Foreseeing permanent employment for a high percentage of the "unemployed" teachers as a result of their work under the WPA's program of emergency adult education, Aubrey W. Williams, Assistant Works Progress Administrator, today declared that the "security wages" paid to the 50,000 needy teachers probably will be regarded from the long range point of view as secondary benefits of the program.

The emergency situation among unemployed teachers which caused the relief program to aid thousands of teachers through work in their professional field, rather than through the dole, Mr. Williams said, may prove to be a blessing in disguise.

"In our efforts to relieve distress, we have experimented with special classes for adults," Mr. Williams said. "The results have been so successful and such a demand has been created, that it is difficult to see how this type of educational work can fail to find a permanent place in the field of education from now on, providing eventually for the steady employment of many teachers."

The Federal policy of not interfering with or subsidizing the regular public school systems of the States, from the beginning, forced relief officials to seek new fields in which to provide work relief for teachers, Mr. Williams pointed out.

"The result has been that Federal relief money, first under FERA and currently under WPA, has explored and pioneered in classes for adults."

"Guided by Dr. L.R. Alderman, Director of Emergency Education for WPA who maintains liaison with the Office of Education, Department of Interior, the emergency program of adult education has brought America's educators face to face with a vital question.

"Two million persons attended last year's emergency classes, most of them adults. This year, under WPA, popular demand for the classes has increased. The vitality of adult classes as a new phase in education is very evident."
"We started these classes primarily to provide useful, emergency employment for needy teachers. Now the program has developed to a point where the demand for adult education is so strong and so widespread that an emergency point of view seems scarcely adequate to the real significance of the situation.

"The question raised by Dr. Alderman's work is whether the present public school system shall be expanded to include education for adults, as well as children, or whether a new, separate system shall be permanently established to fill the need.

"The benefits of work relief for the unemployed teachers are now almost transcended by the emergency program's demonstration that adults can not only learn faster than children, but that they have been quick to take advantage of opportunities. If the process of supply and demand works out as it usually does in this country, adult education will be continued.

"The response to the demand, whatever form it takes, I believe, will mean permanent employment for the teachers who are experienced in the methods of teaching adults."

Mr. Williams pointed out that the WPA educational projects follow, as they did under relief, the policy of providing employment for white-collar workers at the kind of work for which they are suited.

The emergency educational program includes several types of education for adults: general academic education, special literacy classes, parent education in connection with the emergency nursery schools, workers' education, and vocational education.

One of the chief purposes of the emergency education program has been to counteract some of the unfortunate psychological effects of the depression upon unemployed men and women. Endeavoring to provide something more than food alone, the program has aided thousands on relief, as well as others without jobs, to retain their faith in themselves and forestalled their becoming prey to un-American doctrines and forces.

Brought into contact in classes with others in similar desperate circumstances, they felt they had assistance in meeting the problems so nearly overwhelming, Mr. Williams said. Contact with teachers and other instructors helped them to take an objective point of view toward their lives and their problems and aided them in reconstructing their thinking and regaining their courage and self-respect, he said.