

A SURVEY OF CERTAIN PHASES OF ADULT EDUCATION
IN KANSAS PUBLIC SCHOOLS

by

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INTRODUCTION

Adult education is one of the most recent and one of the most rapidly growing segments of our public schools. While the efforts in adult education being made in our public schools are almost insignificant as compared to the total adult education picture, there is every reason to believe that one day the public schools will be the primary exponent of adult education.

If this is true, it is essential that at various stages of development, adult education in our public schools be studied and evaluated. While evaluations are beyond the scope of this paper, it is hoped that a comprehensive description of the present status of adult education in Kansas public schools will lay the ground work upon which such evaluation can take place.

Purpose of This Study

At this stage each school is developing its program along lines which are almost entirely independent of influence from other schools. While this is in itself an indication of healthy growth and an indication that individual community needs are dictating the policies, there is still a place and a need for some means of comparison of programs.

The purpose of this study is to provide, in usable form, a description of certain phases of the programs of adult education as found in Kansas public schools. The following phases were chosen for study:

1. To what extent has adult education developed in Kansas public schools?
2. How are adult education programs administered?
3. How are adult education programs financed?
4. What courses are offered in adult education programs?
5. What are some of the problems adult educators are encountering?
6. What are the legal provisions for adult education?

The interest shown by those with whom this undertaking has been discussed indicates that there is a need for this type of study at the present time.

Definition

Adult education can be found as far back in history as one cares to go. The degree to which one wishes to place certain activities under this heading will determine the extent of adult education found. To some degree, even today, one must first set up criteria for determining what activities one shall accept as adult education. Not all authors agree as to what constitutes adult education. Before a positive definition is accepted for our use, some discussion of the subject, as well as consideration of the definitions of others, seems desirable.

Authorities classify adult education into formal and informal adult education. One of the main discriminating factors between the two classifications is the type of organization through which the process takes place. Class work, as is found in our secondary school program, falls under the formal classification. Forums, discussion groups, and other group meetings which are of short duration and which deal with only one subject or phase of a subject, fall under the informal pattern. This paper will deal primarily with formal adult education.

In any case, adult education is something more than adult learning. Just as our formal public education of secondary students is not designed to exclude all other learning by these young people, so our adult education efforts are not expected to exclude all other learning by adults. Individual self improvement efforts do not fall within the area of adult education.

There is some disagreement as to the definition of the word

adult. In some cases a definite age is used for classification. Those engaged in programs approved and supported through the State Board for Vocational Education must be at least twenty-one years of age for participation in the adult program. Others consider any individual an adult whose formal education has satisfied state requirements, and who is no longer attending regular school or university.

The Dictionary of Educational Terms defines adult education as follows:

1. Formal and informal instruction and aids to study for mature persons.
2. All activities with an educational purpose carried on by mature persons on a part time basis.
3. Any voluntary, purposeful effort toward the self-development of adults, conducted by public and private agencies, such as adult schools, extension centers, settlements, churches, clubs, and chautauqua associations, for informational, cultural, remedial, vocational, recreational, professional, and other purposes; utilizes such forms of class or group as the colloquy, discussion panel, forum, round table, reading circle, institutes, tutorial classes, and short course; directed toward such special subjects as citizenship, consumer problems, cooperatives, child welfare, farming, health, and industrial relations and to the fields of art, literature, and science.¹

Most definitions do not attempt quite the detailed description found in the above definition. In their book, Adult Education, F. W. Reeves, T. Fansler, and C. O. Houle give a much simpler and, from the writer's point of view, equally satisfactory definition of adult education. Their definition

¹Carter V. Good, ed., Dictionary of Educational Terms, (New York: McGraw-Hill, 1945) p. 13.

is as follows:

Any purposeful effort toward self-development carried on by an individual without legal compulsion and without such effort becoming his major field of activity.¹

Equally acceptable is the definition given by R. J. Maaske.

Adult education is a group-learning effort, voluntarily undertaken by persons past adolescence, outside formal school institutions, deliberate in purpose, based on the interests and needs of the learner for the purpose of enrichment and enlightenment.²

One more definition should suffice to give the reader a general idea of what is normally accepted as adult education.

Arthur B. Moehlman defines adult education as follows:

Adult education is any organized informal or formal plan of education for older adolescents and adults that is independent of the conventional school program as administered by public or voluntary agencies.³

Adult education, for our purposes, can be defined as all those activities carried on as organized programs under the sponsorship of school boards and boards of education for those who spend a major portion of their time and energies in other than school activities and who are not enrolled in the elementary, secondary, or junior college programs of the school system. Limiting our study of adult education to that in the public schools limits the scope of our definition.

¹F. W. Reeves, and others, Adult Education, (New York: McGraw Hill, 1938), p. 2.

²R. J. Maaske, "Needs in Adult Education," School and Society, 69: 11, January 1, 1949.

³Arthur B. Moehlman, School Administration, (New York: Houghton Mifflin, 1951), p. 313.

Need for Adult Education

Secondary schools are striving to prepare children to meet and deal with situations they will encounter in adult life. Junior colleges and institutions of higher learning continue the work of the secondary school. In spite of the strides made and being made in achieving this goal there is ample reason to believe that these institutions can never succeed to the extent demanded by society. In the first place, secondary schools do not reach all the people. This was especially true when the majority of what is now the adult population were of secondary school age. The median number of years completed for the population over twenty-five is nine years. While younger adults have, on the average, a considerably higher grade attainment record, the older adults, those over sixty-five, have a median grade attainment of 7.7 years.¹

Even if the schools were able to reach and hold all those of appropriate age it could not hope to offer the education for life which is the goal of most educational theory. Those now reached, in most cases, receive a straight academic course of study. In a complex and fast moving society, it is no longer reasonable to expect the education of youth to do more than lay a foundation upon which further educational building may take place.

¹Morris B. Ullman, ed., Statistical Abstract of the United States, (Washington: U. S. Gov't Printing Office, 1951), p. 110.

The formal school period is a period of immaturity during which it is nearly impossible to give effective training in adult citizenship and skills. Children of school age feel too remote from actual adult life to take maximum advantage of the opportunities for preparation offered them. Francis Spaulding, writing of graduates of the New York schools, wrote the following:

Collectively, the leaving pupils constitute a group schooled in academic facts, recognizing their rights as free citizens in a free country, but unconcerned about civic responsibility, and not awake even to the immediate and local problems and issues which will shortly confront them as citizens, taxpayers and voters.¹

With adults the need for certain types of training and education is immediate. What they gain from their studies is put to immediate use and therefore there is no loss due to non-use. The lag of schooling behind science and technology is greatly reduced by adult education.

There are some subjects which can best be taught to adults. Problems such as flood control are best understood and most valuable to those who are immediately concerned. Young people, although their lives are vitally effected by such problems, can only indirectly influence the final decision. Home and family living are important factors in the lives of young people but they are equally important to those beyond what is commonly referred to as school age.

¹Francis Spaulding, High School and Life, (New York: McGraw Hill, 1938), p. 32.

Society has equipped itself with a number of facilities designed to help the individual in the solution of his day to day problems as well as facilities for recreation and leisure time activities. Our government offers many services obtainable on request. Programs such as those offered by the U. S. Department of Agriculture can be of inestimable value to those taking advantage of them. Unfortunately, only a small fraction of those who could benefit by these services take advantage of them.

Our public libraries serve the public in many capacities but only a comparatively few use them. Of those that do, many do not use them to their full capacity. The following table clearly indicates this point.

Table 1. Public library registration and annual per capita circulation data by size of city.¹

Size of city	:Percent of :population :registered	:Annual per :capita :circulation	:Number of :libraries :sampled
25,000-35,000	39	5.1	30
35,000-50,000	34	5.0	27
50,000-100,000	25	4.9	31
100,000-250,000	24	4.0	28
250,000-and over	23	3.6	36

Another factor must be considered if an accurate picture of the degree to which our libraries are being used is to be gained. It was estimated that five per cent of those using the

¹Bernard Berelson, The Library's Public, (New York: Columbia University Press, 1949), p. 42.

library account for twenty percent of the circulation, while only twenty percent account for seventy-five percent.¹

With our present day means of communication it would seem that the man on the street would be well informed on public affairs. Even so, in 1945 only forty-two percent of the people in this country could identify the senators from their state; only fifty-eight percent could give the number of senators from their state. In January of 1946 only thirty-one percent knew that congressional elections were to be held that year. Eleven percent could not name the governor of their own state.²

Our voting record, as a nation, has long left much to be desired. In the elections of 1944, only thirty-five percent of the population expressed themselves at the polls. Kansas ranked eighteenth in voting participation with forty-four percent voting.³ What better indication of the need for training in citizenship could there be?

Life expectancy in the United States has been steadily increasing and is expected to continue doing so. This means an ever increasing proportion of our population will be made up of adults. This then, is another reason for expanding our adult education efforts. Problems common to adults will become more pronounced as the number of adults increases.

¹Ibid., p. 101.

²American Institute of Public Opinion, The Gallup Political Almanac for 1949 (Manchester: Clark Press, 1948) p. 47.

³Ibid., p. 126.

The public, in general, has come to accept the age of sixty-five as the age of retirement. Through social security and other old age retirement plans, society contributes financially to the well being of our older adults. As the number of persons reaching and exceeding this age increases, the burden on the remainder of the population will increase. Competition for the tax dollar will be even more spirited than it is now.

These older people are, for the most part, quite capable of learning new skills with which they can not only help support themselves but also contribute to society. One thing is certain, when an individual reaches the point where he is no longer able to continue in the work to which he has devoted his life, society must either support him or equip him to support himself. The only way in which this can be accomplished is by training him for work which he is mentally and physically capable of doing. Nearly twelve percent of the population is age sixty or over and unemployed.¹

Adults of all ages, particularly those retired, are finding more and more free time on their hands. This leisure time can present a problem just as real as any they must face. The five day week, eight hour day, is of rather recent origin. Indications are that even less time may be spent on the job in the future. Avocational skills are and will be widely sought by adults.

The people like to feel that in their society everyone has an equal opportunity to improve his social and economic status.

¹Arthur B. Moehlman, School Administration, (New York: Houghton Mifflin, 1951), p. 314.

To do so takes more than just the desire to do so. Personal improvement from both a personality standpoint and from the standpoint of skills is necessary if desired goals are to be reached. Most working people cannot take time off from the job to attend a university or college or other established institution to acquire the additional qualifications. The educational program they need must be planned in such a way as not to interfere with their job. Adult education, as it has so far developed, is uniquely designed to meet these conditions.

Kansas in particular has numerous small communities. The population of these small towns tends to be made up predominantly of older people. The youth remain long enough to graduate from high school and then leave for larger cities, where opportunities for work and for leisure time activities are so much greater. This constant drain of youth leaves a community in a rather stagnate or regressive condition. Some communities have faced this problem and through community action have succeeded in revitalizing the whole community. The townspeople have been aroused to active participation in community affairs. Resources which have been idle for years have been rediscovered and put to use. This is another phase of adult education. This is adult education on a community level rather than on an individual level.

Adult education sponsors must be constantly on the alert if they are to interpret the needs of their communities. It is often difficult to recognize these needs and also difficult

to determine how nearly the efforts being made are succeeding in satisfying them. Opportunities for adult education are numerous. Based on the assumption that the population is evenly distributed in so far as age distribution is concerned the following figures, taken from one of the publications of the U. S. Office of Education, give some indication of the possibilities.

Tasks in Family Life Education. In the normal community of 1,000 people:

About 24 each year, chiefly young adults between 19 and 25 years of age, select a mate--a decision calling for intelligence, care, and judgment. Twenty-four others are learning to live together in their first year of marriage--the crucial year of adjustment.

About 21 are having their first-born child; they face major learning and reorientation in their personal lives. Nearly as many are entering their first-born in school. Twenty are seeing their first-born enter adolescence--and every other stage of development.

About 19 are adjusting to or failing to adjust to their spouses in middle age--if defined as an specific year.

About 9, chiefly age 60-78, are adjusting to the death of a spouse.

About 15 are seeing their parents pass a given year marking the lower boundary of old age.

About 14, median age 42, are adjusting to the death of their parents.

Education for Production and Consumption. In the same community of 1,000, each year:

About 11 are selecting and as many are preparing for a remunerative occupation. Most of them are between 15 and 20 years old.

About 7 young men and 4 young women are entering upon paid work for the first time. Over one-half of them are between ages 16 and 20.

About 4 men are retiring from the labor force--usually between ages 60 and 70. Most of them have a remaining life expectancy of 10 to 15 years.

About 15 adults are establishing their first homes.
(based on number reaching a given age-not marriage rates)

About 640 adults are faced with the problem of maintaining a satisfactory standard of living-using available money, time, and energy to best advantage in satisfaction of their needs.

About 9 women, median age 48, see the last child leave home. Many have more time on their hands. Some have no salable skill. Secretary of Labor Tobin says we need to expand our labor force by 3,300,000 by the end of 1953. Most of these workers will have to be women and older people.

Citizenship Education. Among every 1,000 people normally distributed:

About 15 reach voting age each year--but many of them fail to vote for a decade or longer after becoming eligible.

About 620 are adults invested with full citizenship responsibilities. They need continuously to keep informed on matters requiring policy decisions--from neighborhood problems to international affairs.

About 20 are aliens without full citizenship rights.

Social and Personal Adjustment. In communities of 1,000 people:

About 24 will need to establish new friends and leisure activities following marriage.

About 24 will be new to the county; 126 will be living in different houses from those they lived in last year.

About 7 older people will become conscious for the first time of the increased loneliness of old age through the death of contemporaries and will face the need of establishing friendships with younger people.

About 4 men will need to make new adjustments to additional leisure time upon retirement.

About 19 adults are illiterate and 37 others have never finished more than the fourth grade. Many communities have more illiterates than they have college graduates.¹

¹"Statistics Important to Local Directors," Adult Education Ideas, Office of Education, No. 15 (March, 1952), 4p.

Not all communities will have the same age distribution. It will vary, not only with size but also with the location of the city or village. Certain factors, usually known to the person concerned, can be taken into account in fitting the above figures to the particular situation. By multiplying the population of the community in thousands by the figures given, some indication of how well a particular program is meeting community needs can be obtained. Adult education, if it is to really meet the needs of our mature population, must grow and expand a great deal.

Growth of Adult Education

One of the best measures of growth which can be applied to any social institution or organization is the number of people participating. On this basis, there is ample evidence that adult education is growing. In 1924 there were 14,000,000 adults enrolled in various types of adult education in the United States. By 1934 enrollment had climbed to 22,000,000. In 1939 the estimated figure had risen to 27,000,000.¹ The present enrollment is estimated to be 40,000,000.²

Many clubs and organizations have developed educational objectives, not as the main purpose of the organization, but in conjunction with the regular program. There are an estimated 30,000,000 women belonging to women's clubs of one kind or

¹Walter S. Monroe, ed., Encyclopedia of Educational Research, (New York: Macmillan, 1950), p. 26.

²Homer Kempfer, Adult Education Activities of the Public Schools. Office of Education pamphlet No. 107. 1949, p. 1.

another. Men's clubs enroll nearly 20,000,000. There are about 1,000,000 working in plays as an avocational activity.¹ Other types of programs, some of which are devoted entirely to adult education, will be discussed later.

Recognition of the importance of adult education is evidenced by the number of State Departments of Education which have appointed full or part time directors. This is in addition to Departments of Vocational Education. Eighteen states have full time directors for general adult education and nine have officers with definite part-time assignments.² Twenty-two states now provide financial aid for general adult education.³

Connecticut had an eighty percent increase in enrollment from 1944 to 1947. In New Jersey both enrollment and the number of adult schools tripled in a period of three years. In California and several other states, adult education is reimbursed in an amount not to exceed eighty-five percent of the expenses incurred during the previous year. In Michigan, even though a three year experimental program of state aid ended in 1947, an estimated eighty-five percent of all the programs started were operated in 1948 entirely by local support. The 1948 legislature, on this evidence, approved \$300,000 for state aid to

¹Monroe, op. cit. p. 27.

²Chief State Education Department Personnel Concerned with General Adult Education," Office of Education leaflet, December 1, 1949. 2p.

³Herbert Hamlin, reported in a summary of conferences on adult education by Kansas Adult Education Association, January 21, 1952. p. 4.

adult education. These and other similar examples give evidence of the dynamic growth of adult education in the United States.¹

The Ford Foundation is spending three million dollars annually in grants to numerous adult education projects. Part of that money, \$94,000, will be used this year for the purpose of publishing a magazine for laymen who have adult education responsibilities.²

In December 1944, thirty-four percent of all adults wanted to continue their education. By July 1947, this figure had reached forty-one percent. Those with college training showed more interest than those with high school training. Greatest interest was shown among those in their twenties. Interest was centered in scientific, professional, and liberal arts courses rather than vocational or commercial training.³

The Adult Student

Our public schools have had sufficient experience in dealing with elementary, secondary, and junior college students, and our higher institutions with regularly enrolled students, to know their limitations, their learning abilities, and in general, their interests. Their curriculum, while not necessarily everything

¹Homer Kempfer, "Adult Education is Growing," School and Society, 68:171-2, September 11, 1948.

²Hamlin, loc. cit.

³Kempfer, loc. cit.

we might desire, is established, entrenched, and accepted without too strenuous objection.

If a student wishes to become an engineer, experience has determined that certain subjects are needed. A student entering medical school has had and will have subjects which are of proven worth for his purposes. What kind of curriculum shall be set up for the adult who wishes to become a better member of society, a more mature citizen? If a certain course of study is decided upon, how can it be insured that the student will agree with and abide by the recommendations?

In the public secondary and elementary schools, a great deal is said about determining needs of students and trying to meet them. One can feel secure in the fact that the school isn't going to desert him while he is determining these needs. Quite often needs are determined on the basis of what they are thought to be, not on the basis of what the student thinks they are. When dealing with adults, educators have no cause for this feeling of security. Adults think they know what their needs are and if they do not feel they are being met there is nothing to hold them in school. The educator may be aware of certain needs which the adult student is not aware of, but until the educator has made the adult recognize these needs for himself, any attempt to satisfy them is most likely to fail.

For the most part, the adult student body is made up of men and women who are already discharging their duties as citizens and tax payers. Too often these students are treated and thought of in much the same way as our younger public school pupils.

Some instructors, especially those experienced in elementary and secondary school work, tend to forget that they are no longer dealing with minds which are still in the formative stage. The adult feels perfectly able to take care of himself and of regulating his morals and manners. He is attending classes for what he can go out and use in every day life. The only holding power of the school is satisfaction of needs as determined by the student.

For some time there was doubt as to the ability of adults, particularly older adults, to learn in a school situation. Probably one of the most quoted authorities, and one of the first to really study the problem of adult learning ability, was Edward L. Thorndike. He reported that:

...the ability to learn increased from early childhood to about 25 and decreased gradually and slowly thereafter, about 1 per cent per year. Childhood was found to be emphatically not the best age for learning in the sense of the age when the greatest returns per unit of time spent are received. The age for learning that is best in that sense is in the twenties and any age below 45 is better than ages 10 to 14. ...probable that the decline in ability to learn from age 45 to 70 is not much more rapid than this, so that a man of 65 may expect to learn at least half as much per hour as he could at 25 and more than he could at eight or ten. These results perform the useful service of assuring any adult (using the word here and later to mean a person age 21 to 70) who is not demented that he can learn most of what he needs to learn, and with little or no greater time cost than at fifteen.¹

Recent studies regarding physical abilities of older people have erased many of the misconceptions common only a few years ago. Joseph H. Sheldon made a study of randomly chosen people

¹Edward L. Thorndike, Adult Interests, (New York: Macmillan, 1935), p. 2.

in Wolverhampton, England. He determined his sample by taking every thirtieth ration card and using each person so selected who was of pensionable age. He found that about two-thirds of the women over sixty and of the men over sixty-five years of age were physically and physiologically normal or better. Too often in the past, expediency in selection of population has caused results to be heavily weighed in the direction of less favorable characteristics.¹

Older people have demonstrated that, given adequate time in which to work, the quality of work they can do is comparable with most other age groups. The tendency for the rate at which they can learn or the rate at which they can work to decline has often caused them to be regarded as less able or less intelligent than younger adults. It has been shown that when rate of work is taken into account and allowed for, the quality of work done does not materially decline for those over forty-five.²

Different skills decline at different rates. David Wechsler, in using the Wechsler-Bellevue test, has found that certain types of test items are failed more consistently as adults grow older while on others they are consistently successful. He has divided these test items into two lists; those which hold up with age and those which do not hold up with age.³ All too often, the

¹Irving Lorge and Rose Kushner, "Characteristics of Adults Basic to Adult Education," Review of Educational Research, 20:172, June 1950.

²loc. cit.

³David Wechsler, Measurement of Adult Intelligence, (Baltimore: Williams and Wilkins, 1944), p. 64.

overall performance on intelligence tests has been interpreted as indicating ability in all areas of intelligence. When considering Wechsler's findings it should be remembered that a good portion of his test takes into account the rate at which the subject works. As has been said, older people tend to work at a slower rate than younger people. Wechsler's findings were:¹

Tests which hold
up with age

Information
Comprehension
Object Assembly
Picture Assembly
Vocabulary

Tests which do not
hold up with age

Digit Span
Arithmetic
Digit Symbol
Block Design
Similarities
(Picture Arrangement)

Although there is some disagreement regarding the ability of older people to profit from educational activities, the disagreements are limited to the degree of profit, not as to whether or not they can profit. One must keep in mind that the tools with which such measurements are made have not yet been developed to a point acceptable to all educators.

¹Loc. cit.

ADULT EDUCATION: PAST AND PRESENT

European Background

At various times nearly all European countries have had some form of adult education. In general, their programs have been concerned primarily with the workers. In this country, adult education has not limited itself to any particular group or class. Economic and occupational differences, while they may have been contributing factors, have never been determining factors in who should participate in adult education.

In the middle 19th century the Danish people, defeated in war, lost their wheat market. Realizing that radical adjustments would have to be made in their economy and that these adjustments could not be made by an illiterate population, they began a program of education for the adult population.

Early in the 19th century the trade unions of England started programs of education for the workers. Other countries followed suit and by the time of the first world war such programs were common to most of the countries of Europe.

Early American Background

In this country, the New England town meeting might be said to be one of the earliest efforts in adult education. During the early years of the 19th century there were agriculture and mechanical institutes which might also be classified as adult education activities.

Lyceum

In 1826, Josiah Holbrook organized the first Lyceum. Mr. Holbrook was a lecturer on the branches of science, geology in particular. Holbrook felt that the interest shown in the branches of science would also be shown in other branches of learning if the people were given the opportunity to know of them. Some of the greatest men of that time took part in the Lyceum; such men as Daniel Webster, Emerson, Thoreau, Lowell, Holmes, Hale, Henry Ward Beecher, and many others. By the late 1830's the Lyceum was at its peak and no less than 3000 were in existence. They extended as far west as Detroit and generally down into the south. During the Civil War the Lyceum was nearly suspended. Following the war it began to change into a commercial lecture system. One man, Henry F. Leipziger, tried to revive the Lyceum but on his death the movement folded. It is felt by many that the present system of public supported schools developed, largely due to the activities carried on in the Lyceum.¹

Chautauqua

In 1874, J. H. Vincent and Lewis Miller founded a summer training camp for methodist sunday school teachers on the shore of Lake Chautauqua in New York state. When cultural lectures were introduced the public began to attend in large numbers.

¹Lyman Bryson, Adult Education, (New York: American Book Co. 1936) p. 15f.

After 1900, lecturers, singers, swiss bell ringers, dramatic troops and dancers began touring. At its peak there was a circuit of 200 Chautauquas in thirty-one states. During 1924, approximately, 12,000 towns were visited by such groups.¹ The decline of the Chautauqua movement was sudden and drastic. In the year 1925, the traveling chautauqua almost entirely vanished from the American scene. The advent of radio and motion pictures about this time may have accounted for the sudden decrease in popularity. The original chautauqua, on the shore of Lake Chautauqua in New York state, still is in operation. Once in a while a traveling group may bill itself as a chautauqua group. In the main, however, the chautauqua belongs in the past.

Social Settlements

The social settlement had it's origins in the early 19th century. They were at first connected with colleges and universities and were primarily educational in nature. The large amount of social welfare and relief work carried on during the last twenty years has all but overshadowed the educational aspects of the institution.

Womens Clubs

It would be difficult to measure the amount of adult education carried on in women's clubs since their founding. Some have

¹T. S. Matthews, ed., Time, 59:62, March 31, 1952.

traced their beginnings back to the period following the Civil War. It was during this period that some of our ideas about women began to change. Good health and energy became fashionable. Industrialization took some of the tasks out of the home and the housewife had time for such outside activities. In spite of opposition to many of their undertakings they have persisted and flourished. It is estimated that 3,000,000 women were taking part in clubs of one kind or another in 1950.¹

Correspondence Schools

Correspondence schools have been with us for many years. Originating in Europe, correspondence schools were introduced in this country by the "Society to Encourage Studies at Home."² The commercial correspondence school was started by the activities of one Thomas A. Foster. As editor of the "Mining Herald," of Shenandoah, Penn., he began a series of questions and answers dealing with mine safety. This later developed into regular courses for mining dealing with several phases of their work. It is estimated that about 70 million dollars per year is spent on correspondence courses sold by proprietary schools to students who want some type of training. All too often these schools obtain their students by exaggerated advertising.³

¹Monroe, op. cit. p. 27.

²Bryson, op. cit., p. 20.

³Monroe, loc. cit. p. 27.

Extension Service

Extension lectures are thought to have started in England.¹ By 1880 they were introduced into this country by the city of Philadelphia. Shortly after that the colleges and universities set up programs. The extension service offered by the United States Department of Agriculture has been expanding rapidly during the last few years. In 1914, the Smith-Lever Act set a pattern of federal aid to extension service which has been incremented with more funds under the Kapper-Ketchum Act of 1928, the Bankhead-Jones Act of 1935, the Bankhead-Flannegan Act of 1945, and the Flannegan-Hope Act of 1946. Although this work is not limited to adults, the following figures will give some idea of the scope of the program. In 1940, 6,776,885 families were influenced by some phase of the program. About 68.3 percent of these were farm families and the remainder were non-farm families. Also in 1950, 4,661,094 families changed one or more home practices as a result of extension activities. About 20,561,181 personal contacts were made by county agents. Fifty-four percent of the 74,633,965 attending extension meetings were adults. In addition, 142,723 radio talks were broadcasted or prepared for broadcast. Twenty-one million pamphlets and bulletins were issued during the year.²

¹A. H. McDannald, ed., The Encyclopedia Americana, 9:592, 1950.

²Amelia S. Osmundson, Extension Activities and Accomplishments, Extension circular #473, USDA, June 1951, p. 1-9.

It might be of interest to note the source of funds for extension work. The federal acts mentioned above were only to meet up to one-half the expenses. In 1949 the federal government furnished 46 percent, states furnished 28.4 percent, counties 22 percent, and organizations 3.6 percent.¹

State Board for Vocational Education

Beginning with the Smith-Hughes act of 1917, vocational education under the State Board for Vocational Education has been supported in part by federal funds. In 1935 the George-Deen Act and later in 1946, the George-Barden Act, made available further funds. The George-Deen act extended the program to include distributive education. All of these acts will support up to 50 percent of the program, the remainder to be paid by state and local units. All information given below pertains to the adult phase of vocational education.

Kansas has no adult program in vocational agriculture at the present time. This is largely due to the veterans On-Farm Training program. Although not identical, the groups served would be nearly the same. When the veterans program dies out, as it is expected to do in 1954, vocational agriculture for out of school youth and adults may be resumed.

The following data regarding vocational home economics will

¹Report of Cooperative Extension Work in Agriculture and Home Economics, USDA Extension Service, Washington: U. S. Govt. Printing Office, 1950. p. 58.

give some idea of the scope of the program. This information is for the state of Kansas for the year 1950-1951.¹

<u>Area of Instruction</u>	<u>Enrollment</u>	<u>Classes</u>	<u>Communities</u>
Family relations and child guidance	2826	71	4
Home Improvement	1149	57	28
Foods	29	2	1
Clothing	829	51	20
Health and Nursing	62	3	2
Home Management	16	1	1
	4911	219	32

Individual course titles are as follows:

Furniture Repair and Refinishing
 Upholstering
 Home Mechanics
 Interior Decoration
 Slip Covers and Draperies
 Early American Rug Making
 Elementary clothing
 Beginning Dressmaking Techniques
 Tailoring
 Advanced Tailoring
 Childrens clothing
 Millinery
 Supper Club
 Nutrition
 Home Management
 Arts and Crafts for Christmas Decorations
 Leadership Training
 Family Health, Home Nursing, and Child Care
 Personality Growth in the Family
 Family Recreation
 The Grade School Child
 The Pre-School Child
 Parents Class-Personality Development
 Understanding Ourselves and Our Parental Roles
 Youth Comes of Age
 Grandmothers on Their Toes
 Personality Development in Pre-School Children
 Nursery School with Mother Participation
 Building Healthy Personalities²

¹Kansas Annual Descriptive Report of the State Board for Vocational Education, 1951, p. 20.

²Obtained from Miss Hazel Thompson, State Supervisor for Home Economics education.

In the Trades and Industries branch of vocational education, as carried on under the State Board for Vocational Education, a great number of courses are offered. The writer asked in particular about the custodial schools. In 1950-1951 there were eight summer custodial classes in which 329 were enrolled. During the regular year classes were held in forty cities with an enrollment of 190. These classes are not limited to school janitors but are open to all.

The total enrollment in the Trade and Industry area was 6464 in 1949-1950 and 6343 for 1950-1951. The following list of courses does not indicate the limitations within which work can be done. Any line of trade or industry which lends itself to instruction can be offered under this program. No effort has been made to arrange these course titles into a systematic grouping. They were taken from records on file in the Topeka office.

Custodian Training

- City Building Inspectors
 - a. Housing Inspectors
 - b. Electrical Inspectors
 - c. Plumbing Inspectors
 - d. Mechanical Inspectors

Gas Heating Appliance Venting

- Job and Safety for Rural Electrification Workers
- Hydraulic Transmission
- Blue Print Reading
- Shop Arithmetic
- Sheetmetal Layout
- Principles of Electricity (elementary & advanced)
- Motor Tune-up
- Oil Heating
- Mathematics
- Sheetmetal riveting
- Aircraft Sheetmetal
- Machine shop
- Chemistry for Nurses

Dietetics for Nurses
Acetyln and Electric Welding
Carpentry Principles
Practices for Janitors
Modern Fire Fighting Techniques
Essentials of Firemanship
Fire Department Inspector
Fire Department Pumper Operations
Sliderule
Auto Electricity
Supervisor Training
Electricians code
Gas Appliance Servicing
Natural Gas Principles
Lineman's practice
Plumbing Principles
Machine Shop Welding
Office Practice
Teletypesetter Keyboard Operation
Lead Wiping
Structural Steel Design
Oil Treating
Practical Nursing
Math and Layout
Drainage and Venting
Engine Diagnosis
Generator Regulation and Adjustment
Estimating
Plan Reading
Radio Mechanics
Bricklaying
Painting and Paperhanging
Principles of Conducting Conferences
Principles of Building Construction
Anatomy for Nurses
Steel Square
Shop Sketching
Blue Print Reading, Aircraft
Electronic Controls
Blueprint and Template reading
Inspection Practices
Template Layout
Fundamentals of Truck Driving
Materials and Processes
Foundry Practices
Tool and Machine Principles
Painting Principles
Human Relations
Job Instruction
Layout for Shipyard Workers
Millwork Principles

Airbrake Principles
Wheel Alignment
AAR Rules (Railroad rules)
Welding for Plumbers
Aerodynamics¹

Distributive education was the last area to be included under the programs receiving federal support. Just recently it received a set-back. Effective July 1, 1951, the federal funds available for distributive education were cut almost in half. Kansas had to choose between curtailing either the adult program or the program in the secondary schools. Mr. Shotwell, state supervisor, gave several reasons for their decision to limit the adult phase of the program. In the first place, it was felt that when funds are restored, the adult program will be easier to revive than would the secondary program. Secondly, the adult program can more easily be maintained on a tuition basis. Another reason was that the secondary student is more easily trained than the adult. It is easier to train the youth than to retrain the adult. The courses listed below were offered in the fall of 1951. Effective January 1, 1952, the adult program was to be drastically curtailed.

¹Obtained from Mr. O. H. Beaty, State Supervisor, Trade and Industrial Education.

<u>Course Title</u> ¹	<u>Classes</u>
Hospitality Clinic.....	9
Retail Speech.....	4
Show Card.....	22
Sales.....	90
Preparatory Sales.....	31
Advanced Sales.....	16
Variety Sales.....	10
Refresher Sales.....	20
Salesmanship.....	15
Window Display.....	8
Waitress Training.....	33
Letter Writing for Businessmen	14
Record Keeping for Small Stores	11
Practical Arithmetic.....	10
Personality Development.....	13
Over-the-Counter Selling.....	78
Sales Christmas Extras.....	50
Elevator Operations.....	15
Woolfacts.....	12
Traffic and Transportation Mgt.	50
Total.....	512

One should bear in mind that the enrollment figures given for the various areas of vocational education are for adults only and that to be meaningful it is necessary to compare our definition of adult with the definition used in determining who can qualify for vocational adult education. In the introduction to this paper it was established that anyone not enrolled in a regular elementary, secondary, or other educational program, and who was spending the major portion of his time and energy in other occupations, would be considered an adult. Under the programs just considered, anyone twenty-one or over is considered an adult.

Veterans On-Farm Training

The veterans on-the-farm training program began to function

¹Obtained from Mr. H. D. Shotwell, State Supervisor of Distributive Education.

in 1946, and as is indicated below, is expected to terminate by 1954. Although the program is limited to a selected group it is apparent from a study of the number enrolled that it has played an important part in adult education in Kansas. The scope of the program is indicated below.¹

<u>Year</u>	<u>No. of schools December 31.</u>	<u>Enrollment December 31.</u>
1946	8	376
1947	103	2108
1948	140	3442
1949	203	4597
1950	255	5930
1951	271	5887
1952	220*	5000*
1953	120*	2500*
1954	0*	0*

*estimated

A survey was made in 1951 in which the training program was evaluated by the students themselves.² Certain of the questions were found to be of interest not only to those concerned with veterans on-the-farm training but also to those interested in any phase of adult education. One must bear in mind that this is a selected group and that they are no doubt judging all forms of adult education largely on the basis of what they have experienced.

23. Would you continue to take part in an education farm program similar to the present one without subsistence pay?

Yes (167) No (34) Uncertain (92)

¹Obtained from C. C. Eustace, Field Supervisor, Institutional On-Farm Training.

²Robert H. Berkley, Supervisor of Institutional On-Farm Training. Statistical Research #505. "Results of survey made in Kans. in connection with the regional study of Institutional On-Farm Training being conducted at Iowa State College." October, 1951.

56. Would you be willing to pay taxes for an adult education program in the local schools?
 Yes (156) No (42) Uncertain (100)
58. Should government officials be urged to provide tax money for adult education programs in the public schools?
 Yes (164) No (34) Uncertain (95)
59. Should all farmers have an opportunity to enroll in courses in farming offered by the public schools?
 Yes (197) No (34) Uncertain (66)

The writer found the responses dealing with finance to be of particular interest. The favorable response given to each such question is significant in that it will undoubtedly be necessary and, in the opinion of the writer, desirable for boards of education to assume a larger share of the cost of adult education. Although these particular questions were given to adults engaged in training for farming, the findings reported in a later section of this thesis would imply that adults engaged in other types of programs by their continued attendance are finding adult education equally worth while.

UNESCO

Only brief mention will be made here of an organization whose potential in adult education is only beginning to be realized. State and county councils have been set up since 1947. In Kansas, thirty-nine of 105 counties now have UNESCO councils. Some of these act as coordinating agencies while others initiate various educational and informational programs themselves.¹

¹Per G. Stensland and Carol Stensland, "Community Education for International Understanding," Adult Education, 2:17-23, February, 1952.

The Great Books Program

In the fall of 1946 a program was set up under which students, by meeting twice a week for nine months each year for a period of four years, could qualify for a certificate. These groups studied what were termed the "great books." If willing and able to take and pass a test, they were to be given the BA degree. The Great Books Foundation now has 2000 groups.¹

Community Activities

The relatively recent introduction of recreation commissions to many of our smaller towns is an indication that the need for leisure time activities training is being recognized. Many communities are offering hobby and craft courses. The churches, YMCA, YWCA, and other organizations, sometimes in conjunction with each other and sometimes on their own, are offering various activities. Most of our community efforts have yet to realize their full potential but the response indicates the need they are meeting.

The Public Schools

Although public school programs of adult education are not new, they are certainly in the growing stage of development. When considered along with other forms of public education, it

¹T. S. Matthews, ed., Time, 59:76, March 17, 1952.

is the youngest. The programs in Kansas are among the younger. Cleveland has had adult education for 102 years, Chicago for 84 years, and Joliet recently celebrated its 50th anniversary of adult education.¹

Homer Kempfer made a survey of adult education in public schools for the year 1947-1948. The tabulations of his findings will not be reproduced here due to the fact that, as Kempfer himself pointed out, their validity is rather low. The following, taken from the summary of the study, will give some indication of the results.

An inquiry sent to 3,613 school districts in communities having a 1940 Census population of 2,500 or more brought an 80.8 percent return. Of 2,922 districts reporting, more than four-fifths claimed to have had educational activities for adults and out-of-school youth in 1947-1948; nearly half reported evening and adult schools. An estimated three-fourths of all districts above 2,500 population claim to have evening or adult schools even if non-response to the inquiry represents the absence of such schools.

A similar inquiry sent to 1,202 districts in smaller communities thought to have adult education activities brought a 32.5 percent return. Of 391 smaller districts reporting, over four-fifths claim to have adult education activities in 1947-1948 and nearly two-fifths reported evening or adult schools. Nearly 10,000 other districts with superintendents in communities under 2,500 were not included in this survey.²

Kansas has a large proportion of small schools and sparsely populated districts. As will be seen from a study of the results

¹Herbert Hamlin, In an unpublished address given at Kansas State College, December 5, 1951.

²Homer Kempfer, "Adult Education Activities of the Public Schools," Office of Education pamphlet #107, Washington: U.S. Govt. printing office, 1949.

of the survey, adult education is not found in nearly as large a proportion of Kansas schools as is indicated in the above mentioned survey. Kempfer, in ranking the states on a basis of percentage of population involved in adult education in 1948, places Kansas twenty-seventh.¹

As Galen Jones, Director, Division of Secondary Education, states, "The public schools...have a unique responsibility for providing leadership and opportunity in this field".² There will always be organizations and groups who will retain their own programs of adult education but our people are sufficiently integrated and have sufficiently common needs and interests to enable our public schools to provide for the great majority of them. The philosophy and reasoning out of which our present program of public supported elementary and secondary schools developed is just as applicable to a program of public supported adult education. It will take time to break down the commonly held misconception that formal education is completed at the end of secondary school or at graduation from any other particular course or institution.

Consideration of the numerous small communities in Kansas will reveal that the public schools are the only institutions having the facilities, equipment, leadership, and organization out of which a functional program of adult education can develop.

¹Ibid, printed on back cover of pamphlet.

²Kempfer, op. cit. p. iv.

A national survey of public school administrators revealed that more than ninety percent of them felt that adult education was a function of the public schools. Also a national survey of farm veterans showed that ninety percent would be willing to support a program of adult education through taxation. It is estimated that when adult education is provided free of charge, it costs only one to five percent of the total school budget.¹

Other Agencies of Adult Education

No effort has been made to give space and attention to all the agencies of adult education. Such a treatment would be a monumental work in itself and so far as is known has never been attempted. Colleges and universities carry on programs of adult education. Museums can be expected to become increasingly important in this area. Labor unions have set up extensive programs of training for the workers. There are many of our governmental agencies which have set up in-service programs for their own personnel. The armed forces engage in many types of training. It would be difficult to evaluate the effects of our mass communications agencies. Our churches are not novices at adult education. These, and undoubtedly many others, all contribute to a social phenomenon which is just now beginning to appreciate what the future holds for it.

¹Hamlin, loc. cit., Report of a conference, p. 4.

Legal Status of Adult Education in Kansas

Money received through taxation is carefully expended under legislative provision. Adult education, as a phase of the public schools in this study, is usually financed in part with public funds. Of interest then are the legal provisions for adult education.

Adequate provisions have been made for vocational education. Since the passage of the Smith-Hughes act of 1917, the states, in cooperation with the United States Department of Education, have periodically revised the provisions for vocational education as the need has arisen. In the general adult education field, however, each state has been responsible for any provisions made.

Chapter twenty-six of the 1947 revision of Kansas School laws provides for night schools.¹ Section 739 provides that boards of education may maintain free public night schools as a part of the public school program. These schools are provided for persons fourteen years of age or older who are not required by law to attend the public day school. The board of education is required to provide instruction when petitioned in writing by ten persons. The school may be discontinued whenever the average attendance drops to not more than seven.²

¹Kansas School Laws. Revised 1947, (Topeka: State Printer, 1948), p 273.

²Loc. cit.

Section 740 provides that the cost of the public night school be paid from the public-school fund of the district or city and that the night school should be a part of the public school system. Attendance in the night school is not compulsory.¹

Section 741 provides that the classes should meet three evenings per week for a period of not less than five months. The classes are to be held only during the time in which the regular day school is in session. The same facilities and equipment used for the regular school program are to be provided for the night school.²

Section 743 provides that teachers for the night school may or may not be teachers in the regular day school program. If not, however, they must meet the same qualifications as the regular teachers in the system and must hold a teacher's certificate.³

Kansas law dealing with vocational education provides for acceptance of federal funds and the regulations set by the United States Office of Education. Chapter 18, Article I of the 1947 revision of Kansas school laws provides for the participation of Kansas in the vocational program established

¹Loc. cit.

²Loc. cit.

³Loc. cit.

by the Smith Hughes Act. Section 567 designates the State Board of Education as the State Board for Vocational Education in the administration of this and future acts. The State Board of Education, then, is also the State Board for Vocational Education.¹

Section 1 of the "Plan for the Cooperation of the Kansas State Board of Education with the United States Office of Education in the administration of Vocational Education in Kansas" gives the legal basis for the participation of Kansas in the benefits of the Smith-Hughes Act and George Barden Act.

A. Legal basis for State's participation in the benefits of the Smith-Hughes and George-Barden Acts.

1. Stat's Acceptance Act

Under the provisions of House bill No. 886, Session Laws of 1917, the Kansas legislature accepted all the "benefits and provisions" of the national vocational act, known as public document No. 347, and designated the Kansas State Board of Education as a State Board to cooperate with the Federal Board for Vocational Education in the administration of the national vocational education act in Kansas.

2. In the Session Laws of 1945, 72-124, a lay State Board of Education, which is also the State Board for Vocational Education, is created. Its composition, appointment, and election of its own chairman are set out. Its duties are also provided.

3. The right of the State Director of Vocational Education to draw his salary as long as he performed his duties was upheld by the Kansas Supreme Court in 1922, as reported in Supreme Court Proceedings, 111 K 831.

B. State Administration

1. The legal authority of the State Board for Vocational Education for:

¹Ibid. p. 211.

a. Preparing, adopting, and submitting a State plan for Vocational Education is included in the acceptance act (See Sec. I-A-I, above): "The State of Kansas . . . will observe and comply with all the requirements of said act."

b. Approving expenditures of Federal and State funds for vocational education is also included in the acceptance act previously cited. (Sec. 72-4311, 1941 Supp., G. S. 1935).

c. Selecting, employing, and discharging all administrative and supervisory State Board Personnel, except director, is provided under civil service in Section 75-2925-2961, 1941 Supp., G. S. 1935. The director is employed by the Board but is not under civil service.¹

The present state plan started on July 1, 1947 and will continue until July 1, 1952. Following this, a new plan, revised in the light of any new circumstances, will be made and will be used for the next five years. These plans are arrived at cooperatively by the individual states and the U. S. Office of Education.

The plan now in use is made up of seven sections as follows: (1) State Administration and Supervision, (2) General Conditions, (3) Agricultural Education, (4) Business Education, (5) Home Economics Education, (6) Trade and Industrial Education, and (7) Guidance Services.

All vocational education under the State Board for Vocational Education is carried on through the public schools. Provision is made for instruction of all age groups. This study is interested primarily in adult education as provided by the State Board for Vocational Education.

¹Kansas, State Department of Education: "Plans for the Cooperation of the Kansas State Board of Education with the United States Office of Education in the Administration of Vocational Education in Kansas for the Period from July 1, 1947 to July 1, 1952," Section 1, State Administration and Supervision.

Classes in Trade and Industrial Education, Home Economics Education, and Business Education are now offered through the adult programs of our public schools. Brief statements of the particular provisions dealing with this phase of vocational education will be the extent of the discussion in this paper.

Section II of the State Plan deals with general conditions under which the program is carried on. One dollar of either state or local funds must be spent for each dollar of federal money used. The State Board for Vocational Education will reimburse the local board of education for up to fifty percent of the teacher's time devoted to vocational education.

The adult phase of Home Economics Education is provided for those sixteen years of age or over who are capable of profiting by the instruction offered. The minimum number of hours of instruction must be not less than ten clock hours. Any phase of homemaking in which the group is interested may be included.

Persons enrolled in Trades and Industrial Education must be sixteen or over and must be engaged in work such that the instruction will be supplemental to the job. The only qualification for enrollment is the ability to profit from the instruction. Course outlines are arrived at through conferences between the supervisor, instructor, and advisory committee. Courses will be made up of units which shall, except in special cases, consist of five or more lessons of two hours each.

Business Education instruction is offered for those over sixteen who are employed. The instruction must be such as to

help the student in the performance of his job or to prepare him for advancement on the job. No length of class or duration of course is recommended beyond the statement that such instruction should come to an end when the objectives set have been reached.

Agricultural Education has been curtailed the last few years. The Veteran's On-Farm Training program has more or less replaced it. Provision is made for such training in the state plan, however, and the adult program should be resumed in the future, when the Veteran's On-Farm Training program comes to an end. Two classifications of age groups would be within the scope of adult education as it has been defined. Those between sixteen and twenty-five are classed as young farmers. They must be living on a farm and either be established in farming or in the process of becoming established. The tendency in Kansas has been to make the minimum age eighteen in an effort to encourage youth to remain in high school.

Courses for young farmer groups consist of at least twenty lessons of ninety minutes each annually. Class enrollment must be at least eight if it is to be approved for reimbursement.

Classes for adults are for those who are engaged in farming. Each course must consist of ten classes or more of ninety minutes each. At least eight persons must be enrolled to qualify for reimbursement. An individual must be present at least four times to be counted as part of the enrollment.

In all areas of instruction, the local board must meet

certain requirements as to suitability of facilities and equipment. Instructors may be recommended by the local board but must be approved by the State Board for Vocational Education before the local board is reimbursed.

TECHNIQUES AND PROCEDURES USED

The first phase of this study consisted of becoming acquainted with the available literature. This was a continuing process. It was found that the resources in the college library were very limited. The Institute of Citizenship has maintained a small but up-to-date library which includes source materials relative to adult education. Further materials were obtained from the U. S. Office of Education and from the U. S. Government Printing Office.

In December, 1951, the writer attended a conference on adult education which was held in Manhattan. This was one of six area conferences being held throughout Kansas. These were called by the Kansas Adult Education Association and were to enable the attending community educators to determine what they would like to see happen in Kansas in so far as adult education on the community level is concerned. The writer was able to meet and talk with many of the persons in this area who are engaged in adult education activities. The discussions offered the uninformed a splendid opportunity to become acquainted with the thinking being done in this field.

Early in the year it was decided that it would be desirable to confer with Mr. John H. Nicholson of the State Department of Education. Mr. Nicholson is Director of the Division of Instruction and has also been devoting part of his time to adult education. It was found that the only information available was that contained in the High School Principal's Organizational Report which is submitted annually. At that time only the reports from the preceding year were available. Mr. Nicholson had tabulated the information concerning adult education and this was made available to the writer.

A second trip was made to Topeka after the reports for the present year were all on file and the names of the schools reporting adult education were obtained.

Some of the limitations encountered in this procedure will have to be taken into account if evaluation of this study is to be well founded. Before discussing the limiting factors, however, it would be well to point out that it is very doubtful that any other means of obtaining a list of the schools having adult education would yield as complete a list. Only by contacting each individual school system would a more complete list be obtained.

The writer, in using the High School Principal's Organizational Report, has made the assumption that school systems not having high schools do not or are not likely to have adult education programs. The comparatively few school systems of third class cities and villages reporting adult programs tends to validate that assumption.

The forms from which the names of the schools were taken provided very limited space for reporting on adult education activities. The following questions were asked. An effort has been made to indicate also the approximate amount of space provided for answering the questions. That the information obtainable from these forms was inadequate for a study such as this should be obvious.

Enrollment.....
 Courses Offered.....

 Are regularly qualified high-school teachers employed?.....
 When are classes held?.....
 Is high school credit given for this work?.....
 How is adult education financed?.....

Administrators used this space to report both general adult education and Veteran's On-Farm Training. In nearly all cases it was possible to identify those reporting veteran's programs. The limited space allowed and the few questions asked yielded but little information. It was evident also that not all administrators had given too much attention and thought to their answers. In the end, the only information utilized was the list of schools reporting adult education.

In addition to the list of schools obtained from the above source, each school system not reporting adult education but having a public junior college was sent a questionnaire. There were six such school systems. Eight schools on the original list also had public junior colleges. The fourteen questionnaires going to systems with junior colleges were so altered

as to allow the person filling out the form to check, in addition to the regularly included choices, either a junior college teacher or a junior college administrator as the person responsible for adult education in that system. Ten of the fourteen systems returned their questionnaires.

Thirty-nine schools were found to indicate some form of adult education on the High School Principal's Organizational Report. These thirty-nine, plus the six systems with junior colleges not on the list, brought the total number of school systems sent questionnaires to forty-five.

Considerable effort was made to insure that sufficient and proper questions were included in the questionnaire. The objectives of this study were decided on in advance so that the task was one of securing adequate and appropriate information relative to the specific areas being studied. After the questionnaire was seemingly acceptable, it was submitted to various members of the staff of the Department of Education for suggestions for improvement. Several questions had to be revised. Certain of them were susceptible to more than one interpretation and had to be reworded.

At this point the questionnaire was submitted to school officials in Junction City and Manhattan with requests for suggestions for improvement. This step also proved to be a valuable one. It was found that additional questions regarding certain phases of adult education were needed and that certain of the questions needed rewording. After the above procedures

were completed, it was felt that the questionnaire was ready for mailing to all the schools to be included in the study.

The writer would impose the following commentary at this point. The enrollments in the adult education programs being studied varied from one having fifteen to one having an enrollment of 11,000. Designing one questionnaire equally suitable for programs which vary so much in size would be a difficult task indeed. Even so, the questionnaire proved to be quite satisfactory. In most cases where questions were left unanswered, it was not due to any characteristic of the questionnaire.

Those schools which had not replied at the end of two weeks were sent a second request accompanied by a second copy of the questionnaire. Thirty-seven of the forty-five, or eighty-two percent, responded. Five of these advised that they had no adult education program. One had reported adult education on the High School Principal's Organizational Report because there was one adult enrolled in the regular secondary commercial course. Another school had reported adult education because of two adults enrolled in the regular secondary Driver's Training course.

An effort was made to determine if these five schools had had an adult education program previously, and if so, what reasons were involved in its being discontinued. Two schools replied that no programs had existed. No further information was obtained regarding past programs.

To explain the discrepancy between the list of schools

reporting adult education on the High School Principal's Organizational Report and the list of schools, which, when contacted, reported no adult education, one must review once again the manner in which the writer obtained his list.

As stated above, both general adult education and Veteran's On-Farm Training programs were reported on the same form. The writer, in obtaining his list of schools indicating adult education, quite possibly selected a few which were actually reporting on the veteran's program. The questionnaire specifically stated that data regarding the Veteran's On-Farm Training program were not to be included.

Another explanation is possible. Several of the courses offered under the State Board for Vocational Education are of short duration. The Hospitality Clinic is sometimes offered over a period of only a few days. A course dealing with the venting of gas appliances was offered in a number of cities in the state and sometimes lasted only one evening. An administrator whose school system has sponsored only one such course might well feel that it was not applicable to the type of program which the questionnaire was designed to describe.

By obtaining the list of schools as he did, the writer was dependent on the administrators of the state. Unless they reported adult education activities there was no way of knowing of their existence. It should be reasonable to assume that all those having regular adult programs reported them on the High School Principal's Organizational Report.

One morning was spent in visiting with various people at the offices of the State Board for Vocational Education. The information obtained there is included in this study and the persons contributing the information are credited.

In presenting the information gathered on the questionnaire, an effort was made to show not only the over-all picture but also to show differences existing between different class cities. It was felt that grouping on the basis of city classification would make the information most meaningful to those making use of the material. Classification was made on the basis of the classification given for each city in the Kansas Educational Directory for the year 1951-1952. Those listed in the directory under the heading of Cities of the Third Class: Villages and Rural High Schools, are usually referred to in the tables as Third and other.

Where it was felt to be appropriate, the returns were divided on the basis of whether or not the school system had a junior college.

The objectives of this study were limited to certain phases of adult education and consequently all phases have not been studied. The programs of one first class city and one second class city have been described more fully in an effort to give a more complete picture of the composition of an adult education program.

At the time the questionnaires were returned, not all programs of adult education had reached their peak enrollment for

the year. The Topeka Public Night School, for example, held a five week session after the questionnaire was returned. The enrollment for the five week session was not included in the total on the questionnaire. In order that data from all schools would be comparable, only those which were furnished on the questionnaire have been tabulated.

The questionnaire used in this study, along with related correspondence, may be found in the Appendix.

FINDINGS OF THIS STUDY

Extent of Adult Education

As was stated in the introduction, the writer established six objectives toward which to work. One objective was to show the extent of adult education in Kansas public schools. Of twelve first class cities listed in the Kansas Educational Directory for 1951-1952, ten returned questionnaires. One school had reported adult education and advised that the questionnaire would be returned later. At this writing, the questionnaire has not been received. The remaining first class city not accounted for had not reported adult education on the High School Principal's Organizational Report.

Seventy-nine second class cities are listed in the Kansas Educational Directory. Twenty-two of these were sent questionnaires. One second class city advised no adult education was offered and five did not respond at all. Returns were received

from sixteen of the second class cities.

Of the many cities of the third class, villages, and rural high schools, only twelve were sent questionnaires. Six returns were received. Two reported no adult education, two had such limited activities that they could not be considered to constitute programs of adult education, and two did not respond.

Table 2 summarizes the information thus far given. It should be remembered that only those third class cities, villages and rural high schools having secondary schools have been taken into account in arriving at the figure 517 used in the table.

Table 2. Extent of adult education in Kansas public schools with consideration by classification of city.

	: : All : programs	: : First	: : Second	: : Third & : other
No. of schools	608	12	79	517
Schools reporting adult education	33*	11*	16	6
Percent	5.4	91.6	20.3	1.2

*One first class city advised that the questionnaire would be returned. At this writing no further information received.

As a further indication of the extent of adult education, the number of people enrolled was requested. Space was provided for indicating the number of men enrolled, the number of women enrolled, and the total enrollment. In all but three cases all three blanks were used. Table 3 summarizes the enrollment on the basis of city classification.

Table 3. Enrollment by classification of city.

Class City	: Number	: Percent	: Median enrollment : per program
First	17,416	84.7	734
Second	2,975	14.5	127
Third & other	167	0.8	30
All programs	20,558	100.0	127

Table 4 presents enrollment data showing the number of men and the number of women enrolled in the programs on the basis of city classification. One first class city and one second class city furnished the total enrollment but did not indicate the number of men and women enrolled.

Men make up a greater portion of the enrollment in first class cities while in second class cities the enrollment is almost equally divided. Women account for most of the enrollment for the smaller programs. Considering all programs, men make up almost fifty-nine percent of the enrollment.

Table 4. Enrollment by city classification showing proportion of men and women enrolled.

Enrollment	First		Second		Third & other		All programs	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Men	10,832	62.2	1,217	40.9	38	22.8	12,087	58.7
Women	5,801	33.3	1,233	41.5	129	77.2	7,163	34.9
Not classified	783	4.5	525	17.6			1,308	6.4
Total	17,416	100.0	2,975	100.0	167	100.0	20,558	100.0

Administrative Practices

Administrative practices were expected to vary considerably but it was hoped that through the use of certain questions, some indication of common practices might be discovered. In most phases of administration, certain usages and practices are revealed to be more common than others.

Since adult education, in most schools, does not constitute a major part of the educational program, an effort was made to find out if one person was responsible for the administration of the program and if so, what position this person held in the school system. Table 5 summarizes the returns.

Table 5. Positions held by adult education administrators with provision for indication by classification of city.

Position	; All ; programs	: First	: Second	: Third & : other
	Percent			
Supt. of schools	18.7	20	18.7	16.6
High school principal	6.3	0	6.3	16.7
High school teacher	31.2	10	37.4	50
Junior college teacher	6.3	0	12.5	0
Junior college admn.	9.4	0	12.5	16.7
Full time adult admn.	6.3	20	0	10
Titled position*	15.5	40	6.3	0
Other*	6.3	10	6.3	0

*See discussion below

Provision was made to allow the person filling out the questionnaire to write in the position held by the administrator.

Four first class cities and one second class city gave the title of the person responsible for adult education. The titles are in most cases self explanatory. The following were given:

1. Director of On-Job-Training and Adult Education
2. Director of Trade School and Vocational Education
3. Coordinator-Instructor
4. Director of Industrial Arts and Adult Education
5. Division of Industrial and Adult Education with full

time assistant.

Two schools had assigned administrative responsibility to more than one person. One first class city divided the responsibility among the superintendent of schools, high school principal and a high school teacher. One second class city divided responsibility between the high school principal and a high school teacher.

A high school teacher, taking all programs into consideration, is usually charged with the responsibility for the administration of the adult education program. From the standpoint of city classification, one could say that the smaller programs tend to have high school teachers in charge while the larger programs tend to have either a full time administrator or one person sharing his time with administration of some other area of instruction.

When referring to the junior college teacher or administrator as the person responsible, it should be remembered that only ten of the school systems had junior colleges and in not all cases were junior college personnel in charge of adult education. Table 6 deals with only those systems having junior colleges.

Table 6. Positions held by adult education administrators in school systems having junior colleges.

Position	:	Percent
Superintendent of schools	:	20
High school principal	:	10
High school teacher	:	10
Junior college teacher	:	20
Junior college administrator	:	30
Full time adult administrator	:	0
Titled position*	:	10

*Director of Trade School and Vocational Education

Half the adult education administrators in school systems having junior colleges have junior college personnel in charge of the administration of the adult program. In the remainder of the schools one could say that the adult education program is thought of in terms other than as part of the junior college. This may be true of the six schools administered by junior college personnel.

Three schools of the thirty-two reported advisory groups which were operating with reference to the whole adult program. Twenty-six reported no such committees and three schools left the question unanswered. Of the three schools reporting such committees, two reported them to be made up of five persons and the third reported its committee to be made up of ten to twelve persons. One school was in a first class city, one in a second class city, and the third program was sponsored by a rural high school.

Two of the three schools made provision for special groups

to be represented on the committee. One school made provision for industry, retailers, housewives, and professional persons. The second school made provision for representation of farming and business interests.

Twelve schools reported advisory groups dealing with certain portions of their adult program. Nine advised there were no such groups and eleven did not answer the question. There apparently was some misinterpretation of the question since some schools listed the groups having such committees while some gave the portion of their adult program for which there were such committees. The information received relative to these committees will be given as it was received. Each group represents the report of one school.

1. a)Distributive, b)Office Practice, c)Auto Trades, d)Machinist and Welding, e)Agriculture.
2. a)City Inspectors, b)Chamber of Commerce, c)City Teachers Association, d) City Fire Department.
3. a)Power and Light, b)Gas Maintenance, c)Carpenters, d)Painters, e)Welders, f)Business Law.
4. a)On-Farm Training, b)Business, c)Farmers.
5. A)Chamber of Commerce, b)Sinclair Oil Co., c)Union Gas Co., d)Kansas Gas and Electric, e)Lawyers.
6. a)Railroad, b)Merchants, c)Brick Layers, d)Electricians.
7. a)Auto Mechanics, b)Plumbers, c)Aging.
8. a)Business and Professional Women's Club, b)Chamber of Commerce, c)Army Education Center, d)Civilian Personnel Division, Federal Prison, e)Civilian Personnel Division, Wadsworth,

f) Ministerial Alliance, g) PTA council, h) American Association of University Women.

9. a) Chamber of Commerce, b) PTA, c) Red Cross and Welfare.
10. a) Auto-Mechanics, b) Building Trades, c) Retail.
11. a) Parent Teachers Association.
12. a) College Extension, b) Director of Home Economics, c) Public Schools, d) State Department for Vocational Education.

Several of the groups listed as having committees dealing with certain phases of the adult education program leave the reader wishing for fuller explanation. For the person contemplating the setting up of such committees, however, the list should certainly indicate some of the practices now in use.

Several schools, in checking length of class period, indicated that classes varied in length within the same program. The questionnaire asked for the usual length of class period. Since some schools checked more than one of the alternatives, it was decided to tabulate the results on the basis of the number of times each choice of class period length was checked. This results in our table showing more entries than there were returns. The assumption was made that the persons filling out the questionnaire by checking more than one choice did so because any one choice did not reflect satisfactorily the practice followed in their school.

As Table 7 indicates, the two hour period is so dominant as to make any breakdown on the basis of city classification of

little value. The three hour class period most likely is used in shop or laboratory courses. All schools checked at least one choice of class length as being used in their school.

Table 7. Length of class period.

Length of period	Times checked	Percent
One hour	2	5.1
One and one-half hours	1	2.6
Two hours	29	74.4
Two and one-half hours	2	5.1
Three hours	5	12.8

The following information was found relative to the number of days in the week used for adult education.

Table 8. Number of days of the week used for adult education with provision for indication by classification of city.

Class City	One	Two	Three	Four	Five	Six
	Percent					
First*	11	0	0	45	33	11
Second	0	63	12.5	18.5	6	0
Third and other	66.7	33.3	0	0	0	0
All programs	16	39	6.5	22.3	13	3.2

*No information on one first class city.

A definite relationship between the number of days per week used and the classification of the city in which the program operates

can be seen in Table 8. Large systems utilize a much greater portion of the week than smaller systems. One day per week is most often used in the smaller cities and schools, two days per week by second class cities, and four days per week is most commonly found in first class cities.

Somewhat related to the above information is that dealing with which days of the week are used for adult education. The findings do not give quite the clear cut results found on the above table. No one day is found to be so very much more popular than any other.

Table 9. Days of the week used for adult education with provision for indication by classification of city.

Class city	:Mon.	:Tue.	:Wed.	:Thur.	:Fri.	:Sat.
	Percent					
First	24	21	13	21	18.4	2.6
Second	23	18.5	21	26	9.2	2.3
Third & other	37.5	12.5	25	25	0	0
All programs	25	19	18	23.6	12.4	2

Monday and Thursday tend to be the most popular days for holding adult education classes. The same two days are popular for all classifications although Tuesday and Thursday have equal popularity for first class cities and Wednesday is of equal popularity in cities of the third class and smaller. In second class cities, Thursday is the most popular single day although for all programs Monday is most utilized. The last two days of the week

are least utilized in all programs except Friday, which is frequently used in first class cities.

Adult education programs have come to be thought of as night schools by many. Part of the study was devoted to finding which portions of the programs were utilizing certain portions of the day. The questionnaire asked for the total number of hours per week, to the nearest half hour. The portion of the total time used during the morning was to be placed adjacent to the word morning which was provided on the questionnaire. The total time spent in the afternoon was to be placed adjacent to the word afternoon which was provided. The same applied to the amount of time utilized in the evening. Tables 10 and 11 summarize the information received.

Table 10. Schools using certain portions of the day for adult education with provision for indication by classification of city.

Class city	: Morning	: Afternoon	: Evening
	Percent		
First*	11.1	55.5	100
Second	12.5	18.7	94
Third and other	0	0	100
All programs	10	25.9	97

*One first class city did not answer question.

It appears there is some justification in thinking of adult education programs as night schools since nearly all programs include evening classes. Over half the first class cities offer some instruction in the afternoon while only about one-fifth of the

second class cities have afternoon classes. Morning classes are not so often found. The smaller school systems, those of third class cities or smaller, limit their activities to the evening.

Table 11. Portion of the time spent for adult education during various parts of the day with provision for indication by classification of city.

Class city	: Morning	: Afternoon	: Evening
	:	Percent	:
First*	17.3	18.1	64.6
Second	.7	4.3	95
Third & other	0	0	100
All programs	8.3	10.4	81.3

*One first class city did not answer question. One first class city accounted for most of the hours spent during the morning.

Although the first class cities appear to have a much greater portion of morning activity than the smaller cities, the fact that the bulk of the time spent in the morning was reported by one school minimizes the importance of the morning class. As in Table 10, the evening class is shown to be much more common than classes at any other time of day.

Great variation was found among the schools in so far as the number of weeks required to complete a course. Due to this wide variation and to the fact that several gave two answers, possibly to indicate the longest and shortest duration of different classes, no attempt has been made to do other than list the results. Comparison by class of city was made and no significant variation was

found. Five of the thirty-two schools did not indicate the number of weeks required to complete a course.

Table 12. Number of weeks required for completion of a course.

Number of weeks	Number of schools
Four	1
Five	2
Six	1
Eight	1
Ten	10
Eighteen	4
Twenty	2
Four to twenty-four	1
Five to ten	1
Five to eighteen	1
Six to eight	2
Twelve to thirteen	1

The ten week course is by far the most common. The eighteen week course, the second in popularity, falls far behind. Not all courses are offered over such an extended length of time. Most established programs have a fairly stable curriculum or at least a core of subjects which are repeated, if not every year, at least every few years. Other courses are offered as the need arises. Some of these do not call for more than a few class meetings.

From observation of programs it was known that not all activities are carried on in school facilities. Included in the questionnaire was provision for checking a number of other facilities used.

Table 13. Facilities used for adult education with provision for indication by classification of city.

Facilities	: All : programs	: First : Percent	: Second	: Third & : other
School buildings	100	100	100	100
Other public buildings	31	60	25	
Factories	28	70	12	
Club Rooms	6	10	6	
Homes	3	10		
YMCA-YWCA	3	10		
Labor Hall	3	10		
Hospitals	3	10		
Nurses homes	3	10		

The last five items in Table 12 were checked by one first class city and that fact should be taken into account when considering all programs. All schools use the public school buildings and a good many use other public buildings as well. Use of factories, the third most often checked, is largely and naturally limited to larger programs where such facilities are available. No effort was made to determine which portion of the adult program takes place in the various facilities used.

Certain activities may be carried on in addition to organized class work. Provision was made for indicating such activities on the questionnaire.

Table 14. Activities in addition to organized class work with provision for indication by classification of city.

Activity	All programs	First	Second	Third & other
	Percent			
Forum	15.5	20	18.5	
Civic education discussion groups	15.5	20	18.5	
Lecture series	18.5	20	25	16.5
Film showings	25	20	31	16.5
Conducted excursions	3		6	
Exhibits to public	15.5	20	12.5	
Training within industry	31	50	37.5	
Newspaper columns or features	3		6	

Considering all programs, training within industry was most often checked. The questionnaire asked for those activities, other than organized class work, which were carried on as part of the adult education program. It is possible that more than one interpretation of the question was used in checking the questionnaire. To what degree certain activities, film showings for example, were a part of organized class work, was left to the person checking the list to determine.

The larger cities would have both the demand and the facilities for training within industry. While second class cities tend to have more variety of activities, no appreciable difference is found between first and second class cities. The smaller cities, villages, and rural high schools are understandably more limited.

Courses Offered for Adults

Although the curriculums for our elementary, secondary, junior colleges, and higher institutions vary from school to school, there is a definite core of subjects found at each level. While certain courses for adults remain in demand from year to year, offerings are so many and varied that no one list of courses can be said to represent a stable group. Popularity of particular courses varies from one school to another.

As might be expected, the larger cities have programs with greater variety of subjects offered.

Table 15. Number of courses offered with provision for indication by classification of city.

Class City	: Number of : courses	: : Percent	: : Median courses : per school
First	170	59.5	25
Second	98	34.5	5
Third & other	17	6	1
All programs	285	100	5

Each school not only listed the courses offered but also gave the total number of courses offered. The writer was of the opinion that there would be less chance for mistake in determining the number of courses offered if this practice were followed. Some schools listed more courses than the total number indicated. In some cases a note explained that some of

the courses were offered in previous years. The request for courses offered and the figure for the total number of courses offered stipulated that they were to be for the 1951-1952 academic year.

Thirty-six courses were listed on the questionnaire in an effort to reduce the job of the person filling out the form to one of simply checking the title. The writer obtained the titles used from those listed by administrators on the High School Principal's Organizational Report. Each school was asked to list additional courses offered. Since courses having similar content might well be offered under different names, each was asked to check the course title indicating similar content. If more than one class was offered under one title, the respondent was to check the course title only once.

The number of courses listed in addition to those on the questionnaire is a good indication of the inadequacy of the form on which adult education activities were reported in the High School Principal's Organizational Report.

Enrollment figures were requested for all courses. Some checked course titles without indicating enrollment. This was particularly true for those courses which were listed in addition to those on the check list. Table 16 furnishes not only the number of schools offering a particular course, but also the number of schools giving enrollment figures. This will allow the reader a better indication of the average enrollment in the various courses.

Table 16. Courses appearing on the check list.

Course	: Number : offering	: Number giving : enrollment	: Enrollment
Auto Mechanics	6	5	118
Bookkeeping	14	7	115
Blue Print Reading	11	9	300
Carpentry	7	5	121
Ceramics	6	5	191
Child Care	2	2	67
Clothing	12	9	565
Driver's Training	7	6	517
Electricity	5	4	93
English	4	3	151
Family Living	5	4	238
French	1	1	45
Furniture Repair-Upholstery	27	19	771
Home Furnishing	3	1	45
Home Maintenance	3	1	67
Home Economics	2	1	192
Machine shop	6	5	82
Mathematics	5	2	57
Metal Jewelry	5	3	86
Office Machine Practice	5	3	119
Painting	7	5	191
Plumbing	6	5	75
Practical Nursing	6	3	121
Red Cross First Aid	3	1	10
Salesmanship	5	2	276
Sewing	9	7	248
Shorthand	15	10	389
Shakespeare	1	1	15
Slip Covering, Draperies	6	5	146
Spanish	5	2	62
Typing	21	13	702
Welding	9	5	129

Table 17 gives the courses listed in addition to those that were on the check list. In some instances it would seem that courses in Table 17 could have been included in Table 16. Since the writer is not in a position to know, they are left as given.

Table 17. Courses listed in addition to those on the check list.

Course	: : Number : offering	: : Number giving: : enrollment	: : Enrollment
Accounting	1		
American Industrial Development	1		
American people	1		
Art Methods	1	1	24
Ballroom Dancing	1	1	19
Biblical literature	1	1	74
Cabinet Making	1	1	40
Contract Bridge	2	2	179
C. P. S. Stenography	1	1	18
Creative Writing	1	1	6
English for Aliens	1	1	19
Football for Women	1		
German	1	1	11
Government	1		
Great Books	1	1	21
Guidance for Elementary teachers	1		
History	2		
Hobby Woodwork	1	1	35
Human Relations	3	1	10
Industrial Management	1	1	89
In-service Training for Gas and Electrical Workers	1		
Insurance Principles	1	1	26
Labor Problems	1	1	44
Landscaping-Gardening	1	1	174
Leathercraft	2	1	36
Library Science	1	1	27
Machine Shop Theory	1	1	11
Newspaper and Magazine Writing	2		
Obedience Training	1	1	14
Over-the-Counter Selling	1		
Parent-Child-School Relations	1	1	38
Personality Development	1	1	95
Photography	1	1	64
Piano	1	1	6
Principles of Guidance	1	1	13
Psychology	2	2	342
Public Address System	1		
Public School Music	1		
Related Work for Millwork apprentices	1		
Science	2		
Speech	1	1	153
Square Dancing	1	1	190
Supervisory Training	1		
Swedish	1	1	30
Textile Painting	1		
Tourist Hospitality Clinic	2	1	80
Venting Gas Appliances	3		
Volleyball	1	1	26

Two or three of the titles would lead one to expect them to be found in a regular college curriculum. One school, Highland Junior College, has operated in large part to enable elementary teachers to meet certification requirements. Since their program has been devoted primarily to a select group, there was some question as to whether or not it should have been included in the study. Considering, however, that many of those studying welding are welders, many studying machine shop work in machine shops, etc., it was decided that courses intended for improvement of teachers and offered on the same basis as most adult education should be included in the study.

In using Tables 16 and 17, the reader should bear in mind that the figures under the column headed Number offering and under Number giving enrollment are indications of the number of schools offering the course and not the number of classes offered under that title. Any one school may have more than one class offered under that title.

Since some schools did not show enrollment, there would be no purpose served by totaling the enrollment in Tables 16 and 17.

There was some variation as to the number of courses a student could take at one time. Since this determines in part the degree to which the school is serving the adult students, provision was made for obtaining that information.

One first class city advised that the number of courses which a person could carry concurrently was limited only by the student's time. It is possible if not probable that the

question was misunderstood by the person completing the form. The remainder of the answers are tabulated in Table 18.

Table 18. Number of courses that can be taken concurrently with provision for indication by classification of city.

Number of Courses	:First	:Second Percent	:Third & :other
One	20	62.4	83.3
Two	50	25	16.7
Three	10		
Two to Three		6.3	
Two to Four	10		
Not Indicated		6.3	
Other*	10		

*See discussion above for explanation.

First class cities, with greater enrollment and greater variety of courses, most often provide for two courses to be carried concurrently. The smaller cities more often limit the number to one course.

Surprisingly few offered high school credit for the work done in adult education. Since public junior colleges were included in the survey it was expected that college credits might also be given for some courses. The results indicate that more courses are offered for college credit than are offered for high school credit in Kansas adult education programs. Since credit courses are largely limited to systems having junior colleges, only those systems have been tabulated.

It should not be assumed that Table 19 is complete. Many schools checked for only a part of the courses listed as offered. While it is likely that those for which credit was offered were checked, it is possible that for courses without academic credit, many did not check at all.

Table 19. Academic credit offered in adult education by public school systems having junior colleges.

Cities	: No : credit	: Secondary : credit	: College : credit	: No : indication
Chanute	X		X	
Coffeyville	X			
Dodge City	X			
El Dorado			X	
Fort Scott	X			
Highland			X	
Hutchinson	X		X	
Independence	X		Optional	
Kansas City				X
Pratt	X	X	X	

The remainder of the schools, those not having public junior colleges, most often did not offer credit. Topeka and Leavenworth were the exceptions. Both these schools checked the columns headed no credit, secondary credit, and college credit. Of the remaining schools, eight did not check at all, while twelve checked the column headed no credit.

Financing Adult Education

Financial problems are encountered in all phases of public education. While most public education is financed by taxes, adult education has not been recognized by the public to the extent of underwriting all the expenses incurred. One of the objectives of our study was to determine the source of financial support for adult education.

Only part of the schools gave the amounts received from the various sources. A few indicated the sources without giving the amounts. For this reason two tables have been prepared. One table indicates the source of finance on the basis of the number of schools reporting each source, and the other indicates percent of total support received from the various sources.

Table 20. Sources of support with provision for indication by classification of city.

Source	: All : programs	: First : Percent	: Second	: Third & : other
Enrollment fees	64	70	64	50
Local board of education	61	60	57	75
State Board for Vocational Education	89	100	93	50
City Recreation	7	20		
Civil Defense	4		7	
Red Cross	4		7	

In Table 20, two of sixteen second class cities and two of six third class cities are not included. These cities failed to answer the question from which the table was constructed.

In referring to Table 20, one must not place too much confidence in the tabulations under Third and other class cities since one-third of the six programs included in the study is not included in the tabulation. The number of schools of first and second class cities represent a sufficient percent of the total number falling in these categories to make the data under these headings fairly reliable. Since programs in first and second class cities make up eight-one percent of all the programs included in this study, the data for all programs should be reliable to a large degree.

In the larger programs, more schools reported receiving support from the State Board for Vocational Education than from any other single source. Enrollment fees and the local board of education are the remaining sources frequently checked. The remaining sources reported are found in only a few schools and play but small parts in financing adult education programs in general.

One first class city reported the Veteran's Administration as a source. The amount received was greater than that from any other source and was sufficient to have affected the data on all programs. Since other schools do not have access to such funds, the amount received from that source has not been included in tabulations.

The figures in Table 21 are based on the returns which gave actual amounts received from the different sources. Two first class cities, five second class cities, and three of the remaining programs failed to give amounts.

Table 21. Relative amounts received from various sources with provision for indication by classification of city.

Source	: All : programs	: First	: Second	: Third & : other
	Percent			
Enrollment fees	54.6	59.2	29.7	70.6
Local boards of Education	23.8	23.6	27.8	5.9
State Board for Vocational Education	20.9	16.8	40	23.5
City Recreation	0.3	0.4		
Civil Defense	0.3		2	
Red Cross	0.1		0.5	

As was stated before, not all reports are included in this tabulation. The writer would advise not placing too much importance on the findings for cities of less than second class since only half of such cities is included. Nearly one-third of the second class cities is not included. Twenty percent of the first class cities is not included. In other words about two thirds of the adult education programs included in the study are represented in Table 21.

Although nearly all schools gave the State Board for Vocational Education as one source of revenue, the actual amount

received from that source accounted for little more than one fifth of the total revenue. Second class cities apparently offer a greater proportion of courses qualifying for state funds than do the remaining city classifications. In all but second class cities the greatest source of revenue is enrollment fees. In all but the smaller cities, the local board of education usually stands about one fourth of the cost.

Considering all programs, adult education is supported at about the fifty percent level by enrollment fees with the remainder equally shared by the local board of education and the State Board for Vocational Education.

The following information could have been included as part of the discussion of courses offered but has been included as part of the discussion on finance due to the fact that many programs would be severely handicapped financially and would have to reduce the scope of their programs were it not for state funds.

This information was obtained from two questions used on the questionnaire. One asked for the total number of courses offered and the other asked for the number of courses for which state funds were received. Not all schools answered these questions. A few answered one but not the other. Only those that answered both questions have been considered in tabulation of the response.

Four of the ten first class cities failed to give the information requested. It should be noted that Wichita, Kansas City, Leavenworth, and Atchison are the four cities, since their programs constitute a good share of all programs, when considering the number of courses offered. Wichita, with the largest program from the standpoint of enrollment, indicated that nineteen courses were qualified for state aid. The blank for the total number of courses was left blank so that information could not be used in tabulation.

Only one second class city failed to give complete information on this point. All remaining programs were reported in full on these two points.

Table 22. Courses receiving state funds with provision for indication by classification of city.

	: : Programs	: : First	: : Second	: : Third & : other
Percent of courses with State aid	40	35.8	51	17.5*

*If Highland junior college were omitted, this figure would be forty-three percent.

From Table 22 it is possible to see the importance of state aid in adult education. Although our public school programs are far from being entirely dependent on state funds, undoubtedly the fact that such support is available has induced

some schools to offer at least limited adult education.

Twelve of the schools reporting made no charge to the person enrolling. Of these twelve, one received no state aid and consequently the local board of education most likely underwrites all cost of the program. Three of the programs were partially supported by state funds leaving the remainder to the local board of education. Eight of the schools offered only courses which could qualify for state funds.

One point should be brought up at this time. The board of education usually furnishes heat, lights, and facilities. The writer failed to take this into consideration in making up the questionnaire. It was noted on some that the board of education did pay for these costs in addition to the amounts given for local board support. The assumption has been made that this is true in all cases. In other words, the amounts credited to the local board of education on the questionnaire have been taken to be appropriations above and beyond the cost of facilities and utilities.

An effort was made to determine if there was any uniformity in the enrollment fees charged. All but two of those returning questionnaires gave information of one kind or another. As was mentioned before, twelve make no charge for enrollment. These twelve represent thirty percent of the first class cities, thirty-one percent of the second class cities, and sixty-seven percent of the remaining six programs.

Several factors entered into interpreting the amounts

given regarding enrollment fees. Some of the schools in cities having junior colleges gave the amount per class hour. Some gave similar amounts but did not state on what basis the charge was made. Some schools gave two figures without indicating which, if either, was most representative of the amounts received. After consideration, it was decided to give the responses as they were received.

Table 23. Information on enrollment fees.

City	Response
Abilene	\$3.75 to \$10.00
Atchison	25¢ per class hour
Chanute*	\$6.75
Dodge City*	\$10.00 per course
El Dorado*	\$6.00 per semester hour credit
Great Bend	\$3.50 to \$5.00
Goodland	\$4.50
Herington	\$5.00
Highland*	\$4.00 per hour
Hutchinson	\$4.00 per college hour
Independence*	\$5.00
Junction City	Expenses divided among pupils
Lawrence	\$4.00
Manhattan	\$4.00
Pratt*	\$7.00
Selden	No set fee
Topeka	\$2.00
Wichita	\$3.00 per hour for a term of 20 hours (sic)

*Schools having junior colleges.

Local Problems of Adult Education

Although there were problems which were entirely local in nature, there were a number which seemed to be fairly common to all those responding to the question. Thirteen of the returns gave some indication of the troubles being faced in dealing with adult education. These have been placed in order of frequency of mention with those most often cited being given first.

Financial problems were most often listed. Nearly half mentioned financial problems while others mentioned problems which were directly related to finances.

Adequate enrollment was next most frequently mentioned. This problem is closely related to financial problems. A minimum number of enrollment fees, in cases where they are charged, are necessary to finance a class. It is necessary to interest enough people in the class to insure adequate enrollment.

One problem was finding out what the people want in the way of course content. Not only must people be interested in what is offered, but the school must also find out what interests the people.

Getting people interested in the program also presented a problem. One stated that getting people interested in self improvement and social and civic improvement was the most difficult problem. The same person stated that no trouble was encountered in interesting them in vocational, recreational, or hobby courses.

High school teachers do not necessarily succeed in teaching adults. This problem was also mentioned by one of the supervisors of vocational education when the writer was talking with him in Topeka. Adults require a different approach than do adolescents. Too often the high school teacher fails to adjust to the new teaching situation.

The lines of communication between the adult program and the general public are often inadequate. Even when all known methods of communication have been utilized the results are sometimes discouraging. Informing the public of what is to be offered and when it will be offered seems to be a major problem for some.

Adequate time for adult education was mentioned as one of the problems. Most programs are not large enough to support full time directors and full time teachers. A certain amount of organizational time is necessary. Those whose responsibilities include other endeavors find time for adult work inadequate at times.

Some schools depend on organizations and groups to sponsor certain classes. Persuading these groups to sponsor classes was mentioned as a problem.

Highland, as was stated before, organized their adult program primarily for the up-grading of elementary teachers in that area. Since that objective has nearly been achieved to the limit of the facilities at Highland, the respondent stated that there was a possibility of the program being discontinued in the near future.

ADULT EDUCATION IN THE MANHATTAN SCHOOLS

The director of the Manhattan adult education program is also a member of the regular high school staff. Most of the instructors are either members of the high school staff or come from the staff of Kansas State College. Instructors for some courses requiring special skills are drawn from the community.

The adult program is held in the school building, with the board of education furnishing the heat and light. The adult program must furnish its own janitorial service. The community center building has been used for civic discussion groups.

Two regular ten week sessions are held each year. The first session started on the twenty-fifth of September last fall. Classes are held on Monday and Thursday evening from 7:30 to 9:30 p.m.

Some courses do not conform to the regular pattern. Home Nursing and Family Health were held on Monday, Wednesday, and Thursday afternoons in the junior high school building. The Hospitality Clinic was offered over a three week period with service station operators, restaurant operators, and others concerned with tourist trade attending.

Other courses are offered whenever ten or more people request them. An average attendance of seven is necessary to maintain a class. Each year, prior to the start of the ten week session, school children take home an announcement regarding the classes available. This form provides space for suggestions

for additional classes.

The following courses, with the number enrolled, were given in response to the questionnaire. Academic credit is not given for work done in the adult school.

Auto Mechanics	5
Bookkeeping	7
Ceramics	35
Child Care	60
Clothing	5
Drivers training	90
Family Living (Health)	45
Furniture repair, upholstery	15
Machine Shop	10
Painting and Sketching	30
Practical Nursing	45
Red Cross First Aid	15
Sewing	5
Shorthand	60
Shakespeare	15
Spanish	20
Typing	35
Welding	8
Piano	16
Newspaper and Magazine Writing	
Swedish	30
C.P.S. Stenography	18
Hospitality Clinic	120
Gas Venting	39
Total	<u>728</u>

The following sources of income and the amounts from each were reported.

Local board of education	\$1800.00
Enrollment fees	\$1495.05
State Board for Vocational Education	\$ 800.00
Red Cross	\$ 50.00
City Civil Defense funds	\$ 100.00
County Civil Defense funds	\$ 100.00
Total	<u>\$4345.05</u>

Four classes qualified for funds from the State Board for Vocational Education. Enrollment fees varied from \$2.50 to \$5.00, with the average being about \$4.00. Enrollment fees are expected to be somewhat higher next year. The money received from the Red Cross was to help meet the expenses of the first aid class offered. This money was used for purchasing necessary equipment. City and county civil defense funds were used in offering courses which were appropriate for civil defense. Those courses for which such funds were made available, along with those qualifying for funds from the State Board for Vocational Education, were offered without the usual enrollment fee.

Teachers receive \$2.50 per class hour of instruction. The janitor, as was stated, is also paid out of evening school funds. The director receives an hourly rate of pay. Students must pay for or furnish certain materials used in some of the classes.

Enrollment in the classes held during regular sessions was 525 this year. The larger figure, 728, arrived at by totaling the enrollment in each of the classes, could be accounted for in two ways. Some students were enrolled concurrently in two courses. Some classes, Hospitality Clinic and Gas Venting for instance, were not part of the regular ten week session. There were no figures available for dividing the enrollment on the basis of the number of women and the number of men enrolled.

There were some activities in addition to organized class work. Open forums, civic education discussion groups, exhibits to the public, and training-within-industry programs were checked.

Although there are advisory groups interested in certain portions of the adult education program, no one committee acts in an advisory capacity for the whole program. The Chamber of Commerce, Parent Teachers Association, and the Red Cross and Welfare all have committees which work with certain phases of the adult program. The instructor of Child Care, Home Nursing, and Family Health starts each year by contacting the various PTA groups and, with them, makes plans for the year. The Chamber of Commerce helped arrange for the Hospitality Clinic.

In past years there has been close cooperation between the evening school and the various trade organizations such as the Plumber's Union, Kansas Power and Light Union, and the Carpenter's Union in providing courses for journeymen and apprentices. This year, due to the flood, the men concerned have been so busy on reconstruction work that such classes have not been held.

Maintaining attendance is one of the difficulties encountered in a program of this sort. Attendance is not compulsory. The director estimated that about twenty-five percent of the group enrolling at the beginning of a course drop out before completion. The average attendance runs about forty-five to fifty percent. Attendance varies from class to class.

A course in Swedish language had an average attendance of ninety percent.

One of the main problems encountered has been that of making known to interested people just what is being offered and when it is scheduled to be offered. Radio, newspapers, and notes sent home with school children, are all used. Even so, many people are not informed as to what is available and the times it is available.

The program of adult education in Manhattan, over a period of twenty years, has come to be accepted as an integral part of both the school system and community life.

ADULT EDUCATION IN THE TOPEKA SCHOOLS

Adult education in the Topeka public schools is divided into two departments. The Topeka Public High School is organized specifically for adult education while the Topeka Trade School offers evening classes for adults along with classes for other groups during the day.

Each program has a director and so far as administration of the two programs is concerned, there is little coordination. The salaries of both directors and their secretaries are paid by the board of education. The remaining expenses of the night school are paid by enrollment fees and funds from the State Board for Vocational Education. All classes for adults held by the Topeka Trade School are reimbursed by the State Board for Vocational Education.

The two programs are housed separately. The night school is housed in the high school building while the trade and industrial students of the Topeka Trade School attend class at the building devoted entirely to the trade school. Responsibility for the high school building is transferred to the director of the night school each evening at five o'clock. Any activities scheduled in the building, including activities of the high school, are scheduled through the office of the director if they are to take place after that time.

The information obtained on the questionnaire pertained only to the Topeka Public Night School. The Topeka Trade School will be dealt with separately for that reason. After the questionnaire was returned to the writer, further adult education activities took place which were not included in the data furnished.

The local board of education appropriated \$7,000 dollars for the night school. Enrollment fees amount to \$10,000 and \$900 was reimbursed to the school for courses qualifying for state and federal funds. These figures would be somewhat altered for the whole year due to the fact that further classes were held.

The average enrollment fee for the night school is two dollars. Some courses are less, others are more. Certain courses are given without an enrollment fee being charged. Several courses have fees of three dollars. The course of

Driver Education requires payment of a fee of eighteen dollars. The average fee of two dollars, however, is less than any other reported in the study. It is the policy of the board of education to keep fees sufficiently low to make the courses available to the largest number possible. While many courses do not support themselves, some courses more than pay for themselves and the balance is used to meet the expenses of those courses which are not self supporting.

Night school teachers receive a standard salary of \$2.50 per class hour. While many of the teachers are qualified and certified by the state, others are tradespeople from the community. No difficulty has been experienced in maintaining the staff. This year forty teachers have made up the regular staff with additional teachers for other courses as the need arises.

Two ten-week sessions, one in the fall and one in the spring, are offered. This year a five-week session was offered following the spring ten-week session. For the academic year 1950-1951, the fall term began October second and ended the fifteenth of December. The spring term began the fifteenth of January and ended the twenty-third of March. Special classes were held from September eighteenth to the twenty-fifth of May. The fall term of the 1951-1952 academic year began on the eighth of October and ended on December tenth.

Classes were held on Monday, Tuesday, Wednesday, and Thursday. They varied in length from one to three hours,

depending on the type of instruction necessary. Starting time for classes varied from 6:30 p.m. to 8:30 p.m. with a good many of them starting at 7:30 p.m. Most evening classes ended by 9:30 p.m. if not before. Several classes were offered in the afternoon. With classes so arranged it was possible for a student to take more than one course concurrently.

No one advisory group has been set up for the over-all program. Certain groups do have advisory committees for certain areas of instruction. These were given as (1) College extension, (2) State Department for Vocational Education, (3) State Director of Home Economics Education, and (4) the public schools.

Open forums, civic education discussion groups, lectures, film showings, and training-within-industry, were checked as activities other than organized class work engaged in as part of the adult education program.

As of the time the questionnaire was filled out, 2,047 women and 1,064 men had enrolled in the adult education program, making 3,111 the total enrollment figure. Two factors have invalidated this figure. Additional courses have been given since that total was computed. Also omitted were the enrollment figures for the college extension courses offered in conjunction with the night school. Washburn University, Kansas University, and Kansas State Teachers College at Emporia, all hold extension classes at Topeka. With these adjustments, the total enrollment for the year was 4,553 adults.

Seventy courses were offered up to the time the questionnaire was submitted. Five of these were reimbursed by the State

Board for Vocational Education. The following courses were checked or listed on the questionnaire. Enrollment figures are included.

Auto Mechanics	35
Blue Print Reading	41
Carpentry	70
Ceramics	84
Clothing	248
Drivers Training	227
Electricity	40
English	137
Furniture Repair, Upholstery	71
Home Furnishing	45
Home Economics	192
Mathematics	51
Metal Jewelry	59
Office Machine Practice	105
Painting	77
Practical Nursing	51
Red Cross First Aid	10
Salesmanship	114
Sewing	65
Shorthand	216
Slip Covering, Draperies	24
Spanish	42
Typing	301
Leathercrafts	36
Photography	64
Contract Bridge	148
Speech	153
Obedience Training	14
English for Aliens	19
Landscaping and Gardening	174
Volleyball	26
Square Dancing	190
Psychology	217
Biblical Literature	74
Library Science	27
Art Methods	24
Insurance Principles & Practice	26
Human Relations	43
Principles of Guidance	13
Personality Development	95
Industrial Management	89

The instructions accompanying the check list on the questionnaire stated that courses having similar content, regardless of the name used, were to be checked. One check on the questionnaire could stand for more than one class offered.

Both high school credit and college credit were given for various classes. Others were given without academic credit. It is possible for an adult to finish his high school education by attending the night school.

Many courses are given yearly in addition to the ones regularly scheduled. The 1951 flood led leaders to feel that a course in landscaping and gardening would be useful. Although consideration was given to making this a fee course and also the possibility of obtaining it through the State Board for Vocational Education, it was finally arranged for the course to be given as a public service. Various qualified citizens donated their time and talents to the undertaking. A series of eight meetings were held. The only expense was for facilities and these were furnished by the board of education.

Classes are also set up for members of the armed forces at Forbes Air Field. These classes are held both at the school and at the base. English for aliens is offered annually and the usual enrollment is fifteen to eighteen.

Business training courses and home economic courses are

most popular. Other courses vary from year to year in popularity. Square dancing instruction is offered yearly but the enrollment has declined in the last three or four years. Courses in sewing and upholstering were exceptionally popular following the flood of last year. A course in contract bridge proved very popular this year.

Any course for which fifteen people enroll is considered as worthy of maintaining. This enrollment is not always possible. When the need seems evident the course is offered even though the enrollment may be less.

One of the policies of the night school is to make facilities available to any organization for educational activities. During 1950-1951, the following groups made use of the school facilities.

<u>Organization</u>	<u>Average attendance</u>	<u>No. of meetings</u>
A.A.U.W.	60	3
Astronomy Club	27	6
Beta Travelers	17	8
Blue Goose	6	2
Boy Scouts	18	6
Camera Club	70	1
City-Wide Red Cross	20	1
Coin Club	16	5
Football Squad	40	1
Hi-Y	23	7
High School Dance Band	12	25
Just for Fun Club	25	1
Kansas Authors Club	20	5
Kansas Branch of National Chinchilla	65	7

<u>Organization</u>	<u>Average attendance</u>	<u>No. of meetings</u>
O. and M. Club	29	7
Officials Meetings	50	1
Rules Meetings	65	2
Shawnee County Licensed Practical Nurses	24	6
Sweet Adelines	30	20
T-Club	25	4
Topeka Art Guild	58	2
Topeka Kennel Club	56	7
Topeka Press Women	50	1
Topeka Toastmistresses	67	3

The ages of the students range from sixteen to seventy-eight. Sixteen is the minimum age for enrollment and students of the high school wishing to enroll must have consent of both their parents and the administrator of their school. In some instances, younger children have entered. One boy of twelve was enrolled along with his entire family for a class in ceramics. The predominant age group is between thirty and forty.

Enrollment in the night school has been increasing from year to year. The director made the following figures available.

<u>Year</u>	<u>No. of classes</u>	<u>Class enrollment</u>	<u>Average attendance</u>
1946-1947	102	2755	1794
1947-1948	121	2731	1823
1948-1949	126	4214	2057
1949-1950	167	4240	3367
1950-1951	191	4174	3378

These figures include regular classes, vocational classes, special classes, and the extension classes from the various

colleges and universities. The seventy classes reported on the questionnaire were regular classes only and did not include those offered during the remainder of the year.

The difference shown in the above table between the figures for enrollment and for average attendance indicate one of the problems in working with adult education. Many factors must be considered by the one responsible for or wanting to maintain attendance. Attendance has improved in Topeka this year due, in large part, to the favorable weather. Other factors mentioned as having definite influence on attendance were less obvious. Attendance suffers after a holiday for a short period of time, in fact, any break in the regular routine, including changing classrooms, can drop class attendance.

The adult program of the Topeka Trade School is limited to trade and industrial education. All twelve courses are reimbursed by the State Board for Vocational Education. The evening program is for the training of journeymen and apprentices. The work is carried on in close cooperation with the Apprenticeship Committee which is made up of an equal number of employers and journeymen. These two groups are charged with the training of apprentices. The present enrollment is 225 with the age of the group ranging from twenty to fifty-six. The same students remained in the program during the fall and spring terms.

The instructors receive \$2.50 per class hour plus, in some cases, whatever amount in addition to that the trade organizations

may feel warranted. The only charge made to students is for materials they use which are not otherwise provided for.

Although the Topeka program is not the largest in the state from the stand point of enrollment, it is the feeling of those charged with the responsibility for the program that, for the size of the city, theirs is as complete and balanced a program as exists in this area.

PROBLEMS OF ADULT EDUCATION

In addition to the problems found in the section of this paper dealing with local problems in adult education, there are other problems of national and state wide nature. Some are very similar to those found on the local level, in fact, it is the sum total of local problems which constitute state-wide and nation-wide problems.

In the broad field of adult education, there is as yet much research to be done. In recognition of this fact, a joint committee of the American Educational Research Association and the Department of Adult Education of the National Education Association was established for the specific purpose of determining needed research in adult education.

This committee arrived at a number of specific fields in which there was need for research. Under each of these fields, the committee suggested ten to sixteen areas or topics for investigation. The specific fields are:

Adult Learning
 Appreciative and Aesthetic Adult Education (Museums, Art
 Galleries, Drama Groups, Etc.)
 Audio-Visual and Mass Media
 Civic Adult Education
 Community Action Programs
 Conference Planning
 Consumer Adult Education
 Correctional Adult Education
 Curriculum Materials for Adult Education
 Extension Education of Universities and Colleges
 Family-Life Education
 Group Process and Group Dynamics
 Guidance in Adult Education
 Interests, Needs, and Attitudes of Adult Students
 Library Adult Education
 Literacy and Citizenship Education
 Methods in Adult Education
 Organization and Administration of Adult Education
 Philosophy and History of Adult Education
 Readability in Adult Education
 Recreational Adult Education
 Rural-Life Adult Education
 Teacher Preparation and Leadership Training in Adult
 Education
 Vocational Training and Job Adjustment
 Workers Education¹

Many of the problems discussed might be solved if the
 research referred to were completed. In any case, this study
 has indicated that, although many of the needs of adults are
 being met by adult education in our public schools, many are
 not. Attaining broader and more balanced programs is one of
 the problems of adult education.

Broadening programs of adult education can only be accom-
 plished if the general public is willing to support such under-
 takings. That the public is not always aware of what is being

¹Roben J. Maaske, "Report of the Joint Committee of the
 American Educational Research Association and the Department of
 Adult Education of the National Education Association, June
 1949. 32p.

offered, let alone what could be offered, is evidenced by some of the comments received in response to the questionnaire. Communication between programs of adult education and the public then, is another problem of adult education.

Those responsible for adult education must be aware of the needs of those whom they serve. This implies that social and community mores must be known. The economic factors basic to the existence of the community must be known. One of the problems of adult education, then, is leadership ability.

Leadership qualities which lead to success in one field are not always guarantees of success in another field. Certain knowledges and understandings are basic to the success of an administrator of adult education. These in part may come with experience but should, unless the program is to pay for the period in which experience is being gained, come from training. As yet facilities for such training of leadership leave much to be desired. Leadership training is another of the problems of adult education.

Obtaining qualified teachers for adult education is another problem. While academic and ability qualifications are important, reference is made here to qualifications which are needed in addition to skill and academic credits. Many of those who have been successful as teachers in the regular day school fail completely as teachers of adults. Training facilities for

for teachers of adults are lacking. Appreciation of the characteristics of the adult student is basic to instructing him.

Related to the problem of teacher education for adult teachers is the fact that programs of adult education are not extensive enough to warrant full time teachers. Only in the very large programs can full time adult teachers be hired. For the most part the teaching of adult classes becomes an extra assignment. Until this condition can be remedied by enlarging programs of adult education, or until adult education is recognized as an integral part of the public schools to the extent that teaching in that area is considered in establishing teaching load, there is little opportunity for improvement.

Text books and materials designed for adult education are available. The limited supply, however, and the lack of availability decrease the value of these materials to the average adult program. Obtaining adequate and suitable teaching materials is another problem of adult education.

A comparison of the legislative provisions for general adult education and the actual practices as disclosed by this study reveal another problem. There is need for functional legislation and state appropriation of funds for adult education. The levy limits now established for public schools and the high cost of education combine to discourage addition to the school program of an adult education program. Even though the cost of

such a program would account for but a small percent of the school budget, many schools are operating so near the limitations established for tax levies that the addition of adult education would work a hardship on the remainder of the program.

As was discussed in the section of this paper dealing with adult education in the Topeka schools, every effort must be made to insure continued attendance of the adult student. Since there is no compulsory attendance law, and since the adult student is the one who decides whether or not the course is worth attending, every means available should be used to encourage attendance. This points up one factor or one problem which is associated with adult education in the public schools. School buildings and equipment have been designed for youth. Care should be taken to insure that adults are not forced to sit in seats and desks which were designed for immature bodies. Audio-visual aids are often so devised as to appeal to the high school student. The adult will respond more satisfactorily to materials which are on an adult level.

One problem encountered by those wishing for an expansion of adult education is the lack of understanding of the values, means, and methods of adult education, on the part of local boards of education and school administrators. There is a need for a consultant service which would be available to those interested in establishing adult education programs. The State Department of Education or possibly the Kansas State Teachers

Association should sponsor such a service.

Communication of ideas between programs of adult education is another problem which can best be solved by some organization assuming the responsibilities of a clearing house for information. Many problems are common to all schools having or wishing to establish adult education programs. The Kansas Adult Education Association, as it becomes more established in the state, may provide an answer to this problem.

CONCLUSIONS AND RECOMMENDATIONS

Before discussing the conclusions reached in this study, it might be well to review the objectives toward which research was directed. Information relative to the following phases of adult education was sought:

1. To what extent has adult education developed in Kansas public schools?
2. How are adult education programs administered?
3. How are adult education programs financed?
4. What courses are offered in adult education programs?
5. What are some of the problems adult educators are encountering?
6. What are the legal provisions for adult education?

The following conclusions were reached as a result of this study.

1. Thirty-three of the 608 school systems (5.4 percent) having secondary schools have adult education programs.

2. Larger cities more often have adult programs than smaller cities. Almost ninety-two percent of first class cities have adult programs, about twenty percent of second class cities, and only about one percent of smaller cities and school systems have adult education in the public schools.

3. Larger cities enroll greater numbers in adult education programs than do smaller cities. Almost eighty-five percent of adults enrolled in adult education programs of the public schools are enrolled in schools of first class cities. About fourteen and one half percent are enrolled in programs of second class cities, while less than one percent are enrolled in smaller systems.

4. The median enrollment per program is 734 in first class cities. The median enrollment per program in second class cities is 127 and in third class and others, the median enrollment is thirty. For all programs, 127 is the median enrollment.

5. Men make up a greater portion of the enrollment in large programs while women account for most of the enrollment in smaller programs. In cities of the second class there is little difference in the number of men and women enrolled. Considering all programs, men account for well over half the enrollment.

6. In most programs, a high school teacher is charged

with the responsibility for administering adult education. Only in the largest programs are full time administrators found. The superintendent of schools takes active responsibility for the program in less than twenty percent of the schools while the high school principal takes active responsibility in less than seven percent of the schools.

7. In schools having junior colleges, junior college personnel are responsible for adult education in about fifty percent of the programs.

8. Three of thirty-two schools, (9.4 percent) utilize advisory groups in relation to the whole program of adult education. Two of these make provision for special groups to be represented.

9. Twelve of the thirty-two schools (37.5 percent) reported advisory groups relative to certain portions of the adult program.

10. A two hour class period is most commonly used for adult education. Almost seventy-five percent of the returns indicated using the two hour class period.

11. Thirty-nine percent of the schools reporting used two days per week for adult education. Over twenty-two percent used four days per week. Larger programs use more days per week for adult classes. Forty-five percent of first class cities use four days and thirty-three percent use five days. Sixty-three percent of second class cities use two days and eighteen and one half use four days. Relatively few use three

days or six days.

12. For all programs, classes were most often held on Monday with Thursday next most often used. Tuesday and Wednesday were almost of equal popularity for holding classes. Thursday was most often indicated as used in second class cities. The last two days of the week were least used with Saturday being used by only two percent of the schools.

13. On the basis of returns, a first class city using four days a week for holding classes would hold them on Monday, Tuesday, Thursday, and Friday. If using two days per week, either Monday and Tuesday or Monday and Thursday would be used. If a second class city holds class four days per week, those days are probably Monday, Tuesday, Wednesday, and Thursday. If meeting two days per week, Monday and Thursday are probably used. Smaller programs most often use Monday for class meetings. If two days are used, either Monday and Wednesday or Monday and Thursday are used.

14. Nearly all programs of adult education have evening meetings. In first class cities over half of the programs also have afternoon classes and about eleven percent have morning classes. In second class cities, about nineteen percent have afternoon classes and about twelve and one half percent have morning classes. Considering all programs, ninety-seven percent have evening classes, about twenty-six percent have afternoon

classes and ten percent have morning classes.

15. In first class cities, about sixty-five percent of class time is spent in the evening, eighteen percent in the afternoon, and seventeen percent in the morning. In second class cities, ninety-five percent of class time is spent in the evening, about four percent in the afternoon, and less than one percent in the morning. In third class city systems and others, all class time is in the evening. Considering all programs, over eighty-one percent of the time spent is in the evening, over ten percent in the afternoon and better than eight percent in the morning.

16. Ten weeks was most often the required length of time for completion of a course. Others varied from four to twenty-four weeks.

17. All programs make use of school buildings for adult education. Other public buildings were used by thirty-one percent and factories by twenty-eight percent. First class cities used a greater variety of facilities for adult education than other classifications of cities. Third and other class cities and school systems used only school buildings.

18. In addition to organized class work, training within industry programs were most often indicated, with film showings, lecture series, civic education discussion groups and exhibits to public also being indicated.

19. The median number of courses per school for all

programs was five. The median number per program in first class cities was twenty-five. The number for second class cities was five and for remaining programs, was one. In all, 170 classes were offered by first class cities, ninety-eight by second class cities, and seventeen by the remainder.

20. About half the first class cities are scheduled to allow the student to carry two courses concurrently. In about sixty-two percent of second class cities, students can carry one course at a time. In smaller cities and schools, eighty-three percent of the schools offer classes so that only one course can be taken concurrently.

21. College credits can more often be obtained through the adult program than high school credits. All but two programs giving academic credit are in schools having junior colleges.

22. More schools reported receiving support from the State Board for Vocational Education than from any other source. Next in order of frequency are enrollment fees and local boards of education.

23. Enrollment fees account for over half (54.6 percent) the financial support of adult education considering all programs. The local board of education is next in importance (23.8 percent) and the State Board for Vocational Education is the third important source of support (20.9 percent). The remaining sources mentioned contributed very little. In second

class cities, the State Board for Vocational Education was the most important single source, accounting for forty percent of the income.

24. Forty percent of all courses given by the schools reporting qualified for funds from the State Board for Vocational Education. Thirty-six percent of courses offered in first class cities, fifty-one percent in second class cities, and seventeen and one half percent in the remaining programs qualified for reimbursement.

25. Enrollment fees ranged from two dollars to ten dollars with most falling between four and six dollars.

26. Those reporting on the problems encountered in working with adult education indicated the following:

- a. Adequate financial support
- b. Maintaining enrollment
- c. Determining what is needed by the individual adult and the community.
- d. Creating interest in the program
- e. Obtaining satisfactory teachers
- f. Getting information to the public regarding the adult program.
- g. Providing adequate time for adult education
- h. Getting groups or organizations to sponsor certain classes.

27. There is need for more functional legislation relative to general adult education.

The need for those things which are recommended should be apparent to those who are acquainted with the adult education movement. Adult education in the public schools is but one phase of adult education, and while that phase is of primary importance to this study, many of the things which are recommended are of equal importance to other adult education groups.

1. Most of the work in adult education as found in the public schools is limited to organized class work. Much in the way of civic and cultural improvement could be accomplished if programs based on the principles of the lyceum or chautauqua were introduced. Many of those who are unable to attend classes could attend public gatherings of this nature.

2. The old town meeting may never return but there is a place for that type of gathering today. Community, state, and national affairs are still topics capable of creating active group participation. The citizen who participates will be a better citizen.

3. District and regional meetings of school administrators and school board members should be held at which time adult educators may discuss the possibilities of adult education in their schools.

4. A central office should be set up to act as a clearing house for information regarding the activities of the various programs in the state. Much valuable information which could be of use never reaches the individual programs.

5. Legislative provision for adult education, based on

realistic practices as they have established themselves in our schools would encourage further development of adult education.

6. Through appropriations, the state should encourage the development of adult education. In addition, provision for a tax levy specifically for adult education would encourage some schools to introduce a program of adult education.

7. As nearly as possible, adult education should be offered to the adult on the same basis, financially, that the remainder of the educational program is offered.

8. The State Department of Education should provide a specialist in adult education whose services would be available to any school in establishing or maintaining a program of adult education.

9. Teachers should not be expected to teach adult classes in addition to a full teaching load during the day school program. This recommendation is not only for the protection of the teacher but also for the benefit of both the day school and the adult program. Both suffer from an overworked teacher.

10. Teachers which do have classes in both the day school and the adult program should be hired with that understanding and the teaching load should be computed on that basis.

11. It is now recognized that the secondary school teacher is not necessarily a good elementary teacher. It has also been shown that the secondary school teacher is not necessarily a good teacher of adults. Opportunity for preparation should be

made available to those who must teach adult classes.

12. Although the public schools should be the primary institution providing for adult education, other groups and organizations will undoubtedly continue to have educational programs of their own. With relatively small cities and towns predominating Kansas, it is not often that one community can adequately support more than one class of a particular nature. Some means of coordinating the efforts of all concerned should be provided on the local level.

13. It is recognized that there is a need for improvement in our methods of teaching citizenship in the secondary schools. Finding a method of teaching citizenship to adults is also a problem which should receive attention.

14. Not only should research in the areas given in the section dealing with problems of adult education be promoted, but there is also a need for the gathering together of the findings of research which has already been done so that it may be made available to those having need of it.

15. The commonly held misconception of education as ending upon graduation from high school or college will have to be supplanted by a realization that education is a continuing process which continues throughout life. Adult education should be accepted and eagerly sought after as a means of directing and accelerating that process. As such, it assumes a role of importance equal to that of any other level of education.

ACKNOWLEDGMENTS

The writer would like to express his most sincere appreciation to Professor George Olson for the great amount of time and patience he has shown during the period in which this paper was prepared, for the many suggestions for improvement given, and for the personal interest shown in the writer's problems.

Dr. Maurice Moggie and Dr. H. Leigh Baker have willingly responded to requests for help with various problems as they have developed. Dr. Per G. Stensland and Professor Herbert Maccoby of the Institute of Citizenship have both been most cooperative in making available materials relative to this study.

To Mr. George Rapp, Director of adult education for the Manhattan school system, and to Mr. W. Walter Russell, Director of the Topeka Public Night School, the writer wishes to express appreciation for the cooperation afforded him in making more detailed reports of their respective programs.

Mr. John H. Nicholson, Director of the Division of Instruction, State Department of Education, most generously allowed the writer to utilize records he had available relating to adult education. Mr. O. H. Beaty, Miss Hazel Thompson, and Mr. H. D. Shotwell, Supervisors of various areas of vocational education, all contributed information concerning their departments. Mr. C. C. Eustace, Field Supervisor for the Veteran's

On-Farm Training program, made available information relative to that program.

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APPENDIX

QUEST IONNAIRE

These questions concern your adult education program. Only those activities carried on under the sponsorship of your school board and those engaged in during the 1951-1952 academic year are to be considered. Do not include your Institutional on-the-Farm Training program.

Name of School _____ Location _____

Person completing form _____

Position _____

1. Is one person responsible for the administration of your adult program? Yes No
2. Is this person (Check): Supt. of schools _____; H. S. Principal _____; Elementary Principal _____; H.S. teacher _____; Elementary teacher _____; Full time adult administrator _____; Other _____.
3. Do you have one advisory committee for your entire adult program? Yes No
4. How many persons serve on your advisory committee? _____
5. Is provision made for certain lay groups to be represented on your advisory committee? Yes No
6. If provision is made, what groups are represented? 1) _____
2) _____ 3) _____ 4) _____
7. Do you have advisory groups concerned with only certain portions of your adult program? Yes No
8. What are the names of the organizations or groups having committees that are concerned? 1) _____ 2) _____
3) _____ 4) _____ 5) _____
9. Estimate to the nearest half hour the total amount of time per week utilized for your program: In the morning _____; In the afternoon _____; In the evening _____.
10. What is the usual length of class period? 1 hour _____; 1½ hours _____; 2 hours _____; Other _____.
11. What days of the week do you hold classes? _____ Mon; _____ Tue; _____ Wed; _____ Thur; _____ Fri; _____ Sat.
12. How many weeks usually constitute completion of a course? _____
13. Indicate the amounts received from the following sources for financing your adult program for the academic year 1951-1952.
_____ Local board of education.
_____ Enrollment fees.
_____ City recreation program.
_____ State Board for Vocational Education.
_____ Civil Defense.
_____ Red Cross
_____ Other _____

14. What is the usual or average enrollment fee? (exclusive of extra charges for materials used). _____

15. What facilities are used in your adult education program?

- _____ School buildings
- _____ Other public buildings
- _____ Church buildings
- _____ Museums
- _____ Factories
- _____ Club rooms
- _____ Homes
- _____ YMCA-YWCA
- Other _____

16. What activities, other than organized class work, are carried on as part of your adult education program?

- _____ Open forum
- _____ Civic education discussion groups
- _____ Lecture series
- _____ Concert series
- _____ Film showings
- _____ Radio programs
- _____ Conducted excursions
- _____ Exhibits to the public
- _____ Training-within-industry programs
- _____ Community center programs
- _____ Newspaper columns or features (other than public relations)
- Other _____

17. How many students are or have been enrolled during the present academic year? Women _____ Men _____ Total _____

18. How many courses is it possible for one student to carry concurrently? _____

19. Counting the present year, how many years ago was adult education started in your system? _____

Please use the remainder of this page to indicate the problems you have had in working with your adult education program.

20. Please indicate (check) the courses you offer for adults. If exact titles are not listed, check listings indicating similar content. Would you please show enrollment and also indicate by checking whether or not credit is offered for completion of the course.

<u>Course</u>	<u>Enrollment</u>	<u>No. Credit</u>	<u>Secondary Credit</u>	<u>College Credit</u>
Auto Mechanics				
Band				
Bookkeeping				
Blue Print Reading				
Carpentry				
Ceramics				
Child Care				
Chorus				
Clothing				
Drivers Training				
Electricity				
English				
Family Living				
French				
Furniture Repair, Upholstery				
Home Furnishing				
Home Maintenance				
Home Economics				
Instrumental Instruction				
Machine Shop				
Mathematics				
Metal Jewelry				
Office Machine Practice				
Orchestra				
Painting				
Plumbing				
Practical Nursing				
Red Cross First Aid				
Salesmanship				
Sewing				
Shorthand				
Shakespear				
Slip Covering, Draperies				
Spanish				
Typing				
Welding				

Please list additional courses on the reverse of this sheet.

21. How many separate courses are being and have been offered during this academic year? (include those checked in question 18 in your count. If the same course has been offered more than once, count as one course.) _____

22. How many of your courses qualify for state and federal funds? _____

23. Would you like a summary of the results of this survey? Yes _____
No _____

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Carpentry				
Ceramics				
Child Care				
Chorus				
Clothing				
Drivers Training				
Electricity				
English				
Family Living				
French				
Furniture Repair, Upholstery				
Home Furnishing				
Home Maintenance				
Home Economics				
Instrumental Instruction				
Machine Shop				
Mathematics				
Metal Jewelry				
Office Machine Practice				
Orchestra				
Painting				
Plumbing				
Practical Nursing				
Red Cross First Aid				
Salesmanship				
Sewing				
Shorthand				
Shakespear				
Slip Covering, Draperies				
Spanish				
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23. Would you like a summary of the results of this survey? Yes _____
No _____

Department of Education
Kansas State College
Manhattan, Kansas
March 14, 1952

Dear Mr.

In making a survey of certain phases of adult education in Kansas public schools, I have been in contact with the State Department of Education and the U. S. Office of Education. Both have noted the lack of information about our Kansas programs. Adult education is perhaps the most recent and most rapidly growing segment of our public schools. I feel that now is an appropriate time to take stock of what is being done in our Kansas schools.

The names of the schools having adult education programs were determined by consulting the Organization Reports on file in Topeka. All public junior colleges are being included in the survey. I am hoping that you, or someone closely associated with your adult program, will be able to complete the enclosed form and return it.

For our purposes, any student spending the major portion of his time in other occupations, and who is not enrolled in your regular school program, may be classified as part of your adult school enrollment. Please do not include Institutional-on-the-Farm Training programs. That information has been obtained elsewhere.

On the last page of the questionnaire you will find a place to indicate whether or not you wish a copy of the summary of this survey. I realize that this is another burden in your already crowded schedule, but I do feel that it is a project worthy of your time and effort. Taking this opportunity to thank you in advance for your cooperation, I remain

Sincerely yours,

(Signed) Robert D. Michal

RM:pef

(Date)

Dear Mr.

I am in receipt of your letter advising that you do not have an adult education program in your school. I wish to thank you for your reply and, at the same time, ask you for one further bit of information.

If you have had an adult education program in the past, you are in a position to contribute some very useful information. If this study is to be of value to those in the field who are concerned with adult education programs, it is just as important that the factors which cause programs to be discontinued are included as it is that the factors making for success be included.

If you will simply write down a few sentences describing the factors which caused you to discontinue, either temporarily or permanently, your adult program, that information will become an integral part of the study.

Sincerely yours,

(Signed) Robert D. Michal

A SURVEY OF CERTAIN PHASES OF ADULT EDUCATION
IN KANSAS PUBLIC SCHOOLS

by

ROBERT DALE MICHAL

B. A., Kansas Wesleyan University, Salina, 1949

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1952

This study was undertaken for the purpose of bringing together information regarding certain phases of adult education in the public schools. Since adult education is one of the most recent and most rapidly growing segments of the public schools, and because of the lack of information available regarding adult education in the schools, it was felt that a descriptive survey of this nature would be of value to those school people concerned with such activities in their schools.

The objectives of the study were centered around six phases of adult education in the public schools. These were:

1. To what extent has adult education developed in Kansas public schools?
2. How are adult education programs administered?
3. How are adult education programs financed?
4. What courses are offered in adult education programs?
5. What are some of the problems adult educators are encountering?
6. What are the legal provisions for adult education?

The first phase of this study consisted of becoming acquainted with the available literature and in talking with those engaged in adult education. The writer attended a conference on adult education which was held on the campus of Kansas State College which contributed a great deal to his understanding of the field.

Two trips were made to the State Department of Education. Although the information available regarding adult education was limited, the writer did obtain a list of schools reporting adult education activities. Information regarding the provisions for adult vocational education was obtained from members on the staff of the State Board for Vocational Education.

Those schools reporting adult education activities on the High School Principal's Organizational Report were sent questionnaires. It was felt that no other method of selection, other than contact with each school district, would yield a more complete list of schools having adult programs.

In presenting the information obtained, an effort was made to show not only the over-all picture but also to show differences existing between programs in different class cities. Where appropriate, the returns were treated on the basis of whether or not the school system had a junior college.

The adult education programs of one first class city and one second class city were given detailed study to enable the reader to gain a more comprehensive understanding of what may constitute an adult program.

The following conclusions were reached:

1. Thirty-three of the 608 school systems (5.4 percent) having secondary schools have adult education programs.
2. Larger cities more often have adult programs than smaller cities. Almost ninety-two percent of first class

cities, about twenty percent of second class cities, and only about one percent of smaller cities and school systems have adult education in the public schools.

3. Larger cities enroll greater numbers in adult education than do smaller cities. Almost eighty-five percent of adults enrolled in adult education programs of the public schools are enrolled in schools of first class cities. About fourteen and one-half percent are enrolled in programs of second class cities, while less than one percent are enrolled in smaller systems.

4. The median enrollment per program is 734 in first class cities. The median enrollment per program in second class cities is 127 and in third class and others, the median enrollment is thirty. For all programs, 127 is the median enrollment.

5. Men make up a greater portion of the enrollment in large programs while women account for most of the enrollment in smaller programs. In cities of the second class there is little difference in the number of men and women enrolled. Considering all programs, men account for well over half the enrollment.

6. In most programs, a high school teacher is charged with the responsibility for administering adult education. Only in the largest programs are full time administrators found. The superintendent of schools takes active responsibility for the program in less than twenty percent of the schools while the high school principal takes active responsibility in less than seven percent of the schools.

7. In schools having junior colleges, junior college personnel are responsible for adult education in about fifty percent of the programs.

8. Three of thirty-two schools, (9.4 percent) utilize advisory groups in relation to the whole program of adult education. Two of these make provision for special groups to be represented.

9. Twelve of the thirty-two schools (37.5 percent) reported advisory groups relative to certain portions of the adult program.

10. A two hour class period is most commonly used for adult education. Almost seventy-five percent of the returns indicated using the two hour class period.

11. Thirty-nine percent of the schools reported using two days per week for adult education. Over twenty-two percent used four days per week. Larger programs use more days per week for adult classes. Forty-five percent of first class cities use four days and thirty-three percent use five days. Sixty-three percent of second class cities use two days and eighteen and one half use four days. Relatively few use three days or six days.

12. For all programs, classes were most often held on Monday with Thursday next most often used. Tuesday and Wednesday were almost of equal popularity for holding classes. Thursday was most often indicated as used in second class cities. The

last two days of the week were least used with Saturday being used by only two percent of the schools.

13. On the basis of returns, a first class city using four days a week for holding classes would hold them on Monday, Tuesday, Thursday, and Friday. If using two days per week, either Monday and Tuesday or Monday and Thursday would be used. If a second class city holds class four days per week, those days are probably Monday, Tuesday, Wednesday, and Thursday. If meeting two days per week, Monday and Thursday are probably used. Smaller programs most often use Monday for class meetings. If two days are used, either Monday and Wednesday or Monday and Thursday are used.

14. Nearly all programs of adult education have evening meetings. In first class cities over half of the programs also have afternoon classes and about eleven percent have morning classes. In second class cities, about nineteen percent have afternoon classes and about twelve and one-half percent have morning classes. Considering all programs, ninety-seven percent have evening classes, about twenty-six percent have afternoon classes, and ten percent have morning classes.

15. In first class cities, about sixty-five percent of class time is spent in the evening, eighteen percent in the afternoon, and seventeen percent in the morning. In second class cities, ninety-five percent of class time is spent in the evening, about four percent in the afternoon, and less than one percent in the morning. In third class city systems and

others, all class time is in the evening. Considering all programs, over eighty-one percent of the time spent is in the evening, over ten percent in the afternoon and better than eight percent in the morning.

16. Ten weeks was most often the required length of time for completion of a course. Others varied from four to twenty-four weeks.

17. All programs make use of school buildings for adult education. Other public buildings were used by thirty-one percent and factories by twenty-eight percent. First class cities used a greater variety of facilities for adult education than other classifications of cities. Third and other class cities and school systems used only school buildings.

18. In addition to organized class work, training within industry programs were most often indicated, with film showings, lecture series, civic education discussion groups and exhibits to public also being indicated.

19. The median number of courses per school for all programs was five. The median number per program in first class cities was twenty-five. The number for second class cities was five and for remaining programs, was one. In all, 170 classes were offered by first class cities, ninety-eight by second class cities, and seventeen by the remainder.

20. About half the first class cities are scheduled to allow the student to carry two courses concurrently. In about

sixty-two percent of second class cities, students can carry one course at a time. In smaller cities and schools, eighty-three percent of the schools offer classes so that only one course can be taken concurrently.

21. College credits can more often be obtained through the adult program than high school credits. All but two programs giving academic credit are in schools having junior colleges.

22. More schools reported receiving support from the State Board for Vocational Education than from any other source. Next in order of frequency are enrollment fees and local boards of education.

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