

A SURVEY OF ADULT EDUCATION
IN THE PUBLIC SCHOOLS OF KANSAS

by

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TABLE OF CONTENTS

	Page
INTRODUCTION.....	1
EARLY HISTORICAL BACKGROUND.....	6
LATER HISTORICAL BACKGROUND.....	9
RECENT DEVELOPMENTS.....	11
METHODS AND MATERIALS.....	15
SCHOOLS HOLDING CLASSES, THOSE NOT HOLDING CLASSES AND THOSE NOT REPORTING.....	18
SCHOOLS OFFERING ADULT EDUCATION CLASSES, ENROLMENT AND LENGTH OF TIME ORGANIZED.....	20
ORGANIZATION OF CLASS MEETINGS.....	22
SUBJECTS OFFERED IN ADULT CLASSES AND DEMAND FOR THESE SUBJECTS.....	24
CLASS SCHEDULES AND THEIR USES.....	30
FINANCING ADULT CLASSES.....	31
TOTAL ENROLMENT BY YEARS, PER CENT RURAL AND PREVIOUS EDUCATION OF ADULT STUDENTS.....	38
ATTENDANCE STATUS OF THOSE ENROLLED.....	39
PURPOSES SCHOOLS HAVE FOR OFFERING ADULT CLASSES.....	45
REASONS GIVEN BY STUDENTS FOR ENROLLING IN THESE CLASSES.....	48
WHO ARE THE TEACHERS? (FROM WHOM SELECTED).....	51
COMPENSATION FOR TEACHERS.....	54

SEQUENCE OF COURSES OFFERED..... 55
CREDIT RATING GIVEN FOR THESE COURSES..... 57
METHOD OF ADMINISTRATION OR SUPERVISION USED..... 58
METHODS OF POPULARIZING AND ADVERTISING ADULT CLASSES... 59
METHOD OF ENROLMENT..... 61
INFLUENCE UPON REGULAR DAY SCHOOL..... 63
CONCLUSIONS..... 64
ACKNOWLEDGMENTS..... 68
REFERENCES..... 69
APPENDIX..... 71

1. Summary of the Study..... 72
2. Financing Adult Classes..... 73
3. Total Enrollment by Years, Sex, Past School and Previous Education of Adult Students..... 74
4. Percentages of Last Year's Students by Sex, Average Attendance, Percentages of Physical Handicapped, Dropping Out During a Session, and Amount Appropriated by State..... 75
5. Purposes Schools Have for Offering Adult Classes..... 76
6. Reasons Given by Students for Enrolling in These Classes..... 77
7. Who are the Teachers? (How Many Schools?)..... 78

LIST OF TABLES

Table	Page
1. Schools Sent Questionnaires, Those Holding Classes and Those Not Reporting for Year of 1936-37.....	19
2. Schools Offering Adult Education Classes in 1936-37, Enrolment and Length of Time Organized.....	21
3. Organization of Class Meetings in 1936-37.....	25
4. Subjects Offered in Adult Classes.....	28
5. Class Schedule for Night School (Topeka, Kansas) Monday-Wednesday, 1936-37.....	32
6. Financing Adult Classes.....	36
7. Total Enrolment by Years, Per Cent Rural and Previous Education of Adult Students.....	40
8. Percentage of Last Year's Students Returning, Average Attendance, Percentage of Original Enrolment Dropping Out During a Session, Fees and Amount Appropriated by Board.....	43
9. Purposes Schools Have for Offering Adult Classes.	46
10. Reasons Given by Students for Enrolling in These Classes.....	49
11. Who are the Teachers? (From Whom Selected?).....	52

INTRODUCTION

Adult education is a phase of education that has never received much attention in Kansas. The demand is much greater in our seaboard states, due principally to the fact that adults in those states have not had the same opportunity to attend the regular public school systems.

Many adults in seaboard states have been factory workers since childhood and being employed throughout the day, endeavoring to make a living, they have not been able to attend day schools. Night schools for adults, both primary and secondary, have been established in New York and other seaboard states for many years.

The economic depression has been an important factor in the growing demand for adult education. The reduction in the number of employees of a manufacturing company or business firm brought about a weeding-out of those who were not so well prepared for their work. This weeding-out process impressed upon the minds of many the importance of education, training and experience in order to be qualified for a prominent position.

Not only did it prove the need for such training to those who lost their jobs, but it also encouraged those

who were retained to improve themselves in order that they might make their position more secure.

The effects of the economic crisis were not evident as early in the Central and Middle Western States as they were in the seaboard states. For this reason the demand for adult classes has been slower to become an important factor demanding the attention of Kansas educators.

The writer had this problem presented to him while teaching in Riley Rural High School, Riley, Kansas. There was a strong demand for the use of the school plant for the benefit of a much larger number in the community than were being served in the ordinary public day school. This demand by the adults of the community for an opportunity to make further use of the best school plant in that vicinity aroused a great deal of interest in this phase of education on the part of the writer.

While attending a curriculum class under the direction of Dr. W. E. Sheffer, Kansas State College, this phase of education was discussed under the topic of "Some Needs for Curriculum Revision". It was while we were discussing this subject as a class of graduate students and school administrators that the writer decided to make a survey of adult education in the public schools of Kansas.

This thesis is the result of a survey to determine the demand for, the development, method of supervising, method of financing, courses being offered, and the value of "adult classes" in the public schools of Kansas.

Although the demand for these classes is not so great in Kansas as in some other states, there is a constantly increasing demand for such classes. New systems are being organized yearly and those already established are showing increases in enrolment in a majority of cases.

Alexander (2) points out that, "Interest in adult education has increased considerably during the past few years. Although there has been much groping, some very definite projects have been undertaken. The era of economic change which was inaugurated by the cataclysm of 1929 showed the need for readjustments in industrial life. Government was slow to meet the situation, and it was not until December 1932 that the State Education Department initiated its program to train the adults in New York for readjustments in industry to keep up their morale through occupation and to prepare them for the beneficial employment of leisure".

The purpose of supplying a worthy use of leisure time is one of the most common purposes stated by night school

directors for offering adult classes. This need was felt immediately after the general reduction in the number of hours in a working day. The adult student is not only making worthy use of his leisure time while he is attending classes, but in many cases he has learned an avocation which he is making good use of during his leisure hours while classes are not in session.

The useful and directed employment of leisure has always been a problem with children, but not until relatively recent times has this been a problem for adults in this country. Retraining for another occupation is not training for the proper use of leisure time so as to get a fuller enjoyment out of life. Not until many of our present unemployed are happily employed will they be interested in the worthy use of leisure time. The writer is of the opinion that when a good living is more easily obtained by the masses, then will come the desire for more recreational and educational facilities. With the coming of this desire will naturally come the demand for qualified leaders. Where can a man or woman get as good guidance for as little expense as in a public night school for adults?

Alexander (2) says, "To maintain the respect of their children is unquestionably the desire of reasoning parents,

but respect cannot exist on sentiment alone, and fathers and mothers who are willing to think their problem through will realize that to hold the affections of their children they must meet them on a level of mutual interests. They must be equal to their children in knowledge, be interested in their games, their hobbies, the books they read, the friends they make, and the many other factors--physical, emotional, artistic, and intellectual--that are important to the adolescent boy and girl.

"It was with the foregoing thoughts in mind that I formulated the proposal to establish at DeWitt Clinton High School an institute for Adult Education. My aims and objectives were:

(1) To establish a medium for the higher education of adults.

(2) To add to the culture and education of adults related to the student of DeWitt Clinton High School.

(3) To enable parents to better understand the problems of childhood and adolescence.

(4) To bring about a realization of the many opportunities for the enjoyment of leisure and for the enrichment of life.

(5) To awaken a consciousness of the higher responsibilities of citizenship".

EARLY HISTORICAL BACKGROUND

The evening school in the American colonies is not a well-known institution. Its existence has remained hidden in sources not readily available for examination. The evening school occupied a prominent position in the educational life of the period.

Records indicate that the first evening schools in colonial America were those of New Netherland. An evening school was established in New Amsterdam on November 4, 1661. Some of the Dutch schools continued, for a time, after New Netherland became the Royal Province of New York, in 1674, but were gradually replaced by those of the English.

The evening school appeared in the English colony of New York as early as 1690. There was a practice in New York City at this time of employers agreeing to see that their apprentices had an opportunity to attend an evening school.

Evening schools were established in Boston as early as September 7, 1724. They were set up in Philadelphia by 1734 and in Charleston, South Carolina by 1744.

Most of these early evening schools were kept open only during the winter months and the most of them held

classes every evening. A few omitted Wednesday and Saturday evenings and some omitted only Saturday evening.

The most popular hours for these classes in the colonial period were from six till nine o'clock in the evening.

Before the middle of the eighteenth century the curricula of evening schools included such subjects as algebra, astronomy, bookkeeping, chronology, dialling, English, ethics, French, geography, geometry, German, Greek, gauging, Hebrew, history, latin, logarithms, logic, metaphysics, natural philosophy, navigation, rhetoric, surveying and trigonometry.

Most of these schools were distinctly elementary in character and but very few were what could be termed "secondary". The teachers in these schools attempted to teach practical applications of their subject matter.

The school buildings and class-rooms were, in most cases, the same as those used by the schools of the period. Classes were often conducted in a "room" rented for that purpose. Occasionally the Town School, or the Town Hall was rented by the teachers.

The schoolmasters of this period were respectable members of the teaching profession, and, as such, possessed the qualifications that were accepted at that time.

Some were college graduates, others were teachers of experience, and still others came over from England to follow their chosen profession.

Morally, these men were said to be of sober character and yet many of them engaged in running book-stores, during their spare time, where they sold along with books and other school supplies such articles as rum, brandy, tobacco, etc.

Seybolt (9) says, "That only the youth of independent economic status, or the sons of well-to-do parents were commonly found attending these schools. A certain number of such young men were destined to enter college and they attended the night schools to prepare for their entrance examinations.

"Records indicating that girls, and young women, attended the evening schools are not uncommon. In some of the schools they sat with the boys, in others they were instructed in classes apart. All of the courses offered the boys were open to election by the girls, if they so desired".

The evening schools in the colonies were private ventures. Town schools and others supported by public moneys, were kept only during the day. That this extension of educational opportunity was a public responsibility, did not enter the colonial consciousness.

LATER HISTORICAL BACKGROUND

America is surpassed by Europe in the establishment of evening schools for adults. In France they are included in the department of primary instruction; in Germany, they are administered as a part of the continuation school system, and in England, as secondary schools. Denmark, especially, leads in the field of adult education.

Evening schools in America are the aftermath of institutes, lyceums, chatauquas and the early private colonial evening schools. They are now found both as private and public ventures. They are usually one of three types, i.e., those giving repetition of the regular primary and secondary school instruction; those giving vocational instruction along industrial and commercial lines; and those emphasizing cultural subjects for people whose daily work offers little opportunity for broad cultural development.

The first public evening school in the United States for "adults" was established in Louisville, Kentucky, in 1834. Baltimore, Maryland, organized six evening schools in 1840. In 1847 the New York board of education was permitted by law to organize evening schools for males, and in 1848 for females. The first public evening high school was begun

in Cincinnati in 1856, and in 1868 New York City established its first public evening high school, where the academy system was so solidly established.

Robertson (8) tells us that university extension through evening schools began in America in 1888 under the leadership of Melvil Dewey, of New York. He was the librarian of Columbia University and advocated this service before the regents of the State of New York, under the auspices of the public libraries. Later, extension activities died out and the movement was considered dead, only to be revived by the University of Pennsylvania in 1906 and the University of California in 1913, leading to our highly developed system of evening school classes for university students.

Citizenship classes were first founded in 1915 by the U. S. Bureau of Education. The aim of these classes was to stamp out illiteracy and then assimilate the foreigner. Herein the legal requirements for naturalization were met, and through such a procedure the foreigner was induced to cooperate with Americans rather than have to be forced. Such classes have also endeavored to raise the level of reading appreciation to offset the flood of trashy novels, magazines and motion pictures which are too common in

America today.

Robertson (8) says, "California leads in the field of evening school instruction, in the U. S. Here the subjects offered and their content are the result of conferences between the students themselves and the school authorities. Instruction is provided in any subject if a certain number desire it. In the year 1929 there were more adults in our Los Angeles evening high schools than in our day high schools. It has become a thoroughly organized, administered and supervised part of our school system".

RECENT DEVELOPMENTS

Patlow (7) says, "Since evening school instruction is on a voluntary basis, it naturally requires promotional activities of various kinds. Among them are (1) personal contacts, (2) advertising, (3) efficient instruction. All three of these factors are dependent upon each other in selling a city-wide evening school program".

Alderman (1) says, "The term 'adult education' came into our vocabulary about two decades ago. It may be said that the term grew out of the Americanization movement during the World War. At that time, in many states, councils of defense assisted public school officials in

promoting classes for non-English speaking residents. To these classes of men and women who were being taught, among other things, to read and write English, came many native born Americans. The term 'Americanization' clearly did not fit the situation and a new term had to be selected. Inasmuch as the foreign born and native born attending these classes were adults, the term 'adult education' was adopted".

The term "adult education" has the effect of a powerful slogan. It is a challenge to all adults to carry on their education. The adult education movement was the next logical step in the growth of American education. Prominent educators have long recognized that real education is a lifelong process in man's attempt to adjust himself to his environment. The name adult education is relatively new, and there is a new consciousness that adults are to continue to learn if they are to function properly.

Alderman (1) tells us further that there is a new concept that education for adults should be more than casual; it should be organized and have some continuity, and it should bring to the individual the experience of others in his field of study.

Hooker (6) says, "It is of the utmost importance, at

the outset that we do not institutionalize and stereotype adult education, as has been done so largely in the regular organized educational institutions. Whatever philosophy of adult education we may conceive, it should be flexible and functional in order that adjustments to changes may be made when and where necessary".

The purpose of adult education is to interest adults and help them develop sound procedures and techniques in obtaining, skills and wholesome attitudes relative to their own social institutions in order that they may be able to participate intelligently in those institutions and improve them.

With a functional and practical program of education, adults should learn; (1) how to solve their own problems; (2) to suspend judgment until they have the necessary facts; (3) how to read intelligently and critically; (4) how to listen to and interpret oral discussions critically and intelligently; (5) how to think critically; (6) how and where to find sound information, and most important (7) to sense the dire need of honestly and intelligently carrying their knowledge and training into action in solving their own personal problems and the social, political and economic problems of their community, state and nation.

The studies of Thorndike (10) dispel any doubts of the ability of adults to learn and contribute materially to the program for adult education. He points out that, "Apparently the normal individual of 30 to 45 years of age is probably better able to learn than he was at the age of 15 to 17, provided he really wants to learn". His conclusion that the time of greatest learning ability comes at a period when most people are not in organized schools has served to focus the attention of educators on a program of education for adults.

Bryson (4) says, "It is the opinion of Thorndike that the disuse of learning ability, that is, the failure to keep on learning as a habit, is one of the things that give to every human being the impression that his mental edge dulls as he gets older".

Bryson states this as a principle: "Adult learning is itself probably a partial method for curing adult inability to learn".

Anderson (3) says, "We have an entirely wrong attitude toward rural adults, particularly the farmer and the farmer's wife, in regard to their learning abilities and to their educational needs. We have assumed that these adults have no problems capable of solution in school, that they

are not receptive to instruction, and that they will not come to school. It is a fact however, that farmers read, they go to church, they listen to the radio, they attend lectures, Grange, public meetings, and many educational gatherings. As a group they are eager to learn and are found to be generally very receptive to educational leadership".

Cartwright (5) says, "Civilizations never stand still. They go forward or go back. In the hysteria that possessed us from Armistice Day, 1918, to the crash of 1929, it seems clear now that we were retrogressing. In the half decade since, there are innumerable though inconclusive signs that we are again progressing.

"Surely education is the only valid protection against communism and all other extremisms. The goal of democracy is a happy, enlightened body politic. Education has the same goal".

METHODS AND MATERIALS

The fact that this survey was planned to include all of the public schools of Kansas, offering classes in adult education, necessitated the use of the questionnaire method of gaining all the information needed for a complete survey.

May it be made plain that the writer is well aware that the questionnaire was not returned by a few schools that are offering adult classes. The writer is also aware of the fact that the questionnaire should have been tested more thoroughly before it was sent out generally throughout the state. There were a few questions that were not entirely plain in their meaning to those answering them.

The writer held a personal interview with Mr. F. M. Hyde of the State W.P.A. office in Topeka, Kansas. Mr. Hyde was in charge of "adult classes" under the supervision of W.P.A. for the State of Kansas for the school year of 1936-37. Not all of these towns were holding their classes in connection with the local public school system.

In the year 1936-37 the W.P.A. and N.Y.A. were giving financial aid, for adult classes, to about 40 towns over the state. All of these towns were sent questionnaires and several were returned saying that adult classes were offered there last year but they had been discontinued this year. Others did not report at all and a few, who were connected directly with the public school system, made complete reports.

Many of these same towns were also receiving financial

aid from the State Department for Vocational Education. There were about 24 schools receiving this Smith-Hughes Aid.

A list of all the public schools in the state offering adult classes, under Smith-Hughes, was obtained from Mr. C. M. Miller, State Director for Vocational Education, Topeka, Kansas.

A letter of introduction¹ to the questionnaire and the questionnaire² designed to gain the information necessary for a complete survey of all the adult education classes in the state were sent to the directors of these classes where possible. Some were sent to the superintendents of the city schools and others were sent to the county superintendent of counties reported to be offering adult classes last year.

Eighty questionnaires were sent out and 51 were returned. Nineteen of those returned were filled out in detail, reporting on classes being held. Thirty reported no classes being held this year and 32 made no report.

The writer feels that although the questionnaire method of conducting a survey is not the most satisfactory from the standpoint of thoroughness and reliability, that nevertheless the information so obtained in this survey is conclusive enough to warrant much attention in the field of modern education.

¹The letter of introduction to the questionnaire is found on page 1 of the appendix.

²The three pages of the questionnaire may be found on page 2 of the appendix.

SCHOOLS HOLDING CLASSES, THOSE NOT HOLDING CLASSES
AND THOSE NOT REPORTING

Table 1 shows the towns to which questionnaires were sent. Those marked with asterisks were sent two questionnaires, one to the superintendent of city schools and the other to the county superintendent located in the same city.

The blanks of the questionnaire that were left unfilled were usually marked with the notation that the particular information asked for was not available or that the information was never sought from the students. The replies to the questions showed that, generally, there was not much organization in their adult class work but that most of it was just a matter of holding so many classes under the leadership of the different teachers in charge.

In a very few cases there was an indication that the night school for adults was well organized under the leadership and guidance of a competent director, who administered to and supervised his night school much as our good day schools are supervised.

The writer believes that the work of establishing night schools for adults has only just begun in the State of Kansas. We have nothing in the way of a State organization,

Table 1. Schools Sent Questionnaires, Those Holding Classes and Those Not Reporting for Year of 1936-37

Schools sent questionnaires	Schools sent questionnaires
Almena.....No report	Kinsley.....No classes
Abilene.....No classes	Kingman.....No report
*Anthony.....No classes	LaCrosse.....Holding classes
Arkansas City....Holding classes	Larned.....No classes
Atchison.....Holding classes	Lawrence.....Holding classes
Atwood.....No classes	Leavenworth.....No classes
Augusta.....No report	*Liberal.....No classes
Belleville.....No report	Manhattan.....Holding classes
Beloit.....No classes	McPherson.....Holding classes
Blue Rapids.....Holding classes	Merriam.....No report
Burlingame.....No classes	Neodesha.....No report
Chanute.....No report	Newton.....No report
Cherryvale.....No report	*Norton.....No report
Colby.....No report	Olathe.....No report
Coldwater.....No report	Osawotomie.....No classes
*Cottonwood Falls.No report	Ottawa.....Holding classes
Coffeyville.....Holding classes	Paola.....No classes
Dodge City.....No report	Parsons.....Holding classes
ElDorado.....Holding classes	*Phillipsburg....No report
*Emporia.....No classes	Pratt.....No report
Eureka.....No report	Ransom.....No report
Fort Scott.....No report	Salina.....No classes
Frankfort.....No report	Sedan.....Holding classes
Frontenac.....No report	Seneca.....No classes
Garnett.....No classes	*Stafford.....No classes
Goodland.....No classes	Stockton.....No classes
Harper.....Holding classes	St. Francis.....Holding classes
Herington.....Holding classes	Topeka.....Holding classes
Hugoton.....No report	Washington.....Fresh. college
Horton.....No classes	West Mineral....No report
Hoxie.....No classes	Westmorland.....No classes
Humboldt.....Holding classes	*Wellington.....No report
Hutchinson.....No report	*Wichita.....No report
Independence.....No report	Winfield.....Holding classes
Junction City....No classes	Yates Center....No report
Kansas City, Kan.No report	

* Towns sent two questionnaires. One sent to the city school superintendent and the other sent to the county superintendent located in the same city.

which several states do have. We have no reports being made further than the school itself, except in the case of vocational classes which are reporting to the State Department for Vocational Education.

SCHOOLS OFFERING ADULT EDUCATION CLASSES, ENROLMENT
AND LENGTH OF TIME ORGANIZED

Table 2 shows that adult classes have been held in Kansas ranging from one to 15 years. It shows that eight schools have been offering classes for 10 years or more. From this table we are able to see that, formal adult primary and secondary education is not new in Kansas. Although many large cities have been offering elementary work for adults for several years, Topeka is the only city reporting any such classes being offered in Kansas at the present time.

Enrolments in these schools range all the way from 16 in a freshman college located in a small rural town to 1956 in a larger center.

Reports on the number of men attending these classes compared to the number of women were lacking. Apparently no record is made in most cases as to whether a student is of the male or female sex. The reports made on this

Table 2. Schools Offering Adult Education Classes in 1936-37,
Enrolment and Length of Time Organized

Name of school	How long organized (years)	Total enrol- ment	Enrolment		Average age	
			Male	Female	Male	Female
Arkansas City	13	--	--	--	--	--
Atchison	4	60-100	--	--	30	--
Blue Rapids	6	--	--	--	--	--
Coffeyville	10	300	--	--	28	28
Eldorado	--	--	--	all	--	--
Harper	1	--	--	--	--	--
Herington	1	--	--	--	19	19
Humboldt	1	--	--	--	--	--
LaCrosse	3	250	--	--	19	18.5
Lawrence	10	586	--	--	Av. 29.6	
Manhattan	9	723	--	--	32	32
McPherson	14	26	--	--	--	--
Ottawa	4	29	21	8	32	30
Parsons	10	80	--	--	Av. 33	
Pittsburg	10	--	--	--	--	--
Sedan	2	124	68	56	45	32
St. Francis	--	16	4	12	22	20
*Topeka	11	1956	--	--	Both 16-20	
Winfield	15	76	43	33	40	35

*Topeka is offering elementary classes for adults in four schools for Mexicans and Negroes.

question would not be sufficient to draw any conclusions.

Ages of students attending the adult classes range all the way from 16 to 70. This is a definite indication that people do not lose their desire and ambition to learn and improve themselves mentally. The average age of men attending those schools reporting was 28.7 years while the average age of the women was 26.5 years. This variation in average ages is so slight and so few schools made a report on this question that it is doubtful if it can be considered significant.

ORGANIZATION OF CLASS MEETINGS

Table 3 shows that the average length of the sessions this year was 13.36 weeks. Several of these schools run part of their classes for a period of twelve weeks and part of them for 18 weeks. The minimum length reported, was one week and the maximum 28 weeks.

The table shows that about 50 per cent of these schools use the two-hour class periods and the other half use the one-hour class periods. Most of these classes are being held from 7:00 to 9:00 P.M. However, in the case of larger classes and a great demand for the same subject, it is necessary to start some classes at 5:30 and run straight

through till 9:30 P.M. on either a one or two hour basis. This is done in larger schools in special cases, like Topeka, where there is a great demand for commercial subjects and there is a limited number of machines and other apparatus.

Most of these classes are limited to 20 students and they meet two days each week throughout the session. Others meet only one day a week, while in the case of freshman college work the classes are sometimes held five days a week.

Where the majority of classes are held during the most severe winter months, December, January and February, some are held only in the Fall and Spring and others are held throughout the school year.

From the reports made it appears that the most favored arrangement for class meetings is as follows: Sessions, 12 or 18 weeks in length; time of day, 7:00 to 9:00 P.M.; length of class period, two hours; number of days a week, two (Monday and Wednesday or Tuesday and Thursday); season of year, Winter. In replying to the question, "Are students allowed any overtime in the case of laboratory classes?" all but three replied that none was allowed. One replied that time before class was sometimes allowed but not after,

and two replied that occasionally overtime was allowed.

The most common reason given for holding class during the winter months is that this is the season of the year when more people have their evenings free to attend such classes. The farmers of the community do not work as late in the day and the city folks do not have an opportunity for outdoor recreation during these months, hence it is much easier to interest them in furthering their education if classes are offered during this season.

When classes are held only once during the week it is difficult to keep the work connected up well enough to accomplish very much in the course. On the other hand if a class is held more than twice a week it interferes with too many other activities and attendance will not be as regular and therefore there is a higher percentage that drop out during the session.

SUBJECTS OFFERED IN ADULT CLASSES AND DEMAND FOR THESE SUBJECTS

Table 4 shows that 115 different subjects in secondary education were taught in adult classes during the school year of 1935-36. The subjects taught most frequently are those found in the commercial field, typing (beginning and advanced), bookkeeping and shorthand (beginning and

Table 3. Organization of Class Meetings in 1936-37

School	Number weeks held	Time of day	Number days a week	Season of year	Length of class period (hours)	Over-time allowed
Arkansas City	1-2-3	After-noon & evening	3-5	Winter	2	no
Atchison	4-12	5:-7: 7:-9:	1-2	Fall-Spring	2	no
Blue Rapids	4	After-noon & evening	4	Fall	1	no
Coffeyville	12	7:30-9:30	1	School year	2	no
ElDorado	20	7:-9:	2	Winter	2	no
Harper	10-18	Varies	1-5	- - -	1	no
Herington	18	8:-10: 2:-4: 7:-8:	2 3 5	Feb.- May	1	no
Humboldt	12	Night	3-5	Winter-Spring	2	no
LaCrosse	12-18	Night	3-5	All	2/3-1	no
Lawrence	12-16	7:-10:	2-4	Fall-Winter	1-2	no
McPherson	6	7:-9:	2	Jan.-Feb.	2	no
Manhattan	28	7:-9:	2	Fall Winter Spring	1-2½	no

Table 3. (concluded)

School	Number weeks held	Time of day	Number days a week	Season of year	Length of class period (hours)	Over-time allowed
Ottawa	10	Evening	1	Winter	2	yes
Parsons	6	Evening	1-3	Winter	1	no
Pittsburg	Varies	Varies	Varies	School year	- -	no
Sedan	20	7:20-9:20	1	Winter	2	no
St. Francis	3-5	Varies	5	Winter Spring	1	no
Topeka	20	5:30-9:30	4	Oct.- March	1-2	yes
Winfield	10-20	7:30-9:30	2	Fall Winter	1-2	yes

advanced). Topeka held six classes a day two days a week in beginning typing, four in advanced typing, six in beginning shorthand, one in advanced shorthand and four in bookkeeping.

Other courses that occur quite commonly are: agriculture, air conditioning, art, auto mechanics, blue print reading, business English, chemistry for nurses, clothing, commercial arithmetic, consumers problems, dramatics, English (college credit), English grammar, English literature, food, French, home decoration, physical education (for men), physical education (for women), printing, public speaking and Spanish.

For the most part the courses offered are those that come the most nearly meeting the demands of the community in which the classes are being held. Itinerant teachers are being sent out to the various communities offering adult classes, by the State Department for Vocational Education. These teachers are giving instruction in special vocational fields such as "air brake" instruction.

Professional men from the immediate community are sometimes employed for all or part of a session to give instruction in their chosen field. For example, lawyers are sometimes secured to teach all or part of a course in

Table 4. Subjects Offered in Adult Classes

Number of schools	Courses offered	Number of schools	Courses offered
1	Accounting	3	English Literature
3	Agriculture Problems	1	Emergency First Aid
3	Air Conditioning	1	Farm Cost Accounting
1	Air Brake Instruction	1	Farmers Cooperatives
1	Algebra (high school credit)	1	Feeds and Feeding
1	Algebra (college credit)	1	First Aid
1	Americanization	3	Foods
2	American History (college credit)	1	Food Preparation and Serving
2	Art Craft	1	Forging
3	Art (sketching)	4	French
2	Art (appreciation)	1	Furniture Renewing
1	Arithmetic	1	Garden Club Class
4	Auto Mechanics	1	Geometry
3	Blue Print Reading	1	German
1	Black Smithing	1	Group Piano
1	Botany (college credit)	1	Handicrafts
3	Bookkeeping	1	Hobbies
4	Business English	3	Home Decoration
1	Cabinet Making	1	Home Economics
1	Child Training	2	Home Making
3	Chemistry for Nurses	1	Home Maintenance
8	Clothing	1	Home Nursing
3	Commercial Arithmetic	1	Household Problems
1	Commercial Law	1	International Relations (college credit)
1	Constitution	1	Instrumental Music
2	Cooking	1	Interior Decorating
3	Consumers Problems	1	Journalism
1	Consumers Cooperatives	1	Knitting
1	Conversational English	1	Latin
1	Crafts	1	Lip Reading
1	Dancing	2	Literacy for Negroes
1	Dairying	2	Machine Shop
1	Diesel Engines	1	Mechanical Drawing
1	Dietetics for Nurses	1	Mental and Social Hygiene
3	Dramatics	1	Money and Banking
2	Economics (college credit)	2	Music
1	Electricity	1	Oil Chemistry
1	Electric Welding	1	Oil Refining
3	English Grammar		

Table 4. (concluded)

Number of schools	Courses offered	Number of schools	Courses offered
1	Ornamental Metal Work	1	Shorthand (advanced)
1	Oxy-Acetylene Welding	1	Show Card Writing
2	Parliamentary Procedure	1	Social Problems
1	Photography	1	Social Etiquette
4	Physical Education (women)	1	Sociology (college credit)
3	Physical Education (men)	2	Spanish (college credit)
1	Physics	2	Spanish (high school credit)
1	Pottery	1	Structural Steel
1	Poultry Raising	1	Tap Dancing
3	Printing	1	Trade Mathematics
1	Psychology (high school credit)	6	Typing (beginning)
2	Psychology (college credit)	3	Typing (advanced)
4	Public Speaking	1	Trigonometry
1	Radio	1	Vocal Music
1	Rhetoric (college credit)	2	Woodworking
1	Salesmanship	1	Woodworking and Furniture-refinishing
1	Salesmanship and Advertising	1	Woodworking for Teachers
1	Sewing (make over)		
6	Shorthand (beginning)		

commercial law. Outstanding tradesmen are also sometimes employed to teach a course in their chosen trade, for example, welding.

Although most of these courses are taught by regular public school teachers already employed and teaching in day schools, many competent teachers may be secured, for adult classes, that have had experience teaching in previous years but are now unemployed or married and rearing a family.

CLASS SCHEDULES AND THEIR USES

Table 5 shows a class schedule that was used at Topeka during the night school session of 1936-37. This schedule is a very good example of a schedule of classes that may be drawn up for use in two important ways: (a) for use in enrolling students and (b) for use in getting the students to the right class, the right room and the right instructor after proper enrolment has been made.

This completed schedule need not be adhered to entirely. If, after an instructor gets his class organized, the majority of students would rather meet at another hour or in another room and there is no conflict with any other class this arrangement may be easily made. However, if the

class schedule is carefully made out before hand there is seldom any need for a change later.

The schedule should include: (a) the full name of the subject, (b) the exact hour it is going to be offered, (c) the full name of the instructor and (d) the number of the room in which the class will be taught.

The class schedule should be so arranged, if at all possible, that the student will be able to take a full assignment of correlating subjects. For example, on the above schedule, it would be possible for a student to get typing I, bookkeeping and beginning shorthand all the same day if a student could be allowed to carry that heavy an assignment. Where it is not possible to get correlation into the schedule for any one particular year it should be worked out so that there is a sequence of courses from year to year.

This is a phase of work of organizing adult classes that apparently has not been very thoroughly worked out to date in Kansas.

FINANCING ADULT CLASSES

Table 6 shows how the various schools finance their adult classes. The classes are all being held in the local

Table 5. Class Schedule for Night School (Topeka, Kansas)
Monday - Wednesday
1936 - 1937

Course	Hour	Teacher	Room
Accounting	6:30-7:30	Mr. Lieberman	326
Art (Sketching)	7:30-9:30	Mr. Smith	312
Art Appreciation	7:30-8:30	Mrs. Wolfe	302
Arithmetic (Beginning)	6:30-7:30	Mr. Snyder	328
Arithmetic (Advanced)	7:30-8:30	Mr. Snyder	328
Auto Mechanics	7:30-9:30	Mr. Powers	111
Bookkeeping	6:30-7:30	Mr. McCoy	101
Bookkeeping	7:30-8:30	Mr. McCoy	101
Bookkeeping	7:30-8:30	Mr. Hays	204
Bookkeeping	8:30-9:30	Mr. Hays	204
Business English	7:30-8:30	Mr. Dice	221
CPA Class	7:30-9:30	Prof. Shannon	325
Commercial Law	6:30-7:30	Mr. Garlinghouse	230
Constitution	8:30-9:30	Mr. Dice	121
Crafts	7:30-9:30	Miss Youngquist	313
Diesel Engine	7:30-9:30	Mr. Fields	337
English Grammar (Beginning)	7:30-8:30	Miss Grandon	319
English Grammar (Advanced)	8:30-9:30	Miss Grandon	319
French (Beginning)	7:30-9:30	Mrs. Fudge	215
French (Advanced)	7:30-9:30	Madame Ross	208
Journalism	7:30-9:30	Miss Hunt	219
Lip Reading (Advanced)	7:30-9:30	Miss Lux	234
Machine Shop	7:30-9:30	Mr. Weir	112
Mathematics	7:30-9:30	Mr. Wallack	322
Mechanical Drawing	6:30-9:30	Mr. Hoehner	115
Mechanical Drawing	7:30-9:30	Mr. Chamness	114
Mental & Social Hygiene (Tues. Only)	7:30-9:00	Dr. Reichenberg	103
Photography	7:30-9:30	Mr. King	321
Physical Education (Ladies)	6:30-7:30	Mrs. Beatty	218
Physical Education (Ladies)	7:30-8:30	Mrs. Beatty	218
Physical Education (Ladies)	8:30-9:30	Mrs. Beatty	218
Physics	7:30-9:30	Mr. Chambers	203
Pottery	7:30-9:30	Mrs. Dodson	122
Psychology	7:30-8:30	Mr. Graves	126
Public Speaking	6:30-7:30	Mr. Mayer	119
Public Speaking	7:30-8:30	Mr. Mayer	119
Public Speaking	8:30-9:30	Mr. Graves	119

Table 5. (continued)

Course	Hour	Teacher	Room
Radio	7:30-9:30	Mr. Shoyer	233D
Salesmanship	7:30-8:30	Mr. Rieniets	217
Sewing	6:00-8:00	Miss Woodworth	223
Sewing	8:00-9:30	Mrs. Moore	223
Shorthand (Beginning)	5:30-6:30	Mrs. Burres	216
Shorthand (Beginning)	6:30-7:30	Mrs. Burres	216
Shorthand (Beginning)	6:30-7:30	Mrs. Skaggs	236
Shorthand (Beginning)	7:30-8:30	Miss Lund	231
Shorthand (Beginning)	7:30-8:30	Mrs. Skaggs	236
Shorthand (Beginning)	8:30-9:30	Mrs. Skaggs	236
Shorthand (Advanced Theory)	7:30-8:30	Mrs. Stipe	235
60 Word Shorthand	6:30-7:30	Miss Lund	231
80 Word Shorthand	7:30-8:30	Mr. Shotwell	211
Transcription Class	8:30-9:30	Mrs. Stipe	235-102
Manual Review	8:30-9:30	Mr. Shotwell	211
Typing (Beginning)	5:30-6:30	Mr. Lund	106
Typing (Beginning)	6:30-7:30	Mr. Lund	106
Typing (Beginning)	6:30-7:30	Mr. Fink	102
Typing (Beginning)	7:30-8:30	Mr. Seaman	105
Typing (Beginning)	7:30-8:30	Mrs. Kemper	106
Typing (Beginning)	8:30-9:30	Mrs. Kemper	106
Typing (Advanced)	5:30-6:30	Mrs. Harris	105
Typing (Advanced)	6:30-7:30	Mrs. Harris	105
Typing (Advanced)	7:30-8:30	Mr. Fink	102
Typing (Advanced)	8:30-9:30	Mr. Seaman	105
Voice	7:30-8:30	Mrs. Rankin	228
Voice	8:30-9:30	Mrs. Rankin	228
Woodworking	6:30-8:00	Mr. Winter	113
Woodworking	8:00-9:30	Mr. Winter	113
<u>VOCATIONAL CLASSES</u>			
Air Conditioning	7:30-9:30	Mr. Chambers	203
Cooking (Supper Club)	5:30-7:30	Mrs. Ashley	225
Cooking	7:30-9:30	Mrs. Kesler	225
Problems in Home Management	7:30-9:30	Miss Tucker	226
Sewing (Make Over)	6:30-8:00	Mrs. Rhoades	222
Sewing (Make Over)	8:00-9:30	Mrs. Rhoades	222

Table 5. (concluded)

Course	Hour	Teacher	Room
<u>WASHBURN CREDIT CLASSES</u>			
International Relations (First Term-Tuesday)	7:30-9:30	Dr. Maxwell	213
General Psychology (Second Term-Thursday)	7:30-9:30	Dr. Collier	213
Sociology (Second Term-Wednesday)	7:30-9:30	Mrs. Gartside	213
<u>ELEMENTARY CLASSES</u>			
Branner School	7:30-9:30	Mrs. Lair Miss McFarland Miss Parkinson	
McKinley School	7:30-9:30	Miss Ware	
Washington School	7:30-9:30	Mrs. Wisner	
Sewing (McKinley & Washington)		Mrs. Todd	

school buildings and so far as the writer has any knowledge the local school districts are furnishing the building, heat, light and other usual equipment free of charge. The usual laboratory fees are charged for laboratory courses, typing, and for any other supplies needed personally as in the regular day school.

The vocational agriculture and vocational home-making courses are financed by the State Department for Vocational Education, with the exception of the building and equipment.

Other classes are financed in many cases by W.P.A. or N.Y.A. In a few cases the local school board is appropriating a certain amount of money each year for the adult classes just as it is for the regular day school. These appropriations vary from \$200 to \$10,000 annually. Some schools are charging an enrolment fee of \$1.00 per course and others are charging \$2.00 a person for the session.

In still other schools the classes are entirely free since the teachers are donating all their services and the local school board is furnishing the building and all equipment.

The teachers who teach in the vocational classes come under the Smith-Hughes Law, and by state legislation must be paid \$3.00 per night. Other teachers in the same system

Table 6. Financing Adult Classes

School	Sources of finances
Arkansas City	Building and equipment furnished by local school board. Teachers and supervisors are provided for by Smith-Hughes and W.P.A.
Atchison	Room, light and heat furnished by the school board. Teachers and supervisors provided for by Smith-Hughes and W.P.A.
Blue Rapids	Building expense handled by the local school board. Teachers are paid by the State Board.
Coffeyville	Board furnishes building and equipment. Teachers are paid by the State Department.
Eldorado	No report on financing classes.
Harper	Local school board furnishes everything except the teachers are paid through W.P.A.
Herington	Financed through N.Y.A.
Humboldt	No report on financing classes.
Lawrence	Tuition, Smith-Hughes reimbursement and instructors are paid from emergency "alphabets".
LaCrosse	Local board furnishes building and equipment. Teachers are paid by N.Y.A.
Manhattan	Local board of education appropriates a certain amount of money; every student enrolling is charged a fee of \$1.00; aid is received from the State Board for classes offered under Smith-Hughes.
McPherson	Smith-Hughes funds.

Table 6. (concluded)

School	Sources of finances
Ottawa	Supplies from local school treasury and salary from the State Board for Vocational Education.
Sedan	Teachers donate their time and board furnishes building and equipment, light and fuel.
St. Francis	Financed by State and local boards.
Topeka	By an enrolment fee; by an appropriation from local board and by State Board for Vocational Education.
Winfield	Farm classes largely through State Board for Vocational Education.

are offering their services for \$1.50 to \$2.00 per night.

The Topeka Night School, according to C. H. Hepworth (director), is paying vocational teachers \$2.00 for each teaching hour and other teachers \$1.50 for each hour of teaching. "This is bad business; they should all receive the same amount", says Mr. Hepworth.

TOTAL ENROLMENT BY YEARS, PER CENT RURAL
AND PREVIOUS EDUCATION OF ADULT STUDENTS

Table 7 shows that over the last four year period the total enrolments have increased each succeeding year in the majority of cases. The other enrolments have remained rather steady or fluctuated back and forth. An example of a gradual increase in total enrolment from year to year is found at Winfield: 1933-34 enrolment was 41, 1934-35 enrolment was 50, 1935-36 enrolment was 76, 1936-37 enrolment was 100. Since the courses at Winfield are all agricultural this gradual increase is indicative of the growing demand for and interest in such classes. These farmers are no doubt finding that they are receiving a material benefit from attending these classes and this success is the best means of advertising the classes.

Only 50 per cent of the schools have any definite knowledge of how much previous education their students

have. The schools requiring this information find that the percentage holding a college degree ranges from 0 to 14 per cent. The percentage holding a high school diploma ranges up to 60 per cent except in the case of freshman college courses where each student is required to hold a high school diploma. Grade school diplomas are held by almost all of the adult students.

The previous education of the adult student may have considerable influence on the courses demanded by the group. More advanced courses are usually demanded by those with previous education.

ATTENDANCE STATUS OF THOSE ENROLLED

Table 8 shows that there are no students returning for a second year in the case of freshman college work. This is due primarily to the fact that there are no courses offered the second year that are advanced or different than the courses taken in the first year of work.

In large systems where all types of work are offered there is a large percentage returning for the second and even the third years. There are as high as 50 per cent returning in schools offering a sequence of courses in the field of commerce and general high school credit courses.

Table 7. Total Enrolment by Years, Per Cent Rural and Previous Education of Adult Students

School	Total enrolment				Per cent finished			Rural students (per cent)
	1933- 1934	1934- 1935	1935- 1936	1936- 1937	College	High School	Grade School	
Arkansas City	--	--	--	--	--	--	--	0
Atchison	80- 100	90	90	90	--	--	--	Small
Blue Rapids	--	--	--	--	Few	--	--	50
Coffeyville	400	400	372	300	--	--	--	0
ElDorado	--	--	--	--	--	--	--	Most
Harper	--	--	--	--	--	--	--	---
Herington	--	--	--	--	--	Most	--	10
Humboldt	--	--	--	--	5	--	--	0
LaCrosse	200	200	250	--	0	40-60	95	95
Lawrence	650	493	586	206	--	--	--	---
Manhattan	--	442	578	424	14	20	Most	2
McPherson	--	--	26	--	--	--	--	0
Ottawa	47	81	56	23	5	25	70	95
Parsons	50	50	50	80	--	--	Most	Small
Pittsburg	--	--	--	--	--	--	--	---
Sedan	--	124	--	--	1	50	30	10
St. Francis	--	--	18	--	0	All	All	---
Topeka	1601	2121	1956	2000	--	--	--	Small
Winfield	41	50	76	100	5	20	90	90

Those returning are in most cases those who did not get a high school education while they were of public school age.

The replies to the question on average attendance indicate that there is very little accurate checking done on attendance. Two schools reporting, (Blue Rapids and Coffeyville), misunderstood the question and gave the average enrolment per class instead of percentage of average attendance. They stated that they had an average of 20 enrolled per class. Six schools reported that they had made no check on the average percentage. The average of attendance given by those reporting is about 75 per cent.

The percentage dropping out during the season varies from none to 40 per cent; however, the average is about 18 per cent. Four of the schools reporting had no check on this percentage. This drop out indicated that adults are not always sure of being able to attend throughout the session. The fact that adult classes are operating with a voluntary enrolment necessitates a worthwhile course in order to hold students.

Replies to the question on amount appropriated by local school boards indicate that the local board furnishes the building, heat, light, water and other permanent regular school equipment in every case. Only a few, however,

appropriate any cash for the support of such classes. Those that appropriate funds for such classes are the ones that have reported a more complete organization, more supervision and a much broader field of subjects to choose from. Those appropriating money are also the schools with the largest enrolment. These appropriations vary from \$200 to \$10,000 a year.

Three schools reported that they are charging an enrolment fee. In two cases this fee is \$1.00 per subject and the other charges \$2.00 a person and the student may take a full load. Manhattan, for example, charges a straight enrolment fee of \$1.00 per subject and the regular college fee of \$10.00 per subject is added to the regular \$1.00 fee for all college credit courses for which the student enrolls. Topeka, charges \$2.00 a course for college credit courses and \$2.00 a person for other courses and students may take as many courses as conditions will permit.

Those schools not charging any fee are operating at the present time on W.P.A., N.Y.A., or Smith-Hughes funds entirely, except in one or two instances where the local public school teachers are donating their services. However, all of the schools charging an enrolment fee are also

Table 8. Percentage of Last Year's Students Returning, Average Attendance, Percentage of Original Enrolment Dropping Out During a Session, Fees and Amount Appropriated by Board

School	Per cent of students:			Amount appropriated by board	Fees	
	Returning	Attending class	Dropping out		College credit	High school credit
Arkansas City	- - -	- - -	25	- - - -	- - -	- - -
Atchison	Few	50-66	33	Building & equipment	- - -	- - -
Blue Rapids	60	20 per class	25	Nothing	0	0
Coffeyville	25	20 per class	20	Building & equipment	0	0
ElDorado	- - -	- - -	--	- - - -	- - -	- - -
Harper	- - -	100	--	Nothing	0	0
Herington	0	- - -	--	Nothing	0	0
Humboldt	- - -	- - -	--	- - - -	- - -	- - -
LaGrosse	Most	90	5	Building & equipment	0	0
Lawrence	25-50	60-75	5	About \$500	- - -	\$1.00 a term
Manhattan	30-35	70-75	3-5	\$2,000-\$3,000	\$11.00 a subject	\$1.00 a subject
McPherson	- - -	100	0	Building & equipment	0	0
Ottawa	75	30	0	Building & equipment	- - -	- - -

Table 8. (concluded)

School	Per cent of students:			Amount appropriated by board	Fees	
	Return- ing	Atten- ding class	Drop- ping out		College credit	High school credit
Parsons	- - -	Varies	Few	Building & equipment	0	0
Sedan	- - -	60	40	Building & equipment	0	0
St. Francis	0	- - -	--	\$200	0	0
Topeka	Large	- - -	20	\$7,000- \$10,000	\$2.00 a person	\$2.00 a person
Winfield	50-60	80	10	- - - -	- - -	- - -

receiving financial aid from the State Vocational Education Department for the support of the vocational agriculture courses and the vocational home-making courses.

PURPOSES SCHOOLS HAVE FOR OFFERING ADULT CLASSES

Table 9 shows that the main purpose schools have for offering adult classes is to meet the growing demand for such classes.

There is a large variety of purposes given by these schools as may be observed in looking over the table, but the more outstanding ones may be classed in about five groups:

(1) To establish a medium for the higher education of adults.

(2) To add to the culture and education of adults related to the students of school age.

(3) To increase the efficiency of people already established in a vocation.

(4) To bring about a realization of the many opportunities for the enjoyment of leisure and for the enrichment of life in general.

(5) To awaken a consciousness of the higher responsibilities of citizenship.

Table 9. Purposes Schools Have for Offering Adult Classes

School	Purposes
Arkansas City	To help improve workmen in their regular work. To re-train employed workers for other jobs. To help people make profitable use of their leisure time. To give people a chance to learn.
Atchison	To aid occupational efficiency and advance.
Blue Rapids	To interest the public in the school and expand the whole educational program.
Coffeyville	To offer vocational courses for adults.
ElDorado	To increase the efficiency of workers.
Harper	To promote the improvement of living conditions.
Herington	To take care of the pupil who did not attend high school.
Humboldt	To meet adult needs. To tie the public to the school system. To extend the usefulness of school plant.
LaCrosse	Make better use of leisure time.
Lawrence	To offer educational facilities to the largest possible number of people in the community.
Manhattan	To develop ability to use wisely our facilities in the community. To develop a social environment in which all may develop their abilities and improve their mutual relationships.
McPherson	Vocational improvement.
Ottawa	Vocational training.
Parsons	To meet the demand.

Table 9. (concluded)

School	Purposes
Pittsburg	No report.
Sedan	To meet the growing demand for some sort of school for our adults.
St. Francis	To offer college credit work to students unable to go away to attend a college.
Topeka	Personal development. To complete education. To train in specific lines. To improve in present occupation.
Winfield	To help farm people improve their farming by a systematic study of their business during the dull season of the year. To build a better community.

REASONS GIVEN BY STUDENTS FOR ENROLLING
IN THESE CLASSES

Table 10 shows that the reasons given by students for enrolling in adult classes correlate with the purposes that the schools have for offering them.

The primary purpose that some individual students have in mind when they enroll is more or less selfish, in the respect that they think they are enrolling for personal benefit only. However, we know that a student is not going to improve him or herself without adding much to the immediate community and therefore to society in general.

Some of the common reasons given by students are:

(1) To learn to do some of the things I have so long desired to do.

(2) To advance in my field of work and make myself better fitted for the job. (This is especially said by students enrolled in commercial work).

(3) To review some of the work I need for my occupation.

(4) To spend my leisure time in making something for the home.

(5) To prepare myself for another type of work.

(6) To satisfy general desire to be learning.

Table 10. Reasons Given by Students for Enrolling in These Classes

School	Reasons
Arkansas City	To improve in their position. To prepare for another job. To make good use of leisure time. To gain more knowledge.
Atchison	To increase vocational efficiency.
Blue Rapids	Because of general interest in educational affairs.
Coffeyville	To fit themselves for jobs and be ready for advancement when the opportunity presents itself.
Eldorado	To increase their efficiency.
Harper	To earn some college credit.
Herington	No report.
Humboldt	To extend present knowledge of subject. General desire to be learning.
LaCrosse	To make good use of leisure time.
Lawrence	To improve or become more efficient in their present profession. To equip themselves for advancement. For social improvement.
Manhattan	To learn to do some of the things I have so long desired to do. To advance in my field of work and make myself better fitted for the job. (This is especially said by students enrolled in commercial work). To review some of the work I need for my occupation. To spend my leisure time in making something for the home. To prepare myself for another type of work.
McPherson	No report.

Table 10. (concluded)

School	Reasons
Ottawa	The securing of practical usable information. To gain social contacts. To have an opportunity to cooperate.
Parsons	To get additional training in subjects already studied.
Sedan	Improvement in some type of work or activity.
St. Francis	No report.
Topeka	For personal development. To complete education. To train in specific lines. Improve in present occupation.
Winfield	To improve my farming status. To know more about feeds and feeding. To be a better home maker.

WHO ARE THE TEACHERS? (FROM WHOM SELECTED)

Table 11 shows that more teachers are secured from the regular school faculty than from any other source. However, many other teachers are used. In schools where W.P.A. funds are chief source of finances, many of the schools are supplying their teachers from the relief rolls as much as possible. These teachers are usually asked to meet the qualifications required of a regular day school teacher.

Many times in schools where trade courses are being taught it is impossible to secure a teacher who meets the requirements from the standpoint of having a college degree and a specified number of college hours in education courses. In such a case a man or woman is secured who is proficient in his or her trade and who has ability to meet the public in giving group instruction.

The State Department for Vocational Education is also sending out itinerant teachers who are specialized in giving a particular type of instruction. These teachers are hired by the State Department to go into a community and hold classes regularly for a certain definite period of time and then move on to another community where adult classes are being held. This had been done, for example,

Table 11. Who are the Teachers? (From Whom Selected?)

Schools	Teachers
Arkansas City	Local qualified citizens and regular public school teachers.
Atchison	High school teachers, unemployed professional men and leading tradesmen from downtown.
Blue Rapids	High school Vocational Agriculture teacher and an itinerant teacher sent out by the State Board.
Coffeyville	Teachers and heads of departments from the refineries.
ElDorado	No report.
Harper	No report.
Herington	No report.
Humboldt	Home economics instructor.
LaCrosse	Taken from the relief rolls.
Lawrence	Unemployed teachers with experience, graduate students from Kansas University, members of the Business College Staff.
Manhattan	We have 34 teachers in the Night School. Ten of which are teachers teaching in the public school system. Twelve are professors in the college. The rest are people who hold a college degree or a life certificate.
McPherson	Chemist at the Globe Oil Refinery.
Ottawa	Usually members of the high school faculty, occasionally tradesmen.
Parsons	Public school teachers and other local leaders who can qualify.

Table 11. (concluded)

Schools	Teachers
Pittsburg	No report.
Sedan	From regular day school faculty.
St. Francis	Selected by Kansas University.
Topeka	Many teachers from the local school system, some from other systems. Especially qualified instructors in specific lines, for example, business law, machine shop, pottery, tailoring, etc.
Winfield	No report.

in giving "air brake" instruction to railroad men, etc.

In communities where a college is located, college credit courses are being offered and these courses are taught by the regular college professors from the particular department of the college in which the credit is given.

Since there is no state organization of night schools in Kansas, there are no set requirements for teachers, unless the course is being offered for high school or college credit. The directors of these schools and the regular city school superintendents are usually responsible for choosing the best qualified teachers for the positions.

COMPENSATION FOR TEACHERS

This study shows that the teachers of adult classes in Kansas are rendering their services for compensation ranging from gratis to \$2.00 a teaching hour.

The average school is paying vocational teachers either \$3.00 a night or \$2.00 a teaching hour. Other teachers are receiving on the average, \$1.50 a teaching hour.

There has been some dissension because of this difference in rates of compensation for teachers and many think that there should be no difference.

College professors, in some cases at least, are not classed with the other teachers. For example, Topeka pays college professors \$125.00 for teaching an entire course.

This problem of proper compensation for teaching adult classes has not been very well worked out and therefore, we have no definite system in Kansas, except, in the case of Vocational Home-Making and Vocational Agriculture teachers who are hired by the State Board.

SEQUENCE OF COURSES OFFERED

There is very little effort on the part of most of our night schools to offer any sequence of courses from one year to the next, except in the case of Smith-Hughes courses.

Apparently this is something that will be worked out as we gain more experience with night school, because it has been done in other states where they have had these classes for many years.

Larger systems, such as Topeka, have worked out a sequence of courses in fields in which there is a large demand, such as commerce.

The State Department for Vocational Education works out a four year course for night schools offering adult classes in vocational courses. This should be a good plan

for the general courses also, since it would enable an adult who did not have an opportunity to attend high school to get the equivalent of a high school education by making good use of his leisure time.

This plan is gradually being worked out naturally, because if the classes are offered that are in demand the greatest per cent of the high school courses will be offered. (This is shown in Table 4.) It is also evident from this table that many courses are demanded by adults that are not at the present being offered to high school students. For example, blue print reading, chemistry for nurses, consumers problems, diesel engines, dietetics for nurses, electricity, electric welding, first aid, hobbies, home nursing, lip reading, mental and social hygiene, oil chemistry, ornamental metal work, parliamentary procedure, photography, pottery, radio, show card writing, social etiquette, etc. are subjects rarely found in a high school curriculum.

Many of the above mentioned courses are vocational, but for many people these courses are avocational. For example, a man or woman who has leisure time in the evenings might wish to take up photography as a hobby. This individual may have taken a course in high school or college chemistry and yet not have received instruction in the actual

operations of developing film and printing pictures. The course in photography as it is taught in the night school is the course for the individual to enroll in if he wants to learn practical photography.

A high degree of flexibility is essential in the curriculum of a night school for adults if it is to keep from becoming steryotyped as many of our present school curricula now are.

CREDIT RATING GIVEN FOR THESE COURSES

Credit is given in some schools when the class is conducted on the same basis as a class in the regular day school. That is, when a regular qualified teacher is used and the regular textbook and other equipment are used. In addition to these requirements it would be necessary to follow the regular course of study set up for day school.

Both high school and college credit courses are being offered in night schools for adults in the public schools of Kansas at the present time. However, a far greater percentage of the courses are not offered for credit. The majority of the courses offered are pursued because of an immediate interest or demand in a particular field. Some schools offer a certificate of achievement upon the satisfactory completion of a course.

It is the writer's opinion that working just for a grade in school is not desirable, but the writer also believes that an award of some kind is to be recommended, such as a certificate of award. The writer does not believe that it is desirable to conduct an adult class on the same basis that we would a regular high school or college class, because the students are not near enough in the same age group and they have not had near enough the same foundation or background.

Because of this wide variation in adult students the majority of teachers teaching adult classes favor the lecture and open forum combination method of conducting such classes. No grades are given or any method of measurement used whatsoever. Tests of any kind would be cause enough to keep many adults from attending classes.

The writer is of the opinion that 100 adults attending these classes and not being measured will be of more value and benefit to a community than 75 so called better students who would be willing to take all examinations.

METHOD OF ADMINISTRATION OR SUPERVISION USED

In replying to this question the majority of the schools indicated that the superintendent of the city

schools was usually the only administrator and that the supervision was usually left to the individual teachers themselves. However, in a few larger systems, and systems that are more completely organized we find a director of the night school or sometimes called director of the "adult classes". He is hired to bear the responsibility of administering to or supervising the "night school" in any way that it may become necessary.

METHODS OF POPULARIZING AND ADVERTISING ADULT CLASSES

There can be doubt that the best method of advertising any night school offering adult classes is through making the classes worthwhile and giving the students something that will advertise themselves.

However, other agencies are being used to attract attention and to create an interest. News articles are regularly found in the daily paper, regular cut ads are sometimes used, hand bills are sometimes placed in store windows and posters are used in like manner.

Members of clubs and civic organizations are sometimes called upon to make announcements concerning the classes or discuss them in their regular club meetings. Another

very good method of creating attention is to send a mimeographed or printed copy of the "evening school" catalog of "adult classes" home with each and every student attending the regular day school. These catalogs probably should contain a rather complete account of the activities of the "night school" that are anticipated for the ensuing session.

An introduction in this catalog should mention suggestions concerning the need for and the value of such training. It should no doubt contain the view points of some of our greatest present day educators in this field.

There should be a complete class schedule (Table 5) included in the catalog. This is entirely necessary because the prospective student wants to know whether he is going to have the necessary hour of that particular day free to attend such a class.

Following the schedule should be a description of each course being offered in order that the student may gain a fair knowledge of what he can expect from attending any particular class.

It is the policy of some schools to include an enrolment blank with the catalog, but a better arrangement perhaps is to have an enrolment date set and let the students come to the director of the "evening school" and enroll

under his supervision and where he may counsel them on any problem that they may have.

Not only is it important to advertise before enrolment, but it is well to keep up this publicity afterward. This is perhaps best accomplished through a "night school" paper. This paper is edited and published on much the same basis as the regular school paper.

METHOD OF ENROLMENT

The methods employed for enrolling students are not at all uniform in Kansas. Regular college enrolment is used for those enrolling for college credit, but otherwise there is no uniformity and very few questions are asked of the student.

Some schools set a date for free will enrolment. Some send out letters or announcement sheets with enrolment blanks attached. Others let the individual teachers enroll their students personally but the better organized schools send out their announcement catalogs a few days before "night school" opens and then they call a special meeting of all those interested in the classes and discuss further what may be expected and answer questions. Each student is then presented with a set of enrolment blanks which he is

asked to fill out, with a supervisor present to give him counsel.

The only uniform enrolment blank now being used is that required by the State Department for Vocational Education. Mr. Miller sends out several forms that must be filled out in detail. (Page 6 of the appendix.)

One form is the student's own receipt, another is to be sent to the State office, another is filed in the director's office and another is retained by the instructor of the class until the work is completed.

In courses that are not sponsored by the State Board the student many times is required to fill out only one blank and in the majority of cases that does not ask for very much information. (Samples of these cards may be found on pages 5, 6, and 7 of the appendix.)

In courses that are offered for high school or college credit a special report card is filled out by the instructor upon the satisfactory completion of the work required and this is sent to the regular high school principal or college registrar.

Because of the fact that few adults have been attending these classes for credit, there has not been a very good system of keeping records in most cases.

INFLUENCE UPON REGULAR DAY SCHOOL

The question, "In your opinion does the adult education you sponsor improve the attitude of the public toward the school?" was asked of each school reporting and all answered "yes", but two, and they answered that they were unable to tell.

Various answers were received along with the answer to the affirmative: Very materially; to a certain extent, but not as much as it should; it makes the people more conscious of the value of education; decidedly so among the rural people.

The following statement was made by Mr. J. C. Gaeddert, Director of Evening School at Manhattan, Kansas. "I think that our Evening School is serving a wonderful purpose in our community. It makes people more conscious of the value of education. It gives them a more free and cooperative view on progressive education. Finally, I think it will be through means of this nature that we will be able to awaken our general public to the needs of a sound educational program, free from politics, which ultimately will bring about better trained and honest individuals".

CONCLUSIONS

1. There are three major reasons why the public schools of Kansas have been slow to assume responsibility for promoting adult education. First, the educators of Kansas have had a struggle to get adequate educational facilities for even the youth of their state; second, the schools do not have sufficient trained leadership among their teachers to take the responsibility for the problems; and, third, existing financial resources have been inadequate. The communities must have their personnel and resources supplemented by outside sources in order to carry on reasonable adequate adult education programs.

2. In a very few cases there is an indication that the adult classes are fairly well organized under the leadership and guidance of a competent director, who administers to and supervises his school much as our day schools are supervised.

3. Enrolment has gradually increased in adult classes in Kansas during the years of the depression. This has no doubt been due to two main reasons: (1) reduction in the number of hours in the working day has given more time for retraining and the continuation of learning, and (2) the

government has been aiding in financing them through W.P.A. and N.Y.A. funds.

4. The ages of the adults attending these classes range all the way up to 70 years of age. This is a definite indication that people do not lose their desire to learn and improve themselves mentally.

5. The majority of our adult classes are held two nights each week, from 7:00 till 9:00 P.M. for a period of at least three months during the winter.

6. There are 115 different subjects in secondary education being taught in 19 different "night schools" in Kansas. The most prevalent subjects taught are those found in the commercial field; typing, bookkeeping and shorthand.

7. Itinerant teachers are being sent out to the various communities offering adult classes, by the State Board for Vocational Education. These teachers are giving instruction in special vocational fields such as "air brake" instruction.

8. The local school boards are furnishing the building, heat, light and other permanent apparatus in communities where the "night school" is being sponsored by the local public school system. The vocational agriculture and vocational home-making courses are financed by the State

Department for Vocational Education. Other classes are financed in many cases by W.P.A. or N.Y.A. funds.

9. The previous education of the adult may have considerable influence upon the courses demanded by the group. More advanced courses are usually demanded by those with more previous education.

10. The purpose given by schools for offering adult classes and the reasons given by the students for attending these classes correlate very closely.

11. More teachers for adult classes are taken from the regular public school faculty than from any one other source. In schools where W.P.A. or N.Y.A. funds are the chief source of finances the teachers are hired from the relief rolls as much as possible. These teachers are usually required to meet the qualifications of a regular school teacher.

12. Credit is given in some of our night schools where a subject is taught on the same basis as a class in the regular day school. The majority of the courses offered are pursued because of an immediate interest or demand on the part of the student. In the opinion of the writer, working just for a grade or a credit is not to be desired, but the writer also believes that an award of some kind is

to be recommended, such as a certificate of award.

13. The writer would recommend the lecture and open-forum method of conducting classes.

14. Measurement of any kind is not to be recommended, because tests of any kind would be cause enough to keep many adults from attending classes.

15. "Night schools" should be administered by a director hired expressly for that purpose.

16. The best method of advertising is through making the classes worthwhile.

17. The directors of the night schools reporting in this survey indicate that the classes they are sponsoring have a very definite and decided beneficial influence upon the public schools of their community.

18. The writer is of the opinion that the value of adult education far overshadows the cost and, for this reason, more communities should and will make use of it as a means of enlightening the citizens of the State of Kansas.

19. The studies of Thorndike dispel any doubts of the ability of adults to learn and contribute materially to the program for adult education. He points out that, apparently, the normal individual of 30 to 45 years of age is probably better able to learn than he was at the age of

15 to 17, provided he really wants to learn. His conclusion that the time of greatest learning ability comes at a period when most people are not in organized schools had served to focus the attention of educators on a program of education for adults.

ACKNOWLEDGMENTS

Grateful acknowledgment is hereby made to Dr. V. L. Strickland, professor of education, and major instructor, for his constructive criticism and timely suggestions; to Dr. W. E. Sheffer for his kind assistance in stimulating interest in this phase of education; to the directors of the night schools throughout the state for time spent in filling out the questionnaires, and to my wife, Hazel J. Chase, for invaluable service in copying manuscript.

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APPENDIX

SABETHA PUBLIC SCHOOLS
SABETHA, KANSAS

OFFICE OF SUPERINTENDENT

October 17, 1936

Supt. N. B. Mahuron
Liberal, Kansas

Dear Sir:

The growing demand for "adult education" has caused the writer to become much interested in this phase of education. The writer is endeavoring to make a complete survey of adult education in the public schools of Kansas for the express purpose of organizing such classes in the Sabetha School System.

Because this survey will include such a large number of schools it appears necessary to send each school offering such classes a questionnaire. Enclosed you will find a questionnaire, and a self-addressed stamped envelope for your convenience in returning the questionnaire to the writer. At your earliest convenience please fill out the questionnaire and return it to the writer.

If you desire a copy of the conclusions that I am able to draw as a result of this survey please make mention of the fact on the back of the questionnaire.

Your cooperation in this undertaking will be greatly appreciated.

Sincerely yours

Merle V. Chase

Mr. Merle V. Chase
116 Virginia St.
Sabetha, Kansas

QUESTIONNAIRE ON ADULT EDUCATION
IN
THE PUBLIC SCHOOLS OF KANSAS

Name of school-----City of-----, Kansas.

Name of person reporting-----.

The following are the answers to the corresponding questions for
our local situation:

I. When were adult education classes first offered in your public
school system?-----

II. How many years have you offered adult education classes?-----.

III. Please list names of courses offered last year:

- | | |
|-----------|-----------|
| 1. _____ | 21. _____ |
| 2. _____ | 22. _____ |
| 3. _____ | 23. _____ |
| 4. _____ | 24. _____ |
| 5. _____ | 25. _____ |
| 6. _____ | 26. _____ |
| 7. _____ | 27. _____ |
| 8. _____ | 28. _____ |
| 9. _____ | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |

IV. What are the main purposes you have for offering these courses to adults?

V. What are some of the most common reasons given by your adult students for enrolling for these courses?

VI. What credit rating, if any, is given for these courses?-----

VII. Meetings:-

A. How many weeks?-----

B. What time of the day?-----

C. How many days per week?-----

D. What seasons of the year?-----

E. How long are the class periods?-----

F. Are students allowed any overtime in shop classes?-----

VIII. Enrollment: 1936-37.

A. Minimum age?-----

B. Male-----Average age-----

C. Female-----Average age-----

IX. What per cent are rural?-----

X. What per cent have the following:-

A. College degree-----

B. High School diploma-----

C. Eighth grade diploma-----

XI. What method of enrollment do you use?-----

XII. How do you popularize and advertise your adult classes?

10

XIII. In your opinion does the adult education you sponsor improve the attitude of the public toward the school?

XIV. What per cent of last year's students come back?-----.

XV. What is your average attendance?-----.

XVI. What per cent of the original enrollment drop out during the session?

XVII. What method of administration or supervision do you use?

XVIII. How are your classes financed?

XIX. What sequence of courses do you offer from year to year?

XX. How much does your board of education appropriate annually for these classes?

XXI. Who are your teachers? (From whom selected)

XXII. How do you compensate your teachers for their services?

XXIII. Total enrollment 1933-34-----

" " 1934-35-----

" " 1935-36-----

" " 1936-37-----

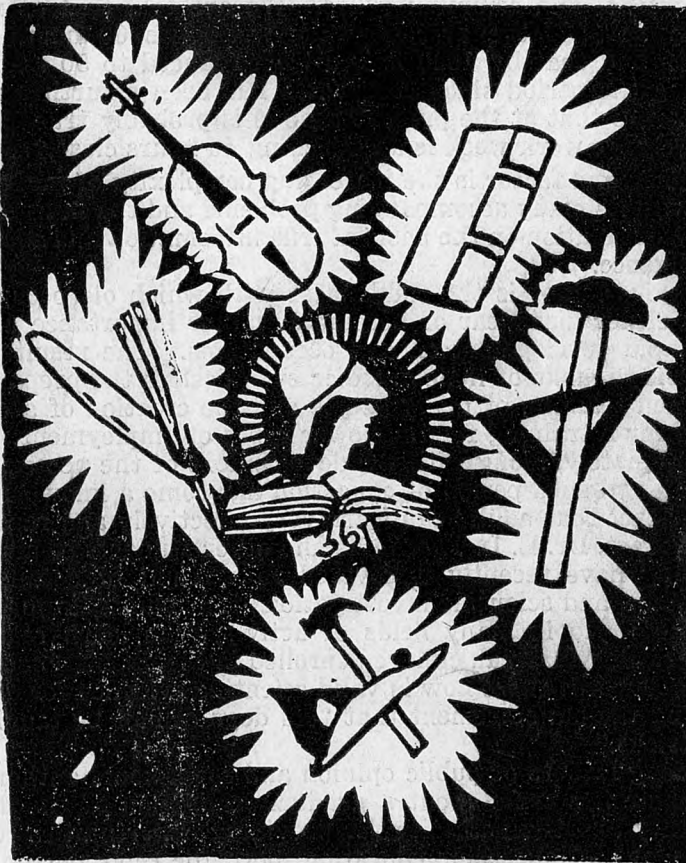
XXIV. Enrollment fee for students:-

A. For college credit?-----.

B. For high school credit?-----.

EVENING SCHOOL

CATALOG OF ADULT CLASSES for 1936-37



Classes Begin Tuesday Evening, October 6—7:30 o'Clock
Conducted by The Board of Education, Manhattan, Kansas

INTRODUCTION

Three significant factors in modern life create a very real demand for the continuance of the education of American citizens. One of these is the marked reduction in the hours of employment for the average individual thus making time available for constructive activities or for the deterioration of personal and community life. We are told that as recently as 1900 the average work week was 60 hours in length and that by 1920 it had been reduced to 50 hours. During the period since 1920 there has been a further reduction so that at the present time it is probably true that the average work week is approaching 40 hours closely.

The second factor is the increasing complexity of modern life with its many accompanying problems and the necessity for their solution on the basis of true information and sound intelligence.

A third factor is the suddenness with which old occupations either disappear or become of minor importance and the rapid development of new occupations. The resultant effect is to make of little value or even useless the preparation and training of many people and the creation of a demand for retraining for the newer types of employment.

Fortunately, along with the development of the necessity for a lengthened period of education has come a knowledge of the fact that adults can learn very effectively and rapidly. In fact, Dr. E. L. Thorndike and other students of adult learning have recently discovered as a result of detailed, extensive, and scientific investigations that adults, in many instances and in many fields of activity, can learn really more readily than can children enrolled in the public schools. In other words there now is valid scientific evidence for disproving the old statement that "old dogs cannot be taught new tricks."

Among leaders of public opinion and educational authorities there has come about a gradual realization of the desirability and the necessity for providing opportunities for adults to continue their education, both for their personal improvement and enjoyment and for the general social well being. Some leaders in the field of education have the definite feeling that the next few years will exhibit an increase in adult education somewhat comparable to the rapid de-

velopment of interest in high school education during the last thirty years.

During the last several years the Manhattan Board of Education has sponsored an evening school for adults. The enrollment has shown a rather marked increase each year. In October 1928, 88 people attended the classes offered. During the school year 1933-34 the total enrollment was 250 and during the first semester of last year it was 445. The Board of Education has been so impressed with the value of the service afforded by the school that it plans to offer educational opportunities to adults again during the current year. As the school is now planned the Manhattan Evening School for Adults is made possible only through the cooperation of several institutions. The Manhattan Board of Education makes available the building, the class rooms and equipment, and contributes a very small amount of money to the maintenance of the school and the Bureau of Vocational Education of the Kansas State Board of Education pays the salaries of several of the teachers.

It is the purpose of the Board of Education to have the school so conducted that it will serve the needs of a maximum number of the people of the community. Hence, there are no hard and fixed restrictions as to what courses shall be offered. If a sufficiently large number of people shall desire a particular course, and if proper arrangements can be made for it, it will be offered. If as many as twelve people desire to pursue a course which is not listed in this catalog, they are invited to express to the superintendent of schools a request that the course be provided.

WHAT THEY THINK

Gov. Alf M. Landon
Governor of Kansas

What a few prominent citizens think of the value of adult education is indicated by the list of quotations which follow:

"A comprehensive program for adult education is a most worthy undertaking for any community. It can best be directed as a supplement to the education of our youth, and will naturally fit into the community program where properly developed.

"Fortunately, Kansas has a low rate of illiteracy, but even in states where education has long been a matter of common concern, there is a proper place for the continuance of formal learning among adults who have not had educational advantages in their youth, or whose formal education was only partially completed.

"Of course, the curricula and technical details of any program for adult education must be developed in accordance with the needs of the particular community to be served, but the general idea can, and should be endorsed by those interested in the development of an enlightened citizenship, and the continued improvement of our civilization as a whole."

Mr. P. J. Newman

President, Manhattan Board of Education

"The Night School in Manhattan is being enlarged in order that more of our citizens may have the benefits of further education. Even today the safest and most profitable investment is in education. Your public school system is glad to serve this community by offering you an opportunity for this investment."

Dr. F. D. Farrell

President, Kansas State College of Agriculture
and Applied Science

"The courses proposed by the Board of Education for the Evening School for Adults should appeal to a large number of men and women. Such courses provide interesting and

beneficial mental employment for people wishing to increase their ability to earn a livelihood or to live a more satisfying life.”

Dr. C. E. Holman

President, Manhattan Ministerial Union

“One of the hopeful signs of our times is the increased interest in the various courses offered in the Evening School for Adults, conducted by the Manhattan Public Schools. It is not only possible thus to increase one’s efficiency in some manual art but to give one a broader outlook upon life and thereby increase the possibilities of usefulness and the real joy of living.”

Mr. L. E. Hobbs

President, Kiwanis Club

“Education as a necessity is desired by all. Since its acquisition never stops, but continues from the cradle to the grave; the adult appreciates its value and thus is doubly appreciative of the opportunity to attend night school.

“The city is indeed indebted to our school authorities for making the evening classes available to adults. I consider this a wonderful civic service, and as such it is deserving of citizen support and continued success.”
evenings to good advantage.”

Dean E. L. Holton

Head, Department of Education

Kansas State College of Agriculture and Applied Science
“Education is a continuous process from early childhood to the end of life. It has been scientifically demonstrated that one’s ability to learn does not cease to exist during middle life or old age. The urgent need of democracy today is that all adults continue their education. Our entire population should become students of our changing civilization. The only way to strengthen one’s mental ability is to use it. If it is not used it will atrophy like an unused muscle.”

Mr. C. M. Miller

Director of Vocational Education for Kansas

"In these strenuous times workers must keep themselves employable. In the first place, changes constantly going on in industry make it necessary that they do so. In the second place, for every man who is employed there are half a dozen other men who want his job. Someone will get it unless he keeps himself educationally fit. In the third place, the span of a man's earning life has been changed. Under the new economic order a man is not permitted to go to work as a wage earner as young as men were permitted to go to work a few years ago; and he is retired earlier.

"These three reasons should be enough to emphasize the necessity for adults to take advantage of every educational opportunity offered them to improve their usefulness."

Mr. Lawrence Parker

Director, Kansas State Board for Vocational Education
—Pittsburg Branch Office

"Every truly great man we have had in this country has been seriously concerned not only for the education of the youth of the land but for the continued education of those who go out from school into industry."

Mrs. Roger C. Smith

President Manhattan Women's Club

"Your announcement of an enlarged program for this year's evening school will surely meet with a wide public approval. Adult education is receiving strong emphasis now and very properly so. I can speak as one who profited by last year's program, that it is a fine way to spend some

Dr. H. F. Lienhardt

President, Cooperative Club

"I am heartily in favor of any organized effort that will enhance the value of life through the creation of wider educational experience and the consequent expression of enjoyment in that life. It seems to me that the evening school

for adults does just that thing in providing for attainment of knowledge and skill to individuals who have been deprived of such educational opportunities as are available today in our educational system.

"I further trust that this evening school for adults shall be continued in the future as it has in the past."

Mr. R. P. Martin

President, Manhattan Chamber of Commerce

"Our school authorities cannot be commended too highly for the establishment and maintenance of an evening school for adult education.

"The creation of an informed and enlightened people harmoniously working together for individual and collective betterment might well be the highest aim of any educational system. An improved citizenship is an inevitable result of the work of every school for adults."

Dr. B. H. Fleenor

President, Council of Manhattan Parents and Teachers

"The evening school work that is being conducted in the Manhattan City Schools is meeting a long-felt educational need of many adults in this community. It serves to stimulate and develop vocational and cultural interests of the adult group, and gives satisfactions of lasting value."

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Woodwork for Teachers.....	Leo A. Moore, B.S.

INFORMATION CONCERNING DETAILS OF SPECIAL INTEREST TO STUDENTS

1. Cost.

An enrollment fee of \$1.00 will be charged each student when he enrolls at the beginning of each semester except that the fee for college credit in Economics and English will be \$11 for each course. Each student will supply all materials required for the course in which he is enrolled.

2. Time of Enrollment.

The fall session of the school will open at 7:30 p. m.

October 6, in the high school auditorium.

Students may enroll at any time by preparing the last sheet in this pamphlet and either mailing it to or leaving it in the office of the superintendent of schools at the corner of Ninth and Houston Streets.

3. Evenings When School Will be in Session.

The school will be in session Tuesday and Thursday evening of each week from 7:30 to 9:30. A few classes may meet for a shorter period each evening so that students may attend two classes. The members of a class and the instructor will have it within their discretion to determine the number of meetings each week. It may be possible to organize day classes if there should be a demand for such.

4. Length of Term.

The work of the year will be divided into two semesters as follows:

First Semester—October 6-January 28.

Second Semester—February 2-May 20.

5. Who May Be Admitted to the Classes.

Any individual of Manhattan or the surrounding territory who is not enrolled as a regular student in the public schools may enroll as a student in the evening school.

BRIEF DESCRIPTION OF COURSES

Art.

The work carried on in the art class will depend on the ability of the student and his advancement. The following courses will be offered: Pencil Rendering and Sketching; Applied Design; Water Color; Block Printing; Leather Tooling; Greeting Card Design; Crayon Drawing; Pastel Drawing.

Agricultural Problems.

This course will consist of a series of ten discussion meetings on a subject selected by the group. Some possible topics are: Feeding Farm Animals, Soil Management, Farm Management, Marketing Farm Products, Poultry, Swine, Sheep, Beef or Dairy Production, and Farm Shop. If there is sufficient demand this class will be divided into two

groups one of which shall consist of boys from 16 to 25 years of age and the other of the older men. This course will not open until December 1.

Art Craft Work.

According to the desires of the members of the class, work will be done in these fields of interest: Leathercraft; Batik work; Navajo silver work; Linoleum Block Printing; Papier Mache Work; Plaster of Paris Modeling; Waffell Weaving; Bead work; Cord and knot work.

Bookkeeping.

The course in bookkeeping will include instruction in keeping a complete double entry set of books as outlined in Elwell and Toner's Bookkeeping and Accounting, as well as a study of the various papers and special books used in different business transactions.

Book Lovers.

This course might be styled—An Adventure in Reading—the purpose being to have an enjoyable time together in exploring new realms in the World of Books and in dipping into old treasures varied enough to appeal to all interests. For “Life has many sides, and one needs to learn about them all.”

Clothing.

This course is meant to aid in the planning, selection and construction of clothing for the individual or different members of the family. It consists of a study of the use of patterns, the construction of new garments and the remodeling of used garments. The aim is to meet as nearly as possible the individual problems of each member of the class.

Consumer's Coöperation.

In this course a brief study will be made of the history of common coöperatives, their organization and method of operation.

Consumer's Problems.

The purpose of this course is to give the consumer's viewpoint in regard to the commodities which he purchases and

to give him intelligent information for the protection of his own interests. Consumer's information relating to general household commodities—foods, clothing, and the individual problems of the members of the class will be made the basis of the course.

Dramatics.

The course in dramatics will be made applicable to the personnel of the group enrolled. Instruction in the following divisions is available: Reading interpretation including voice modulation and breathing; Plays and pageants, also aids in arranging acts of a musical and dramatic combination. Several plays probably will be presented during the winter.

Economics for College Credit.

This will be the correspondence Course in Economics offered by the Kansas State College of Agriculture and Applied Science. A small special fee will be required for the course.

English for College Credit.

This will be the correspondence course in English offered by the Kansas State College of Agriculture and Applied Science. A small special fee will be required for the course.

Food Preparation and Serving.

This course is similar to a cooking school, part of the period being spent in the preparation of some new dish or one difficult to prepare. Much time will be given to planning menus, table setting and etiquette, child feeding and special nutrition problems, also to buying and planning to get the most possible for each dollar spent for food. The class will go to a grocery for a meat cutting demonstration, and it will have a cake baking contest, and a tea party.

Forum on Significant Economic, Social, and Political Problems.

Different instructors will lead in the discussion of problems lying in the economic, social, and political fields of current importance and interest. The members of the class will determine the subjects to be discussed, among which may be problems in taxation, in finance, in government,

concerning crime, concerning recent national and state legislation, concerning the liquor traffic, and international relations. Suggested readings in books and magazines will be supplied by the instructors.

French or German.

The instructor is prepared to offer the following French or German courses designed to appeal primarily to those interested in acquiring an accurate reading knowledge of French or German.

Elementary course—Covering elements of pronunciation, grammar and syntax, brief conversational practice, and the reading of elementary texts.

Intermediate course—Covering review of essentials of pronunciation and syntax, and extensive reading of literary selections and technical material.

Home Nursing.

In this course practical instruction which will be helpful in maintaining the health of the members of a family will be given, also instruction in "First Aid."

Instrumental Music.

In this course will be offered group instruction in orchestral or String Ensemble Playing.

If twelve or more persons wish to enroll in this course a class in Orchestral Playing will be maintained on Tuesday evenings. The only requirements are that each member must furnish his own instrument, and have had some previous training and experience in playing the same. We cannot undertake to start beginners, nor will any private or individual lessons be given in the course.

The school will furnish the music, and necessary equipment as music stands, chairs, etc.

Enrollment in the course will imply regular attendance and home practice.

Knitting, Crocheting, Braiding and Embroidery.

Such work will be done in this course as the members of the class may desire.

Oxy-Acetylene Welding.

Problems of personal interest to the members of the class will be made the basis of instruction in this course. An additional fee will be charged for this course.

Physical Education for Women.

Plays, games, and physical exercises desired by the members of the class will be the basis of the work in this course.

Printing.

This course includes learning the lay of the case, spacing, straight matter composition, small jobs, borders, layouts, imposition, lock-up, and press work.

Shorthand.

The elementary or advanced system of Gregg Shorthand will be offered dependent upon the wish of the majority of those enrolling in the class. If the advanced course is chosen, the first two months will be devoted to a review of the fundamental word-building principles, brief forms and frequent phrases. No emphasis will be placed on speed during this time. The remainder of the course will be spent on speed-building principles. If the elementary course is chosen, a working knowledge of the fundamental principles will be offered.

Show Card Writing.

This course will be concerned with materials, tools, lettering guide sheets, lettering strokes, lettering styles—Roman, Gothic, Script, Modern, etc.; Layouts, letter spacing, brush technique, and color application.

Typing.

This course consists of teaching the parts of the typewriter, the keyboard and the technique of typing. Continuous practice, along with the above knowledge, is conducive to good typing.

Vocal Music.

This class will be conducted on the order of an old-fashioned Singing School. The type of music used will be designated by those forming the class. A full hour will be given to singing and instruction in better singing qualifications.

Woodwork and Furniture Refinishing.

Instruction will be offered in anything pertaining to wood: refinishing furniture, making new furniture, recan-

ing furniture, and proper use and care of woodworking tools, and different methods of applying finishes.

Woodwork for Teachers.

In this course elementary woodwork will be offered to meet the needs and desires of the members of the class.

Manhattan Evening School Enrollment Blank

Name

Address..... Telephone.....

Occupation

Are you enrolled as a student in any of the public schools of
Manhattan?.....

Please enroll me in the course in.....

(If you desire an additional course to be offered to those
listed in this catalog, please fill in the next blank) :

I should like to pursue a course in.....
if it will be offered.

(Please mail to the superintendent of schools or leave at his
office in person.)

The Night Hawk

Vol. 3

Topeka Public Night School March 1, 1937

No. 17

Kinney Shoes Break Tie

The Kinney Shoes--Pleasant Hill game Wednesday broke the tie for first place in the C division of the night school tournament. Before the game each team was tied for first place. Kinney Shoes defeated Pleasant Hill by a final score of 14 to 12.

A tie in division B was settled Tuesday night when Highland Park won from Wolfe Photos with a final score of 27 to 16.

Morrells and Allied Printers are tied for first place in class A--with no defeats.

Woodford Insurance took the Carbon-dale Oilers to a sensational cleaning Tuesday. Score at the half was Woodford 28, Oilers 9. In the last half Woodford held their opponents to the score of 9 while they finished with a total of 62 points.

More States Interested

Six women attentively watched their teacher, Miss Alta Lux, as she read a late announcement of the American Society of the Hard of Hearing. The association has announced that 28 states have formed committees signifying their cooperation in organizing the legislation for the hard-of-hearing.

Their objective is to gain legislation making it a law that all children be tested for deafness and all who are handicapped by defective hearing be given lip reading. Oklahoma and Colorado have begun this work during the past year.

The class was also studying current events.

Fur Exhibit in Room 226

Furs will be on exhibit this evening in room 226, when Miss Helen Avery of the Palace Clothing Co. discusses furs before members of Miss Katherine A. Tucker's 7:30 home management class. Anyone interested is invited.

Class Take Field Trips

The air conditioning class and Lloyd Chambers, instructor, made two field trips last week in order to become better acquainted with air conditioning in actual working projects.

Last Monday the class visited the heating plant of the Topeka high school building and studied the heating and ventilating of the school. Wednesday they were invited by the Capitol Iron and Steel Works to visit some of its installations. The air conditioning system in the National Reserve building was installed by this firm.

Last Philharmonic Tomorrow

The last of a series of three concerts by the Kansas City Philharmonic orchestra will be given tomorrow evening in the high school auditorium at 8:15 o'clock. These concerts have been well attended and have met with acclaim and praise of all music-lovers in Topeka.

Hold Last Night Sing

The Topeka night school singing and public speaking classes will hold a community sing and program in the auditorium on Wednesday evening at 8:30 o'clock. Mrs. Karl Rankin and P. B. Graves are in charge of the program. This is the last evening of school, and the classes will be dismissed early so all can attend. Everyone is welcome. This will be held March 10.

Incidentally, an unknown admirer in Mrs. Rankin's class is out to get an "A". Some man, it seems, asked a girl to take in a box of candy to Mrs. Rankin. The box of candy was put in her mail box in the night school office where Mrs. Rankin discovered it when she came to school Monday evening.

THE NIGHT HAWK

Official newspaper of the Topeka
Public Night school, published every
Monday of the school year by the stu-
dents of the journalism class.

Ruth Fairbanks - Editor

Youth In Spring

For unknown ages men have compared the seasons to the periods of men's lives. Winter for the closing gates, autumn for reflection of the satisfying pride of a rich summer of middle age, and spring -- spring with its hope; and vitality has always belonged to youth. How much like youth it is, with its changing moods and unquenchable hopefulness!

Only a few days ago the clouds of dust made dark the sun and left its calling card in every living room. With sudden change, white snow flakes filled the air and hid the dusty nakedness of the earth.

Life is like that. One moment the winds of self-will and strange new passions make the air dark with doubts and fears. Just when doubts are darkest and hope has taken a holiday, a sudden shower of repentant tears washes the air clean again and the whole world is set throbbing with the song of life and the melody of hopefulness.

When faith in life is almost gone - and the hopes of a glorious harvest seem small, take courage and remember the spring.

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Little Tired Shoes

Surely they must have a good night's rest
For Tommy has used them all day with zest.
Many trips thro the house and round about
play -

To them it has been a long weary day.

They are pretty and brown and plainly show,
The imprint and curve of each little toe;
The lacings now lie loose in the holes,
There are many signs of wear on the soles.

So Mother puts them gently by,
On the chair where his other little
clothes lie,

And asks God always to guard and keep
The road that is used by these little
tired feet.

By Mrs. Agnes McPeak

Now that we have the child labor amendment, life will be worth living. A person can't start working until he is 18. Then he will go on relief until he is 65. By that time he is old enough to draw his old-age pension.

- - -

Who says the younger generation is going to the dogs? The snow men made recently were better than any have been for years. That ought to prove something or other.

- - -

Who's going to be the first in Topeka to blossom out in one of the new robin-egg blue tuxedos or in dinner jacket in pastel green lined with flaming scarlet? How about a red and blue band on the top hat?

- - -

Just a warning to music lovers. Tomorrow will be your last chance to hear the Philharmonic concert. The last social event of the winter, so to speak.

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Class Has Mascot

Little Peggy Jean Allison is a new member of the night school sewing class. She is much interested in the class as her mother, Mrs. E. J. Allison, is making Peggy Jean a new coat.

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This And That

March...the month of wind...when the wearin' of the green, symbolical of Old Erin, will be in vogue...coming of spring, with its promise of renewed hope and courage...a respite from political cares, the party get-togethers being over...the joyful replacement of dark, monotonous colors with bright, cheery shades...musing over gardening plans...the Easter parade.

March awakens the heart to the dawn of another springtime.

- - -

Radio programs are becoming more educational. The spelling bee and contest in pronunciation on Saturday afternoons and the Professor Quiz program that same evening, give the listener an opportunity to rate his own ability.

- - -

If Jack Benny is in the market for a slogan for his popular program, we humbly submit: "To bee or not to bee".

- - - - -

W. P. Long laughingly explained that the canvas-covered round article which he wears slung over a shoulder was not a canteen for thirsty basket-ball players as the Rambling Reporter had guessed. It was only his timepiece--or time clock, since he is night watchman for the Topeka Public Night school, covering two blocks.

He allowed himself to be drawn out to the extent of explaining that he covers all of the floors once an hour from six o'clock in the evening until seven o'clock in the morning and added that each time he covers approximately one mile in 20 minutes. The remainder of the period he can spend reading--ghost stories? Oooh no.

There is a keyhole on the clock which is fitted by 12 keys, each of a different design. Each key makes a different impression on the strip of paper inside the clock. This records his time and shows better than a written time sheet "where he was when."

Variety of Clothes on Display

The make-over sewing classes of McKinley and Monroe schools, taught by Mrs. Cleo Todd, had an exhibition of their work last week in the display window on first floor of Topeka high school.

Thirty-seven garments for youngsters of all sizes bear evidence that the mothers in these classes have accomplished what they set out to do.

A dainty white dimity trimmed with pink ribbon and braid would gladden the heart of any three-year-old, and two brown and white jumper suits will fit two four-year-old girls--perhaps twins!

An apron of gay pink print, smocks, dresses, snow suits, and coats were hung around the window in attractive fashion. A tan blouse was the only garment for an adult.

A placard in the center announced that "these garments are made from discarded clothing."

Miss Opal Ellis, member of the vocal class, threw a new light on the art of singing, when she told a reporter that Bob Rice, another member of the class, was her sparring partner. She explained that the two of them had "duetted" the evening or so before.

Adult education has become one of the outstanding advantages in the world today. It is only thru education that the adult can be loosed from the restrictions that bind him on every side. Children are born entirely free from the conventionalism, superstitions, prejudices, and narrow-mindedness with which the average adult is endowed; therefore, as Joseph K. Hart has said, "It is not the education of the children that can save the world from destruction; it is the education of the adults; who must be released from his provincial mindedness; his animistic prejudices, his narrow customs, his obsolete habits; and who must be given the chance to become free in a world of science, tolerance, human sympathy, and intelligent organization."

Many, denied the necessary years of schooling in youth, find night school a means of increasing knowledge and skill. Others find pleasure in following some hobby under the instruction of a competent teacher. The benefits derived from a well-organized night school cannot be told in a few words, but the many people from all walks of life, both young and old, who attend can attest to it.

Any city of any size should offer its people a means of furthering their education. The fact that the night school in Topeka has continued to grow from year to year, proves that there are adults eager for more knowledge, striving to "get out of the rut".

Robert Leigh has said, "Adult education is not a substitute for inadequate schooling in youth but rather an educational opportunity superior to that offered in youth. The new knowledge takes root firmly, strikes deep, and feeds on what the days life brings it."

By Beryl Grange

Angel Food Waited

Mrs. Marie B. Ashley, who teaches the 5:30 supper club, has moved recently to 2315 Miller. The Ashleys moved a week ago last Saturday, but Mrs. Ashley had recovered sufficiently by Monday evening to demonstrate the art of making an angel food cake. The cake was not to be eaten, however, until Wednesday evening.

On last Wednesday the supper club had a party, the menu being sandwich loaf, potato chips, the angel food cake, and ice cream.

Among the classes being held in the high school building, but not connected with the night school, is a Menninger Bible class, one of 17 being conducted in Kansas. More than 1100 persons have graduated from these classes organized under the plan worked out by Mrs. C.F. Menninger over a period of almost 50 years.

Mrs. Menninger has been outstanding in religious education in Topeka for 47 years. She established the first Menninger Bible class in 1897. The Bible classes have been co-sponsored by the Topeka Y.W.C.A. since 1920.

Mrs. Menninger was born in Harrisburg, Pa., and came to Kansas at the age of 10 years, the oldest of eight children. With her mother she settled on a farm 15 miles north of Abilene.

While attending Campbell college in Holton, Kan., she met and married Dr. Menninger. They moved to Topeka in 1886. Mrs. Menninger taught in Branner school for three years, while her husband attended medical college in Chicago.

"My reason for teaching the Bible", Mrs. Menninger told me, "is because it is the most beautiful; the most necessary; the most satisfying; the most interesting; and the most sought after book in the world. The fact that so many members of my classes, some tired and weary after a hard day's work; others in illness, grief, and every other adversity - come, week after week and year after year, to study the Bible with me is proof positive that they are interested in and seeking spiritual help. This gives me my greatest pleasure."

"Do you think the world is getting better"? she was asked.

With an emphatic nod she replied, "I do not care to say. Who knows? What can we use for a measuring stick?"

In answer to a question as to whether, in order to really understand the Bible, one must give it deep and intensive study under a teacher, she asserted, "No, I believe one can learn by reading, and reading it over, and over. It is generally regarded as a difficult book to read and understand, but after one acquires the regular habit of Bible reading it becomes easy."

"I hope to be able to teach the Bible for 50 years, that is not much longer, but I do not know - God willing", Mrs. Menninger added with a smile.

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The cub reporters of the Night Hawk wonder if there is any other so enthusiast of our news sheets as Miss Alta M. Lux, li reading instructor for the hard-of-hearing.

She not only gathers a supply of Monday's issue to hand out to each member of her four evening a week classes, and for her Saturday morning children classes as well, but at her own expense she mails copies to out-of-town deafened. This helps, of course, to promote outside interest in Topeka Public Night school.

Miss Lux said, "The Night Hawk contains so many items of interest, that I'm always glad when Monday evening comes."

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They Want to Learn

"And that's the beauty of adult education," concluded F. A. McCoy, teacher of the night school bookkeeping class which meets in room 101, "the students are here because they want to learn and they have to be told only once."

Mr. McCoy's class is making rapid progress. Don Knowles has completed the individual and partnership sets and is now occupied with miscellaneous work and preliminaries to corporation bookkeeping.

The working sheet, together with the trial balance, profit and loss statement, balance sheet and closing entries were the subjects under discussion this week.

- - - - -

Gems and Their Value

A lecture on precious stones was given at Topeka high school last Tuesday night by Frank G. Hale, who is regarded as America's master craftsman in the art of designing and making of hand wrought jewelry.

Mr. Hale talked of precious, semi-precious stones, and the making of enamels. He stated that the diamond and the emerald were the most valuable of any stones at present, altho the ruby is considered by many to be of high value. He also discussed where the gems were found and told how a number of synthetic stones are made.

The lecture was made to the Topeka high school art students and sponsored by the Topeka Art Guild.

- - - - -

The regular issue of the Night Hawk will appear next Monday evening; on Wednesday evening we hope to have a special edition make its last flight.

Tues. TOPEKA PUBLIC NIGHT SCHOOL ENROLLMENT CARD Thurs.

Name Date 193

Address Phone

Occupation

Employer

Hour	Subjects Desired	Teacher
5:30-6:30		
6:30-7:30		
7:30-8:30		
8:30-9:30		
6:30-8:00		
8:00-9:30		
5:30-7:30		
7:30-9:30		
6:30-8:30		

Enrollment Fee \$2.00

Check, if paid.

TOPEKA PUBLIC NIGHT SCHOOL
Enrollment Card

_____ SCHOOL _____

Name _____

Address _____

RECORD OF ATTENDANCE

Monday																					
Thursday																					
Date																					

Date Entered _____

Date Stopped _____

_____ Teacher _____

Permission for Student Enrollment

_____ Date _____

_____ Name _____, enrolled in

_____ Name of School _____, has my permission to enroll in the

Topeka Night School.

_____ Principal. _____

Form
C

KANSAS STATE BOARD FOR VOCATIONAL EDUCATION

.....
Date entered Name

.....
Age Room No. Unit course

.....
Married Class nights Occupation

.....
Phone Education Address

.....
Employer

.....
Rec'd \$ Married Fee Date

.....
Date completed Instructor

.....
Signed Signed

LOCAL DIRECTOR'S RECORD

.....
Instructor

.....
Signed

INSTRUCTOR'S RECORD CARD

.....
City Instructor

.....
Signed

FORWARD TO C. M. MILLER, STATE CAPITOL, TOPEKA, WITHIN 10 DAYS

.....
Employer

.....
Instructor

.....
Signed

STUDENT TO SAVE AND RETURN FOR REFUND

Date completed _____ Instructor _____
 Date _____ Date _____
 Address _____
 Phone _____ Education _____ Address _____
 Married _____ Class nights _____ Occupation _____
 Phone _____ Room No. _____ Unit course _____

Form D

KANSAS STATE BOARD FOR VOCATIONAL EDUCATION

Date entered _____ Name _____
 Age _____ Room No. _____ Unit course _____
 Married _____ Class nights _____ Occupation _____
 Phone _____ Education _____ Address _____
 Employer _____ Address _____
 Foreman _____
 Instructor _____
 Signed _____

INSTRUCTOR'S RECORD CARD

City _____ Instructor _____
 Signed _____
FORWARD TO C. M. MILLER, STATE CAPITOL, TOPEKA, WITHIN 10 DAYS

Employer _____
 Instructor _____
 Signed _____

STUDENT TO SAVE AND RETURN FOR REFUND

(Printed in K. S. T. C., Pittsburg)

P—Present T—Tardy. A—Absent. Dropped after five consecutive absences.

Class Work Per Cent Attendance Instructor
Date Entered Date Stopped Unit Per Cent Completed

Class Nights	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Class Nights	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Attendance of

Form B

KANSAS STATE BOARD FOR VOCATIONAL EDUCATION

.....
Date entered Name

.....
Age Room No. Unit course

.....
Married Class nights Occupation

.....
Phone Education Address

.....
Employer

.....
City Instructor

FORWARD TO C. M. MILLER, STATE CAPITOL, TOPEKA, WITHIN 10 DAYS
Signed

.....
Employer

.....
Instructor

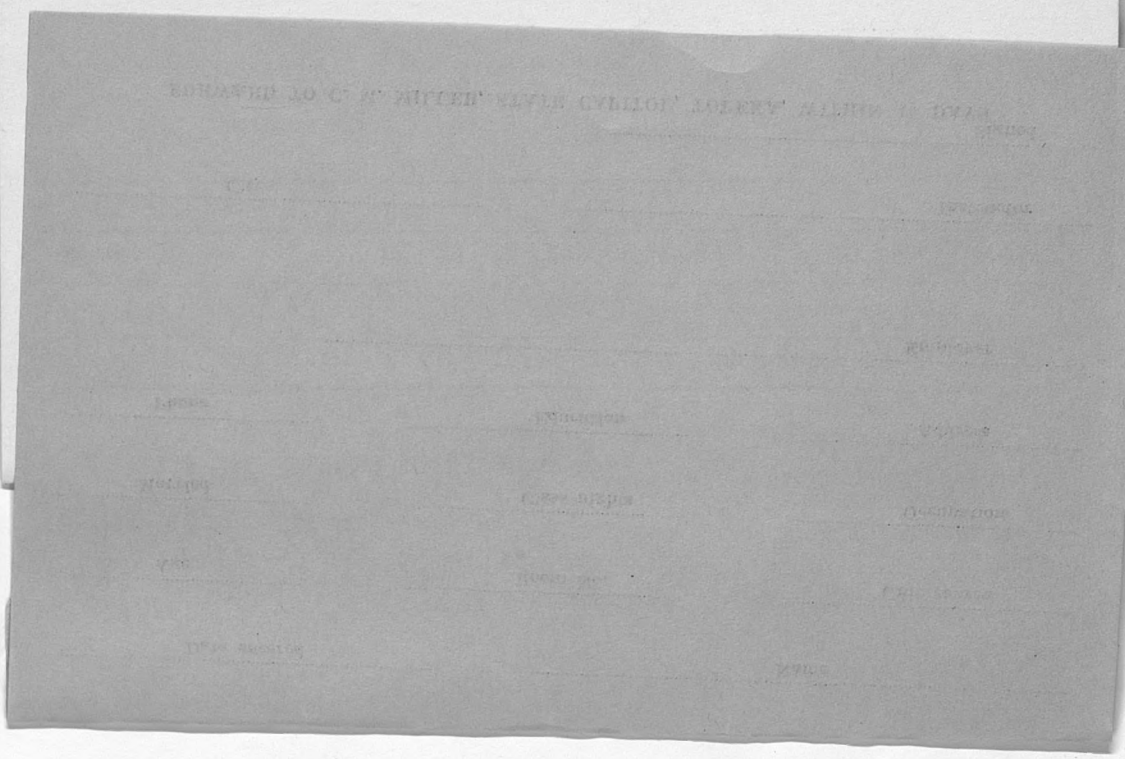
.....
Signed

STUDENT TO SAVE AND RETURN FOR REFUND

(Printed in K. S. T. C., Pittsburg)

P—Present T—Tardy. A—Absent. Dropped after five consecutive absences.

Class Work Per Cent Attendance Instructor



6

Form
A

KANSAS STATE BOARD FOR VOCATIONAL EDUCATION

..... Date entered Name

..... Age Room No. Unit course

..... Married Class nights Occupation

..... Phone Education Address

..... Employer

..... Instructor

..... Signed

STUDENT TO SAVE AND RETURN FOR REFUND

