

Oral History Interview
with
Judson P. Bradshaw

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[Cover](#)

[Table of Contents](#)

*(the page numbers on the table of contents
may be different from those at the bottom of the screen)*

[Restrictions, Literary Rights, Quotations](#)

[Preface](#)

[Interview History](#)

[Interviews](#)

[Index](#)

[Biographical Information](#)

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California Department of Education
Adult Education Oral History Project

Oral History Interview

with

JUDSON P. (JUD) BRADSHAW

San Diego State University, Extension Division, Instructor, Adult Education,
1974-80
San Diego Community College District, Director, Adult & Continuing Education,
1970-74
San Diego Unified School District, Adult School Principal,
1950-70

President, California Community College Continuing Education Association,
1973-74
President, National Association for Adult & Continuing Education,
1972-73
President, State, California Council for Adult Education,
1962-63

November 21, 1992

San Diego, California

By Linda L. West

TABLE OF CONTENTS

RESTRICTIONS, LITERARY RIGHTS, QUOTATIONS. iv

PREFACE. v

INTERVIEW HISTORY. vi

INTERVIEW November 21, 1992

[Tape 1, Side A]. 1

Professional preparation for adult education instructors in the 1960's--
Credential revision in the 1960's--The role of the California Council for
Adult Education--Adult education administration courses in San
Diego--Characteristics of adult education students--Rivalry between
community colleges and school districts for adult programs--The
decision in San Diego for the community colleges to be the sole
provider of adult education--The role of adult education finance.

[Tape 1, Side B]. 19

Adult education finance--Fee classes--Local taxes and control of adult
education in the 1960's--San Diego CCD's Step Up program provided
adult education to workers in local businesses--Master Plan of Higher
Education as it relates to adult education--Deliniation of function
agreements--Adult education professional associations--California
Council for Adult Education--National Association for Public School
Adult Education--Federal Adult Basic Education Act.

[Tape 2, Side A]. 40

The relationship between state and national professional associations--
Current issues in the American Association for Adult and Continuing
Education--California's leadership role in adult education--The
impetus for adult education resulting from immigration into
California--Work after retirement with the senior adult programs in
San Diego.

INDEX. 50

BIOGRAPHICAL INFORMATION. 51

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PREFACE

Adult education in California has a proud history of helping its citizens to meet the challenges of life in a huge, complex, multicultural state. Through the years, California adult educators have provided leadership to the nation in the development of innovative instructional practices and creative educational solutions.

The California Adult Education Oral History Project began in 1992 as a companion to a print history of adult education commissioned by the California Department of Education. As the century draws to a close, the growth and energy of California adult education in the sixties, the institutionalization of competency based education in response to the influx of refugees and immigrants in the seventies and eighties, and the innovative uses of technology of the nineties will be recorded.

The oral history project started with a small group leaders whose careers began in the 1950's and 1960's and who witnessed and influenced important events in the development of the nation's largest adult education program.

Significant assistance to the new project was provided by the staffs of both the California State Archives and the Oral History Program, History Department, California State University, Fullerton. This project could not have begun without the vision of Raymond G. Eberhard, Administrator, Adult Education Unit, California Department of Education, and the support of Lynda T. Smith, Consultant, Adult Education Unit.

Linda L. West
June 1, 1993

INTERVIEW HISTORY

Interviewer

Linda L. West

Interview Time and Place

One interview was conducted in Judson P. (Jud) Bradshaw's home in San Diego, California on November 21, 1992.

Editing

The interviewee reviewed and edited the transcript. No information was omitted. When the tapes were inaudible or when necessary for clarification, some information was added and is indicated by brackets [].

Tapes

The original cassette tapes were transferred to reel to reel format at California State University, Fullerton and deposited with the California State Archives.

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

INTERVIEWEE: JUDSON P. BRADSHAW

INTERVIEWER: Linda L. West

[Session 1, November 21, 1992]

[Begin Tape 1, Side A]

WEST: This is Linda West interviewing Jud Bradshaw in San Diego, California, on November 21, 1992. I'm interviewing Jud to record his recollections of significant events and trends in California adult education during his career.

Jud, you were an adult education administrator for twenty-five years in San Diego, from 1950 to 1974. What were your observations regarding the development of a broad professional adult education program in California?

BRADSHAW: Well, our attempt as we came into adult education. . . . I was unaware of the whole program, and the thing that bothered me most as I was working with it at the beginning was the lack of any educational progression, any developmental program for the teachers, administrators, and counselors. The thing seemed to be a casual affair and our hope was that we could develop a program of in-service training and a program of

educational development and an opportunity for people to go from part-time into full-time work in adult education if they so desired. Nothing like that seemed to be quite available at the beginning, and by the time I left adult education in 1974 there were definitely opportunities for people for full-time work, both as instructors and counselors, and additionally, of course, always in administration.

The thing that I was interested in seeing develop was a program which would lead toward this, and it needed professional programs at the collegiate level for teachers to learn more about the instructional programs in adult education and the real larger picture of adult education. It was necessary for the counselors to get a bigger program, an understanding of what we were heading for: the goals of adult education as well as counseling techniques. And the administrators needed to have a background of those people who had been in adult education previously and could give them a head start in dealing with the problems that come up in administration. In other words, the professional development of all of the field of adult education.

But to go along with this, it was necessary to develop a salary schedule that would encourage people to do this, and one of our problems when we first started was that the salaries were terrifically low, hourly only, except for the administration, and most of the administration level on the state was on a part-time basis. They taught for four hours and did adult education administration for the rest of the day. This does not encourage a professional program; it encourages an offhand type of program.

WEST: What kinds of things did you need to do to . . . the stages of encouraging this development of this professional in-[service] training that you hoped to have?

BRADSHAW: Well, the first thing we did locally was to get the colleges and universities to develop programs for the adult teachers that could be taken either on the weekends or in the afternoons or in the evenings when they were free to take those. Then we progressed from there to programs, professional programs for counseling in adult education, and then from there into professional programs for the administration.

WEST: Which schools were you working with, which universities?

BRADSHAW: Well, we started with San Diego State University. The Education Department there was very interested in the idea of developing a professional program for adult educators, and they began with a program of principles and methods in adult education, and then increased these numbers of programs available to the teachers and to the counselors. And, of course, there was some overlap in these programs, that the counselors and teachers could attend the same courses, and administrators definitely had to have a background in it.

WEST: About what year was that, that that was happening? About what time?

BRADSHAW: When was it? Approximately . . . probably in the late fifties and early sixties. It took time because something like this you have to push the philosophy behind it first, and there was some negative approach to it. Boards of education felt that this would be another problem for them to work on that they'd just as soon not be bothered with. Some of the administrators didn't want to be bothered doing anything more than what

they were doing, they would just as soon leave well enough alone, and the teachers could not see the advantage for them at that time. So that had to be brought in through a development of upgrading salaries for those people who had been in the program for awhile, so that you had a stair-step salary program and [they progress] . . . not only in length of years that they taught, but progression in professional training so that in both ways they would increase slightly and then you'd have, of course, a spot . . . Where they stop progressing professionally, you stop adding to their salary. This tends to bring them into the program and develops a better program for everybody concerned.

WEST: Were there any state guidelines for this preparation for teachers at that time?

BRADSHAW: At that moment it was a requirement that within so many years--and I've forgotten whether it was two or three years--a teacher must take a course in methods and a course in principles, and that was all that was ever required. This was probably one of the reasons why about 1962 or 1963 the state began to revise their credentialing program, because they had so many

various credentials and they were becoming inundated by the work in processing all of these. So they wanted to simplify the credentials and they wanted to put out a general secondary for all teachers in high schools and junior high schools that would have special fields. In other words, it would be a general secondary with a major in English and a minor in something else, so that they could teach each of their fields. But they would not be allowed to teach anything in that general secondary, which was the way before.

Of course, the problem was when they came to adult education they didn't know what to do. So they decided they would place adult education as a certificate, which would be given to anybody who wanted to teach, who had experience in the field they were going to teach in, with no requirements for any upgrading or professionalization. We in California Council for Adult Education [CCAEE] fought this bitterly all over the state. They were having state meetings on it to decide what to do and eventually we came out with an adult credential instead of an adult certificate, and with the

understanding that we would develop a professional program for it.

WEST: So, even at that time, California Council for Adult Education was very involved in all of these issues at the state level?

BRADSHAW: Yes. The California Council grew as a professional organization from about 1955, 1956, through there. It became stronger and stronger and became more of a voice in education in California, and I kind of walked into that by the [back door]. The thing I liked about the Council was the fact that they didn't try to have it dominated by either administration or by teachers or by counselors, but rather each year the officers would either be a teacher or administrator. At that time there weren't too many counselors, and it was required in the bylaws that the teachers be part of the official staff of the organization. That kept it with a classroom emphasis, and yet the administrators needed to be there because they had a little bit more clout as far as the state was concerned.

WEST: Okay, do we want to add anything else to the idea of the professional adult education program before we move on?

BRADSHAW: Well, I've been out of the field now for eighteen years. I was busy in my late years--in the latter years, I should say--of my administration, and in the first few years of my retirement I was very busy teaching courses in the area, but . . .

WEST: What classes did you teach?

BRADSHAW: Well, I taught courses for the methods and principles, which has always been required, plus the psychology of adult learning, plus the history of adult education, plus courses in counseling for adults and administration of adults. In [the] administration area we did quite a bit on financing and structure of adult education.

WEST: I think maybe San Diego may be unusual in its emphasis on adult education administration courses. I think in some of the other administrator courses they don't have separate classes for adult ed administration.

BRADSHAW: We would hope that that would spread statewide, but I don't know how much it did. I know that they were active in three areas: in San Francisco; in Los Angeles; and San Diego. And that was normal because we were the largest of the programs in California.

WEST: Just for the record, a little bit about what a class in "Principles of Adult Ed" might include.

BRADSHAW: Principles? It dealt with something in history and, finally, in the philosophy of adult education. You wanted to be sure that they understood the broad basis of adult education and the broad scope, and the fact that people who came to their adult classes were there because they wanted the education. There was no requirement for them to attend, and therefore your teachers are working with a vastly different type of audience: very few personal problems, mostly they're anxious to learn. And the teacher has an opportunity to feed a lot of material to them that they will take; where in the average secondary curriculum of high school there's a good deal of problems of personality and problems [of discipline not evident in] adult education.

In fact, it's rather interesting. I had been in full-time guidance work before I came into adult education, and it always tickled me when I was sitting there in the office at the beginning of a term in adult ed and finding some of those cases that I had had in the guidance bureau coming in to finish their high school

diploma at the school. They used to stop and almost. . . . [Laughter] And then we became quite good friends during this period because they found that this was what they needed and they were glad to be back into it.

WEST: The attitude had changed, they were ready to learn now maybe? [Chuckling]

BRADSHAW: They were ready to learn. We did have some students that we took that were problems in the high school at that time and were unable to get along in a more formalized training program to come into adult education where we weren't so strict about them missing or weren't so strict about their actions outside of class, and as a result, they were able to adapt to the adult education program and finish their education where they were unable to adjust to the adolescent high school.

WEST: Maybe a different learning style?

BRADSHAW: Yes. No requirements, they were on their own. That's one of the things our counselors very strongly stressed with those people when they came in. This is their opportunity; if they don't grab it, that's their loss. We'll give it to them if they want it, but they are responsible

for following up on themselves. Nobody else is going to chase them down.

WEST: Very good. Shall we move to another topic?

BRADSHAW: Sure.

WEST: Okay. Community colleges, then [part of] K-12 public schools. During your career, the community college became the sole provider of adult education programs in the San Diego area, and this was different from some other areas. And I know that during that time you were an important player in what went on in San Diego. What can you tell me about those events during that period?

BRADSHAW: Well, I would go back to about the mid-sixties when there was difficulty developing in the Los Angeles district, because they had a good adult education program with a very, very strong administrator as head, and a very ambitious administrator.

WEST: Who was that?

BRADSHAW: Well, I'll stay away from names, I think. I think it would be just as well.

WEST: Okay.

BRADSHAW: They also had a strong community college program and another man who was ambitious and wanted to

go ahead, and in the Los Angeles district there was a lot of backbiting back and forth between these two administrators and between the two programs. They wanted to duplicate the same thing that the others were doing. And it finally ended with the junior college or community college program separating itself from the unified district and setting up its own program. That kind of built a fire. Now, it's a problem that some of the districts had solved by themselves--that is, San Francisco had solved it by putting all of their adult program under the community college. Santa Barbara had done the same thing: put all of the program under the community college. Now, it wasn't especially a happy situation for some of the smaller adult education programs in the communities surrounding these who were attempting to develop their program on a secondary basis.

San Diego started off with an adult education program in the early years run under the unified school district. When the war ended, the junior college, as it was called then, was transferred from San Diego State, who had been administering it, to the unified school district.

And the junior college developed its program primarily around a vocational program with an academic program along with it, but the largest part of it was vocational, and it was doing real fine. There wasn't any real competition in San Diego because of the fact [that] they did the vocational, the adult division did academic and so-called craft and art and those type of courses, and up until 1970 when they separated this was the situation. And I might say this, that there was a good deal of cooperation between the administrators of these two areas.

When the community college district separated from the San Diego Unified District, the unified district decided the adult education should be with the community college, similar to the program that San Francisco had developed. And because we were in this situation, we saw both sides of the picture pretty well, and the arguments that were going on within the Los Angeles district were spreading throughout other parts of the state where community college districts were separated from the secondary districts, and then they were overlapping in some of the materials that they were covering. And it

became quite a sore spot over the state, and especially at the state administrative level where they were trying to settle their differences. This was before the community college separated, . . . at the state level, from the secondary . . .

WEST: They were still a part of the Department of Education.

BRADSHAW: They were still a part of it, yes. And there was a good deal of rivalry and some name calling on the situation and they set up a committee statewide to study the problem, and I think that was about 1963 or 1964, sometime in there. I happened to be assigned to the program just because I was active in the California Council at the time. And we got together and dealt with the program, meeting with people from the State Department [of Education] to try to solve some of the problems. And eventually the program in San Diego was separated from the unified district, and when it was we had two divisions in the community college: a division of college level and a division of adult and continuing education. And we were able to settle our problems pretty well by the fact that we emphasized the

vocational and academic level lower than collegiate level, and the other division emphasized the college programs. Now, there's always been a little overlapping of occasional programs . . .

WEST: Where do the vocational programs fit in there? Which division do they fit in, or do they overlap?

BRADSHAW: They overlap. They overlap, because the beginning programs of vocational education are primarily in the adult division, or the Division of Adult Continuing Education.

WEST: Short-term programs.

BRADSHAW: Yes, well, short-term, and not only short-term but the beginning programs, say, where they start. . . . Then, as they become more technical, they're taken up into the college program. Now, the college program has a good program of vocational education, but it is at a higher level than the Adult Continuing Education Division has. And even with that there's some overlapping, but not anything too much.

WEST: Did the federal legislation that was being passed at about that time influence any of this? The

Adult Basic Education Act was in 1964, Manpower, Perkins . . .

BRADSHAW: [Laughter] Yes.

WEST: . . . and the availability of all that money and . . . [Chuckling]

BRADSHAW: That money came into the program. Of course, this was one of the primary things, as far as the boards and so forth were concerned: the overlapping of basic education, the overlapping of all the programs that the government was funding and the desire to get grants for this, that and the other which came along. Actually, yes, it built up the fires quite a bit. I'm not sure that ever has been solved completely, or will it ever be solved. I have a feeling that there's room enough for everybody and there's no need in getting up-tight about things.

WEST: I think that is certainly true of the present situation in California. [Chuckling]

BRADSHAW: I think in San Diego in the . . . because we had an adult administrators' group which met, all the administrators, included both college- and high school-level adult education, and they have kept it that way. And that helps because they get together once a month and discuss the common

problems and the problems in administration, and it keeps them on a personal level. They know each other, which made it a lot easier in San Diego County.

WEST: What would you say is the rationale for keeping adult ed with the community college versus the K-12, the philosophical argument that you think was important?

BRADSHAW: I don't know that it should be either place. It should be wherever the local community wants it. This is the real answer to this thing. If the local community wants it in their secondary program, there's where it should be. If they want it in their college program, community college program, that's where it should be. The original . . .

WEST: And the folks in your community that saw that it should be in the college, what was their thinking as they talked about it?

BRADSHAW: Well, they're still. . . . Why did they do it?

WEST: Yes.

BRADSHAW: [Chuckling] I'll bet it was finance, if I know [Charles] Patrick. Patrick was our first superintendent of the college area, or chancellor.

WEST: Patrick? His last name was Patrick?

BRADSHAW: Yes, Charles Patrick. And he was a very sharp person. He knew finance and he knew. . . .
Though his primary area was vocational education, he was a strong person in the background of educational finance. And he had an assistant chancellor, or superintendent at that time they called him, who was even sharper financially, and the two of them could see that it would help the college district if they had adult education with it. Now, I don't want to say that there's no adult education in the secondary schools in San Diego today. There is. It's grown slowly, again where their needs were found, and it is a small program, but it meets their needs and it isn't anything in competition with the community college.

They've found, I think--and I'm doing this out of rationale myself--I think they found that a few adults sprinkled with some of the adolescent students who were having problems gave them a better chance in the adjustment schools. After we had taken in a number of adolescent students--not a great number, we always kept it under 10 percent in any class, never any more

than that--but after we had developed it, they found that it was a success. Then they developed adjustment schools for their own students, and we found less and less of their students coming into our adult program and they were being taken care of by the unified district. Then I think they found that a sprinkling of adults in those classes helped keep the lid on things.

WEST: Yes, I can understand that.

[Interruption]

. . . a little bit about fees and state finances. There's been a roller coaster on adult education finance.

BRADSHAW: It's always been a roller coaster, because any time you find finances getting tight, then they have to start looking for places to cut.

[End Tape 1, Side A]

[Begin Tape 1, Side B]

WEST: You were just getting started to talk about adult education finance and the roller coaster.

BRADSHAW: [Chuckling] Well, it's a situation which revolves around the economy. If the economy is tight, finances are tight, then the boards look for something to cut from their program, or some way or other to bring in money from the outside

which will help the program. And this has been true and will be true forever. You'll never get away from it. And it doesn't only affect adult education, it affects departments, because they'll cut music or they'll cut art or they'll cut physical education programs, or football or basketball or whatever. It goes with the game, so to speak.

The first time I was really involved in finances with. . . . I had been an adult administrator for two years and a new man had been elected to our board who was a good friend of our then director of adult education--in fact, he had worked quite hard to get him on the board--and the first thing he did after he got on the board was to ask the board to put fees on all courses in adult education, and they wouldn't go with that. Then he said, "Well, let's have fees on where they make things in classes in adult education." They still didn't go along with it. So eventually he got to the State Board of Education and talked them into putting a \$2 fee on any course where there was an article made in the class, such as an art course or a. . . . They had a lot of the hat designs back in those

[days], hat making and leather craft and those sort of things. . . . And so for a few years those were charged. [Chuckling] And our director got quite unhappy about the fact that the very man he worked so hard to get on the board put the fees on. Those stayed for awhile, and then pretty soon it was on the basis of . . . the fee was dropped and the courses primarily just kind of dropped off by themselves.

Then again, it happens when things get real tight and they're looking for some way or other to get some money and they think that fees will be the answer. Well, of course, my answer to this is that fees are never the answer because fees always cut out the very people that need the education the most. Even whatever part of the educational program you put a fee on, you are saying those people who are poor can't take it, those people who are rich can have it, and that's not the reason for our adult program. Our adult program is to bring up [serve] the lower level of the educational people as well as the upper level. In other words, it's a broad program, it should be. And so unless we are a democracy. . . . We are a democracy and

everybody should have the right to their education. If it has to be cut, it should be cut for everybody, not just a few. So, on that basis, I've always opposed fees unless the fees were charged [with the] possibility of allowing those who needed it and couldn't afford the fees, [to have] some sort of a financial boost to get into it, whether it's a scholarship or whatever.

But the fees have been a topic of this forever, since the day we first began, and it always will be. And they will pull away from the fees when the finances are available. And usually it's a slow transition from one . . . from the fees to non-fees. It's a little faster transition from the non-fees to the fees because they're getting right at a point where they really hurt. So I've seen the fees come on and off through the years in adult ed. It's never going to go away completely. That's finances.

WEST: What about the apportionment issues?

BRADSHAW: Apportionment. This has always been a feeling where. . . . What piece of the pie should adult education get, you mean?

WEST: Yes.

BRADSHAW: Well, it's a difficult question again, because it depends on your area and the need in the area. And I always feel that the local district should control the adult education program; whether it's in the community college or adult education makes no difference. It should be controlled by the local boards, and they need to look at the whole picture because they have to face the taxpayers and they have to deal with the program. So, therefore, the state tries to make a decision on the basis of which program should have it, but actually I think the state should give the money over to the local board and say, "Here's your money. You deal with it as you think the local place needs it. And if you need adult education, give that amount of money that needs it; if you don't need it, take and give it to some other part." I think it's a mistake for the state to try to make a decision as to which programs should receive how much of the pie.

WEST: And since 1978, 80 percent of the adult ed finances have come directly from the state, but when you were running programs it was different. Tell me about that.

BRADSHAW: Well, we had a local tax. . . . [Chuckling]
That was before Proposition 13 came into effect.

WEST: Exactly. Tell us about the good old days.
[Chuckling]

BRADSHAW: Well, we always had a board. . . . Thank goodness, we had a board that believed in adult and continuing education, and we never faced the real problems in San Diego that some of the other places got faced with, the local taxpayers and the local tax rate. We were always included and our share was there. Though we did have to keep fighting to see that we got our share, but it wasn't. . . . I guess I shouldn't say it was a fight. It was rather an educational process with the board of trustees, and the board of education here in our case, and the top administrative staff. It was a little easier when you got a superintendent and an administrative staff who believe in adult and continuing education, and want it. They will work with the board then to see that it continues and that it gets its fair share.

I think where we locally fought with the board to see that our administrators were paid, because in San Diego there was an elementary

school salary schedule for administrators and a secondary school administrator's salary. It was at that time not an overall combined salary schedule, and we were continually watching to see that we got in the secondary level, not in the elementary level. There was never a time when it was attempted to. . . .

Now, this same situation, of course, if they will adapt the thought that it's not that important, the importance of adult education, then they are thinking of cutting salaries as well as programs. Because if the program's not important, then the salary's not important, and I think that's important. If we can't educate them that it's an important program, we need at all times an adult continuing education to see that people find the real value in adult continuing education, that a person in life today cannot go through without continually educating himself. Whether it's done in public school education, whether it's done privately, or whether it's done on the basis of just exposure, people need to be continually growing.

And the ones that need the adult and continuing ed most are the people who have the

least amount of money, those people who are at the lower level of the thing, and we will never build a high economy until we bring up the level of the lower part of that economy. We can't spread out, we've got to bring up, and that can only be done by working with those who are the least able to afford and on the lowest jobs. That was the thing I liked about the. . . . When I first became Director of Adult and Continuing Education for the Community Colleges, we had a program, a federal grant, called Step Up. Now, I don't know if you want to include this in this one or not.

WEST: Yes, please, tell us about it.

BRADSHAW: It was a federal grant. We went into the local industries in San Diego and we sold the industries on the fact that we would like to take a couple hours or one hour of the day's work for the lowest-level workers and give them instruction if they will go for the one hour on their work period and take another hour of their free period. They would have two hours a day in which they would have an educational program in the plant, where they wouldn't have to move to go to it. We would send the instructors and the

materials and we would give these people the materials and the ideas and the instruction and the skills that were needed to build them up to the next level. In other words, the idea was to prepare them to step up from the program, to leave openings in the lower part of the thing for other people to come in and work up.

WEST: Was it basically an Adult Basic Education [ABE] kind of program? Were they working on a diploma, or was it . . .

BRADSHAW: No. Now, if they needed basic education, they were taken into the basic education program separately. No, this was a skills training primarily, not. . . . They got the low-level skills . . .

WEST: What kind of skills?

BRADSHAW: And they were, of course, while they were there, picking up reading and writing because they had to experience it. But if they weren't able to read and write, they would have to go back to an adult basic education class to get it. Or if it was necessary for a foreign language class or ESL [English as a Second Language], they could get into that, but we did those separately from that

program. They were not part of this Step Up Program.

WEST: So the kinds of skills they would be studying, tell me a little bit about that.

BRADSHAW: Oh, it varied with what they were doing. Usually these were. . . . There was quite a good deal of aeronautical at that time. And I'm not absolutely sure of the specific skill, because I was more administrating the thing, not involved in the day-to-day program on it. But they . . .

WEST: Would it have been to do with measuring instruments and some of these kind of things like that?

BRADSHAW: Well, they had some masonry, but mostly it was metalwork, too, a lot of metalwork and electrical work, this sort of thing, whatever they needed to improve to move up in whatever they were working on.

WEST: In their job.

BRADSHAW: In their job.

WEST: So they might have been working with some kind of measuring instruments or . . .

BRADSHAW: That's right.

WEST: . . . a higher level of math to understand what they were doing?

BRADSHAW: That's right. Right, yes. So, with that federal grant, we hired a number of instructors and an administrative staff and a counseling staff for the whole thing. It was almost separate from the mainstream of the continuing ed program. But it worked real well and we did it for two and a half, three years under the federal grant. And the idea, of course, was something similar to what our President-elect now is talking about, is bringing in people, into jobs. And the whole idea was to open up some lower-level jobs for these people who don't have jobs, and it included their training. Now they were also allowed to use those credits if they wanted to toward a high school diploma, or, in the upper-level area, into an A.A. degree. In other words, you could transfer the work over and get the credit for it at the college.

WEST: How long did that program run?

BRADSHAW: Just about three years. It was funded for two years, and a little extra fund for the third year.

[Interruption]

BRADSHAW: And as I said, that was a residual year. It wasn't as large a program. Eventually, this all

kind of merged into the community college program in San Diego. It was interesting. I hadn't worked with a That was my first experience with a federal program.

WEST: How many different companies participated in it? Do you remember approximately, was it . . .

BRADSHAW: This would be a guess right now, but I'd say probably about eight or ten.

WEST: That is really a large participation.

BRADSHAW: Yes, that was a good-sized program.

WEST: And it would serve how many students?

BRADSHAW: Oh, dear . . .

WEST: Several hundred probably?

BRADSHAW: Yes, I'd be jumping off the top of my head. I couldn't say for sure.

WEST: Okay, you're not sure? Very interesting.

BRADSHAW: Many years have gone by.

WEST: There's a lot of emphasis on in-company programs now with the workplace literacy emphasis. So this was a precursor to it, really.

BRADSHAW: And I think you'll find that it's going to open up tremendously with our new President-elect, because he's anxious to train people and get them into work. I think we'll find quite a good deal of the same thing that we had at that period, and

that was in the 1970 . . . let's see, '69, '70, '71, '72, '73 period. There was a great deal of federal monies put into skill training and basic education training and ABE. That gave a real boost to that program all over the United States. The fact is, many of the states in the United States--not many of them but quite a number of them--had nothing but the federal money which came in from either ABE or ESL.

WEST: Going back a little bit to some of the political things we were talking about, what can you tell me about the development of the Master Plan of Higher Education in California and the part of that that relates to the community colleges and the adult education programs?

BRADSHAW: That was a result, really, of the friction that had developed between community college districts and the secondary districts over the adult education programs. And we were invited in the early sixties--in the mid-sixties, actually, is when it was--we were invited to meet with committees, a selected group of administrators [California Association Adult Education Administrators, CAAEA], to have their input, and then they tried to give as much direction or idea

behind it and we tried to find some solution to the problems that were facing programs. But as I remember, we had equal representation from the community college districts and the senior high school districts. At that time, I was in the high school district program and we were attempting to find a solution. We met a number of times through the year under the direction of the adult education department, State Department of Education, and their leaders. Primarily, I think they were working under the direction of the legislature, and the legislature wanted to . . . solve the problem by just making a legislative. . . . I don't think it ever worked, but we did solve a lot of our problems by just the discussion area. And again, I come down to the answer to that is that the local districts, the local people, should decide what area should cover the continuing ed, what districts should do the continuing ed.

WEST: What were the issues as people laid them out at that time, do you recall? I think you had to talk for a year about it, so there . . . the positions of different . . .

BRADSHAW: The situation developed because some of the community college districts began teaching ESL. They said, "Well, we have to. These people want to come to a community college and they don't know English, and they've got to learn English before they can take a course at the community college. Some of them come here who have no basic idea of how to do a math problem, and they can't do science work without any math, so they've got to have basic mathematics and we're giving it to them." The secondary districts said, "We should be teaching that. You should be doing just the college level." And it was a situation which again should have been resolved at the local level by the local boards and not taken into a statewide fight over the thing. It wasn't necessary. If the boards of trustees of the two districts are different, then they should get together and decide and then lay down the law to the educators. But it's a local situation and it should be . . . it has to be a little different in each place.

WEST: There was some kind of a compromise decided, though, at the end of that discussion. It was

something to do with. . . . It was a delineation of functions? Is that . . .

BRADSHAW: I'm sorry?

WEST: Delineation of function? Is that the term?

BRADSHAW: Oh, yes, that was the term they used. Again, it depends on the availability of a community college district and the availability of a high school district to the people who are taking the courses. And I don't see the reason for there being any. . . . If the community college district can do it at the same price and the same thing, and the board of trustees are willing to do it, they should do it. If, on the other hand, the high school district can do it better, the people don't have to travel so far, all of these things, but it depends on what the local is, the locale, and if. . . . Both perhaps should do it if there's enough people that need it. I can see here in San Diego where it could be possible that both districts could do it, because there is a great need for ESL and ABE here in San Diego with the influx of our people from foreign nations. There's a tremendous program. Right now, most of it's being done by the community college program.

WEST: Did the legislature make a decision at that time?
Were there rules that were . . .

BRADSHAW: I don't remember. I'm sorry, that's too dim in
my memory. We didn't have the problem here. We
had solved our own problems in that area.

WEST: Okay, moving along to the adult education
professional associations. You had a
distinguished record of service in several of the
professional organizations. Can you share some
of your experiences? You mentioned already the
California Council of Adult Education. Tell me a
little more about that one, to start with.

BRADSHAW: Well, let me first of all say that I strongly
believe that there needs to be professional
associations which are set up for the teachers
and the administrators and the counselors to be
together to discuss common problems. I think the
association should be set up so that no one of
the group is the dominant group, but rather that
you are working together as a team. And I think
that it should be set up so that it is affordable
to every level, and that their conferences when
they hold them are held in such a way as the
teachers of the lowest number of teaching hours
they have can still afford to go to the state

conference if they so desire. I would hope that every locale would have meetings for all of the people involved and encourage the people to join and actively. . . . They get a lot of professional help in going to these conferences. They don't realize it if they don't go and it's well worthwhile if it's done right.

I kind of got in the back door on the California Council. They were looking for a third vice president for the southern section--I think it was 1957 if I remember rightly, or '56 or '54, early in the mid-fifties--and one of my teachers came to me and said, "Jud, would you be willing to serve [on this]?" I said, "What is this about?" [Chuckling] I was kind of new in that area. So I said yes, I would be willing to. So from there on I got involved in California Council and I discovered that it was the ideal, as far as I was concerned, that it worked out with its emphasis on the broad field of education for adults and that they tried to keep it so that all the teachers could be as involved as much as administrators and that there would be a statewide organization which through newsletters and so forth kept them alerted of things.

We grew from year to year. I was in the southern section, and as a member of the southern section attended the state conferences. When I became southern section president, I went on then as one of the state officers. I was on their board and then eventually became state president, and as state president, was involved in the national organization which was NAPSAE [National Association for Public School Adult Education] Association of at the time. And I eventually became president of the national association.

The thing that I feel very strongly about in those organizations is that they must keep themselves open to all of the people in all the areas of the adult education. And this for a national association means not only public school, which was what California Council covers, but in the national association they must also have private schools, church organizations, libraries. All of them are doing adult education and therefore are part of the big picture and should be involved with it.

I think one of the problems that the national association is having right now is that they've become too infused with professors of

adult education and they are running the whole show. The other people can come along with them if they want to. And I guess I told them this, this time, and I'm not sure it set too well for an old man to come in and make some recommendations that they start thinking about the teachers of adult education. But I felt that you cannot develop a professional ladder without professional associations together, and you get this by coming together and exchanging ideas and exchanging thoughts, which [you] can take back and try out in your area. And it's a great feeling when you meet with people like that. And I've found that the adult educators in public education are really great people to work with.

WEST: Were there national issues when you were on the board of NAPSAE to do with adult education, that you had to deal with in the early seventies, late sixties, [when] you were on the board of the national association?

BRADSHAW: Are you asking me whether there were issues that covered all the United States? Is that what you're trying to say?

WEST: Yes.

BRADSHAW: Well, at that time again there was an infusion, you remember I told you, of federal funds into Adult Basic Education and ESL, and though some of the states. . . . Though nearly all the states had some sort of a little inkling of adult education, really, none of the states had any statewide adult education program. And this was the development of a statewide program in adult education. And I must admit, NAPSAE took the lead in pushing the state legislatures into setting up a state department or a state board or a state something of adult education, and that they assigned some one person to push this along in the state. And many of the states at that time, the only money they had was from their basic education funds which the federal government gave. As they found other states were adding tax money to it, more and more of them came into that picture.

But it was an eye-opener for me to go from California, which had a strong adult education program, and to go all over the United States as one of the officers of the association and talk to conferences and meetings of the adult educators to find out their programs of what was

going on. And the fact is, one of the first things I did when I was asked to serve as the chairman of the state organizations of adult education for the national association, and one of the first things I did was to develop a newsletter, a round robin newsletter, which each association would send to me a paragraph about what [it was doing].

[End Tape 1, Side B]

[Begin Tape 2, Side A]

BRADSHAW: [The news of the state] associations throughout the United States created the desire to be affiliated with the national association, and the national association in turn developed a luncheon for the state affiliates, or now it's a breakfast for the state affiliates to meet and discuss their problems. And it . . . helped both the state and the national association develop their [program]. The [next] attempt then was to develop from there a teacher education day which would be part of the national association, that they would have two days at the end of their conferences each time for the teachers, which the teachers primarily would be involved. Our problem I think is that they tend to be as strong

as the area in which they are serving, because the teachers aren't going to go across the country to go to a national conference, or very few of them, unless they're part of the national conference itself. But they will go to a local large city to . . . and so the program for the teachers is as large as the area in which they're holding their national conference. But it's worked out fairly well.

I do think--and I still feel very strongly about this--that the national association now has set up several different memberships. A teacher who pays so much gets this, an administrator who pays so much gets this and this, a professor who pays so much, he gets this, this, this, and this. And not only that, but only those who get this and this [pay the most] can vote. The people who only get this [pay a small amount] are denied the right to vote, which to me is absolute folly. They're being run by the people who are at the top and it's made it [a private club]. And then they wonder why they're having financial difficulties.

WEST: And it's very different from the pattern that California Council has kept, and even involving

the classified and students as members, and they do have a variation of a fee schedule, but not the benefits.

BRADSHAW: No, everybody gets a vote.

WEST: That's right.

BRADSHAW: It should be, it's a democratic situation. The fee schedule has to be different because their salaries are different.

WEST: Of course.

BRADSHAW: But they should all get the same benefits.

WEST: I was interested about something you said about California having a well developed adult ed program for a long time, compared with some of the other states.

BRADSHAW: That's correct.

WEST: And wondering, what have you observed, as far as California's leadership with the other states?

BRADSHAW: Well, I think the very fact that so many of the presidents of the national association have come from California would speak for itself. Our first president was from California, of the NAPSAC, and there have been presidents every few years because of this. And the membership, of course, is large from California. Although the East Coast has a fairly good-sized membership,

the middle areas don't have as much, nor do some of the smaller states have as much representation. It's because of the number of people involved, the voting membership.

In California, I think that we had from the beginning a large number of foreign-born people. They settled in California, first of all, because it was a developing area and there was a lot of jobs available. We had first the gold mines, and that brought people from all over the world to work in the gold mines. Then we had the railroads developing across the country, and again there was a lot of work. Then we had the development of agriculture, which was great, and the people coming in to help with the agricultural thing. All of these people came from foreign countries, and a lot of them from, for instance, the Orient came in to do the gold mines, from South America into the gold mines, and then the Union [Pacific] Railroad brought in scads of Orientals to work on the railroads, they built those. These people had to have some sort of English training. They couldn't get along with the Americans if they didn't learn English. It's interesting, the first adult school in

California came as a result of the railroad people saying, "We've got to teach these Chinese how to understand English directions. Could you set up. . . . You've got a classroom here in San Francisco, nobody is using it at night, let's take the Chinese in there and teach them English."

WEST: Yes, at Saint Mary's.

BRADSHAW: And they did it, and it was not only them, but what happened was, of course, that some of the other people who wanted to learn English but weren't working for the railroad said, "I want it, too." And so it spread. And adult education has always been strong in California because of-- I think a good deal of it--because of the foreign-born element that's come in to fill in: Latinos from the south, and [Orientals] from the . . . and then some of the other nationalities from all the rest of the world. It's always been a good mixture here in California.

WEST: So there has been a need, and that was the reason for the strong program.

BRADSHAW: Tremendous, and therefore the program developed.

WEST: Did Californians, in addition to the national organization, have any other kind of influence on

adult ed in other states? I'm thinking about the competency-based adult ed movement.

BRADSHAW: Well, of course the development of that. . . . It was started here in California and then moved around to other places. But then California has always been in the lead because it's a larger program; therefore, it has people who can develop the programs. This is natural. Some of the people back East would kill us for making that remark. [Laughter] It's true, whether they like it or not. And because we have the people who are trained, and we have the professional staffs to do the thing, who know adult education, who are not doing it on a part-time basis necessarily but on a full-time basis. They have the know-how to develop these programs and know how to get federal grants to work on them, because most of this starts with a federal grant and then goes on.

I've found this: I found myself, because of being a state officer and a national officer, I was invited from time to time to visit other states to give them suggestions and ideas and to speak to them about the program that we had in California and what could they do to develop

their program. When I was in the national organization, of course a good deal of this was done on the basis of part of NAPSAC and I represented NAPSAC all over the United States, during the year that I was president and the year I was president-elect both. Because they were desirous first of all, if somebody comes from the national office, [it] always draws people to come in. "I want to find out what the guy looks like and what makes him run." [Chuckling] And secondly, you hope that you have given some impetus to them, to give them some help, starting some of the programs that they haven't had yet, or some ideas for them anyway.

WEST: Very good. This concludes the questions that I have. Is there anything that you would like to add, any other thoughts you've had as we've been talking?

BRADSHAW: I have not in the last few years been involved too much with the general public school education. I have been involved in senior adult programs in San Diego. I've been working with our [College Avenue Adult Center]. We are in a church of some 3,500 members and we developed a program some twelve years ago that met once a

week for senior citizens in this church, open however to anybody in the community. And much to the dismay of my local community college fellows who are running continuing ed programs, we did develop a fairly broad program of adult education on a completely voluntary basis. Nobody pays any fees, people have to buy their own supplies, and we do take up sort of a collection once a month to pay for the operation of the program, which is mostly printing and this sort of thing.

Everybody is voluntary, from soup to nuts. We even have one man who comes in at six o'clock every Thursday morning and bakes pies for us to eat at the break. It's kind of a fun program.

Then I got involved with a citywide senior program and a group that meets with all the presidents of all the organizations of senior adults. I got on their board and I got on the board of the [Senior Presidents' Council of San Diego]. It's a statewide supported program in senior adult programs, and I worked with them. It's an interesting field. I had not really gotten too involved in the senior program until I retired, and even then it took me about four or

five years to feel I was old enough to get into it. [Laughter]

WEST: What kinds of classes, you say, at the church program are popular?

BRADSHAW: Pretty well soup to nuts. We have twenty-one classes right this moment that meet during the day: woodworking, art, Bible study, music. We have four musical groups: we have a chorus, instrumental group, bell ringers, and . . . oh, the fourth one is what they call "Rhythmaires,"-- a kitchen band, a better word for it.

WEST: You know, that makes me think of some of the kinds of classes that are no longer allowed to be offered under adult ed since Prop. 13.

BRADSHAW: Well, yes, to a certain extent they do. On this we're not attempting education as much as we are attempting to give them something to do and a good fellowship program. And this is our holiday schedule of the thing, and we have an all-day program and it duplicates somewhat the same programs in other areas run by the Area on Aging Group. They have senior centers throughout San Diego County, and so that's somewhat a duplication of theirs, except that theirs meets every day in the week and ours meets one day a

week. That's about all we can gamble on at the moment.

WEST: Well, is that it? Okay, thank you, Jud. This interview was done as a part of the California Adult Education Oral History Project.

INDEX

Adult education credentials, 5-6
Adult education finance, 19-26
Adult education professional education, 1-2, 3-4, 5, 8-9
Adult education salary schedule, 3,5,25
American Association for Adult and Continuing Education (AAACE), 37-38
California Association Adult Education Administrators (CAAEA), 31,41
California Council for Adult Education (CCAEE), 6-7, 14, 35-37,41
College Avenue Adult Center, 46-47, 48
Delineation of functions, 31-34
Foreign-born students, 43-44
Los Angeles Community College District, 11-12
Los Angeles Unified School District, 11-12
Master Plan for Higher Education, 31
National Association for Public School Adult Education (NAPSAE), 37-41, 42, 45-46
Patrick, Charles, 17-18
San Diego Community College District, 11-15
San Diego County Adult Administrators, 16-17
San Diego State University, 4, 8-9,12
San Diego Unified School District, 12-13
San Francisco Community College District, 12
Santa Barbara Community College District, 12
Senior Presidents' Council of San Diego, 47
St. Mary's Church, San Francisco, 44
Step Up Program, 26-31

PERSONAL RESUME

May 7, 1980

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Instructor, Burbank Military Academy, 1938-39.
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Speech, Drama, English.
Instructor, San Diego Unified School District, 1942-47.
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Guidance Specialist, San Diego Unified School District, 1947-50.
Principal, Hoover Adult School, San Diego Unified School District, 1950-70.
Director, Division Adult & Continuing Education, San Diego Community Colleges, 1970-74.
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President, San Diego County Adult Administrators, 1952-53.
President, Southern Section, California Council for Adult Education, 1957-58.
President, State, California Council for Adult Education, 1962-63.
President, National Association for Adult & Continuing Education, 1972-73.
President, California Community College Continuing Education Association, 1973-74.

COMMUNITY HISTORY:

President, Kensington 30/40 Club, 1954.
President, El Cajon Boulevard Civic Association, 1955.
President, East San Diego Kiwanis Club, 1962
Moderator, Alvarado Baptist Church, 1968-73.
Vice-President, San Diego Civic Light Opera (Starlight), 1977-80.
President, X Y Z Club, College Ave. Baptist Church, 1980.

WRITTEN WORKS:

Handbook for Teachers in Adult Education, 1958, revised 1963, 1968.
Guide for Secondary School Buildings, 1960.

HONORS:

Who's Who in American Education, 1960.
Outstanding Personalities, West and Midwest, 1967-68.
Merit Award, California Council for Adult Education, 1969.
"Boss of the Year" Mundo Del Mar Chapter, American Business Womens Association, 1969.
Creative and Successful Personalities of th World, 1970.
Who's Who in California, 1971.
George C. Mann Distinguished Service Award, Calif. Council for Adult Educ. 1973.