Federal Government in education benefited the Adult Education Program in School District Number One by providing funds to allow the program to continue.

The Adult Evening Program in the years 1946-47 reached approximately two hundred students, and of that number one hundred thirty-two were ex G.I.'s.[22]

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[21] The Montana Standard [Butte, Montana], October 15, 1947, p. 2, col. 4.

[22] The Montana Standard [Butte, Montana], February 16, 1947, p. 28, col. 1.

The courses offered during this school year were: machine shop, auto mechanics, plumbing, arc and gas welding, electronics, carpentry, meat cutting, and electricity (The Montana Standard, February 16, 1947).

Butte's Adult Vocational Education Program enjoyed a banner year in 1947-48, when enrollment reached a record two hundred forty-two students. As in previous years, courses were offered in the various trades, with the addition of blueprint reading for veterans enrolled in the various trades,[23] and for the first time a related instruction class for apprentice plasterers was held.[24]

To cap a successful year, a graduation ceremony was held for eleven machinists, electricians, and auto mechanics, who successfully completed their apprentice-training. The men received Certificates of Completion of Apprenticeship, which corresponded to diplomas awarded to graduates of high school or universities (The Montana Standard, June 6, 1948).

The Adult Education Program continued to show growth; both in the number of courses that were offered, and in

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[23]The Montana Standard [Butte, Montana], November 6, 1947, p. 2, col. 3.

[24]The Montana Standard [Butte, Montana], June 6, 1948, p. 24, col. 2

the number of students that were enrolled during the 1948-49 school year.

Again the program offered courses for apprentice auto mechanics, electricians, machinists, plumbers, carpenters, plasterers, and two courses, spanish and public speaking, not directly related to vocational education were offered for the first time.[25]

Due to the lack of rooms at the Cleveland School, the spanish class was held at the McKinley grade school and the class in public speaking was offered at Butte High School (The Montana Standard, September 5, 1948).

One of the interesting new courses offered by the Vocational Program in 1948-49, was an agriculture training class. This class was for veterans who were actively engaged in operating their own farms, or who were working in agriculture to earn a living.[26] This course, established under the Agriculture Training Program (ATP) was the first agricultural training program, other than the gardening class, ever offered in Silver Bow County.[27]

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[25]The Montana Standard [Butte, Montana], September 5, 1948, p. 5, col. 2.

[26]The Montana Standard [Butte, Montana], September 30, 1948, p. 14, col. 1.

[27]The Montana Standard [Butte, Montana], January 23, 1949, p. 6, col. 3.

There was some similarity between the ATP Project, and the manner in which the apprentice program was conducted. In the ATP Project, as in the apprentice program, the courses consisted of a definite number of hours of related instruction in school, plus actual training on the farm (The Montana Standard, January 23, 1949). The classroom phase of the project was held at the Cleveland School.

The curriculum for the ATP Program consisted of the following classes: farm management, accounting and farm records, dairy production, feeding of livestock, soil management, irrigation, farm mechanics, and beef production.

To qualify for participation in the ATP Project one had to either have operational control of his own farm, or train under a farmer-employer (The Montana Standard, January 23, 1949).

To give one some idea of the growth of the Adult Education Program, for the 1948-49 school year; about two hundred fifty to three hundred students were enrolled during that period. Since the beginning, in 1939, of the Adult Education Program in Silver Bow County, more than five thousand students received training through the Adult

Evening Program,[28] which seems to indicate a continuing and growing interest in Adult Education.

For the decade of the 1950's, it is very difficult to give a comprehensive picture of the Adult Education Program, due to the lack of information concerning this period. This writer could find very little written in the newspapers regarding the Adult Education Program during the 1950's.

One of the reasons for the lack of information relating to Adult Education during the 1950's may have been attributed to the problem the School District faced in financing the Adult Program. It was not uncommon for the taxpayers to defeat mill levies; not only for the Adult Program, but also for the elementary and high school financing throughout the 1950's.[29] Since financing is critical to any type education; it is not surprising, therefore, that the Adult Education Program was greatly curtailed during this period. The area of financing will be covered in greater detail in Chapter V of this paper.

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[28] The Montana Standard [Butte, Montana], May 22, 1949, p. 13, col. 1.

[29] The Montana Standard [Butte, Montana], April 2, 1950, p. 1, col. 1; see also, The Montana Standard [Butte, Montana] April 4, 1953, p. 1, col. 2.

However, in spite of these apparent set backs, it is evident the Adult Program was continued by the local school board.

There appears no reason to believe that the Adult Education Program changed contents during the 1950's and was very similar to the one that had been conducted since 1939. The major emphasis was centered on vocational type courses; but at the same time, cultural classes were added when there was a demand for them. The bases for this conclusion are two-fold: (1) this writer found no evidence that would suggest a shift in the trend established prior to 1950, and (2) information which was gleaned from four articles which appeared in the Butte newspapers concerning the Adult Education Program during that period.

The first article, substantiating my conclusion, appeared in the Montana Standard, January 15, 1950. This article dealt with a training session that was conducted to qualify tradesmen as instructors in the Adult Education Program.

A second article appeared in The Montana Standard on May 28, 1950, and told of twelve apprentices who, having completed their on-the-job training and related instruction at the Butte vocational school, received their certificates

as auto-mechanics, machinists, carpenters, and electricians.

The writer uncovered a third article, which appeared in The Montana Standard on September 9, 1952, and pertained to a course in retail selling that would be offered by the Chamber of Commerce and the Vocational Department of School District Number One.

The fourth article that appeared in the newspapers, dealing with Adult Education, was in The Butte Daily Post, September 29, 1959. This article discussed the classes that would be offered during the 1959-60 school year. The classes listed in the article covered a variety of subjects. Again the list included the vocational classes such as, heavy duty mechanics, carpentry, plumbing, meat cutting, and welding, just to name a few of the courses that were offered. In addition, classes were offered in practical drawing, local government, public speaking, Foreign language, typing and sewing.

This writer believes these articles support his conclusion that the Adult Program in the decade of the 50's was similar to the previous one, with the exception that more non-vocational type courses were being offered by 1959.

In July of 1952, Mr. Charles C. Davis was appointed principal of Butte High School, and named to succeed him as

Vocational Coordinator was Mr. Maurice Driscoll, Mr. Driscoll has been Director of the Vocational and Adult Education Program since that time.[30]

1960-1975

Adult education in School District Number One entered a new phase beginning in the 60's and 70's. As a result of the permissive mill levy law passed by the State Legislature in 1959 the program was put on a sound financial basis, and with the opening of the Butte Vocational-Technical Center in 1968, the physical facilities were much improved.

As in the past, the program offered various courses for apprentices, but it was during the 1960's and 70's that the program expanded to meet the needs of a greater number of people by offering a larger variety of new courses.

It had always been a policy of the Adult Program to offer any course for which there was sufficient demand provided a qualified instructor could be obtained to teach that particular course.

This writer, in reviewing the curriculum of the Adult Education Program, for the period of 1960 to 1974, was able

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[30] The Montana Standard [Butte, Montana], July 22, 1952, p. 1, col. 7.

to trace the expansion in the types of courses scheduled for this period.

The 1960 school year saw typing, English, French, Russian, sewing, and power tools offered, in addition to the apprenticeship and journeyman classes.[31]

Courses in World Literature and Introduction to Philosophy were added for the 1962-63 school year.[32] In January of 1963 American Political Parties and Elections were added to the schedule.[33]

Driver Education was added to the curriculum in 1963, plus courses in credit union leadership, and one in millwrighting.[34]

The years 1964 to 1974 were very exciting ones for the Adult Education Program in School District Number One. During this period many new courses were offered to the people of Silver Bow County, and a number of programs were

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[31] The Montana Standard [Butte, Montana], September 25, 1960, p. 12, col. 4.

[32] The Montana Standard [Butte, Montana], September 8, 1962, p. 12, col. 2.

[33] The Montana Standard [Butte, Montana], January 19, 1963, p. 4, col. 2

[34] The Montana Standard [Butte, Montana], September 8, 1963, p. 11, col. 7.

introduced in cooperation with the Federal Government. Such cooperative programs as those offered under the Manpower Development and Training Act, and Project Homebound will be discussed in detail in Chapter IV of this paper.

Among some of the new courses that were introduced in the period from 1964 to 1974 were classes in subjects such as, shorthand, creative writing, Shakespeare, Spanish, home car care, adolescent psychology, hunter safety, and appliance repair. It was in 1968 that the Adult Basic Education (ABE) classes were started.[35]

The Adult Basic Education Program was designed to aid those persons who have an eighth grade education, or less, by improving their basic skills in such areas as reading, English and mathematics. It is also used to help prepare people to take the General Education Development Test, more popularly known as the GED.

Rounding out the time period of the Adult Education Program is the 1974-75 school year. In that school year

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[35] The Montana Standard [Butte, Montana], October 1, 1968, p. 8, col. 3; The Montana Standard [Butte, Montana], September 6, 1964, p. 11, cols. 5-8; also see, The Montana Standard [Butte, Montana], January 10, 1965, p. 6, col. 3; see also, The Montana Standard [Butte, Montana], September 5, 1966, p. 13, col. 6.

many new courses were offered by the Adult Education Division of the Butte Vocational-Technical Center. Following are just some of the additional courses offered in 1974-75; basic oil painting, real estate, photography for profit, charcoal drawing, upholstery, water color, oil painting, and snowmobile maintenance.[36]

In discussing the classes, or courses, that have been added, over the years, to the Adult Education Program it should be explained, so one will not draw an erroneous conclusion, that this writer is not implying that all the courses presently being offered at the Butte Vocational-Technical Center are part of the Adult Education Program. That is not the case. While it is correct, that many of the classes added since 1960 are still part of the Adult Education Program, others have been dropped from the program. This writer believes there are two reasons for a course being dropped from the program: (1) The course was not popular, and (2) There is no longer a need for that particular course.

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[36]The Montana Standard [Butte, Montana], January 12, 1975, p. 25, col. 6; see also Adult Education Winter Schedule, 1975.

For example, the United States Government course was dropped from the GED Program because the State of Montana no longer required persons taking the GED to pass an American Government Test.

In order for a class to be offered in a particular subject there must be at least ten enrollees in the class.[37] If not enough persons sign up for a class, or if the enrollment decreases below ten students, it is a policy for the course to be eliminated from the program.

Some of the more popular classes in recent years have been: hand tools and power equipment, home car care, sewing, and upholstering. It may be that persons enrolled in these courses are trying to beat the high cost of living by learning useful hobbies and trades that will help them in caring for their homes and families.

An additional reason for the growth and popularity of courses, such as the ones mentioned above, and such classes as charcoal drawing, oil painting, water color and drawing may be that many more people are looking for something constructive to do with their leisure time, and these

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[37] The Montana Standard [Butte, Montana], January 25, 1975, p. 18, col. 1.

courses provide entertainment, as well as the development of useful skills.

It must have been very encouraging for administrators and teachers, who are working in the field of adult education, to see the increased growth in the program since 1961.

For the period of 1961 to 1969, this writer found it very difficult to locate any enrollment figures for the Adult Education Program.

According to The Montana Standard of September 1961, the Adult Program had approximately five hundred fifty students enrolled for that year. In September of 1962, according to The Montana Standard, four hundred fifty persons had signed up for the Adult Education Programs.

This writer was unable to find any enrollment figures for the school years 1963 through 1969. One may speculate, based upon the enrollments of previous years, that the enrollment figures for that period remained at about the same levels as in past years.

Enrollment figures concerning the Adult Education Program for the school years 1970-71 through 1973-74 are available from the Butte Vocational-Technical Center Reports that were sent to the Office of the Superintendent of Public Instruction.

This report shows, that for each year since 1970, that the enrollment in the Adult Education Program has been consistently over the one thousand mark. Following is a breakdown of enrollment for those years: In 1970-71, enrollment reached one thousand eight hundred ninety-nine; in 1971-72 enrollment was one thousand two hundred eight; in 1972-73 enrollment again soared to one thousand seven hundred seventy three; and in 1973-74 enrollment reached one thousand six hundred seventy.[38]

SUMMARY

This chapter has traced the development of the Adult Education Program from 1939 to 1975 in School District Number One, Butte, Montana.

When Mr. Charles C. Davis was appointed coordinator of Vocational Training for School District Number One in 1939, the Adult Education Program consisted of three classes: welding, drafting and machine shop. The growth from 1939 to the present is very overwhelming.

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[38] Comparison of Adult Education Enrollments for Fiscal Years 1971 through 1974, Office of the Superintendent of Public Instruction, Helena, Montana, January 15, 1975.

During World War II, the major thrust of the Adult Education Program was to train people for jobs in shipyards and defense plants on the west coast, under the National Defense Program. In addition to National Defense Programs, the School District also had classes in carpentry, mechanics, welding, auto-mechanics, plumbing, distributive education, gardening, show-card writing, and window dressing.

Enrollment gains were reported during the post-war period because of the large number of veterans taking advantage of the G.I. Bill of Rights. These veterans were enrolled in the journeymen and apprentice classes offered by the District.

A number of new courses were introduced to the Adult Education Program during the 1950's that were non-vocational in nature. In addition to courses designed for journeyman and apprentices, Spanish, public speaking, Russian, and sewing classes were also offered.

The pace of the Adult Education Program did not slaken during the 1960's and early 1970's, with the program showing increasing enrollment and an expanding curriculum as indicated by the evidence below.

Enrollment in the Adult Program in the 1960's, climbed to approximately five hundred students, and in the 1970's

enrollment reached about one thousand five hundred students per year.

A variety of new courses were introduced to the Adult Education Program during the 1960's and 1970's, many of which were still offered in 1974. A large number of these courses were non-vocational in nature, such as, creative writing, Shakespeare, Spanish, basic oil painting, Adult Basic Education, and American Political Parties and Elections. Three other courses started during the 60's and 70's, which have proved to be very popular are: home car care, hand tools and power equipment, and upholstering.

A dream of those involved in the Adult Education Program was finally realized in 1968, with the opening of Butte's Vocational-Technical Center. With the opening of that facility, the Adult Education Program could be conducted in one building for the first time in many years.

The Adult Education Program in School District Number One, has proved to be a very successful program in the past, and is looking forward to an even greater success in the future, with a growing awareness on the part of adults realizing the potential, as well as the rewards to be gained from further education.

CHAPTER III

POST-SECONDARY VOCATIONAL EDUCATION 1968-1975

INTRODUCTION

A new era in Adult and Post Secondary Education was inaugurated in School District Number One, with the opening of the Butte Vocational-Technical Center in 1968.

For many years, the building of a vocational School in Butte, had been the dream of Adult Educators.

In 1941, a group of Mining City men and women were circulating a petition for the establishment of a junior college in Butte. When Superintendent of Schools, Lowell W. Johnson, was asked what he thought of the move, he replied: "I have been working for some time in an effort to establish a vocational school for Butte, and do not want to mix the two things at once. . ."[1]

When Charles Davis, City Superintendent of Schools, gave the keynote address at the ground breaking ceremonies for the Vocational School, he stated: "that thirty years ago he had visions of a vocational school here with all the programs under one roof, and that vision will soon become a

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[1]The Butte Daily Post, February 25, 1941, p. 5, col. 5.

reality thanks to the people of Butte."[2] He may have added thanks to the taxpayers of the state and nation and to the legislators who had the foresight to appropriate the money for this grant.

Before his appointment, as Superintendent of Schools, Mr. Davis had been the first coordinator of Vocational Education, from 1939-1952, in School District Number One.

NEED FOR A VOCATIONAL SCHOOL

In 1961, the Vocational and Adult Education Division, School District Number One, prepared a brochure for the purpose of presenting the need for a Vocational-Technical School in Butte, Montana.[3]

The plan outlined in the brochure was developed for the expressed purpose of presentation to National, State, and Local officials concerned with the Area Re-Development Bill; in the hope of securing funds for such a school.

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[2] The Montana Standard [Butte, Montana], December 16, 1966, p. 18, col. 1.

[3] "A Resume of the Need for a Vocational-Technical School, Located at Butte, Montana." (Vocational and Adult Education Division, School District Number One, Silver Bow County, Butte, Montana, 1961.) Introduction. (Mimeographed.) Hereafter this paper will be cited as "Resume of Need."

The brochure, developed by the Vocational and Adult Education Division, School District Number One, Butte, Montana, was divided into five parts: (1) Present Facilities, (2) Basic Need, (3) Proposed Facilities, (4) Letter of Submission, and (5) Approvals ("Resume of Need," Table of Contents).

PRESENT FACILITIES

The first division of the plan concerned itself with the Present Facility. The physical plant then used by the Vocational School, in School District Number One, was located in three separate buildings: The Butte High School, the Naval Reserve Armory, and the Cleveland School ("Resume of Need," p. 1).

At Butte High School, which was completed in 1939, use was made of the machine shop by the Vocational Department.

The United States Navy, had made available to the Vocational Department, the use of two classrooms: an electronic laboratory, and a machine shop, both located at the Naval Reserve Armory ("Resume of Need," p. 1).

The Cleveland School was built in 1906, as a resident grade school, to care for juvenile delinquents ("Resume of Need," p. 1). The facilities at the School consisted of

two classrooms, originally intended for grade school use; the three shop areas, which were relatively small ("Resume of Need," p. 1).

It was in these three, widely separated buildings, that the Vocational and Adult Educational Programs of School District Number One were conducted.

BASIC NEED

The basic need for the location of the Vocational Technical Center in Butte, Montana, was justified on the following grounds: population decrease, technological unemployment, industrial pattern, and training and retraining.

Population Decrease: Since the population of Silver Bow County has decreased by an estimated ten thousand, during the past decade, there has been a corresponding decrease in property valuation in the county. Therefore, the tax base in Silver Bow County has remained at a relatively low level during the past ten years ("Resume of Need," p. 4).

The reason this argument was made, the author believes, was to show that it would be impossible to finance a school

entirely with local funds, and that aid would be needed from the Federal Government.

Technological Unemployment: When this brochure was prepared, technological unemployment was at a very high level in Butte, Montana. In 1961, the major producer of copper was producing at least as much copper as was produced a decade earlier with from two-thirds to one-half of the work force previously employed ("Resume of Need," p. 4).

Industrial Pattern: The Industrial Patterns of the community were largely determined by the availability of raw materials, the relative isolation and resulting high freight rates, the relatively low power and fuel costs, and the utilization of our natural resources ("Resume of Need," p. 5).

In addition to the Anaconda Company, a number of small industries were beginning to develop. Just to mention a few: The Butte Brass Company, Sullivan Engineering, Victor Chemical, a broom factory, a prefabricated home factory, and a pole producing plant ("Resume of Need," p. 5).

Training: The training, as proposed in the plan, would follow the present and future employment opportunities offered by the pattern of this area. Of course, the training would be adjusted to meet the introduction of new industries,

whether service, processing, or manufacturing ("Resume of Need," p. 6).

Retraining: It was stated that a vocational-technical school would be needed to retrain those presently technologically unemployed; those who would be technologically unemployed in the future; and the possibility that the average high school graduate of the 1960's would have to be trained and retrained at least three times during his productive life ("Resume of Need," p. 6).

After stating a need for a Vocational-Technical Center in this area, the brochure then dealt with, in general terms, the proposed facilities.

PROPOSED FACILITIES

This section of the brochure discussed the reasons for building; tentative plan; and benefit to the community from a Vocational-Technical School.

Reasons for the Building: It was stated in the plan that vocational-technical training institutions are notably lacking in Montana, and in order to secure adequate training, it is necessary for a student to travel to Spokane, Seattle, Tacoma, or Denver.

The proposed Vo-Tech Center would draw trainees, or students from Butte, Silver Bow County, and the cities of Anaconda, Deer Lodge, Dillon, and Whitehall ("Resume of Need," p. 7).

Tentative Plan: A preliminary plan was attached to the brochure. It was noted that the plan confines itself to what was regarded as minimum essentials for training and retraining. The plan did not include provisions for training in the service industries, or in such semi-professional work as practical nursing. However, the design was such that future expansion would be possible. The initial estimate of cost for the building was set as approximately $250,000, which was quite low, to say the least ("Resume of Need," p. 8).

Benefits to the Community: The last argument in favor of locating a Vocational Technical Center in Butte, was the benefits to the community--both short term, and long range.

The short term benefits of such a building project were fairly obvious. During construction, employment would be provided to a number of craftsmen, thereby increasing the local payroll, which would result in placing more money in circulation, thereby creating more jobs in the service industries in Butte ("Resume of Need," p. 8).

The long range benefits of a Vocational-Technical Center were considered to be the creation of a trained, skilled and technical labor force in the community, which would be necessary to Butte's continued economic well being ("Resume of Need," p. 9).

LETTER OF SUBMISSION

Included with the brochure was the signatures of fourteen individuals representing government, industry, and the public, who had given their approval to the need for a new Vocational-Technical facility to be located in Butte, Montana ("Resume of Need," p. 10).

The individuals named were: George Haney, Superintendent of Schools, School District Number One; Margaret A. Leary, Clerk, School District Number One; Vern Griffith, Mayor, City of Butte; Robert Sparks, Member of the School Board; F. D. Reardon, State Senator, Silver Bow County; Wendell Johnson, Chairman Advisory Committee, Adult Education; Robert Vivian, Member of the School Board; Kirby Crowley, Training Supervisor, Anaconda Company; Tim J. Sullivan, President, Butte Brass and Control Company; W. P. Donnelly, Former Mayor of Butte; Paul Cannon, Former Lieutenant Governor of Montana; John Newland, Independent

CPA; Rt. Rev. Msgr. D. B. Harrington, President, Butte Citizen Project; and R. Thompson, Planning Consultant.

The bureaucratic wheels moved very slowly, and it was not until May of 1966, that Butte received a $424,500.00 grant from the Economic Development Administration toward construction of a Vocational-Technical School.[4]

These government funds would augment a $596,000.00 bond issue to be approved by the taxpayers of School District Number One for the construction of the proposed school.[5]

An interesting fact about the grant that the School District received was that it was one of only three such grants made to date (1966) by the Economic Development Administration for construction of a vocational school. The other two grants were made in Georgia and Michigan. Usually such grants are made under the Federal Vocational Act of 1963, but funds for Montana under that act were exhausted prior to Butte's application.[6]

Some people may be surprised by the fact that Butte

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[4]The Montana Standard [Butte, Montana], May 28, 1966, p. 1, col. 1.

[5]The Montana Standard [Butte, Montana], April 3, 1966, p. 1, col. 2.

[6]The Montana Standard [Butte, Montana], op cit., p. 2.

was one of three cities to receive a grant of this nature from the Federal Government. The statement made by Lester Zeihen, Chairman of the local School Board, may help explain why Butte received this grant. Quoting Mr. Zeihen,

> The school district is indeed indebted to Maurice Driscoll, Director of Vocational Education, for the receipt of this grant, and also deeply appreciative of the efforts of Senators Mike Mansfield and Lee Metcalf, and Representative Arnold Olsen (The Montana Standard, May 28, 1966).

With the Government Grant, and the passage of the local bond issue, the School District had $1,020,500.00 available for constructing the campus-type structure to house Butte's Vo-Tech Center.

The total amount was far greater than the $250,000.00 that was estimated the building would have cost in 1961. Inflation, plus the cost of constructing a larger building, helped to increase the price tag to a staggering $1,020.500.00 by 1966.

APPROVALS

With the past record of the taxpayers of School District Number One in defeating mill levies* the question might be

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*Chapter V will discuss financing Adult Education in greater detail.

raised, "How did a $596,000.00 bond issue ever pass?" Of course, it is very difficult, and perhaps foolhardy, to attempt to determine the reasons why the voters of Silver Bow County vote the manner in which they do. This author believes there were three reasons behind the bond issue for the Vocational-Technical Center passing in 1966.

The first reason appeared to be because of the support the bond issue received from the community at large. Such diverse groups as the Butte-Silver Bow Anti-Poverty Council, Butte Miners Union, Butte Trades and Labor Council, Chamber of Commerce, Anaconda Company, The Montana Power Company, the Board of School Trustees, and the Butte Educational Planning Committee all gave active support to the bond issue.

Secondly, not only did a number of different groups support the bond issue, but also a number of individuals such as Vern Griffith, Field Representative for the Economic Development Administration; Dan Antonietti, Field Representative for the Bureau of Apprenticeship Labor Department; Butte's Mayor, Thomas F. Powers, and Montana's Governor, Tim Babcock.[7]

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[7]The Montana Standard, op cit. p. 2.

The third reason for the successful passage of the bond issue is based upon this author's recollection of that 1966 bond issue campaign. In that campaign the idea was conveyed to the public that much of the overcrowding at Butte High School would be alleviated by building a new Vocational-Technical School. This would be accomplished by allowing the high school students the use of the shop for its industrial arts program, in addition to the use of some classrooms for a portion of its commercial program. Because of this argument, many people, who otherwise, might not have supported the bond issue, voted for its passage.

CONSTRUCTION OF BUTTE'S VOCATIONAL-TECHNICAL CENTER

Groundbreaking ceremonies were held on Thursday, December 15, 1966, for Butte's new Vocational-Technical Center on the building site on South Wyoming Street, just across from Butte High School (The Montana Standard, December 16, 1966).

Actual construction on the building began in 1967, and was completed by November of 1968.

Butte's ultra-modern Vocational-Technical School contains 61,157 total square feet. Of that amount, 59,892 square feet is usable floor space. There is 8,266 square

feet of partially finished space for future expansion. Surrounding the building is a total of 52,250 square feet of parking area, enough space for one hundred twelve vehicles.[8]

In constructing the new Vocational-Technical Center, Montana material and labor were used whenever possible. Just to give two examples, fifty-four thousand four hundred fifty feet of Montana produced laminated beams and ten thousand pounds of Anaconda Company copper were used.[9]

Nine of the beams used in the construction of the building are eighty feet in length. They were among the longest ever produced at the Bonner Plant. Charles Kestle, Architect, said that "any two of the eighty foot beams would more than provide enough lumber to construct a good-size home" (The Montana Standard, November 3, 1968).

Louis Quam, of Walsh Engineering, stated that ten thousand pounds of copper used in the building were purchased through the S. J. Perry Co. of Butte, with the specification for Anaconda Company copper. All total, nine thousand feet of copper wiring, tubing, and pipe were installed (The Montana Standard, November 3, 1968).

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[8]The Montana Standard [Butte, Montana], January 12, 1969, p. 13, col. 3-4.

[9]The Montana Standard [Butte, Montana], November 3, 1968, p. 5, col. 5.

Just what did the taxpayers, and people of Silver Bow County get for the $1.25 million spent to construct the new Vocational-Technical Center?

The people received an ultra-modern Vocational Technical School, containing nine teaching areas featuring:

Business Education: Seven teaching stations, office and storage area.

Electronics Laboratory: One large open teaching area.

Drafting Technology: Two drafting labs, a duplicating lab, a conference and special instrument lab, and office and storage space.

Building Trades Laboratory: One main shop area, a classroom, a mezzanine special instruction area, office and storage areas.

Machine and Metal Trades Laboratory: Main shop area, a classroom, mezzanine special instruction area, and office and storage areas.

Auto-mechanics Laboratory: Main shop area, a special instruction laboratory, a mezzanine special instruction area and office, storage, and tool areas.

Welding Laboratory: A main welding area, oxygen and acetylene manifold rooms, welding booth dividers, and storage areas.

Home economics: A cooking laboratory, sewing laboratory, kitchen laboratory, housekeeping laboratory, suitable for use as a general lecture area for any department and storage areas.

Visual Aids Laboratory: This area will also serve as a learning resources center and general lecture room serving all departments.

As if these features were not enough, the building contains an administration center, which includes a main office, private office, interview room and teachers lounge, which can also do triple duty, serving as a conference room, as well as a small lecture room (The Montana Standard, January, 1969).

In looking to the future, space was provided for expansion of any of the original departments, as well as space to accomodate new departments as they may be added to the curriculum (The Montana Standard, January, 1969).

Not only did the Federal Government help to finance construction of the Vocational-Technical Center, but much of the new equipment in the facility was purhcased through the Federal Vocational Education Act of 1963 (The Montana Standard, January, 1969).

AREA DESIGNATION

In July of 1968, the Butte Vocational-Technical Center was designated by Montana's Board of Education as the States'

third area Vocational-Technical Center along with Helena and Missoula.[10]

CURRICULUM OF BUTTE'S VOCATIONAL-TECHNICAL CENTER*

After Butte was designated an area Vocational-Technical School, it was necessary for the Vocational-Technical Department of School District Number One to develop general objectives and a curriculum for the Center to be submitted to the State Department of Public Instruction and the State Board of Education for their approval.[11]

The general objectives of the Butte Vocational-Technical Center are best stated, this author believes, by a quote from the School catalog for 1972-73: "providing quality education and training functions to meet the job requirements of today in industry, business, professional and public service."

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[10] The Montana Standard [Butte, Montana], July 9, 1968, p. 1, col. 5.

*This section is based on the 1972-73 Butte Vocational-Technical Center School catalog, and personal interviews with Mr. Jim Graham and Mr. Jerry Martin, the school's counselors.

[11] The Montana Standard [Butte, Montana], September 1, 1968, p. 5, col. 6.

Since 1968, the basic curriculum has remained much the same, with the addition, or deletion, of only a few of the courses originally offered.

Following are the courses that have been offered by the Butte Vocational-Technical Center since its opening in December of 1968: home economics, health occupations, office occupations, computer technology, technical education, and trades and industry. In addition to the above mentioned courses, there are a number of unique courses offered by Butte's Vocational-Technical Center, which will be discussed at the end of this section.

In the field of home economics, the Butte Center offers only one course entitled Consumer Homemaking. This course was established to help the housewife, or working mother, to become a more economical homemaker. It covers such subjects as family financial planning, and budgeting, personal spending, consumer law, household maintenance and management and Social Security benefits. This is a short course lasting only twelve weeks.

The health occupations offers a course in practical nursing. The practical nursing course runs for one year, and includes the following units of instruction: pre-clinical, basic medical, basic surgical, nursing care of

children, care of mother and newborn, advanced medical and advanced surgical nursing.

The Vo-Tech Center graduated its first class of Practical Nurses, consisting of twenty-eight women and one man, on August 27, 1970.[12]

Office occupations offers the following courses: clerk-typist, stenographer-secretary, bookkeeper-accountant, legal secretary, and medical secretary.

In order to meet the demands of this age of automation, the Vo-Tech Center offers one course in the area of computer technology-key punch operator. The center had offered two additional courses in this area, computer programmer, and computer operator, but these courses were dropped from the program, because the State Department of Public Instruction stated that these courses could only be offered at the Missoula Technical Center.[13]

Under the Technical Education Division of the Vo-Tech, two courses are offered: electrical technology, and civil engineering technology.

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[12]The Montana Standard [Butte, Montana], August 28, 1970, p. 3, col. 2.

[13]Statement by James Graham, counselor, Butte Vocational Center, personal interview, Butte, Montana, April 24, 1975.

By far, the largest number of offerings at Butte's Vocational-Technical Center are in the trades and industry area. Five courses are offered: automotive mechanics, drafting, machinist, small engine repair and welding. It is not too surprising that the largest number of courses offered by the Vo-Tech are in the trades and industry areas, since Butte is largely an industrialized city.

To round out the program that is offered by the Butte Vocational-Technical Center is a course entitled "Adult and Continuing Education." This course is primarily designed to help students, currently enrolled in the Center to overcome weak areas. Under this program, special help can be given to students in the following areas: reading, mathematics (basic and advanced), as well as communication skills. So students can see the importance of these classes, the subjects are geared to the students field of endeavor. This course is also open during the day to any person in the community who feels he can benefit from such help. In addition, students can also pursue the General Education Development Program during the day.

UNIQUE PROGRAMS AT BUTTE'S VO-TECH CENTER

In addition to the course offering previously discussed,

the Butte Vocational-Technical Center offers some very unique courses. Two such courses that continue to be offered by the Center are the Off Highway Vehicle Program, and the Coal Miner Training Program. The Center had also offered a Miner Entry course, until the Anaconda Company reduced the number of miners it employed in its Butte mines.

The Off-Highway Vehicle course prepares potential employees to operate electric trucks in open pit operations, or in other heavy construction. This course covers such things as safety and health, accident prevention, heavy equipment theory and practice, labor and management relations, and communications, maintenance and repair of heavy duty equipment, driver responsibility of pre-driving checks, off-highway driving rules and driving techniques and orientation to shovel, loader, grader dozer and miscellaneous equipment. The class runs for six weeks; one week of classroom instruction, and five weeks of practical training. This course has proved to be a very successful one, and to date one hundred seventy-seven drivers have been trained under this program.[14]

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[14]Statement by Herb Young, Supervisor of Mining Training Butte Vocational-Technical Center, personal interview, Butte, Montana, April 28, 1975. Hereafter cited as Young interview.

Under the Federal Coal Mine Health and Safety Act of 1969, every person working in a coal mine must be certified. To meet this need in Montana, the Butte Vo-Tech designated its "Coal Mine Training Program." This course is opened to supervisors, potential supervisors, employees and potential employees of the coal mining industry. To date, the course has only been attended by persons actually working in coal mines.

The Coal Mine Course consists of a forty hour block of instruction; covering diverse subjects such as coal mining in Montana, economics of coal mining, noise, Federal surface mine legislation, State government organization, vocational education, reclamation, coal mine gases, health and safety standards, and fire protection. This does not include all the subject matter covered in the forty hour course, but only a representative sampling.

The unique feature of the Coal Mine Course is that the students do not come to the Butte Vocational-Technical Center for the instruction, but the class travels to the place where the students are employed by means of a mobile classroom. To date about one hundred students have completed the coal training programs at such places as Colstrip, Decker, Savage, and Sarpy Creek, Montana.

The third unique program that was offered by the Butte Vocational-Technical Center was the Miner Entry Program.

In November of 1970, the Butte Vocational-Technical Center contracted with the United States Government to train disadvantaged entry workers in the mineral industry in health and safety. The contract was a joint effort by the Department of Labor, the Department of Health, Education and Welfare, and the Department of Interior. This first contract provided $224,000.00 to train two hundred entry workers to work safer and more effectively in the mining industry (Young interview, April 28, 1975).

A curriculum was developed for the program under the direction of an advisory committee, consisting of the United Steel Workers of America, the Butte Miners Union Number One, the Anaconda Company, and the Coeur D' Alene Mining District. The onsite training facility for the course was a portion of the thirty nine hundred foot level of the Kelly Mine (Young interview, April 28, 1975).

Classes began at the Butte Vo-Tech Center on February 22, 1971, with twenty nine students enrolled. Under this first contract, a total of two hundred eleven students were enrolled, and one hundred fifty six graduated and were placed in employment. Of these graduates, one hundred

nineteen went to work for the Anaconda Company (Young interview, April 28, 1975).

Since the Miner Entry Program proved very successful in terms of placement, safety, disadvantaged, unique in training location and facilities, post training assistance, relocation and cooperation with labor, industry and governmental organizations, an application for further training was made through the office of Governor Tom Judge to continue this type of training. This application was approved in August of 1973. The program provided for the training of seventy-five miner entry trainess, for a maximum of eight weeks of institutional training. The thirteen weeks of OJT training was administered by the Montana State Employment Service, directly with the Anaconda Company (Young interview, April 28, 1975).

This project was completed in June of 1974, with ninety-three students enrolled; seventy-five of which graduated and were employed by the Anaconda Company. In July of 1974, additional funds in the amount of $47,660.00 were approved to continue this program. Under this continuation, forty-eight students enrolled in the miner entry program. During this training period, the Anaconda Company announced a

moratorium on hiring all miners had taken effect (Young interview, April 28, 1975).

The graduates of this miner entry class were offered employment in training-related areas in other mines in Montana (Young interview, April 28, 1975). Thus ended one of the more successful programs that had been offered by the Butte Vocational-Technical Center.

ENROLLMENT

Since the Butte Vo-Tech opened its doors in 1968, the Center has maintained constant enrollment.

In 1969, the enrollment at the Center was approximately five hundred students.[15] For the 1970-71 school year the enrollment dropped back to four hundred sixty. By the year 1971-72 enrollment had climbed back to four hundred eighty three students. The 1972-73 school year saw five hundred seventy three students enrolled in the post-secondary program, and for the 1973-74 school year five hundred seventy

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[15]Editorial, The Montana Standard [Butte, Montana], September 27, 1970, p. 4.

nine students had enrolled at the Butte Vocational-Technical Center.[16]

In looking at future enrollment, the Administration anticipates an increase in enrollment to seven hundred sixty by the school year of 1976-77 (Comparison of Enrollments).

This author believes part of this increase will be attributed to an increasing number of high school graduates, who will opt to attend a technical school instead of going to college. Additional student enrollment at the Vo-Tech will result from the closing of the Butte Business College. Already, twenty-three former students of the Butte Business College have registered for classes at the Butte Vo-Tech.[17]

A LOOK AT THE FUTURE

The Butte Vocational-Technical Center is not resting on its laurels, or past successes, but is eagerly looking forward to the future.

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[16]Comparison of Enrollments of Post-Secondary Vocational-Technical, for Fiscal Years 1971 through 1974, Office of the Superintendent of Public Instruction, Helena, Montana, January 15, 1975. Hereafter this report is cited as Comparison of Enrollments.

[17]Statement of Jerry Martin, counselor, Butte Vocational-Technical Center, personal interview, Butte, Montana, April 11, 1975.

That future, hopefully, includes a new Vocational-Technical Center for the Butte Area. The evidence supporting this statement appeared in an article in The Montana Standard on April 24, 1975, which stated:

> Power transmission lines on the forty-acre site of a proposed new Butte Vo-Tech Center are being relocated to facilitate further planning and to beat rising costs. . . .

Further evidence printed in the same article stated: "The Vo-Tech Center received a State Grant of One Hundred Thousand Dollars for site acquisition and development in 1973." The same article also hinted that "Butte officials were hopeful of receiving about six million dollars this year for the construction of a new center. . . ."

The question naturally arises, "Why a new Vo-Tech, when the present one is only seven years old?" That question can best be answered by an article that appeared in The Montana Standard on November 1, 1970. To quote from that story:

> Butte's Vocational-Technical School is overcrowded to a point that Dave Keltz, one of the school's assistant directors, describes the condition as pathetic. . . .Vo-Tech students have to use an unfinished basement area for a lounge area. The original students' lounge area. . .is being used for bookkeeping-accounting classes.
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> . . .Part of the unfinished basement is. . .used to show movies to auto mechanics classes. Students must carry their chairs from the mechanics area on the main floor to be seated for the movies.

Another reason for the overcrowded condition at the Vo-Tech, is that a number of classes from Butte High School also use the building. For example, to quote from that same Montana Standard article, the

> entire carpentry shop is used for high school students; one classroom is used every hour of the school day for high school typing classes, and the business machine room is used five hours a day for high school students.

In addition to the overcrowding, due to the number of students using the building, there is also the problem that some of the shop areas are not large enough. According to Jim Graham, one of the counselors at the school. the welding department needs a lay-out room, in order to do a better job of serving those students enrolled in welding.

These few examples indicate the need for a Vocational-Technical Center to be used exclusively for post secondary education. It appears evident, to this author, that unfortunately, at the time the Butte Vo-Tech School, was being planned for use in conjunction with business and shop classes at Butte High School, the planners did not forsee the overwhelming response the Butte Vo-Tech would receive in this community from post secondary students.

SUMMARY

For thirty years it was the dream of those working in the field of vocational and adult education in School District Number One, to have a vocational school, with all the programs under one roof. That vision became a reality when the Butte Vocational-Technical Center opened its doors in 1968.

Construction of the post-secondary school was made possible by a $424,500.00 grant from the Economic Development Administration, and a $596,000.00 bond issue voted by the taxpayers of School District Number One. An interesting fact about the grant from the Federal Government was that it was one of only three made by the Economic Development Administration for construction of a vocational school.

Butte's ultra-modern Vocational-Technical School contains 61,157 square feet. Of that amount 59,892 square feet is usable floor space. Surrounding the building is parking area that has space enough for one hundred twelve vehicles.

The following nine teaching areas are found in the building: business education, electronics laboratory, drafting technology, building trades laboratory, machine

and metal trades laboratory, auto mechanics laboratory, welding laboratory, home economics and visual aids laboratory. Also to be found in the building are administrative offices, a teacher lounge, and interview room, in addition to space for future expansion of the building.

In 1968, the Butte Vocational-Technical Center was designated by the Montana Board of Education as an area Vocational-Technical Center.

The courses offered by the Butte Vocational-Technical Center are as follows: home economics, health occupation, office occupations, computer technology, technical education, and trades and industry.

In addition to the above courses, the Vo-Tech also offers an "Adult and Continuing Education" class. This course is primarily designed to help students, currently enrolled at the Center to overcome weak areas. This course covers such areas as reading, basic and advanced mathematics and communication skills. In addition, students can also prepare for the General Education Development test (GED).

The Butte Vocational Technical Center also offers some very unique courses in addition to the ones just mentioned. Such courses include: Off-Highway Vehicle Programs, Coal Miner Training Programs, and until the Anaconda Company

stopped hiring miners, a Miner Entry Program to train hard-rock miners. Beginning in November of 1970, and running through the fall of 1974, the Miner Entry Program was one of the most successful courses offered by the Butte Vocational-Technical Center.

The Off-Highway Vehicle Course prepares persons to operate electric trucks in open pit and other heavy construction operations.

Under the provisions of the Federal Coal Mine Health and Safety Act of 1969, the Butte Vo-Tech offers a Coal Mine Training Program to those employed in coal mining in Montana. This course covers all aspects of mining coal, from health and safety standard to reclamation.

The number of students enrolled at the Butte Vocational-Technical Center has been constant since its opening in 1968. The first year the center was open it had an enrollment of approximately five hundred students. That figure has increased to five hundred seventy-nine for the 1973-74 school year.

In looking to the future, the Butte Vo-Tech Center is not resting on its laurels of past successes, but is planning to expand its plant. The staff is optimistic the future will include a new Vocational-Technical Center for

the Butte area. The main reason a new building is needed is due to the fact that the present building is bursting at the seams. Not only is the building used by the post-secondary students, but a number of high school vocational classes are also held in the Vo-Tech Center, and these courses add to the crowded condition at the center.

With construction of a new Vocational-Technical Center, exclusively for the use of post-secondary students, the overcrowding at both the Vo-Tech and the High School could be eliminated.

CHAPTER IV

COOPERATIVE PROGRAMS WITH THE FEDERAL GOVERNMENT

INTRODUCTION

During the period 1970-73, Butte Vocational-Technical Center, School District Number One, Butte, Montana, was granted the unique opportunity of demonstrating a number of projects under Section 309b of the Elementary and Secondary Education Act of 1965. These projects were: Project Homebound, The Experiment at Butte, and Project Prepare.[1]

These programs provided learning opportunities in Silver Bow County for some under-educated adults in "kitchen classes" at home, and group classes in neighborhood centers, to aid in improving the participants educational, economic and social positions in the community. The project provided non-English speaking adults the opportunity to become reasonably proficient in communicating the English language. Between 1970-1973, eight hundred eighteen adults were enrolled in the previously mentioned three projects. A general analysis of this number indicated one-sixth of the participants were foreign born, mostly Asians and Europeans; one

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[1]309b Replication Guide, School District #1, Butte, Montana, Butte Vocational-Technical Center, p. 1. Hereafter this report is cited as Replication Guide.

third were American Indians and Mexican-Americans; and one-half urban whites residing within the Model City area (Replication Guide p. 1).

PROJECT HOMEBOUND

Project Homebound was a pilot program in the United States, conceived by Dave Keltz of the Butte Vocational-Technical Center, and Bill Milligan of the Butte Model City Agency.[2]

Project Homebound was a demonstration program, in the use of volunteers, as a means of attacking adult illiteracy. The Adult Basic Education (ABE) Program, which included communication and mathematics skills, was used to bring education into the homes and neighborhoods of the adults of Butte. Surveys indicate that conditions in Butte coincided with conditions nationally, and that fewer than five percent of the people in need of basic education actually receive such education (Project Homebound, Third Quarterly Report, p. 1). According to the Montana State Department

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[2]Final Report, Project to Utilize Volunteers in Eliminating Adult Illiteracy, School District #1, Butte, Montana, Butte Vocational-Technical Center, 1971, p. A-1. Hereafter this report is cited as Project Homebound.

of Public Instruction statistics for 1973 there were eleven thousand nine hundred twenty three educationally disadvantaged adults residing in Silver Bow County (Replication Guide, p. 2). This writer believes that approximately the same figures would hold true for 1970. Project Homebound rested on a simple axiom: "If the urban person in need of education could not, or would not, come to class, the educator should go to him" (Project Homebound, p. A-1).

During Project Homebound, a staff of twenty-two persons were hired; this included the Project Director, Assistant Director, six Master Teachers, twelve Teacher-Aids, one Clerk-typist, and a part-time Counselor (Project Homebound, p. A-2).

After the staff was hired for Project Homebound, it was then necessary to recruit thirty volunteer teachers. These volunteers were recruited by mailing letters to Butte, Montana service clubs and unions. In these letters requests were made to address these clubs and unions in an effort to solicit teacher-volunteers. Advertisements were placed in local newspapers and on radio and T.V. for volunteer teachers. By these means, thirty volunteer teachers were recruited for Project Homebound (Project Homebound, First Quarter Report, p. 2).

To insure the smooth functioning of the program, a permanent Advisory Committee was established. The basic purpose of this committee was to provide an effective means of two-way communication between the general public and the project (Project Homebound, p. C-72). The members of the committee were from the principal Project Homebound, and cooperating local agencies, which included: Model Cities, Butte School District Number One, North American Indian Alliance, Butte Senior Citizens, and the State Employment Office, just to mention a few (Project Homebound, p. C-73).

Before any instruction began, a thirty-hour workshop was conducted to train the staff and volunteers of Project Homebound in the psychology and teaching of adults, as well as the types and uses of instructional materials (Project Homebound, p. C-43).

Homebound instructors were then divided into six teaching teams; each comprised of a certified teacher, who served as a team leader, and designed the material used; two teacher aides, who recruited students and prepared and taught materials; and five volunteers, who conducted classes in private homes one night a week with teacher support. Daily two-hour in-service training sessions were

given to both aides and volunteers by team teachers and consultants (Project Homebound, p. C-59).

Funds to support the program were received from Model Cities, School District Number One, and the Department of Health, Education and Welfare (Project Homebound, p. A-1).

Student recruitment began in September of 1970, utilizing a list of names compiled through multi-agency cooperation in Butte, and through other personal contact with potential students. Use was also made of the radio, newspapers, and T.V. to contact persons who may have been interested in the project. Instruction, under the Homebound Project, began in October, 1970, with eighty-one students, and terminated on June 30, 1971 with three hundred forty two students enrolled (Project Homebound, Second Quarter Report, p. 1).

The overall response to Project Homebound was highly favorable. A second drive for student recruitment began on November 15, 1971, with new students being enrolled daily. A general breakdown of the three hundred forty-two students were as follows: one sixth, foreign-born; one-third, of predominant Indian and Mexican-American minority groups; and one-half were native Caucasians (Project Homebound, p. E-13).

The Homebound project was divided into three phases. Phase I included the enrollment and individual home instruction of students in organized "kitchen classes." Phase II involved the grouping of students into classes organized at neighborhood centers in which the students moved from a one-to-one situation in the home to group instruction classes. Phase III comprised the initiation of an eventual take-over of the classes by the volunteer teachers. It was concluded, a new approach, such as this, must replace traditional educational methods to appeal to ABE students and to deliver the core curriculum of the ABE Program to them (Project Homebound, p. A-3).

One of the main purposes of Project Homebound was to serve as a demonstration project for the use of volunteers in a homebound method of attacking adult illiteracy in urban areas. However, this feature of the project, the utilization of volunteers as teachers, proved successful only to a degree, as some volunteers proved to be incompetent and unreliable and had to be replaced.

The quest for dedicated volunteers, which continued throughout the duration of the program, was circumvented by the enlistment of certified teachers, as well as business and professional people (Project Homebound, p. D-7). As the

program ended, teacher aides were teaching ABE students, and through on-the-job training they acquired the skills and confidence needed to be good teachers (Project Homebound, p. A-3).

Project Homebound has demonstrated statistically, by student enrollment and retention, the feasibility of home instruction. Finally, the project has proven itself an effective operational vehicle in ABE home instruction in Butte, Montana, and could be utilized to great advantage in other American cities (Project Homebound, p. A-3).

THE EXPERIMENT AT BUTTE

The title of the second federally funded 309b project sponsored through the Department of Health, Education and Welfare was "The Experiment at Butte."

The Experiment at Butte was a demonstration project designed to determine the effectiveness of using the Joseph Tussman education model in an Adult Basic Education Program (ABE).[3]

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[3]The Experiment at Butte: A Project Designed to Introduce Reflective Material to ABE Students, Final Report, Butte, Montana 1972, p. 246. Hereafter this report is cited as the Experiment. See also Tussman, Joseph, Experiment at Berkeley, New York: Oxford University Press, 1969.

The purpose of the Joseph Tussman method was to combine the teaching of ordinary core ABE skills, such as basic or General Education Development (GED) and computational and communicative skills, with the teaching of reflective skills. In addition to these aims, the Experiment at Butte sought to meet certain other instructional aims. These aims included drawing students into small educational groups and making changes in interaction among lesson participants in order to booster an informal, relaxed feeling at lessons. In essence, both students and teachers were to become fellow students (The Experiment, p. 5).

In order to develop and carry out the Tussman model, in the Experiment at Butte, a project director, coordinator, six master teachers, seven teacher aides, an evaluator, two evaluation consultants, and two humanities consultants were hired as project personnel (The Experiment, p. 24).

Teachers and teacher aides were paried into six teaching teams divided on a GED-basic basis in order to handle the two hundred eight students, who eventually enrolled in the Program (The Experiment, p. 28).

Since all the teachers hired for this project had participated in Project Homebound, they had experience teaching in the field of adult education. So for this

reason, pre-service training efforts were directed to explaining and clarifying notions about the new project (The Experiment, p. 73).

The humanities consultants, from the University of Montana, Tom Huff and Gail Wallis, conducted pre-service training sessions. The purpose of the sessions was to familiarize the administrators and the instructional staff with the nature of the Tussman approach and ways to handle reflective materials during lessons (The Experiment, p. 74).

For comparison purposes, the teaching teams were divided into an experimental and control group. The teachers in the experimental group were to try and follow the Tussman model. Teachers in the control group were to instruct their students as if they were in Project Homebound (The Experiment, p. 19).

Instruction began on October 4, 1971, after the students had been recruited, assigned to teams, and tested formally and/or informally to determine their skills and competencies (The Experiment, p. 98). At this time, only one experimental teacher tried to implement the Tussman model (The Experiment, p. 99). Other experimental teachers continued to teach as if they were part of the control group. The reason they continued to do so, seemed to be because of

some misunderstanding concerning the Experiment, as well as preconceptions concerning their students and themselves (The Experiment, pp. 100-105).

At this time the consultants, Tom Huff and Jon Driessen, visited Butte in order to observe lessons and meet the experimental teachers. They discovered, during their visit with teachers, and observing lessons the need for an inservice training session to clear up the teachers misconceptions about The Experiment, and to stimulate the teachers who had not as yet tried experimenting with their classes to do so (The Experiment, p. 109).

These inservice training meetings of December 6th and 7th, proved to be the turning point in The Experiment at Butte. Following the Christmas break, all experimental teachers began to introduce reflective materials in the ABE lessons for their students to consider in order to develop their reflective skills (The Experiment, pp. 110-111).

The project, Experiment at Butte, resulted in two major conclusions. One, that it is possible to implement the Tussman model in an ABE Program, with both basic and GED students (The Experiment, p. 157). The second major outcome of the project, was the new typology of ABE students. These were divided into four categories: slow

learners, skill-oriented students, combined reflective and skill-oriented, and non-skill students (The Experiment, pp. 160-170). Some readers may question the practice of placing students in different categories.

The experiences of the Experiment at Butte point out the development of a new kind of ABE Program to meet the needs of a diverse type of adult student not provided for in conventional adult education programs (The Experiment, p. 238).

To meet this need, a new four-track program was recommended stressing pluralism and flexibility. The proposed four-track program would consist of the following classes: adult special education, in addition to streamlined, combined and non-skill track. Within each track, basic and GED distinctions are made since they seem to be worthwhile ways of organizing students and assisting teachers (The Experiment, pp. 239-242).

PROJECT PREPARE

The third project that the Butte Vocational Center, School District Number One demonstrated was Project Prepare. This project was funded by a grant from the Department of

Health, Education and Welfare, as were Project Homebound and The Experiment at Butte.[4]

Project Prepare was a home-based Adult Basic Education and preschool program. The first purpose of this project was to teach educationally disadvantaged parents ABE skills in their own homes. The second purpose was to instruct these parents how and what to teach their pre-school children (Project Prepare, p. 1).

Project Prepare was innovative in that it not only affected the parent, but its influence carried over to the child. As parents became aware of their own educational goals, they became more confident in guiding their pre-school children (Project Prepare, p. 1).

In August of 1972, staff selection was completed for Project Prepare. The staff was comprised of a part-time director, one full-time coordinator, six full-time teachers, six full-time aides, and one secretary (Project Prepare, p.3).

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[4]Project to Teach Educationally Disadvantaged Parents ABE Skills in their own Homes, and to show these Parents how and what to teach their pre-school children. Final Report, Butte Vocational-Technical Center, Butte, Montana, 1973. Hereafter this report is cited as Project Prepare.

As in the previous demonstration programs, Project Homebound and the Experiment at Butte, teacher and teacher-aide training workshops were designed by the Superintendent of Adult Basic Education, Office of the State Superintendent of Public Instruction, and the Butte Vocational-Technical Center staff (Project Prepare, p. 1).

Prior to scheduling of classes, an intensive three-day workshop was held for the staff. This workshop was conducted by the State ABE Supervisor, assisted by the State Project Prepare Evaluator, a Mathematics Specialist, and a Reading Specialist. The Project Prepare staff were trained, at this workshop, in such areas as, life style of the disadvantaged, use of available materials, techniques of teaching ABE skills, and methods of teaching parents how and what to teach their children. The highlight of this workshop, was a direct long distance telephone loudspeaker staff discussion with Dr. Alan Knox, Professor of Adult Education, University of Illinois (Project Prepare, p. 2).

Now that the task of employing and training a staff had been completed, the next item of business was the recruitment of students to participate in the program. The method of student recruitment used was similar to the methods used for Project Homebound and The Experiment at

Butte. The actual means used to contact potential students included the solicitation of local, state and federal organizations and agencies for prospective students; personal contact with potential students, mass media, and word of mouth publicity, Model City resident referrals from the State Welfare Office, and teacher, teacher-aide recruitment of potential students with pre-school children encountered in field operations (Project Prepare, p. 3).

After students had been enrolled in the program, the actual teaching began. Not only were the parents to receive individual instruction in the home, but also instruction was available in three neighborhood learning centers situated within the city. These centers were located at the Butte Vocational Center, the Indian Center, and the Butte Y.M.C.A. (Project Prepare, p. 2).

As Project Prepare progressed, the parents were taught basic academic skills, while at the same time learning the needs of their pre-school children, in such areas as sensory and motor skill development (Project Prepare, p. 4).

To acquaint parents with the overall objectives of the program, and at the same time receive family guidance from local consultants, bi-monthly group meetings were held at the neighborhood learning centers (Project Prepare, p. 4).

These meetings covered such topics as social living skills for the family, with emphasis on the health and nutrition of the pre-schooler and his family. Two of the bi-monthly meetings were devoted to instructing parents in the use of skill building toys made from household articles. Other meetings featured creative play, safety training and emotional and physical characteristics of children ages two to five.

Total student enrollment for Project Prepare was two hundred sixty-nine parents, and sixty-one pre-school children. The majority of the enrollees were low income white families. Others were Oriental, Spanish-speaking people and American Indians.

The project was parent-oriented in proposing techniques for home pre-school teaching and creativity; use of a mass media for parent education and adult individualized and group classes. The most popular subjects taught were reading, mathematics and naturalization instruction.

The project was also child-oriented in that it encouraged parents to take part in developing their children's school readiness skills and in emphasizing that parents and children should play and learn together (Project Prepare, p. 5).

Included as part and parcel of Project Prepare, were many "extra-curricular" enrichment opportunities for both the parent and child. These enrichment opportunities for the parent varied from attendance at a series of weekly art films (with staff members) to participation in a local art show; encouragement to watch T.V. specials as a family; viewing of a local-made film on "The History of Butte," and visits to the Montana State Historical Museum and the World Museum of Mining.

In planning field trips for both parent and child, emphasis was placed on using the resources of the community. Some of the places visited were a day care center, a railroad station, a Huterite Colony, a fire station, and a visit to the Montana State Legislature, while in session. It seemed very appropriate that at the time of the visit, the legislators were discussing a bill to provide education on a state wide basis for pre-school education (Project Prepare, p. 6).

In order to provide assistance to the tutors, daily one-hour training sessions were held. In these sessions, such topics as how to involve parents, effective techniques, and use of community resources were covered. In addition to these practical topics, three philosophies of pre-school

education, Montessori, Piaget, and Hymes, were presented by the staff and discussed at various in-service training sessions (Project Prepare, pp. 6-7).

In order to evaluate Project Prepare, School District Number One, Butte, Montana, signed a contract with the State Superintendent's Office for the purpose of evaluating Project Prepare. The method used by the State included weekly teacher logs, submitted to the State evaluators, as well as monthly reports on each parent-child team. In order to determine the status and progress of the project, the evaluators conducted periodic, objective reviews between November 1, 1972, and June 7, 1973, of the Program. The evaluators then shared this information with the project staff to provide an on-going feedback to the project (Project Prepare, p. 3).

As Project Prepare neared completion, the Contemporary School Readiness Test was administered to the five-year olds enrolled in the program. So other participants would not feel excluded, certificates of participation were presented to all pre-schoolers, who completed the program. Parents were supplied with a questionnaire on which to make comments and suggestions concerning the project. These questionnaires

were then returned to the evaluators for their use (Project Prepare, p. 7).

Project Prepare ended Butte's Vocational-Technical Center, School District Number One, Butte, Montana's involvement in innovative adult education programs funded under Section 309b, of the Adult Education Act.

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)

In addition to Project Homebound, The Experiment at Butte, and Project Prepare, School District Number One has also cooperated with the Federal Government, and the Montana State Employment Service in operating an adult education program, funded under the Comprehensive Employment and Training Act of 1973.

This particular program, the first of its kind in Montana, actually began in 1962, under the Area Redevelopment Act, to provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons.[5]

Under this program, the Montana State Employment Service

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[5]The Montana Standard, [Butte, Montana], February 10, 1962, p. 1, col. 3.

selected the trainees that were eligible to participate in the training program from its files.[6]

School District Number one signed a contract with the Montana State Employment Service to provide administrators, teachers, and janitorial staff for the educational and training program. This was the only connection between CETA and the local School District. The teachers and administrators were paid by the Federal Government through the School District.

Since the inception of Butte's occupational training program for the unemployed in 1962, the curriculum has basically remained the same, but the name under which the program operates, has been changed at least three different times.

When the program began in 1962, it was sponsored under the Area Redevelopment Training Program; in 1968, the project was referred to as the Manpower Development and Training Program, and since 1973, it has been called, the Comprehensive Employment and Training Program (CETA).[7]

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[6]The Montana Standard [Butte, Montana], April 8, 1962, p. 1-13, col. 1.

[7]Statement by Jack O'Neill, Director of Education Programs for the Comprehensive Employment and Training Project, personal interview, Butte, Montana, May 13, 1975. Hereafter cited as O'Neill interview.

In the beginning of the occupational training program all classes offered by this program, were in the vocational fields; such as engineering aide, diesel mechanic, and nurses aide. In 1968, when it was determined that many of these unemployed people were pratically illiterate an Adult Basic Education (ABE) course was added to the curriculum. In 1971 a course to prepare students to take the General Educational Development (GED) Test, was added to the program (O'Neill interview). The GED class was added because some of the vocational classes required a high school diploma, or GED certificate in order to enroll in the class, e.g. engineering aide, and Licensed Practical Nurses course (O'Neill Interview).

CETA PROGRAMS TODAY

Since 1968, CETA vocational training classes, such as the Licensed Practical Nurse and Engineering aide classes, have been offered through Butte's Vocational-Technical Center for enrollees in the CETA Program (O'Neill Interview).

The classes that are offered at the CETA Center are flexible in nature, and are designed to meet the needs of the community and students enrolled. Many of the classes are therefore offered on a need basis. For example, if it

is determined there is a need for waitresses in the Butte area, the CETA Center would then offer a course in "How to Become a Waitress" (O'Neill Interview).

Following is a list of courses that have been offered, or are being offered, by the Comprehensive Employment and Training Center in Butte: nurses aide, service station attendant, psychiatric aide, waitress training, remedial business, basic education, and GED preparation (O'Neill Interview).

SUMMARY

Chapter IV comprised an account of three demonstration projects: Project Homebound, the Experiment at Butte, and Project Prepare, funded under Section 309b, of the Adult Education Act. This chapter also includes the adult education program offered by the Comprehensive Employment and Training Center, located in Butte.

PROJECT HOMEBOUND

Project Homebound was a pilot program in the United States to demonstrate the feasibility of using volunteers as a means of attacking adult illiteracy.

A staff of twenty-two persons were employed by Project Homebound, and thirty volunteer teachers were recruited to aid the full time staff for the program.

To insure the smooth functioning of the program, a permanent Advisory Committee was established. The basic purpose of this committee was to provide an effective means of two-way communication between the public and the Project. The members of this committee were drawn from the principal agencies that were cooperating with Project Homebound.

To implement Project Homebound, the instructors were divided into six teaching teams, each comprised of a certified teacher, two teacher-aides, and five volunteers.

THE EXPERIMENT AT BUTTE

The second 309b project funded through the Department of Health, Education and Welfare was entitled, "The Experiment at Butte,"

The purpose of this demonstration project was to determine the effectiveness of using the Joseph Tussman education model in an Adult Basic Education Program.

Teachers and teacher-aides were paired into six teaching teams, in order to handle the two hundred eight students, who eventually enrolled in this program.

The pre-services training session for the Experiment were devoted to familiarizing the staff with the nature of the Tussman approach, as well as ways to handle reflective materials during lessons.

For comparison purposes, the teaching teams were divided into an experimental and control group. The experimental group were to try and follow the Tussman model and the control group were to instruct their students as they had in Project Homebound.

Two major conclusions were reached, as a result of the Experiment at Butte. One, that it is possible to implement the Tussman model in the ABE Program, with both basic and GED students; and two, that out of the project came a new typology of ABE students. The Experiment revealed four types of ABE students: slow learners, skill-oriented, combined reflective and skill-oriented, and non-skill students. As previously mentioned, some readers may not agree with the idea of placing students in categories

PROJECT PREPARE

The third project that the Butte Vocational-Technical Center demonstrated was Project Prepare. This project was also funded by a grant from The Department of Health, Education and Welfare.

Project Prepare was a home-based Adult Basic Education and Pre-school program. This project had a two-fold purpose: One, to teach educationally disadvantaged parents ABE skills at home; and two, to show these parents how and what to teach their pre-school children.

A pre-school workshop was held for the staff of Project Prepare. The workshop covered such topics as the life style of the disadvantaged, use of materials, techniques of teaching ABE skills, and methods of teaching parents how and what to teach their children.

In the Experiment at Butte, the students received individualized instruction in their home. Instruction was also available at neighborhood learning centers situated within the city.

An integral part of Project Prepare was bi-monthly group meetings for the parents. At these meetings, the

parents were acquainted with the objectives of the program, and received family guidance from local consultants.

Another unique feature of Project Prepare was the many "extra-curricular" activities provided for both parents and children.

As in the other two projects, daily training sessions were held for the tutors, ranging from practical topics to different philosophies of pre-school education.

COMPREHENSIVE EMPLOYMENT AND TRAINING PROJECT

School District Number One cooperated with the Montana State Employment Service to provide job training opportunities for unemployed, underemployed and economically disadvantaged persons through the Comprehensive Employment Training Act.

Participants in this program, received both classroom and laboratory instruction in their vocational field in order to better prepare them for future employment.

CHAPTER V

FINANCING ADULT AND POST-SECONDARY VOCATIONAL EDUCATION

INTRODUCTION

In the previous chapters of this paper, discussion has centered on the various kinds of programs offered by School District Number One in the area of Adult and Post-Secondary Education. Very little has been mentioned regarding the financing of these programs.

Chapter Five will deal with the financing of the many programs in the field of Adult Education offered by School District Number One.

The funding for the Adult Evening Program, the Butte Vocational-Technical Center, and the cooperative programs with the Federal Government are derived from three sources: the Federal Government, State Government and the local School District.

The funding for each of the above mentioned programs will be discussed separately.

ADULT EDUCATION PROGRAM (EVENINGS)

The monies to support the evening Adult Education Program are received from Federal, State and local Governments.[1]

During the early years of the program, 1939-45, Federal funds were made available to the School District under provisions of the Smith Hughes Act of 1917. One of the purposes of this act was to train adult workers, who were already established in a trade.[2] The Federal monies received under this law were used to reimburse the School District for the salaries paid the qualified instructors and coordinators employed in the evening program (The Montana Standard, January 26, 1948).

Another source of funds, during the formative years of the Adult Education Program were monies that were diverted from the high school budget. The use of high school funds for students over twenty-one years of age was illegal and caused some opposition to the adult Education Program during the 1940's (Davis interview).

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[1]Statement by Charles C. Davis, former superintendent of Schools, personal interview, Butte, Montana, November 9, 1974. Hereafter cited as Davis interview.

[2]The Montana Standard [Butte, Montana], January 26, 1948, p. 3, col. 6.

As a result of the opposition to the funding of the Adult Education Program, Mr. Charles Davis went before the State legislature and requested that legislation be passed to finance adult education at the local level. The resulting legislation allowed the trustees, if they so desired, to levy up to one mill for the support of adult education. However, this was to be a voted levy, which meant that the taxpayers would have to approve the mill levy at every school election.

In the school elections of 1947 and 1948, the voters approved the levy for the support of adult education in Silver Bow County.[3] But, unfortunately, beginning with the school election of 1949 through 1955, the voters turned down every special levy for the support of the adult education program. In fact, as time went on, the vote opposing the levy increased with each passing year. For example, in The Montana Standard for April 3, 1949, the vote on the levy for adult education was three thousand eighty-four favoring the levy, and three thousand one hundred fifty against the levy.[4] In April of 1954, the vote was three

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[3]The Montana Standard [Butte, Montana], April 6, 1947 p. 1, col. 2, and see also The Montana Standard [Butte, Montana], April 4, 1948, p. 1, col. 2.

[4]The Montana Standard [Butte, Montana], April 3, 1949, p. 1, col. 1.

thousand seven hundred ninety six for the levy, and five thousand nine hundred fifty four opposing the adult education levy.[5]

Since the taxpaying voters had consistently rejected the mill levy to support the adult education program, the school board refused to levy even half a mill for the program between 1955-1959.[6]

Despite these set-backs, School District Number One continued to operate an adult education program. The question that comes to mind is: how was the School District able to finance an adult education program without the taxpayers support? An article that appeared in The Montana Standard on April 24, 1951, gives us a partial answer to that question,

> Charles Davis, vocational director for Butte public schools, reported to trustees. . .continued operation of evening vocational classes has been made possible by contributions, in the form of materials, from the Anaconda Copper Mining Company, the local automobile dealers, the Machinists Union, and the Veterans Administration.

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[5]The Montana Standard [Butte, Montana], April 3, 1954, p. 12, col. 3

[6]The Montana Standard [Butte, Montana], for April of the years of 1956, 1957, 1958, and 1959.

It should also be remembered that the District would receive money under provisions of the Smith-Hughes Act.

Also, during the 1950's School District Number One started to charge fees for some of the adult education classes in order to have funds to support the program. Other sources of funds to keep the adult education program during the 50's were monies diverted from the high school budget. By tapping these sources for funds, the evening adult education program was able to function during the 1950's (Davis interview).

Today's adult education program is financed under Section 75-7207 of the Revised Codes of Montana 1947, which provides that:

> The trustees of any district may authorize the levy of a tax of not more than one (1) mill. . . for the operation of an adult education program. . .

There is a very interesting story behind the passage of the bill to allow school districts to levy the one mill for adult education. After this bill was introduced in the Montana Senate, during the 1959 session, it was sent to the education committee for a hearing. At the hearing only lobbists for the Anaconda Company and the Montana Power Company appeared in opposition to the bill. No one came to testify in favor of the bill, so the bill was killed in

committee. Then Maurice Driscoll, Director of Vocational Education, School District Number One, Butte, Montana, asked Senator Charles Mahoney for a chance to speak in favor of the Adult Education Bill. The hearing was reopened, and Driscoll testified to the committee that he was unable to obtain any money from the school board for adult education, but the board could find money to buy batons for the twirlers. According to Mahoney, it was for this reason that the committee approved the bill, and that it was passed by the legislature in 1959.[7]

Since 1959, the one mill levy has been the major source of funds for the adult education evening program in Butte. In addition to this levy, a five dollar registration fee is charged for some of the adult classes held in the evening to help support the program.[8]

BUTTE VOCATIONAL-TECHNICAL CENTER

Funds to operate the Butte Vocational-Technical Center

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[7]Statement by Charles Mahoney, former Montana State Senator, personal interview, Butte, Montana, January 16, 1975.

[8]The Montana Standard [Butte, Montana], January 26, 1960, p. 10, col. 6.

came from three sources: the Federal Government, State Government, and the local School District.

The primary source of financing for the Butte Vocational-Technical Center is the monies received from the State of Montana, that have been appropriated by the legislature for post-secondary vocational education.[9] The next most important source of funds are those received from the Federal Government. Under the Vocational Act of 1963, the National Government appropriates money to be used for vocational education within each State. After Montana receives its share of the money, the State Department of Public Instruction distributes a portion of this amount to each of the five area vocational-technical centers in Montana. The Butte Vocational-Technical Center is one of the five area centers in Montana (Keltz interview). Other area centers include: Billings, Great Falls, Helena, and Missoula.

Locally one mill is levied on a county-wide basis to finance vocational-technical education at the post-secondary level. In 1974-75 one mill raised $57,162.00 (Keltz interview).

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[9]Statement by Dave Keltz, Assistant Director, Butte Vocational-Technical Center, personal interview, Butte, Montana, May 20, 1975. Hereafter cited as Keltz interview.

In addition to these monies, fees charged to the students have been considered part of the operating budget for the Butte Vo-Tech since 1974. For fiscal year 1975 the total budget for the Butte Vo-Tech from all sources was $695,000 (Keltz interview).

SPECIAL PROJECTS

The three demonstration programs, Project Homebound, The Experiment at Butte, and Project Prepare were all funded under Section 309b of the Elementary and Secondary Education Act of 1965, as amended.

In addition to the Federal funds granted for these three programs, funds were also obtained from the Model City program, the State Government, and School District Number One.

PROJECT HOMEBOUND

A total of one hundred fifty one thousand, two hundred forty-seven dollars was required to fund Project Homebound for one year. Of this amount, one hundred thirty-six thousand dollars was contributed by the Federal Government, with the remaining amount $15,247 was received from the

Model City Program and School District Number One, Butte, Montana (Keltz interview).

THE EXPERIMENT AT BUTTE

The Experiment at Butte costs amounted to $152,465.00 for a one year program. Uncle Sam contributed $137,218.00 of this total amount. Butte Model City Agencies' Share was $12,000.00 and the remaining amount was contributed by School District Number One in the form of In-Kind Services, e.g., use of office space (Keltz interview).

PROJECT PREPARE

The third of the demonstration projects funded under Section 309b was Project Prepare. The total cost of this project was one hundred four thousand dollars. Monies to support Project Prepare came from the Federal Government, the State Government, Model City Agency, and School District Number One.

The Federal Government's share of this total was fifty thousand dollars; the State of Montana contributed thirty-five thousand dollars; Butte's Model City Agency contributed twelve thousand dollars; and School District Number One's share was seven thousand dollars (Keltz interview).

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)

The Comprehensive Employment and Training Program is funded completely by the Federal Government with School District Number One only providing administrative support. Funds are appropriated each year by Congress for the CETA Program and the funds are then distributed to the individual States to finance their training programs under provisions of this law (O'Neill interview).

For fiscal 1975, about one hundred ninety-two thousand dollars was used to fund the CETA Program in Butte, Montana (O'Neill interview).

SUMMARY

Chapter V discusses the manner by which the various Adult Education Programs of School District Number One, Butte, Montana have been funded.

The evening Adult Education Program has been funded by the Federal Government under the Smith-Hughes Act, a one mill local tax levy, and a fee collected from students enrolled in the program.

Funds to operate the Butte Vocational-Technical Center come from the following sources: the State of Montana, the

Federal Government, pursuant to provisions of the Vocational Act of 1963, a local tax levy of one mill, and the monies received from students' fees.

The three demonstration programs operated by the Butte Vocational-Technical Center, Project Homebound, The Experiment at Butte, and Project Prepare were funded through grants received from the Federal Government; the Butte Model City Program; and the State of Montana; with matching funds from School District Number One, Butte, Montana.

Monies to support the CETA Programs are secured entirely from the Federal Government. There are no State or local funds received for the operation of this program whatsoever.

CHAPTER VI

BUTTE ADULT EDUCATION ASSOCIATION

INTRODUCTION

In January of 1971, a group of dedicated adult educators decided to form an organization to further the aims of adult education in Silver Bow County and the neighboring areas.

The incentive to form the organization came that fall, September 1, 1970, when Project Homebound was started. Many of the individuals employed on this program had little or no experience in the field of adult education, and thought it would be a valuable experience to establish an organization to provide a vehicle to inform the Project Homebound staff, and other adult educators of developments in the field of adult education. Thus was born, the Butte Adult Education Association (BAEA).[1]

The Butte Adult Education Association was not intended as just a temporary organization during the life of Project Homebound. This can be seen, this writer believes, from reading Article II of the Association's constitution, which

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[1]Statement by Dave Keltz, Assistant Director, Butte Vocational-Technical Center, personal interview, Butte, Montana, May 20, 1975. Hereafter cited as Keltz interview.

states the purposes for which the BAEA was established. These purposes are as follows:

1. To serve as an instrument of cooperation among the persons and organizations engaged in, or interested in adult education in the City of Butte and surrounding area.

2. To further the concept of education as a process continuing throughout life.

3. To promote and develop adult education in the community by affording opportunities to professional and non-professional adult educators to increase their competencies.

4. To encourage and assist organizations and agencies concerned with adult education to develop appropriate adult activities and to effectively coordinate their services in adult education.

5. To gather and disseminate pertinent information about adult education.

6. To do any and all. . .things appropriate to the promotion and development of adult education in the City of Butte and the surrounding area that are feasible within recognized time, financial and personnel limitations.

Thus, as can be seen, these are not just short term goals, but indicate long range goals as well.

MEMBERSHIP

Membership in the Butte Adult Education Association is open to any individuals, organizations, or institutions which applies for membership and pays dues as may be

established by the BAEA.[2] The dues for individuals in the BAEA are $5.00 per year; for four year colleges and universities the dues are $25.00 per year; and for organizations, such as League of Women Voters the dues are $5.00 per year.

The original group that founded the BAEA was comprised of the following people: Dave Keltz, Helen Rice, Pat Harstead, Jack O'Neill, Herb Venner, Mayme Hannifin and Jean Lind (Keltz interview). According to Mr. Herb Venner, Treasurer of the BAEA, membership of the organization has averaged between thirty and forty members per year for the years 1971 through 1975.

1971-1972

The Butte Adult Education Association for 1971-72 was under the direction of the following officers: President, Dave Keltz; Vice President, Percy Craddock; Treasurer, Tom Hitchcock; and Secretary, Helen Rice (Keltz interview).

The main activities, during 1971-72, of the BAEA included having guest speakers at its monthly meetings to inform its members about services available in Butte. The

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[2]Constitution of the Butte Adult Education Association, Article III, Sections 2 and 3, p. 2, 1971.

members of the association could then relay this information to their students in Project Homebound. For example, Mr. Edward Richards of the Safeway Credit Union, and Mr. Glen Hegdahl, Executive Director of the YMCA were only two of the many speakers that year, who informed the membership of the services available to individuals through their organizations (Keltz interview, 1975).

Two other activities, during 1971-72, that the BAEA sponsored were a workshop conducted by Mr. Brent Poalton, Montana State ABE Supervisor, as well as assisting at an art show sponsored by the Community School Program (Keltz interview, 1975).

1972-1973

The Butte Adult Education Association was inactive during the 1972-73 school year. The main reason being the lack of interest among adult educators in School District Number One in the Association (Keltz interview, 1972).

1973-1974

The 1973 school year saw the reorganization of the Butte Adult Education Association. Election of officers was held on October 9, 1973, and the following were elected

to lead the BAEA for 1972-73: President, Jim Courtney; Vice-President, Bill Shovlin; Treasurer, Herb Venner; and Secretary, Judy Holman.[3]

During 1973, the BAEA continued to have guest speakers at its monthly meetings to provide information that would prove valuable to its members.

Speakers for 1973-74 included: Mr. Dave Keltz of the Butte Vo-Tech Center; Sergeant Ted Stolfuss of the Montana Highway Patrol; Dan Regan of the Montana Power Company; and Terry Bass of the Montana Contractor's Association.[4]

It was also during the 1973-74 year that two Fifty Dollar scholarships were established at the Butte Vocational-Technical Center by the BAEA. These scholarships were to be awarded students from either Butte High School, or Butte Central High School, who planned to attend Butte Vo-Tech during the 1974-75 school year.[5]

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[3]Minutes of the Butte Adult Education Association meeting, October 9, 1973.

[4]Minutes of the Butte Adult Education Association meetings for November 13, 1973, February 5, 1974, March 12, 1974, and April 9, 1974.

[5]Minutes of the Board of Director's meeting of the Butte Adult Education Association, May 7, 1974.

In the spring of 1974, the BAEA, in conjunction with Montana Tech's Continuing Education Department, was instrumental in obtaining an Adult Education class in Butte. This class, Transactual Analysis, was taught by Professor Burl Winchester of Montana State University.[6] The Transactual Analysis class rounded out the activities for the year of the Butte Adult Education Association.

1974-1975

Officers of the Butte Adult Education Association for 1974-75 were: President, Bill Shovlin; Vice-President, John Giop. Treasurer, Herb Venner; and Secretary, Judy Holman.[7]

The 1974-75 activities of the BAEA followed much the same pattern as in previous years. For example, Dr. Persons, of Montana Tech, gave a very interesting presentation of Adult and Continuing Education at the November meeting. Dr. Persons described his experiences as an adult educator in India and other areas of the Far East.[8]

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[6]Minutes of the Butte Adult Education Association meeting, March 12, 1974.

[7]Minutes of the Butte Adult Education Association meeting, September 10, 1974.

[8]Minutes of the Butte Adult Education Association meeting, November 12, 1974.

Highlighting the activities of the BAEA for the 1974-75 year was an area meeting of adult educators. This meeting was held in Butte, February 21, 1975, at the Butte Vocational-Technical Center.[9] The purpose of this meeting was to outline the training needs of our region as related to Adult Education and Continuing Education.[10] The guest speaker at this meeting was Mr. Bill Cunneen, State Director of Adult Education for Montana. Mr. Cunneen explained the funding of the Adult Basic Education Program in Montana (Minutes, February 21, 1975).

It is this writers understanding that an additional reason for this area meeting was to discuss the possibilities of organizing an area Adult Education Association. The idea of an area association as yet has not borne fruit.

As in 1973-74, the BAEA again awarded two scholarships to be used at the Butte Vocational Technical Center. This year awards will be in the amount of One Hundred Dollars each.[11]

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[9]Minutes, Butte Adult Education Association Meeting, February 21, 1975.

[10]Minutes, Butte Adult Education Association Meeting, January 7, 1975.

[11]Minutes, Butte Adult Education Association Meeting, May 13, 1975.

SUMMARY

Chapter VI of this paper covers the activities of the Butte Adult Education Association. This Association was founded in January, 1971.

The basic purpose of the BAEA was to further the aims of adult education in Silver Bow County and the surrounding area. In pursuit of this aim, the BAEA, since its founding, has obtained guest speakers for its monthly meetings; sponsored an ABE workshop in 1971; co-sponsored an extension course in Butte through Montana State University in 1974; established two scholarships in 1974 at the Butte Vo-Tech; and organized an area meeting of educators in 1975.

The Butte Adult Education Association is looking forward to providing even more services for adult educators in the future.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

INTRODUCTION

Chapter I of this professional paper states the main purpose for which this paper was written: to trace the historical development of the Adult and Post-Secondary Vocational Education Program of School District Number One, Butte, Montana. This study covers the years between 1939 to 1975. The reason the year 1939 was chosen as a starting point, for this paper, was because in that year Mr. Charles C. Davis was appointed coordinator of vocational education for School District Number One, Butte, Montana, and along with his appointment the foundations were laid for a strong Vocational Education Program.

Accordingly, Chapter II discusses in detail the development of the Adult Education Program from 1939 to 1975.

When Mr. Davis was appointed coordinator of Vocational Education, the Adult Education Program consisted of three classes: welding, drafting and machine shop.

During World War II, the major thrust of the Program was to train people for jobs in the shipyards and defense plants of the West Coast; under the Vocational Education for National Defense Program (VEND). In addition to the

National Defense Programs, the School District held classes in carpentry, mechanics, and distributive education, just to mention a few of the classes offered at that time.

Enrollment in the post war years in Adult Education increased due to the large number of veterans taking advantage of the G.I. Bill of Rights.

A major change took place during the 1950's in the Adult Education Program. It was at this time that a number of new courses were introduced of a non-vocational nature, such as Spanish, public speaking, Russian and sewing classes.

The Adult Education Program of the 1960's and 1970's was characterized by increasing enrollments and a variety of new courses that were offered during this period.

A dream of those involved in the Adult Education Program was finally realized in 1968, when the Butte Vocational-Technical Center opened. With the opening of that facility, the Adult Education Program could be conducted in one building for the first time in many years.

In keeping with the purpose of this study, Chapter III is devoted to the history of the Post-Secondary Vocational Education Program of School District Number One.

Post Secondary Vocational Education became a reality in School District Number One, with the opening of the Butte Vocational-Technical Center in 1968. Construction of the Vo-Tech Center was made possible by a $424,500.00 grant from the Federal Government and a $596,000.00 bond issue voted by the taxpayers of School District Number One.

In 1968, the Butte Vocational-Technical Center was designated, by the Montana Board of Education, as an area Vocational Technical Center, along with Helena and Missoula. Today the Butte Vocational-Technical Center retains its area designation.

Courses currently offered by the Butte Vocational-Technical Center are as follows: home economics, health occupation, office occupations, computer technology, technical education and trades and industry. In addition to these courses, the Vo-Tech also offers some very unique courses: Off-Highway Vehicle Program, Coal Miner Training Program, and until the Anaconda Company recently stopped hiring miners, a Miner Entry Program to train hard-rock miners.

Chapter IV comprises an account of three demonstration projects that were offered by the Butte Vocational-Technical Center for 1970-73. These projects were funded under

Section 309b, of the Elementary and Secondary Education Act of 1965. The projects were: Project Homebound, The Experiment at Butte and Project Prepare. This chapter also includes a discussion of the Adult Education Program offered by the Comprehensive Employment and Training Center, located in Butte, Montana.

Project Homebound was a Federally sponsored pilot program in the United States to demonstrate the feasibilit- of using volunteers as a means of attacking adult illiteracy.

The second 309b project funded through the Department of Health, Education and Welfare was entitled, "The Experiment at Butte," The purpose of this demonstration project was to determine the effectiveness of using the Joseph Tussman education model in an Adult Basic Education Program.

The third project the Butte Vocational-Technical Center demonstrated was Project Prepare. This project was also funded by a grant from the Department of Health, Education and Welfare.

Project Prepare was a home-based Adult Basic Education and Pre-school program. This project had a two-fold purpose: one, to teach educationally disadvantaged parents ABE skills at home; and two, to demonstrate to these parents how and what to teach their pre-school children.

In addition to the above programs, School District Number One also cooperated with the Montana State Employment Service to provide job training opportunities for unemployed, underemployed and economically disadvantaged persons through the Comprehensive Employment Training Act. Participants in this program, received both classroom and laboratory instruction in their vocational field in order to better prepare them for future employment.

Chapter V discusses the manner by which the various Adult Education Programs of School District Number One, Butte, Montana have been funded.

The funding for the Adult Evening Program, the Butte Vocational-Technical Center and the cooperative programs with the Federal Government are derived from three sources: the Federal Government, State Government, and the local School District.

Chapter VI covers the activities of the Butte Adult Education Association, which was founded in January of 1971. The basic purpose of the BAEA was to further the aims of Adult Education in Silver Bow County and surrounding areas.

COMMENTARY AND RECOMMENDATIONS

In the final section of this professional paper, the author will depart from his role of an historian and step into his role as an Adult Educator. Therefore, the remaining section of Chapter VII will be devoted to some personal comments and recommendations this writer will make concerning Adult and Post-Secondary Vocational Education in Butte, Montana. This writer firmly believes these comments and recommendation would also apply to other adult education programs, not only the one located in Butte, Montana. The recommendations are as follows:

(1) Inform the Public: There is a continuous need to keep both the general public and taxpaying public informed about the adult and post-secondary vocational education programs that are offered by School District Number One, Butte, Montana.

A primary reason for informing the public lies in the fact that monies to support these Adult Education Programs are derived from Federal, State, and local funds. It could also be pointed out, in the information program, that the vo-tech and adult education programs help to expand the local tax base, when students finish their programs and are gainfully employed in their local community.

Another possible benefit from informing the public may be that the public may be more willing to ask their representatives, local, state, and national, for increases in monetary support for adult education programs by the various levels of government.

(2) Cooperation with Industry and Unions: Cooperating with industry and unions could be one method that vocational schools and adult education programs can utilize to keep abreast of the latest changes that are taking place in modern technology. This cooperation would not be just a one way street with industry and unions helping the vocational schools and adult education programs. The Vo-Tech and adult education programs would also benefit industry and unions. Industry would be helped by having available a pool of competent workers, trained in the latest methods of technology. The unions, in turn, would benefit in the same manner. When the union sent out a trained worker on a job, it would help their image by proving that a union card is a sign of competency in that particular trade.

(3) Flexible Curriculum: Because of the rapid changes taking place in modern technology and society, it is vitally necessary that the curriculum of the vocational-technical schools and adult education programs be flexible. It would

not be beneficial for a student to seek training in a skill that is obsolete, or that is no longer in demand.

(4) Membership in a Regional National Adult and Vocational Education Organization: This writer believes that administrators and teachers at the local level should join hands with adult and vocational education movement at both regional and national levels

Following are three reasons administrators and teachers should participate in regional and national adult and vocational educational associations:

(a) Membership serves as a means of developing professionalism among the staff.

(b) Membership could be a sounding board for reporting the achievements of adult and vocational education to the public.

(c) Membership would be an excellent means of keeping aware of the changes occurring in the field of adult and vocational education.

Community Service: This writer has chosen the term service for his final recommendation, as he believes this terminology best covers the broad spectrum included in this recommendation.

Under the heading community service, this writer is recommending action in two areas where vocational and adult

education could be of service to the community. These two areas that the author is spaeking of are citizenship and cross-cultural education.

It is the belief of this writer, based on court decisions and civil rights legistlation, that all schools may be required to include, in their curriculum, courses concerning the rights and responsibilities of citizenship. From the author's own experience, some of the students in the vo-tech and adult classes did not complete high school; so therefore, these students could benefit from such a class, if offered by a vo-tech or adult education program.

There are two reasons the author suggested that a vocational-technical center, or an adult education program offer a course entitled: "cross-cultural" education. One, the mobility of the people in the United States, and two, the number of foreign born persons entering the United States e.g., Vietnamese refugees. This writer believes that even a move within the United States can result in a cultural shock. How much more difficult for those who move to the United States from abroad? Both of these groups could use assistance in adjusting to their new environment.

It is from this writer's own personal experiences that he is recommending adult and post-secondary vocational

schools conduct classes such as the ones mentioned above. The reason being, that often times the only educational programs our mobile society and foreign-born individuals come in contact with are those of a vocational-technical school, or those offered by an adult education program.

This researcher is not suggesting that community service type classes be limited to the two recommended in this paper.

It is the hope of this author that this professional paper will be of value, particularly to the administrators and teachers of adult and post-secondary vocational education in School District Number One, Butte, Montana, and to any other adult educators who may read this paper.

It is also the belief of this writer, that in the changing times of modern technology, adult education is more important than ever, if the nation is to maintain its high standard of excellence.

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