

ADULT EDUCATION OF NEGROES FOR RESPONSIBLE CITIZENSHIP
IN WICHITA, KANSAS

by

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INTRODUCTION

Purpose of the Study

One of the most significant changes that is taking place is the shift in the age composition of the population. The rapid increase of older persons will make adult education increasingly important¹ for two important reasons: first, the society has been marked by fast social change, characterized by industrialization, altered patterns of family life, different concepts of economy, increased leisure, and problems of preserving peace and developing world unity. Secondly, a democratic society implies that a large and influential body of citizens can distinguish between the enduring values of life and the immediate obstacles to their fulfillment. The central concern in such a society is the

¹Approximately 100 million of the total population of 150,697,361 is comprised of adults. U. S. Department of Commerce, Bureau of Census, 1950 Census of Population, Preliminary Reports. Washington: Government Printing Office, 1950.

About six million of these adults are from 18 to 20 years of age. This age group represents the largest group of potentially active political citizens, but, it is during these years of the person's life that he is most neglected. Adults in the middle age group (21-44) comprise about one-third of the population. The balance of the adult population is composed of those persons 45 years of age and over. Ambrose Coliver, "Trends in Adult Education--For Whom and For What". (From an address given at Atlanta, Georgia, April 28, 1950.)

The growing age span of the population has caused a spectacular rise in the percentage of persons 65 years old and over. Newton Edwards, "Population Change in the United States", Amer. Acad. Pol. Soc. Sci. Annals, 265:90, September, 1949.

development of a citizenry alert to the facts of government, vigilant in the scrutiny of the conduct of government, and able by reason of training and knowledge to decide intelligently on persons and policies.¹ This concern for education has had a significant impact upon citizenship education--one of the recently developed fields of adult education.

The problems caused by the two foregoing factors are particularly accentuated among Negroes due to their minority group status. In view of this, the purpose of this research is to study the present status and to suggest a plan for citizenship education among Negroes in Wichita.

Criteria for Adequate Adult Education

As the plan of this study is focused on the citizenship education that should be promoted, some consideration must be given to the criteria for adequate adult education.

Democratic Participation. The ultimate objective of education is to produce individuals who are effective members of the societies to which they belong.²

Effective membership in society can come only through participation. Active participation of the people in study and action, and

¹Mary L. Ely, Adult Education in Action (New York: American Association for Adult Education, 1936), p. 377.

²Malcolm S. Knowles, Informal Adult Education (New York: Associated Press, 1950), p. 30.

in the planning of topics and techniques is basic criterion for adequate adult education.

Even though there is apparent participation, this does not usually include allowing a group to set its own goals. Self-set aims have been found to be of greater motivational value than those externally imposed.¹

Adequate Tools. Educators working with Negro adults have stated that adequate tools must be provided for the education of people "which will enable them to function effectively, at least on the elementary level, as workers, citizens and individuals."² These tools needed by the adult will include effective communications, and adequate physical and psychological facilities. Bryson has suggested the five functional areas of adult education as being remedial, occupational, relational, liberal and political.³

Program is Adjusted to the Adult Personality. Many have assumed that man learns very little after maturity. Thorndike dispelled this fear with his investigation of adult learning.⁴ It is, however, important to note how adults learn. The most important factor to be taken into consideration is the great diversity

¹ Karl Mannheim, Man and Society in an Age of Reconstruction (New York: Harcourt, Brace and Co., 1940), p. 373.

² School Life, "Project for Adult Education of Negroes", 31: 4-5, November, 1948.

³ Lyman Bryson, Adult Education (New York: American Book Co., 1936), pp. 29-47.

⁴E. L. Thorndike and others, Adult Learning (New York: MacMillan Co., 1928), pp. 5-17.

among adults. Although every person has essentially the same capacities that will contribute to the well-being of himself and of society, there is a variety in endowments, opportunities and speed and direction of growth.¹ This difference indicates that adults have a variety of incentives for learning. Knowles has listed these incentives which work universally in human development.² An adequate adult education program has to appeal to the adult personality.

Education is Adapted to Adult Learning Pattern. Recent experiments involving actual learning situations have revealed that it is not the capacity to learn that declines with age, but rather the rate of learning. Two significant conclusions have been drawn from these facts: first, that adults can learn throughout life, hence, there is no obstacle to their taking part profitably in adult education; second, that adult education can, by providing the adult with continuous practice in learning, help him to retain his intellectual power throughout life.³

¹Malcolm S. Knowles, Informal Adult Education (New York: Associated Press, 1950), pp. 11-12.

²See Table 1.

³Malcolm S. Knowles, Informal Adult Education (New York: Associated Press, 1950), pp. 17-18.

Table 1. Incentives for adult learning.¹

People want to gain	
1. Health	8. Comfort
2. Time	9. Leisure
3. Money	10. Pride of accomplishment
4. Popularity	11. Advancement: business, social
5. Improved appearance	12. Increased enjoyment
6. Security in old age	13. Self-confidence
7. Praise from others	14. Personal prestige

They want to be	
1. Good parents	6. Influential over others
2. Sociable, hospitable	7. Gregarious
3. Up to date	8. Efficient
4. Creative	9. "First" in things
5. Proud of their possessions	10. Recognized as authorities

They want to	
1. Express their personalities	5. Appreciate beauty
2. Resist domination by others	6. Acquire or collect things
3. Satisfy their curiosity	7. Win others' affection
4. Emulate the admirable	8. Improve themselves generally

They want to save	
1. Time	5. Worry
2. Money	6. Doubts
3. Work	7. Risks
4. Discomfort	8. Personal embarrassment

¹Malcolm S. Knowles, Informal Adult Education (New York: Associated Press), 1950, p. 16.

Responsibilities of Adult Educators

The impact of the foregoing four criteria on the responsibilities of adult educators is evident. The task of adult educators yet may not be clearly defined, and unlike primary or secondary education, adult education may not have been formally systematized. Nevertheless, adult educators have to recognize specific responsibilities: (1) evaluation, selection and production of instructional materials suitable for teaching adults, (2) preparation of adult education teachers, (3) preparation of teacher trainers and supervisors, (4) development of appropriate teaching methods, and (5) bringing about an awareness of and concern for the problem on the part of the public in general, and of legislators and public officials in particular.¹ The acceptance of these responsibilities by the adult educators has been considered as of utmost importance. The educational activities which these educators must provide, if they are to be effective, will be greatly different from those provided adults in the past.

The writer recognized that additional criteria are needed for an adequate citizenship education program. The objectives summarized as follows were formulated as the basis for the determination of the adequacy of citizenship education programs in this study:

¹School Life, "Project for Adult Education of Negroes", 31:5, November, 1948.

- A. Development of skills and abilities
 - 1. Define problems
 - 2. Collect and interpret information
 - 3. Decision-making
 - 4. Action based on decision-making
 - 5. Expression verbal and oral
 - 6. Participation

- B. Development of democratic attitudes
 - 1. Interest in people as individuals
 - 2. Recognition of the achievements in democracy through democratic practices
 - 3. Willingness to place public above personal interest
 - 4. Willingness to advocate improvement of democracy
 - 5. Willingness to work in groups and subordinate individualism to cooperation

- C. Subject matter or content: In view of the knowledge necessary to responsible citizenship, the areas of content selected by the writer to which the foregoing behaviors should apply are:
 - Political Science and Government
 - History
 - Philosophy
 - Psychology
 - Sociology
 - Economics

Geography
Anthropology
Citizenship Education
Family Life Education
Inter-group Education
Inter-cultural Education

Basic Hypothesis of the Study

This study which is confined to the citizenship education of Negro adults in Wichita, Kansas is based on the belief that although there are a number of agencies and informal groups offering citizenship education, the present services are inadequate for Negroes; that the Negro adults do not adequately use the available citizenship education resources; and that it is possible through a normative survey to suggest a plan for the improvement of citizenship education programs.

PRESENT STATUS OF ADULT EDUCATION OF NEGROES FOR RESPONSIBLE CITIZENSHIP IN WICHITA, KANSAS

Setting of Study

The City of Wichita furnishes the setting for this study. It is a typical midwest urban community, characterized by a rapidly increasing population. The population is composed largely of native born whites. In 1950, there were about 8,000 Negroes in Wichita constituting about five per cent of the total population

of 166,306.¹ Most of these persons are concentrated in two major and one minor racially homogeneous sections of the city.² However, these sections have no hard and fast lines, but instead, merge gradually into the white areas.

Wichita's rapid growth in the recent years has resulted to a great extent from increased opportunities of employment, especially in the aircraft industry. Although employment has been well diversified rather than concentrated in a single activity, the Negro's economic activities have been limited by an employer pattern of discrimination and segregation.³

Predominantly a city of single-family residences, Wichita shows an increase in the number of dwelling units from 36,192 in 1940⁴ to 58,410 in 1950.⁵ However, it is estimated that only about 2000 of these units were occupied by Negroes in 1950.⁶ Parallel to

¹ U. S. Department of Commerce, Bureau of Census. 1950 Census of Population, Preliminary Reports. Washington:

² See Appendix, Plate I.

³ Research Department, Kansas Legislative Council, Unpublished surveys of employment discrimination in Kansas, 1950.

⁴ U. S. Department of Commerce, Bureau of Census. Reports on Housing, 1940. Washington: Government Printing Office, 194E.

⁵ U. S. Department of Commerce, Bureau of Census. 1950 Preliminary Report on Housing. Washington: Government Printing Office, 1950.

⁶ U. S. Department of Commerce (1940), loc. cit.

the employment limitations imposed on the Negro is the acute housing shortage. The heavy concentration of Negroes found in the comparatively small sections of the city has resulted from living "doubled up". Many families have crowded in with families or friends. Some live in temporary structures, such as trailers and chicken houses.

Some program of organized adult education has existed in Wichita since 1914. According to the Wichita Board of Education, approximately 30,000 adults were engaged in some organized educational activity during 1940.¹ The limited data on adult education have revealed that the adult education movement had its beginning in a dual financed program under the Smith-Hughes Act and the Board of Education.² In 1932, an Americanization education program was introduced as an aid to the foreign-born seeking naturalization. During the early 1930's several adult education programs were initiated under the Works Project Administration.³

In 1936, Wichita was one of the 20 cities in the United States where public forums were organized under the auspices of the United States Office of Education. The purpose of these forums

¹Secured through Office of Wichita Board of Education, March, 1951, from annual reports.

²Harry L. Charles, Organization and Administration of Adult Education in Wichita, Kansas, 1914-1939. Unpublished M.A. thesis, University of Wichita, Wichita, Kansas, 1940, p.12.

³Harry L. Charles, Organization and Administration of Adult Education in Wichita, Kansas, 1914-1939. Unpublished M.A. thesis, University of Wichita, Wichita, Kansas, 1940, p.41.

was to stimulate interest and discussion in all types of public affairs. This experiment, the first program for citizenship education in public affairs, was carried on for a period of four and one-half months, beginning in September, 1936, and ending the latter part of January, 1937.¹

Interest in an opportunity for adults to acquire skills either for creative self-expression or as a form of vocational training, resulted in the establishment of an evening school known as the "Opportunity School". This school was founded upon the belief that employed people are capable of and should be provided with opportunities for formal education which would be at least the equivalent of those available to the regular daytime student. Many of the students now follow the curricula of secondary education leading to the high school diploma.

Provisions are made also for adult students to complete their elementary school education. In addition, the program is meeting other educational needs both vocational and avocational.

Evening classes offered by Wichita and Friends Universities have made it convenient for many adults to receive a higher education. A similar opportunity for continued learning has been made available to the adult through the Kansas University Extension Center. These programs were initiated in recognition of the fact that many young people of high academic ability would

¹Harry L. Charles, Organization and Administration of Adult Education in Wichita, Kansas, 1914-1939. Unpublished M. A. thesis, University of Wichita, Wichita, Kansas pp.10-12

be obliged, or even prefer to take employment immediately after completing high school. The courses and curricula parallel closely those available to the full-time day students with comparable academic standard and lead to the same degrees.

Before any organized program of continued learning was initiated, the Wichita City Library was making available books for those interested in self-education. Its present day program includes a film service, record library, and discussions of the "Great Books".¹

There was no attempt on the part of the writer to include all agencies concerned with adult education in Wichita, Kansas. The writer's main interest was in the 20 agencies and groups which indicated that Negroes could participate in their educational programs. However, this selection which was based on the writer's familiarity with these agencies and groups limits the general validity of the conclusion.

Procedure

To obtain data for this study, an adult education questionnaire, a personal interview schedule, and a citizenship gram were developed.

The questionnaire prepared for the adult education agencies contained a list of questions as to geographic location, nature of the program, educational facilities, time schedule, participation

¹Data secured from the Public Library of the City of Wichita, Wichita, Kansas, February, 1951.

and fees.¹ Additional questions were included in order to obtain as accurate a picture as possible of the adequacy of present services. Formal adult education agencies and informal organizations were asked to report the present status of their program and what they considered was needed and was not being offered in their program.

The personal interview schedule developed for the participants in education activities of the selected agencies contained seven questions concerning the relationships of the individual to the organization and to the community. The citizenship-gram provided a civic profile.

The profile represented an analysis into particulars of the abilities that constitute competency for living in a democratic society. Selected individuals were interviewed and the inventory was used by them for self-examination.²

Interpretation and Findings

Agencies for Adult Education Among Negroes. Of the 20 formal and informal adult groups which received the adult education questionnaire, 17 responded.³ The "Opportunity School" and the University of Kansas Center are examples of formal adult groups. The League of Women Voters, the Y.M.C.A., and Parent-Teacher

¹See Appendix, Project Form A

²See Appendix, Project Forms B and C

³See Appendix, Formal and Informal Groups Responding to Adult Education Questionnaire

Associations are examples of informal groups. Results of this survey conducted in the fall of 1950 showed that most of the groups were maintaining some program for continued learning. About two-thirds of the groups responding specifically had some type of program purporting to educate for responsible citizenship.¹ The criteria used to determine whether a program educated for citizenship responsibility included those previously stated as the criteria for an adequate adult education program and the objectives of citizenship education which included the development of certain skills and abilities, attitudes and subject-matter content.²

Practically all the groups had a permanent geographic location with average physical facilities for the educational program. Only six of the 17 groups that responded were located within the Negro community.³

Most of the groups had a definite time of day for meetings, usually the evening. Only a few of the informal groups met in the afternoon. The replies revealed that most of the groups, both formal and informal, maintained a year-around program. However, the college extension programs and the evening school operated on a semester basis. Most of the groups had regularly scheduled meetings.

The total number of participants in adult educational activi-

¹ See Appendix, Project Form E.

² See Introduction, p. 7.

³ See Appendix, Plate 1.

ties was not determined. It was found, however, that only 12 of the 17 responding agencies had Negro participants. There were 1,380 Negro memberships in these groups of which 1,377 were included in a citizenship education program. Of the total Negro memberships, only nine of these were in adult education activities of the three formal education agencies which indicated the number of Negro participants. The remainder had memberships in informal adult education groups. This, however, does not give a true picture of the Negro participants, as in some cases the same person maintained membership in more than one group.

Most of the reporting informal groups had a participation fee policy which ranged from no cost to two dollars per year. The average fee policy for participants in college extension courses was eight dollars per semester hour. The participation fee for the evening school varied with the type of course. The formal adult education agencies were the only groups which paid the instructor a fee.

The Participants. In order to obtain additional information concerning the adequacy of and the degree of participation in adult education programs, a study of 69 Negro adults was made.¹ The subjects were participants in the adult education programs of the agencies and groups which responded to the survey questionnaire. A five per cent random sample was selected from among participants 18 years of age and older. The subjects had no previous preparation for the study.

1. General Characteristics. In age, the participants in this

¹See Appendix, Project Form G.

study ranged between 21 and 62. Most of them were in the middle age group, that is 21 to 44. There were no respondents in the young adult group (18-20) and very few in the older group (45 and over). The median age was 39. Classification of participants by age has been summarized in the following tabulated data:

Age				
Under 30	30-39	40-49	50-59	60 and over
Percentage				
8.6	69.8	14.4	4.3	2.9

The median years of school completed by the subjects was 10 years.

This was slightly below the total median years of school completed by persons 20 years of age and over in Wichita for 1940 and somewhat higher than the median for the State. The data on median school years completed for Wichita and the State of Kansas in 1940 for persons 20 years old and over have been summarized in Table 2. Three of the subjects were functionally illiterate.¹

¹See Appendix, Project Form G.

Table 2. Median years of school completed by persons 20 and over by age in Wichita and State of Kansas: 1940.

Age	Median years of school completed	
	Wichita	State of Kansas
20-24	12.4	12.2
25-29	12.3	12.0
30-34	12.2	11.1
35-39	11.1	9.6
40-44	10.4	8.9
45-49	9.5	8.7
50-54	9.0	8.6
55-59	8.8	8.5
60-64	8.7	8.5
65-69	8.5	8.4
70-74	8.5	8.3
75-over	8.3	8.2

¹U. S. Department of Commerce, Bureau of Census, Sixteenth Census of the 1940 Reports on Population, Second Series, Characteristics of the Population, Kansas, Washington: Government Printing Office, 1942.

2. Civic Competency. To picture the civic competency among the participants in adult education programs, an inventory scheme was used for self-examination.¹ The purpose of the inventory was to obtain a subjective rather than an objective self-rating of civic competency. Items covering 10 elements of behavior were used. Only two items were included that were distinctly social in nature and also were open to analysis, namely, fraternal spirit and individual merit.² Clearly the citizenship-gram purports to reflect civic, rather than social competence.

The abilities of civic competence were chosen either because they were considered as desired or as actual behavior. Knowledge of the job of the President of the United States is an example of competence of actual behavior, and the proper perspective of constituent to constituting political or other unit as desired behavior.³ Opposite the list of items in the questionnaire were five columns labelled "YES", "yes", "?", "no?", and "NO". The subjects were given the choice of evaluating their own level of performance through a "YES" and a "NO" signifying strong affirmative or negative answer or he could check "yes", "?", or "no" thereby signifying a qualified or "don't know" response. Each of the subjects was instructed to

¹See Appendix, Project Form C

²See Appendix, Project Form G, Items 3 and 4

³See Appendix, Project Form C. Items 10 and 5 respectively

place an X in the column that most nearly expressed the way he felt about his performance. After a brief explanation by the interviewer, about 10 minutes was required to check the civic profile.

The completed questionnaires were sorted according to sex. The "perfect" profile of the citizen as he should ultimately become took the form of a vertical line through the "YES" column for all items.¹ The subject's present self-rated ability profile was constructed by connecting successive X'S for all the items. The group results were expressed in percentage of all subjects who checked the different columns indicating their abilities in respect to each item.

In Table 3 is given the list of the items which were included in the questionnaire and shows the percentage of all subjects who checked the five different columns for each item. An examination of this table reveals that some degree of civic competence was claimed by all persons participating in the study.

The inadequacy of self-rating lies in the difficulty of discriminating between personal opinion and habitual or actual conduct. However, those items that had replies which ranged from a high rating to a low rating of competency were considered discriminative. This is exemplified by item 7 on which the percentages for all subjects ranged from 46.3 rating themselves

¹See Table 3

Table 3. Percentage of subjects checking traits of civic competency.

Item	Answer in percent				
	YES	yes	?	no	NO
1. If I were to head a group, do I know what a leader should do?	47.9	26.0	14.4	8.6	3.1
2. Do I do my part as a member of a group?	81.2	15.9	2.9	0	0
3. Do I go along with what the most in the group decides?	68.1	23.1	4.4	4.4	0
4. Do I understand my talents and do what I can to better the group to which I belong?	79.7	11.6	8.7	0	0
5. Do I think of my group as part of my city, state, and the world?	71.0	20.2	5.6	3.2	0
6. Do I do my best to help make Kansas a better place in which to live?	60.8	24.6	14.6	0	0
7. Do I study what people thing?	46.3	27.5	14.6	7.2	4.4
a. Do I find out the facts?	49.2	30.4	20.4	0	0
b. Do I know how what some people think works on others?	62.3	20.2	17.5	0	0
8. Do I realize the rights and duties set forth by my government?	60.8	27.5	10.7	0	0
9. Do I vote in the elections?	100.0	0	0	0	0
a. Do I know the candidates and platforms?	63.7	18.8	5.6	11.9	0
b. Do I know how to vote correctly?	100.0	0	0	0	0

Table 3. (concl.).

Item	Answer in percent				
	YES	yes	?	no	NO
c. Do I know the qualifications of a voter?	100.0	0	0	0	0
10. Do I know the jobs of:					
a. The President to the United States?	92.7	5.6	1.7	0	0
b. Congress?	92.7	5.6	1.7	0	0
c. The Supreme Court?	81.1	10.0	5.7	3.2	0

Table 4. Summary of the percentages of the subjects by sex who checked the traits of civic competency.

Items	Self-ratings, percent					
	YES	yes	?	no	NO	
1. If I were to head a group do I know what a leader should do?	50.0	25.0	12.5	7.5	5.0	F
	44.8	27.5	13.7	10.3	3.7	M
2. Do I do my part as a member of a group?	75.0	22.5	2.5	0	0	F
	89.0	6.9	4.1	0	0	M
3. Do I go along with what the most in the group decides?	67.5	25.0	5.0	2.5	0	F
	68.9	20.1	4.1	6.9	0	M
4. Do I understand my talents and do what I can to better the group to which I belong?	75.0	12.5	12.5	0	0	F
	86.0	10.3	3.7	0	0	M
5. Do I think of my group as part of my city, state, and the world?	57.5	32.5	5.0	5.0	0	F
	89.0	4.1	6.9	0	0	M
6. Do I do my best to help make Kansas a better place in which to live?	37.0	37.5	25.0	0	0	F
	93.1	6.9	0	0	0	M

Table 4. (concl.).

Items	Self-ratings, percent					
	YES	yes	?	no	NO	
7. Do I study what people think?	50.0 41.2	17.5 41.2	17.5 10.2	10.0 3.7	5.0 3.7	F M
a. Do I find out the facts?	57.5 37.9	20.0 44.8	22.5 17.3	0 0	0 0	F M
b. Do I know how what some people think works on others?	57.5 68.9	20.0 20.1	22.5 11.0	0 0	0 0	F M
8. Do I realize the rights and duties set forth by my government?	45.0 82.8	40.0 10.3	15.0 6.9	0 0	0 0	F M
9. Do I vote in the elections?	100.0 100.0	0 0	0 0	0 0	0 0	F M
a. Do I know the candidates and platforms?	57.5 72.5	2.5 10.3	5.0 6.9	12.5 10.3	0 0	F M
b. Do I know how to vote correctly?	100.0 100.0	0 0	0 0	0 0	0 0	F M
c. Do I know the qualifications of a voter?	100.0 100.0	0 0	0 0	0 0	0 0	F M
10. Do I know the jobs of:						
a. The President to the United States?	87.5 100.0	10.0 0	2.5 0	0 0	0 0	F M
b. Congress?	87.5 100.0	10.0 0	2.5 0	0 0	0 0	F M
c. The Supreme Court?	75.0 89.0	10.0 6.9	10.0 4.1	5.0 0	0 0	F M

as very high to 4.4 rating themselves as very low in civic competency. Only those items that were considered discriminative were used in the determination of gaps between present abilities and those desired. These items are indicated by asterisks in Project Form G.

Examination of the tally sheet¹ revealed that for certain items, "YES" was the desired and also the most consistent answer. The consistency of the desired answers revealed that the wanted answers were too easily detected and facilitated deception. This can be illustrated by the 100 per cent "YES" reply on item 9 of the citizenship-gram which concerns voting in elections. It is quite probable that this response may not have been reliable as it was found that of the 3,083 Negroes registered, only 1,576 voted in the 1950 General Election.²

An analysis of the individual profiles revealed that subjects of all ages participated in citizen activities,³ but the degree of participation varied with the age of the participants. Of the 61 participants in the middle age group, 57 rated themselves higher in civic competency than those in the older group. This higher rating may have been partly due to the fact that the middle

¹See Appendix, Project Form G

²Secured from Sedgwick County Commissioner of Elections Office Wichita, Kansas, April 1951.

³See Appendix, Project Form G.

age group had completed more years of schooling than those of the older group.

There were 29 male and 40 female subjects in this study. Of the 29 male subjects, 25 rated themselves relatively high in civic competency while only 30 out of the 40 female subjects rated themselves relatively high on most items. In Table 4 is given the list of the items which were included in the questionnaire and shows the percentage of the subjects by sex who checked the five different columns for each item.¹

A responsible citizen must work in concert with other citizens to solve civic problems. The improvement of the community is based on a citizen's participation, both as leader and as member-follower in civic and social life. The first four items of the citizenship-gram were designed to find out to what extent the subjects were participating in their organizations. The questions were so framed as to give information about the knowledge of leader and member skills and abilities.

The men showed a higher degree of civic competency on two of the four items. The women rated themselves highest on item 1 and 3 which concerned leader and member skills. For item 1, all subjects ranged from 3.1 per cent rating a low degree of competency to 47.9 per cent rating a high degree. This means that a little more than 70 per cent of the subjects rated themselves high in leadership ability. The percentages of all subjects

¹See Table 4

checking the five different columns for items one to four inclusive, are given in Table 3.

Democracy is based upon a belief in the dignity and perfectibility of human beings. It means that a person does not assume that his group is necessarily better than other groups. This applies not only to fellow citizens within the community, but to fellow men in the state, the nation and the world. It also means that each should have an opportunity to develop his capacities and make his contribution correspondingly. Items 5 and 6 were used to reflect the subject's attitudes in regard to his perspective of those relationships.

The results for items 5 and 6 seem to indicate that the majority of the males recognize the importance of their relationship to their community units. The lower degree of competency on the part of the female subjects may be due to the fact that they have only in recent years gained their present status. Most of the subjects did rate themselves as having a relatively high degree of competence in this area.

The responsible citizen is an informed citizen. The information which a citizen must have may be classified as temporary and background. Items 7 to 10 inclusive were designed to obtain information about the participant's evaluation of his own background knowledge. Background knowledge is the frame of reference into which specific information of the moment can be fitted and it provides a basis upon which to judge the value of temporary information.¹

¹Institute of Citizenship, Instruction Kit for Students, Part I, p. 3. Kansas State College, Manhattan, Kansas, 1950.

No direct evaluation of the participants' familiarity with reliable sources of information was made. The writer did not attempt to obtain information as to all the areas concerning which the citizen must have knowledge. However, the study did obtain information on background knowledge as a frame of reference and as a judge of values.

The background information which a citizen must have ranges from simple facts to complex generalizations. For example, item 10 concerning the responsibilities of the President, of Congress, and of the Supreme Court involved both simple facts and generalizations. The male subjects ranked themselves higher in this area of civic competence than did the female subjects.

Through various media of communication or by interested persons, the citizen is given information and conclusions on vital public issues. The citizen desiring to consider these issues intelligently is faced with the problem of value judgment. Items 7 and 9 (a) were framed to reveal the basis on which temporary information is judged. From item 7, it was found that women showed a higher esteem for their own civic competence in judging of values than men. However, about one-fourth of all subjects ranked themselves low in civic competency for this item. The percentage results for item 9 (a) are given in Table 3.

Item 8 was framed to obtain information about citizen's appreciation of his relationship to government. The majority of the subjects rate their own knowledge high in this area.

The results indicate that there are clear gaps between present and desired behavior in many areas of civic competency. Those areas showing gaps in behavior were leadership skills, item 1; member skills, items 2; fraternal spirit, item 3; proper perspective of the relationship between the individual and his government, item 5; and background knowledge, items 7, 8, 9, (a), and 10 (c).

Appraisal of Citizenship Education. It is not enough that the citizen have appropriate skills, habits, and information.

Responsible citizenship also involves the harmonious working with others within an adequate framework. To further appraise the adequacy of citizenship education services and the degree of participation, the participants were interviewed personally. Seven questions were asked of the subjects to obtain this information. The replies have been summarized in Project Form F.¹

The findings of the personal interview indicated that the group in which the participant maintained membership was valued for what it is. The respondents indicated that their organizations, on the whole, were fulfilling their stated purposes. This information was of significance as the subjects lived in different areas and had different standards. The feelings and opinions of the participants regarding the purpose of their organizations have been summarized in Fig. 1. "Lack of interest" was by far the most important and was mentioned by about two-thirds of the subjects.

¹See Appendix, Project Form F



Fig. 1. Comparison of the curve of normal distribution of the feelings and opinions of the participants regarding the purpose of a program and of the curve as found in the study.

Most of the subjects stated that their organizations were meeting some of the community needs to a varying degree. Parent education ranked first as the need that was considered being met by some of the agencies; however, this reply was given by only 30 per cent of the subjects. Training for social action ranked second as it was stated by only 20 participants. Nineteen subjects stated that development of civic pride was a community need being met by their organizations. Only four persons replied that their organization was meeting the need for citizenship education as such. However, other replies showed by inference that some of these organizations are meeting such a need.

The replies of the subjects concerning the unmet needs of the community did not parallel altogether those stated by the organizations to which they belonged. These have been summarized

¹Malcolm S. Knowles, Informal Adult Education (New York: Associated Press, 1950), p. 245.

²See Appendix, Project Form F

Community Needs	Frequency of Replies	
	Subjects N 69	Agencies N 17
I. Total Responses	27	0
Youth activities	27	--
II. Total Responses	28	6
Health programs	21	--
Mental health facilities	7	--
Medical facilities	--	5
Sanitation	--	1
III. Total Responses	19	10
Better racial relations	19	--
Reduction of prejudice	--	5
Elimination of discrimination	--	5
IV. Total Responses	0	5
Housing	--	5
V. Total Responses	0	3
Recreational facilities	--	3

It was the general consensus among participants and agencies that there was a need for better relationships among races, elimination of discrimination and reduction of prejudice. In addition, some of the participants and of the agencies felt that the community needed better health programs and mental health agencies.

Question 7 of the personal interview schedule was framed to obtain information on the reasons for low participation of Negroes in citizenship education programs. The replies indicate that low participation was based on not one but several underlying factors.

About one-third of the respondents revealed that although various agencies had citizenship education programs, these services were inadequate as they were not geographically accessible for Negro adults. In the survey of formal and informal groups, it was found that only six of the adult education services were loca-

ted within walking distance of the majority of the Negro participants.¹

Sixteen of the subjects said that the problem of having "someone to care for the children" confronted many mothers who desired to continue their learning. This indicated that the present facilities of the adult education agencies were inadequate and were not meeting the needs of adults with small children. Most of these adults are in the middle age group (21-44). These are the years of greatest productivity, particularly in work, citizenship and family living.²

The imposition of economic limitations upon the Negro has evidently kept many people from participating in the available programs. One-fifth of the respondents indicated that low incomes hampered many persons from taking part in any program.

An important factor determining the degree of participation is that of "social class status". One in six of the respondents felt that social class determined to what extent many Negroes participated in various programs. It was pointed out by those who indicated the existence of this factor that the Negroes in Wichita maintained a "class" system. Some persons had attempted to participate actively in organizations dominated by the so-

¹ See Appendix, Plate 1

² Ambrose Caliver, "Trends in Adult Education--For Whom and for What". This was taken from an address given at Atlanta, Georgia, April 28, 1950

called "upper class" but had become discouraged by the group's negative reaction. It was evidenced that the adult is not seeking course credit but rather satisfaction.

Parallel to the factor of class status is that expressed as poor leadership. About one-half of those who pointed out that the class system had an effect on participation, also mentioned that it had resulted in poor and untrained leadership. The role of leadership in many cases had been attained through social position.

About one in ten of the responses received for item 7 revealed that some of the subjects were aware that many Negro adults had not had the opportunity to attend school or to complete their schooling. This inadequacy of educational background may have been due to a large extent to the Negro's minority status. Again the interview made clear that class status was a barrier that may keep many of these adults with limited education from continuing their learning.

Summary

The evidence examined in this study indicates that the assumptions of this study are valid:

1. Although there are a number of agencies and informal groups offering citizenship education, the present services have been shown to be inadequate in regards to geographic location, participation fees, and physical facilities.
2. The Negro adults are not adequately using the available

citizenship education resources. The determinant factors in the degree of participation of the Negro adults in the present program were found to be lack of interest, geographic location, financial problems, inadequate physical facilities, and the "class system."

3. The present adult education services do not meet the standards set forth for adequate adult education. Responses received from the groups and the participants revealed that the services had not been based upon democratic participation, and the use of adequate tools. This study has indicated that the adult education programs were not adjusted to the adult personality or adapted to his learning pattern.

4. The age range of the subjects in this study indicates that adults as such do not lose the desire to learn.

5. The majority of the participants in adult education programs were members of informal groups. This indicates that the adult is not seeking course credit but instead satisfaction of needs.

6. The analysis of the citizenship-gram revealed that there is an obvious gap between the present and desired abilities, habits, attitudes, and knowledge that are essential in a democracy.

7. The people's estimate of the inadequacy of agencies and their degree of participation revealed through the normative survey, carry with them the implication that an alternative for citizenship education can be planned.

PROGRESSIVE ADULT EDUCATION: AN ALTERNATIVE

The impact of changes in the world has increased the burden of citizenship. In view of the nature of modern society, lifelong learning for citizenship in a democracy is essential. It must not be overlooked that it is the adult, not the youth, who exercises the rights and privileges of citizenship provided for the direction and control of the social order. The education given the youth is not sufficient for the discharge of citizenship responsibilities several years later. Changes that occur after the youth leaves school require that educational opportunities be provided that will aid the adult citizen to revise his ideas about what he has learned in youth, to cope intelligently with new questions through the acquisition and interpretation of new facts. This opportunity for continued learning constitutes a necessary protective device for a democratic form of government.

The participation is low among the Negro adults in Wichita. This study has revealed that less than 1,380 Negroes were taking part in the educational activities of some organized group. Based on the 1940 proportion, there are about 5,200 Negroes 21 years of age and over in Wichita.¹ This means that there is a maximum of

¹ The writer based this assumption on the Census reports for 1940 which showed that the Negro population had been rather stable over the ten year period 1930-1940. In 1930, 5.1 per cent of the total population were Negroes and 4.9 per cent of the total population in 1940 were Negroes. About two-thirds of the Negro population was found to be comprised of those persons 21 years of age and over. This figure was chosen to obtain an estimation of the 1950 Negro adult population. Department of Commerce, Bureau of Census, Sixteenth Census of the United States: 1940, Reports on Population, Second Series, Characteristics of the Population, Kansas.

only about 25 per cent of the Negro adults taking part in the activities of some organized group. This is significant as the attitudes of an individual have their anchorage in the groups to which he belongs.

Present evidence makes it apparent that many attitudes can be affected more easily by making changes in certain properties of the group than by direct teaching of the individual, as an individual, even in a classroom audience situation.¹ In view of this, the growth of the informal groups as a means of continued learning for responsible citizenship is of special significance. The millions who are in need of this education are not seeking course credits but rather satisfaction. The informal group, as an instrument, can be a practical means by which to nurture community life, and to promote basic civic intelligence.

Based upon the results of the study made herein and the analysis of selected publications on adult education, it is the writer's premise that progressive adult education can be a means of adjusting traditional citizenship education practices to newer knowledge and understanding in line with the changing social pattern. Such an education program would attempt not only to give instruction designed to develop an understanding of democratic values but to create institutions in which actual training and practice in cooperation, responsibility and respect for individ-

¹Kurt Lewin, Resolving Social Conflicts (New York: Harper Bros., 1948).

ual differences will be carried on.

Characteristics of an Adequate Adult Education Program

A program that will meet the needs expressed by those interviewed in the study or discovered by the inquiry into agencies may be stated as follows:

1. The program offers opportunities for democratic participation.
 - a. It grows out of the needs and interests of the adults of all ages and on all socio-economic levels.
 - b. It is cooperatively planned and coordinated by a community wide group.
 - c. It utilizes all desirable and available leadership both professional and lay, including all organizations and agencies having educational purposes.
2. The program is adjusted to those participating, their personality and learning patterns.
 - a. It is flexible and varied, yet fitted to the local conditions.
 - b. It is accessible to the population with reference to geographical location, time, physical facilities and cost.
 - c. It helps the adult to become better adjusted within himself and to develop a proper perspective of his political or constituting unit.
 - d. It assists individuals and groups which would retain full autonomy, in gaining greater control over social forces and in adapting to a changing social order.

3. The program uses adequate tools.

a. It utilizes adequate and effective communications.

The methods, approaches, facilities, techniques and materials selected will be based on the knowledge of the goals and values of the group.

b. It has a permissive atmosphere in which each person realizes that he is an accepted and participating member of the group, thus benefiting from the knowledge, skills and abilities of all the other members of the group.

The Over-all Responsibility of Communities.

As a community organization should grow out of demands, interests, and needs of the adults of all ages and socio-economic levels, it should not be imposed from without. The sponsoring group or leaders within the community should re-examine their attitudes and procedures and thus make appropriate adaptations and changes.

The shifting of the basis of activities from material improvement to the more fundamental projects implied in citizenship education is not an automatic process. In order to insure proper assessment, creative planning and appropriate action with respect to meeting the needs of the adult, communities should undertake the following tasks on a continuing basis:

1. Developing broad community interest in a program of citizenship education.
2. Obtaining the broadest possible community sponsorship.

3. Securing, when necessary, technical assistance in planning and carrying out the program; e.g., using formal adult education resources when needed.

4. Initiating or organizing studies and gathering facts that are focused on specific community problems according to priority.

5. Interpreting the facts, informing the community about them, and involving the citizens in a discussion of these facts.

Developing Institutions for Training and Practice in Citizenship

Citizenship participation is essential for effective community service. It must be kept in mind that the participation of the people is voluntary and knows no compulsion save their own willingness. On the other hand, this study has revealed that many adults were uncertain of their tasks in groups and how to perform them. In consideration of this, citizen councils and similar groups representative of the community should be established for public as well as private service. Those councils should offer opportunities for group skill training while they are focused on meeting community needs.

The methods used in the undertaking of the previously stated tasks should be based on the following principles:

1. People as individuals and as groups should be helped to help themselves. This can best happen through an education program.

2. Differences and stresses should be recognized and utilized positively in the education process.

3. Participation should be developed. Participation in planning enables the adult to learn the importance of voluntary participation and responsibility for community leadership.

4. Fact finding should be made part of a total education process.

5. Both public and private agencies should be utilized in planning, assessment, and financing.

6. All interested groups can work in partnership to recruit, train and use volunteer leaders for the community programs, as a community council has to operate on a delegated basis.

Plans once made must be carried all the way through in order to achieve success. The advisory or community council must accept the responsibility for providing and maintaining adequate progress. Full and appropriate use should be made of all voluntary and public resources to keep the program flexible and varied, yet fitted to the local conditions. The community's vitality depends to a large extent upon the vision and efficiency of its council.

The realm of community organization and development is, in effect, the realm of social change. With the community considering its task of education as extending from birth to death, with a program increasingly built out of the needs and interest of the people, and with an advisory or community council to give organizational outlet to cooperative efforts to solve community problems,

the possibility of continuous individual growth to responsible citizenship can be a reality.

CONCLUSIONS AND RECOMMENDATIONS

By interpretation of the results of this study, the following conclusions can be made;

1. Although there are a number of formal and informal groups offering citizenship education, the present services are inadequate for Negro adults. This inadequacy is exemplified by geographic location, participation fees, physical facilities, subject-matter content, and methods.

2. The Negro adults are not adequately using the available citizenship education resources. The major factors determining the degree of participation of the Negroes in adult education programs are geographic location, interest, financial problems, physical facilities, and the "class system".

3. The age of the subjects in the study indicate that people do not lose the desire to learn.

4. The adult is not seeking course credit but rather satisfaction of needs. The lure of credit does not perpetuate the informal group pursuit of interest.

5. There is an obvious gap between the present and the desired abilities, habits, attitudes, and knowledge that are essential in a democracy.

6. Lifelong learning for citizenship in a democracy is essential. It is the writer's opinion that such learning can

be continued through a progressive adult education plan. The main focus of such adult education programs should be on developing situations where adults can practice citizenship. The value of such programs to the communities far outweighs their cost.

7. The writer is of the opinion that there is apparent neglect of the opportunities which informal education programs can provide for adult groups. Awareness of these neglected areas of adult education serves to focus the attention of educators on the need for cooperative efforts through informal groups in solving community problems and developing a responsible citizenry. The writer recommends that communities implement progressive education programs as a possibility for continuous individual growth toward responsible citizenship.

8. As the results of this study revealed the educational status of a particular population group in one city and one section of the country, the writer recommends that similar studies with this and other population groups be made in other sections to determine the national situation.

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APPENDIX

Formal and informal groups responding to
adult education questionnaire

Formal:

Wichita Opportunity School
Wichita University, Extension Division
Friends University, Extension Division
University of Kansas Center

Informal:

Sedgwick County League of Women Voters
Sedgwick County Voters Council
Institute of International Relations
Hutcherson Branch, Y. W. C. A.
Talbert Branch, Y. W. C. A.
Wichita Branch, National Association for the
Advancement of Colored People
St. Peter Claver Parent-Teachers Association
Negro Women's Federated Clubs
Family Consultation Service
Labor Temple Association, A. F. of L.
C. I. O.---Aircraft and Agriculture Implement Division
C. I. O.--- United Packing House Workers of America
National Conference of Christian and Jews

PROJECT FORM A
Adult Education Questionnaire

Wichita Adult Education Survey

(Please answer the following questions fully and return immediately.)

1. Organization: _____
Address: _____
Telephone: _____
2. Respondent: _____
Title: _____
Nature of Program: _____

4. Does any part of your program specifically educate for responsible citizenship? If so, list:

5. What are your educational facilities? _____

6. How often and what time does your group meet? _____

7. Number of participants: _____
8. Number of Negro Participants: _____
9. Number of Negro participants in your citizenship program?

10. Where do the Negro participants live? (On reverse side list BLOCK NUMBERS and STREET NAMES only.)

PROJECT FORM A (cont.)

11. Fee policy for participants: _____

12. Instructor fee policy: _____

13. What community needs do you feel are not being met?

14. What suggestions would you offer to meet these needs?

REMARKS: _____

PROJECT FORM B
INTERVIEW SCHEDULE

No. _____

1. What do you like best in this organization?
2. What are the most helpful things to you in this organization?
3. Does this organization fulfill its stated purpose?
4. Is this organization fulfilling the purpose you had in mind when joining?
5. Does this organization meet some of the community needs?
6. Are there community needs which you think it could meet and does not?
7. What do you think is the main reason that more adults are not participating in some form of adult education program?

PROJECT FORM C

No. _____

Years of Schooling: Check One

Sex: M. F

Less than 5 years _____

5-8 years _____

Age: _____

High School: 1 _____

2 _____

3 _____

4 _____

College: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Directions: Place an X in the column which best answers the question for you.

	YES	yes	?	no	No
1. If I were to head a group, do I know what a leader should do?	_____	_____	_____	_____	_____
2. Do I do my part as a member of a group?	_____	_____	_____	_____	_____
3. Do I go along with what the most in the group decides?	_____	_____	_____	_____	_____
4. Do I understand my talents and do what I can to better the group to which I belong?	_____	_____	_____	_____	_____
5. Do I think of my group as part of my city, state, and the world?	_____	_____	_____	_____	_____
6. Do I do my best to help make Kansas a better place in which to live?	_____	_____	_____	_____	_____
7. Do I study what people think?	_____	_____	_____	_____	_____
a. Do I find out the facts?	_____	_____	_____	_____	_____
b. Do I know how what some people think works on others?	_____	_____	_____	_____	_____
8. Do I realize the rights and duties set forth by my government?	_____	_____	_____	_____	_____
9. Do I vote in the elections?	_____	_____	_____	_____	_____
a. Do I know the candidates and platforms?	_____	_____	_____	_____	_____
b. Do I know how to vote correctly?	_____	_____	_____	_____	_____

PROJECT FORM C (cont.)

	YES	yes	?	no	NO
c. Do I know the qualifications of a voter?	---	---	---	---	---
10. Do I know the jobs of:					
a. The President to the United States?	---	---	---	---	---
b. Congress?	---	---	---	---	---
c. The Supreme Court?	---	---	---	---	---

PROJECT FORM D: Criteria for Citizenship Education**A. Development of skills and abilities**

1. Define problems
2. Collect and interpret information
3. Decision making
4. Action based on decision
5. Expression verbal and oral
6. Participation

B. Development or change of attitudes

1. Interest in people as individuals
2. Recognition of the achievements in democracy through democratic practices
3. Willingness to place public above personal interest
4. Willingness to advocate improvement of democracy
5. Willingness to work in groups and subordinate individualism to cooperation

C. Subject matter or content

1. Political Science---government
2. History
3. Philosophy
4. Psychology
5. Sociology
6. Economics
7. Geography
8. Anthropology
9. Citizenship Education
10. Family Life Education
11. Inter-group Education
12. Inter-culture Education

PROJECT FORM E: Tally Sheet for Project Form A

1. Organization: 17 Responses (Formal---4; Informal---13)
2. Respondent: Presidents, Secretaries, Deans, Principals, and others.
3. Nature of Program: Formal---4
 - Adult education---academic, 4
 - citizenship education, 4
 - avocational, 2
 - remedial, 1
 - vocational, 1
 - Informal---13
 - Citizenship education, 8
 - Non-partisan political, 5
 - Social action training, 4
 - Inter-religious, 3
 - Inter-culture, 3
 - Inter-group, 3
 - Social, 3
4. Programs as specific education for citizenship: 12
5. Educational facilities: lectures--12; buildings--11; audio-visual aids--10; forums--8; pamphlets--6; classes--5; workshops--2.
6. Time and frequency of meetings:
 - Evening--Formal, 4; Informal, 6
 - Afternoon--Formal, 1; Informal, 8
 - (Some of the agencies had both afternoon and evening sessions.)
 - Weekly--Formal, 4; Informal, 5
 - Monthly--Formal, 0; Informal, 6
 - Occasionally--2
 - Year around program--14
 - Semester program--3
7. Number of participants: Unknown
8. Number of Negro participants: 1,380
9. Number of Negro participants in citizenship programs: 1,377
10. Addresses of participants:

PROJECT FORM E: (Cont.)

11. Fee policy for participants: No cost to \$2.00 per year in informal groups; college extension averaged \$8.00 per credit hour.
12. Instructor's fee policy: No amount was given, however, the formal adult education agencies stated that the instructor was paid a fee.
13. Community needs not being met: Housing, 5; reduction of prejudice, 5; elimination of discrimination, 5; medical services, 4; recreational facilities, 3; sanitation, 1.
14. Suggestions for meeting unmet needs: Education, 5; cooperation of groups, 4; community council, 3; citizen's committee, 2.

PROJECT FORM F: Tally Sheet for Project Form B

Number of subjects: 69

1. What do you like best in this organization?*
 - Personal contact---22
 - Training (leadership and vocational)---20
 - Christian aspect---18
 - All phases---9
2. What are the most helpful things to you in this organization?*
 - Learning how to get along with others---29
 - Leadership training---27
 - Training in social action---19
 - Vocational training---4
3. Does this organization fulfill its stated purpose?*
 - Yes---50
 - Fairly well---8
 - Doubtful---11
4. Is this organization fulfilling the purpose you had in mind when joining?*
 - Yes---50
 - Fairly well---8
 - Doubtful---11
5. Does this organization meet some of the community needs?*
 - Parent education---21; training for social action---20; development of civic pride---19; training in inter-group and inter-culture relations---17; training for Christian living---15; youth activities---13; vocational training---5; citizenship education---4.
6. Are there community needs which you think it could meet and does not?*
 - More youth activities---27; health programs---21; better relationship among races---19; mental health facilities---7

PROJECT FORM F (Cont.)

7. What do you think is the main reason that more adults are not participating in some form of adult education program?*

Lack of interest, 40; geographic location, 27; "no one to care for children", 16; financial problems, 13; class status, 11; fear based on lack of adequate educational background, 6; no encouragement, 6; poor leadership, 5.

*Responses are ranked in frequency of occurrence, with the number of responses following the reply.

PROJECT FORM G: Tally Sheet

NO. 69Sex: M 29 F 40

Years of Schooling: Check One

Age: 39Less than 5 years 35-8 years 9High School: 1 152 213 84 6

Median Year = 10

College: 1 1 2 1 3 1 4 1 5 3

Directions: Place an X in the column which best answers the question for you.

	YES	yes	?	no	NO
*1. If I were to head a group, do I know what a leader should do? (Leader skills--civic)	<u>33</u>	<u>18</u>	<u>9</u>	<u>6</u>	<u>3</u>
*2. Do I do my part as a member of a group? (Member skills--civic)	<u>56</u>	<u>11</u>	<u>2</u>	<u>0</u>	<u>0</u>
*3. Do I go along with what the most in the group decides? (Habits--social)	<u>47</u>	<u>16</u>	<u>3</u>	<u>3</u>	<u>0</u>
4. Do I understand my talents and do what I can to better the group to which I belong? (Values--social)	<u>55</u>	<u>8</u>	<u>6</u>	<u>0</u>	<u>0</u>
*5. Do I think of my group as part of my city, state, and the world? (Proper perspective--civic)	<u>49</u>	<u>14</u>	<u>4</u>	<u>2</u>	<u>0</u>
6. Do I do my best to help make Kansas a better place in which to live? (Attitude--civic)	<u>42</u>	<u>17</u>	<u>10</u>	<u>0</u>	<u>0</u>
*7. Do I study what people think? (Knowledge of sources and basic values--civic)	<u>32</u>	<u>19</u>	<u>10</u>	<u>5</u>	<u>3</u>
a. Do I find out the facts	<u>34</u>	<u>21</u>	<u>14</u>	<u>0</u>	<u>0</u>
b. Do I know how what some people think works on others?	<u>43</u>	<u>14</u>	<u>12</u>	<u>0</u>	<u>0</u>

PROJECT FORM G: (Concl.).

	YES	yes	?	no	NO
8. Do I realize the rights and duties set forth by my government? (Civic)	<u>44</u>	<u>19</u>	<u>8</u>	<u>0</u>	<u>0</u>
9. Do I vote in the elections? (Civic)	<u>69</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
*a. Do I know the candidates and platforms?	<u>44</u>	<u>13</u>	<u>4</u>	<u>8</u>	<u>0</u>
b. Do I know how to vote correctly?	<u>69</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
c. Do I know the qualifications of a voter?	<u>69</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
10. Do I know the jobs of: (Civic)					
a. The President of the United States?	<u>64</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>
b. Congress?	<u>64</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>
*c. The Supreme Court?	<u>56</u>	<u>7</u>	<u>5</u>	<u>2</u>	<u>0</u>

EXPLANATION OF PLATE I

Negro neighborhoods and location of formal
and informal adult education agencies

Legend:

Negro neighborhoods in Wichita: ~~xxx~~

Major---A

Major---B

Minor---C

Key

- *1. University of Kansas Center
- *2. Friends University, Extension Division
- *3. Wichita University, Extension Division
- *4. Wichita Opportunity School
- *5. Hutcherson Branch, Y. M. C. A.
- *6. Talbert Branch, Y. W. C. A.
- *7. St. Peter Claver, P. T. A.
- *8. Sedgwick County League of Women Voters
9. C. I. O.: Aircraft and Agriculture Implement Div.
- *10. Sedgwick County Veterans Council
- *11. Negro Women's Federated Clubs
- *12. Wichita Branch, N. A. A. C. P.
13. Institute of International Relations
14. National Conference of Christians and Jews
15. Family Consultation Service
16. Labor Temple Assn., A. F. of L.
- *17. C. I. O.: United Packing House Workers of America

*Adult education agencies replying to questionnaire
which had Negroes included in their present program
whose participants were included in this study of
a random sampling.

Scale: 1" = 1 mile

ADULT EDUCATION OF NEGROES FOR RESPONSIBLE CITIZENSHIP
IN WICHITA, KANSAS

by

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1949

AN ABSTRACT

MASTER OF SCIENCE
Institute of Citizenship

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1951

ADULT EDUCATION OF NEGROES FOR RESPONSIBLE CITIZENSHIP
IN WICHITA, KANSAS

The development of a citizenry alert to the facts of government, vigilant in the scrutiny of the conduct of government, and able by reason of training and knowledge to decide intelligently on persons and on policies has been the accepted purpose for education in present-day society. Citizenship education in its broad sense is one of the recently developed fields of adult education. Many of the needs for such education are accentuated among Negroes due to their minority group status. The purpose of this study is to determine the present status and to suggest a plan for citizenship education among Negroes in Wichita, Kansas.

As the plan of this study is focused on the citizenship education that should be promoted, consideration is given to the criteria for adequate adult education. The criteria used are democratic participation, provision of adequate tools, program adjusted to the adult personality, and education adapted to adult learning pattern. Certain objectives are summarized and serve as the basis for the determination of the adequacy of citizenship education programs in this study.

This study is based on the belief that although there are a number of agencies and informal groups offering citizenship education in Wichita, the present services are inadequate for Negroes; that the Negro adults do not adequately use the available citizenship education resources; and that it is possible

through a normative survey to suggest a plan for the improvement of citizenship education programs.

To gather evidence on the foregoing beliefs a normative survey method was chosen. The procedure is as follows:

1. Adequacy of agencies and informal groups is determined by the use of questionnaire data and personal interview data.

2. Degree of participation of adults is determined by the use of questionnaire data, personal interview data, and civic competency data.

3. The interpretation of the factors in the adequacy of agencies and the degree of participation will determine a plan for citizenship education.

The 17 agencies and groups which included Negroes in their program were selected because of the diversity of their clientele. The 69 interview subjects were a random sample among participants in the programs of the selected agencies:

The interpretation of the factors in the adequacy of agencies and the degree of participation along with the analysis of selected publications served as the basis for a progressive adult education plan. Such an education program would attempt not only to give instruction designed to develop an understanding of democratic values but to create institutions in which actual training and practice in cooperation, responsibility and respect for individual differences will be carried on.

The findings of this study lead to the following conclusions:

1. The present services of the agencies and informal

groups offering citizenship education are inadequate for Negro adults.

2. The Negro adults are not adequately using the available citizenship education resources.

3. The age of the subjects in the study indicates that people do not lose the desire to learn.

4. The adult is not seeking course credit but rather satisfaction of needs.

5. There is an obvious gap between the present and the desired abilities, habits, attitudes, and knowledge that are essential in a democracy.

6. Lifelong learning for citizenship in a democracy is essential and can be achieved through progressive adult education.

7. The writer is of the opinion that there is apparent neglect of the opportunities which education programs can provide for adult groups.

CITY OF KANSAS

OFFICE OF THE
ELECTION COMMISSIONER
1950

PLATE I



LEGEND
○ Ward
--- Precinct
--- City Limits

