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A STUDY OF SELECTED PROCEDURES TO IDENTIFY
PROGRAM PURPOSES AND NEEDS OF
COMMUNITY ADULT EDUCATION

By

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CHAPTER I

INTRODUCTION

Very little study has been undertaken to assess, in a systematic way, the adult education needs of the community. It is assumed that because the adult learner is a member of the community, the identification of individual adult education needs is sufficient. Numerous studies have been conducted to gain information about adults with respect to educational needs and characteristics which influence learning. However, the adult education needs of the community, as a whole, within which each adult must function have been seriously neglected.

In 1946, when the Constitution of The World Health Organization was adopted, the first constitutional principle written was a definition of health: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (39). The mental and social well-being aspects of this definition can be "factored" out and applied to education and, perhaps more specifically, to adult education. When applied in this manner, these terms tend to add other dimensions to adult education and to adult learners. Adults have varied expectations from education and, therefore, have varied sets of purposes, goals, and motivations. If the experiences through adult education are to complement the mental and social well-being aspects of individuals, then these experiences must ascribe to completeness. The

continued development of singular purpose educational programs for adults is not sufficient. . . Instead, a system of adult education which will more completely integrate the social, cultural, avocational, and vocational needs of individuals and of communities must be developed and implemented.

The Nature of the Problem

A growing concern of many adult educators is with the comprehensive development of community adult education. This development should treat the whole community as the client, according to Johnson and Ulmer (11), and according to Franklin (8). . . There seems to be a consensus that the community is an area of dynamic social relationships and interaction.

Hallenback and others (9) write that the importance of the community for adult education has four phases:

First, a community generates the needs, interests, and motivations for education of its adults. Second, a community depends upon adult education for certain essential processes in its corporate life. Third, a community, with its wide variety of institutions, with their different specific purposes, and their manifold resources, makes a broad adult education program comprehensible, feasible, and possible. Fourth, a community is an ever present laboratory, useful for many kinds of learning experiences in adult education.

These same authors (9) address themselves to comprehensive adult education and consider two basic approaches to adult education planning. One of these approaches poses the question of whether program planning which centers around specific interests of people or that which gives reference to the concept of education for the whole adult is to be followed. The other approach concerns the question of whether adult education should be planned for a community or whether it should be operated on the basis of institutional independence and self-sufficiency.

These approaches, according to these authors (9), are interrelated and take on quite a different significance when considered in the context of a community.

Knowledge of selected community factors and adult education needs will enhance the development of comprehensive community adult education. Traditionally, adult education has been largely "individual centered" and specifically structured in terms of program development and implementation. On the other hand, an assessment of community adult education needs could reveal, in addition to those areas of adult education requiring specific planning and development, those areas in which less formal adult education endeavors will be deemed most appropriate.

Statement of the Problem

Current literature in the field of adult education does not seem to reveal the existence of a comprehensive procedure for assessing the total adult education needs of communities. In Oklahoma, the generally accepted set of criteria for planning, implementing, and evaluating adult education programs is the identification of business/industry adult education needs and the identification of individual adult education needs. A study of factors pertinent to the assessment of community adult education needs could provide adult educators, adult education administrators, adult education program planners and developers with basic criteria for the development, implementation and evaluation of comprehensive community adult education programs.

Purpose of the Study

The purpose of this study is to:

1. Demonstrate selected procedures which could be used to assist in assessing Community Adult Education needs.
2. Determine the consistency of responses from selected groups within communities and between communities.

Scope and Limitations

It was recognized that communities are highly complex ecosystems as was indicated by Dickinson (6) and Dice (5). Therefore, it is nearly impossible to consider every aspect of the community in a single study or to consider the unique aspects of a great number of communities. This study included two cities of Bartlesville and Enid in Oklahoma, and three selected adult population groups within each city: specifically, (1) general adult population group, (2) business/government/industry population group, and (3) professional population group.

Definition of Terms

As used in this study, the following definitions are given:

Adult - an individual who is beyond the age of compulsory school attendance.

Adult Education - the process by which men and women (alone, in groups, or institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitive-ness. Any process by which individuals, groups, or institutions try to help men and women improve in these ways (10).

Ascribed Adult Education Need - an adult educational need perceived by someone other than the person or persons possessing it (10).

Community - refers to people who live in some spatial relationship to one another and who share interests and values. The community may be an urban neighborhood, town, city, county, region, or any other combination of resources and population that makes up a viable unit. In fact, the community may be a grouping of people with shared interests who live within a delineated area. Sutton stresses the importance of what is "collective for" rather than what is "local to" a population, recognizing that geography is operationally important rather than substantively distinctive. The unit of action, the arena for the process, is the community as we have defined it here. While much of the people's activity may go on within a part of the community or beyond it, the community remains the focus for their lives and it is the unit to which the community developer addresses himself (4).

Community Adult Education - recognizes a community as the basis of planning and operating adult education. It takes into consideration all of the resources in their proper places, proportions, and relationships, and applies them to the task of meeting total community needs for education, thus serving all the needs of all the people. It is expressed in a cooperative program for the whole community with the objective being the education of the whole man (9).

Community Organization - is a process by which a community identifies its needs or objectives, orders (or ranks) them, develops the confidence and will to work at them, finds the resources (internal and/or external) to deal with them, takes action in respect to them, and in

so doing extends and develops cooperative and collaborative attitudes and practices in the community (26).

Ecosystem - the concept of ecosystem emphasizes the interrelations between the group of organisms that form a community, and the soil, water, climate, and other physical features of its environment. Matter and energy are constantly being interchanged between the community and its habitat. Not only is the community closely dependent upon and controlled by its habitat, but the habitat in its turn is modified in many ways by the activities of the organisms that compose the community. The community and its habitat together constitute, therefore, an interacting system (5).

Felt Adult Education Need - a felt need is one considered necessary by the person concerned. Such a need may or may not be actually necessary to the adult's educational development. It could be a symptom of a real need or it could actually be a real need. Sometimes felt needs also express themselves as interests (2).

Real Adult Educational Need - "should reveal something necessary that a learner actually lacks and can acquire through a learning experience" (2).

Symptomatic Adult Educational Need - "is a manifestation of a need a person considers real or genuine, although he is unaware that it is an indication of something else." A symptomatic need may not be readily identifiable. An adult educational diagnostician looks for the educational problem; the symptom of the problem is also the symptom of the need. Problems and needs are different sides of the same coin (2).

CHAPTER II

REVIEW OF LITERATURE

Introduction

In an attempt to organize the review of literature into logical divisions, it became apparent that the most appropriate classifications would be according to:

1. Community Adult Education Needs
2. Community Concept
3. Community Development
4. Individual Adult Education Needs
5. Demographic Data

Community Adult Education Needs

Individuals comprising the community add the dimensions of human nature and the needs of human beings. Yet, the individual needs and collective needs of people as members of communities are not always the same. The identification and satisfaction of the total adult educational needs required to abate or lessen a community problem are often quite different from individual adult education needs of those who comprise the community.

Meeting the total individual needs of the members of a community will not automatically solve community problems of social and health origin such as housing, air pollution, mass transportation, or utility

services. Though the two may be related, McMahon (15) suggests their identification and solution require two entirely different approaches.

McMahon (15) further writes that:

Often the assumption is made that community needs are obvious or may be determined and solved easily. In some cases they may be, but in most situations the obvious needs are only the part of the iceberg which shows above the water.

The common problems may be technical, such as how the county medical society helps its members keep abreast of new professional and scientific developments or how a trade union local informs its members of available rehabilitation resources for handicapped dependents. Within the group there may be individuals who need basic education or information about personal finance. Such needs are real and they may be shared by other members of the group but, taken together, they do not comprise the group problem and require different approaches on the part of the educator (pp. 26-27).

Hallenbeck and others (9) view community needs as societal needs for adult education. These needs are a product of time and place and are related to rapid societal change and to the necessity for responding to new requirements which are the by-products of change. They see several general social functions as the responsibility of adult education. One of these is to meet the need of an ever-rising standard of educational requirements imposed by our civilization which continues to become more technical, specialized, independent, and complicated. Another function of adult education is to assist people in making personal adjustments to a changing world. Of particular import in this area of readjustment are the problems of individuals at retirement. Assisting these individuals to remain continuously useful is another vital function of adult education. A third function relates to increasing the capacities of people to improve interpersonal and inter-group relations. And a fourth function relates to assisting people to

understand the relationship of responsibility and participation in democracy as a principle of social organization and as a system of values.

These authors (9) suggest further, that social functions of adult education as they are identified as needs of the community lay a base for planning. People become aware of their community's needs and give priorities to them. And this is a measure of readiness to accept and support community efforts to provide programs. It is often necessary to identify a problem in a community before programs directed to the solution of that problem can be promoted and developed.

In addressing adult educational needs in the community, Shaw (28) writes that educational needs exist within the community at several levels--the personal needs of individuals, the needs of community organizations, and the needs of the community itself.

Systematic study of the community in cooperation with representative citizens according to Shaw (28) is the best means for identifying educational needs and planning socially useful community adult education programs and is based on the following considerations:

1. The function of adult education in our society is the development of individuals who possess an acute sense of their responsibilities as citizens in a democracy and who have the skills and competencies necessary to enable them to fulfill their adult responsibilities effectively.
2. The development of such individuals is achieved only within the context of real experiences shared in common.
3. Such experiences occur when individuals attack the great social problems of our day.
4. These problems are identifiable and manageable as personal experiences only within the context of the community.

5. New and higher patterns of human behavior can emerge from these shared human experiences.
6. People have greater faith in an activity or program and will support it more vigorously when they have been actively involved in planning it (p. 149).

McMahon (15) suggests that the determination of community adult education needs should not be made solely by adult educators and their representative institutions. Instead, a true pattern of community adult education should emerge in which the educational establishment and community members and participants cooperatively identify the community adult education need and develop the program to meet that need.

Also, according to McMahon (15), there is little evidence that many serious efforts have been made to systematically identify the needs of people and their communities. It seems that too much reliance has been placed on arbitrary prescription for community adult education or on the inertia of institutions. The educational "establishment" is under attack at all levels for a lack of relevance. The key to relevance in community adult education is the identification of needs.

Community Concept

The concept of community gives rise to many varying views and definitions. According to Sanders (27), at least ninety-four definitions have been presented; but there seems to be a general consensus that a common concept of community is to be found in the broader concept of interaction. He observes further, that much community interaction centers about jobs and services and unless the local area is able to supply most of the daily needs of most of its members, it fails to identify as a community. It must consist of a service nucleus which

can serve health needs, educational requirements and a wide array of economic services.

Other variations of community concept will include more precise definitions such as the one offered by MacIver (13):

By a community I mean any area of common life, village, or town, or district, or country, or even wider area. To deserve the name community, the area must be somehow distinguished from further areas, the common life may have some characteristics of its own such that the frontiers of the area have some meaning....

A community is a focus of social life, the common living of social beings; an association is an organization of social life, definitely established for the pursuit of one or more common interests. An association is partial, a community is integral. The members of one association may be members of many other and distinct associations. Within a community there may exist not only numerous associations but also antagonistic associations. Men may associate for the least significant or the most significant purposes...but commonly is something wider and freer than even the greatest associations; it is the greater common life out of which associations rise, into which associations bring order, but which associations never completely fulfill (pp. 29-31).

Another related concept which must be recognized when dealing with the total community concept is one of "community of function," according to Minar and Greer (16). The urban society which has developed has brought about specialization and interdependence. Tasks have become highly specialized by organization of services and production of goods in response to societal demand. The resultant organizations tend to threaten, in various ways, the relationships that have traditionally centered in the localities where people live.

The threat to the local community is doubled as functional specialization pulls people out of important interaction with their neighbors and they develop into specialized groups which become within themselves communities which are independent of place. Loyalties, sense of identification, values, and other identifying characteristics of cohesive

subcultures are developed within themselves. These functional associations become communities bound together by shared function rather than by shared space. There is some contention that these communities may have greater effects upon people's lives than their own towns and neighborhoods.

Minar and Greer (16) also indicate that similar problems may arise from other subgroups within the community. While they may not be altogether comparable to those of function, similar problems may arise from other subcommunities such as those of leisure, of religion, or of ethnicity for example, and the consequences for the total community are similarly great.

Various criteria, according to Warren (37), have been applied in an attempt to define communities. These criteria have included the idea of a specific population living within a specific geographically delineated area, among whom are shared institutions and values and significant social interaction.

Warren (37) specifically states that the community is considered to be "the combination of social units and systems which perform the major social functions having locality relevance..." (p. 9). Warren further addresses five major community functions. The first of these has to do with production, distribution, and consumption of goods and services in the community. The second deals with the process of socialization through which a society or community transmits prevailing knowledge, social values and behavior patterns to its individual members. Individuals come to take on the way of living of their society, rather than that of some other. A third function relates to social control, a process through which a group influences the behavior of its members

toward conformity with its norms. On the community level a number of different social units may perform this function. These will include governmental units and social units such as the family, the school, the church and various social agencies. The fourth community function has to do with social participation in which many different types of social units including business, government offices, and voluntary and public health and welfare agencies provide avenues of social participation for their employees or volunteers through formal activity. Additionally family and kinship groups, friendship groups and other less formal groupings provide important channels of social participation. Finally, the community function defined as mutual support, whether in the form of care in time of illness, the exchange of labor or the helping of a local family in economic distress has been traditionally performed under such primary group auspices as family and relatives, neighborhood groups, friendship groups and local religious groups. Now, along with the specialization of function and with other social changes, many of these mutual support functions have become the responsibility of community based organizations such as public health and welfare departments, private health and welfare agencies, and of governmental and commercial insurance companies.

Definition of community in terms of systems which perform social functions having locality relevance tends to emphasize community function rather than community institutions. And according to Minar and Greer (16), this functional, rather than institutional approach, appears to have the greater potential for bringing out a cross-institutional distribution of the important community functions.

Sussman (30) deals with the problem of the nature of the community brought about as a result of a lack of consensus with respect to the nature of the community and the elements that comprise it. The term is used rather indiscriminatively to mean anything from neighborhood to "world community." It may be used to refer to a group of people with similar interests such as the "educational community," the "sporting community," or a "community of values." Sussman (30) notes, however, that despite considerable disagreement, there is considerable agreement among social scientists with respect to the various elements that should be included in a definition of community; and offers a definition of community stating the essential elements involved and their relationship to each other:

A community is a group integrated through a system of spatially contingent, interdependent biotic, cultural and social relations and structures which have evolved in the process of mutual adjustments to environmental situations. It is a spatial group wherein the effects of interdependence and integration are made evident by the community's consciousness of unity and its ability to exercise adequate control over social, cultural, and biotic processes within its boundaries (pp. 20-21).

Community Development

Traditionally, the term community organization has been taken to mean the total structure of the community. It has included the organization and efforts of all the various systems within the community such as the economic, educational, governmental, religious and political.

More recently, however, the term community development has become more widely used to characterize the processes within the community, and according to Nelson and others (18), the term is applied rather precisely to the process involved in educating community members to

take deliberate action for community change in terms of their own personal value systems. These authors state that the educational factor is the main characteristic which distinguishes community development from community organization. For them, education in the broadest and most inclusive sense, is means (process) oriented rather than end (product) oriented.

Wileden (38) does not seem to view the concept of community development as new. He states that the newness comes about through the words used to express group process and the specific meanings related to those words.

Further stated by Wileden (38) is the notion that many terms to designate group process such as community organization, community improvement, community self-help, mass education, fundamental education, rural development, resource development, area development, and area redevelopment, and the like all have different meaning and emphasis, but certain characteristics seem common to many of them.

Wileden (38) suggests that five characteristics are commonly accepted as describing community development process and include the following:

1. A philosophy, in accordance with our democratic philosophy that local people, working in their local group situations, have not only the right but also the responsibility to choose their own objectives and to make their own decisions...
2. A concern for changing the local situation with a view to improving conditions in the so-called community. This implies, of course, influencing people's value systems and assumes that both individual and group values can be changed...
3. A belief that lasting progress can be achieved only through the development of local understanding, local initiative, and local self-help, with as broad local participation as possible. This again points

to the importance of education, including both education of the masses and the education and development of local leadership, professional and volunteer, needed to analyze situations, to formulate plans, and to implement such plans.

4. An emphasis on the balanced development of all the resources, physical and human, in the community or area under consideration.... It is basically a matter of organization with a concern for the development of the total community.
5. An assumption that outside resources, including counsel and technical assistance, must be available to local community situations...(p. 79).

According to McClusky (14) community development is induced change directed to the achievement of community improvement. And in consideration of adult education, he states that the community is a teacher of the people living there. It is the responsibility of the people to assist the community in becoming a better teacher and in the process, they, themselves become better educated. On this basis, he defines community development as the induction and educational management which leads to the kind of interaction between community and people which provides mutual improvement to both.

Individual Adult Education Needs

The educational needs of adults must be redefined and approached in a more comprehensive way. Liveright (12) stated that:

Adult education tends to concentrate programs upon occupational and professional education stressing "man as worker." Examination indicates that programs for family, personal, civic, and social development and self-realization are far less prevalent (p. 5).

✓ Bergevin (2) states that the needs of the individual adult learner must be considered. He believes that the adult learner is often subjected to what others want him to do or think he needs without regard

for the individual needs of the learner, and according to him several factors become evident when the learner's needs are not considered:

1. In its effort to accomplish a particular job the organization sponsoring the educational programs has lost sight of the individual as a person.
2. Persons responsible for the educational programs do not know what needs are or how to identify them.
3. Persons responsible for the educational programs fail to see a relationship between satisfying the learner's personal needs and the corporate requirements; consequently, equilibrium between these factors is not established.
4. Programs are measured in quantitative terms. The larger the number of persons in attendance, the more successful the program is considered.
5. The individual is considered less important than the group.
6. Learning programs for adults are established to meet the approval of a few influential persons (p. 142).

In addressing the problems and needs of adult education, the National Advisory Council on Adult Education (17) stated:

Our nation cannot afford an educational system that is solely child-centered. It would be too expensive.

Adults, not children, are making the decisions that affect all functions and actions of our government. Adults, not children, are responsible for our productive output. Adults, not children, are confronted with the problems of parenthood and family life. Adults, not children, are challenged by environmental problems that threaten all future generations. Adults, not children, are faced with increased costs of living.

For these reasons adults, even more than children, need education now. Yet the education available to them is dangerously insufficient (p. 3).

Demographic Data

A rather precise definition of demography is given by Bogue (3):

Demography is the statistical and mathematical study of the size, composition and spatial distribution of human

populations, and of changes over time in these aspects through the operation of the five processes of fertility, mortality, marriage, migration, and social mobility. Although it maintains a continuous descriptive and comparative analysis of trends in each of these processes and in their net result, its long-run goal is to develop a body of theory to explain the events that it charts and compares (pp. 1-2).

Basic sources of demographic data are:

1. The National Population Census and
2. The National Registry of Births and Deaths.

Census Data

In the U.S. Bureau of the Census (32) the following information for Oklahoma for the year 1970 is found:

Chapter A

Number of Inhabitants - Oklahoma

Contains Charts, Maps, and Population Tables

Chapter B

General Population Characteristics - Oklahoma

Contains Charts, Maps, and Population Tables

Chapter C

General Social and Economic Characteristics - Oklahoma

Contains Charts, Maps, and Tables

Chapter D

Detailed Characteristics - Oklahoma

Contains Map, Index and Detailed Tables

In the Vital Statistics of the United States (35) the following information for the year 1969 is found:

Natality

Section 1 - Natalivity Rates and Characteristics

Section 2 - Natalivity - Local Area Statistics

Section 3 - Technical Appendix

Definitions of live birth

History of birth-registration area

Sources of data

Classification of data

Quality of data

Computation of rates and other measures

Symbols used in tables

In the Vital Statistics of the United States (33), the following information concerning mortality in the year 1970 is found:

Mortality - Part A

Section 1 - General Mortality - contains general mortality tables.

Section 2 - Infant Mortality - contains infant mortality tables.

Section 3 - Fetal Mortality - contains fetal mortality tables.

Section 4 - Accident Mortality - contains accident mortality tables.

Section 5 - Life Tables - contains life tables

Section 6 - Technical Appendix:

Sources of data

History

Classification of data

Quality of data

Computation of rates

Symbols used in tables

Volume II - Mortality, Part B (34) contains the following information:

Section 7 - Geographic Detail for Mortality - contains geographic detail for mortality tables

Summary of Literature Review

The review of literature in this chapter has shown that the importance of adult education in the United States is becoming increasingly greater. Shown, also, is that the least comprehensive approach to adult education is through those educational efforts which are directed only to the adult learner without regard for the total living and learning environment within which the adult must function.

A more comprehensive, total approach to adult education has been taken, therefore, through the consideration and review of literature in the related areas of (1) Community Adult Education Needs, (2) Community Concept, (3) Community Development, (4) Individual Adult Education Needs, and (5) Demographic Data.

CHAPTER III

PROCEDURE

Introduction

The purpose of this chapter is to describe selected procedures given consideration in this study, to describe the development of the questionnaire associated with this study, and to describe the population groups associated with the adult population in each of the two cities identified earlier. Procedures demonstrated in this study include utilization of data obtained from selected community groups and from published or other available data.

Rationale for Group Selection

The following groups were selected from each city:

1. Business/Government/Industry Group
2. General Adult Group
3. Professional Group

In order to obtain responses concerning community adult education needs from two points of view, each of the groups within each of the two cities were further divided in such a manner as to obtain three additional groups. Following this division, there were two Business/Government/Industry Groups, two General Adult Groups, and two Professional Groups in each of the cities. Respondents in one of the Business/Government/Industry Groups, one of the General Adult Groups, and one of

the Professional Groups in each of the cities were asked to respond to ascribed needs for community adult education in the community without concern for the felt or real needs of the individual respondents for adult education. Respondents in the other Business/Government/Industry Group, the other General Adult Group, and the other Professional Group in each of the cities were asked to respond to their own individual needs or desires for adult education.

Selection of the Business/Government/ Industry Groups

The Business/Government/Industry Groups were comprised of individuals employed or affiliated in one or more of these areas. Individuals in the area of business were selected from telephone directories published by Southwestern Bell Telephone Company (29). Information concerning individuals employed or affiliated in the area of industry was obtained from the publication by the Oklahoma Industrial Development Department (20). A publication by the Oklahoma Municipal League (21) was of major assistance in obtaining information about individuals in the area of government.

Selection of the General Adult Groups

These groups were comprised of adult individuals selected from listings in the applicable telephone directories published by Southwestern Bell Telephone Company (29). The researcher recognized certain limitations in sampling from listings in the telephone directories. It was known that the sampling technique would be limited to individuals with listed telephone numbers and that correct information on recent

movers would be lacking. However, according to Erdos (7), telephone directories are an acceptable substitute in some cases, when no mailing list is readily available.

Selection of the Professional Groups

Criteria for including individuals engaged in specific professional occupations in these groups were based on information contained in an occupational dictionary published by the U.S. Department of Labor (36) for Professional, Technical and Managerial occupations. Telephone directories published by the Southwestern Bell Telephone Company (29) were given major consideration in the selection of individual respondents in the Professional Groups. However, other sources of published information concerning individuals who were professionally affiliated were reviewed. These sources included a directory issued by the Oklahoma State Department of Education (22); a publication by the Oklahoma State Department of Health (23); a roster compiled by the Oklahoma Board of Nurse Registration and Nursing Education (19); and a personnel directory published by the Oklahoma State Department of Vocational and Technical Education.

Published or Available Data or Material

Published or available data/material relates to information which is in published form. These published materials provide a valuable resource in the form of various kinds of material that can be helpful in planning for adult education in the community. A listing of some of the kinds of material available was reviewed in the publication by the American Library Association (1). This list included: census reports;

government and agency reports; surveys; organization files, reports, and yearbooks; handbooks; maps; guides; directories; histories; and newspapers.

Demonstration of the value and how each of the above materials could be used in planning for community adult education was well beyond the scope of this study. Therefore, selected material for purposes of this study included: (1) selected census data, (2) accidental death data, and (3) published books.

Census Data

Census data presented in this study was in two general categories. One of these categories, dealing with the characteristics of population was based on information obtained from a publication concerning population published by the U.S. Bureau of the Census (32). The other category relating to the characteristics of housing was based on information contained in the publication dealing with housing also published by the U.S. Bureau of the Census (31).

Characteristics of the Population. Consideration was given to the following characteristics:

1. Population by Age - Tables I and II
2. Population by Age and Number of Years of School Completed - Tables III, IV, and V
3. Income and Poverty Level - Table VI

Characteristics of Housing. Consideration was given to the following characteristics relating to housing:

TABLE I

TOTAL POPULATION, POPULATION 17-64 YEARS AND
POPULATION 65 YEARS AND OLDER

	Total Population	Population 17-64 Years	Percent of Total Population	Population 65 Years & Older	Percent of Total Population
Statewide	2,559,229	1,473,338	57.57	299,756	11.71
Cities					
Bartlesville	29,683	17,449	58.78	3,029	10.20
Enid	44,008	25,622	58.22	5,637	12.80

Population Data: From U.S. Bureau of the Census (32)

TABLE II

POPULATION 25 YEARS AND OLDER IN PERCENT OF THE
POPULATION 17 YEARS AND OLDER

	Total Population 17 Years & Older	Population 17-24 Years	Percent of Total 17 & Older	Population 25 Years & Older	Percent of Total 17 & Older
Statewide	1,773,144	350,575	19.77	1,422,569	80.23
Cities					
Bartlesville	20,478	2,900	14.16	17,578	85.84
Enid	30,989	5,985	19.31	25,004	80.69

Population Data: From the U.S. Bureau of the Census (32)

TABLE III

PERCENT OF POPULATION 25 YEARS AND OLDER WITH 0 YEARS
OF SCHOOL COMPLETED AND WITH 1-8 YEARS
OF SCHOOL COMPLETED

	Total Population 25 Years & Older	Population With 0 Years of School Completed	Percent of Total	Population With 1-8 Years of School Completed	Percent of Total
Statewide	1,422,569	17,322	1.21	402,256	28.27
Cities					
Bartlesville	17,578	129	0.73	2,576	14.65
Enid	25,004	271	1.08	5,570	22.27

Population Data: From the U.S. Bureau of the Census (32)

TABLE IV

PERCENT OF POPULATION 25 YEARS AND OLDER WITH 1-3 YEARS
OF HIGH SCHOOL COMPLETED AND WITH 4 YEARS
OF HIGH SCHOOL COMPLETED

	Total Population 25 Years & Older	Population With 1-3 Years High School Completed	Percent of Total	Population With 4 Years of High School Completed	Percent of Total
Statewide	1,422,569	269,159	18.92	426,577	29.98
Cities					
Bartlesville	17,578	2,079	11.82	5,777	32.86
Enid	25,004	4,416	17.66	8,463	33.84

Population Data: From the U.S. Bureau of the Census (32)

TABLE V

PERCENT OF POPULATION 25 YEARS AND OLDER WITH 1-3 YEARS OF
COLLEGE COMPLETED AND WITH 4 OR MORE
YEARS OF COLLEGE COMPLETED

	Total Population 25 Years & Older	Population With 1-3 Years of College Completed	Percent of Total	Population With 4 Years Or More College Completed	Percent of Total
Statewide	1,422,569	164,711	11.57	142,544	10.05
Cities					
Bartlesville	17,578	2,999	17.06	4,018	22.88
Enid	25,004	3,340	13.73	2,854	11.42

Population Data: From the U.S. Bureau of the Census (32)

TABLE VI

TOTAL FAMILIES, PERCENT OF ALL FAMILIES WITH INCOME LESS
 THAN POVERTY LEVEL, PERCENT OF ALL FAMILIES
 WITH INCOME LESS THAN 75 PERCENT
 OF POVERTY LEVEL

	Total Number of Families	Number of Families With Income Less Than Poverty Level	Percent of All Families	Number of Families With Income Less Than 75 Percent of Poverty Level	Percent of All Families
Statewide	679,256	102,210	15.04	63,093	9.28
Cities					
Bartlesville	8,264	613	7.41	382	4.62
Enid	11,948	1,291	10.85	791	6.62

Poverty Data: From the U.S. Bureau of the Census (32)

1. Total Number Owner Occupied Housing Units, Number Occupied Housing Units Less Than \$5,000 Valuation, Number Owner Occupied Housing Units From \$5,000 - \$7,499 Valuation - Table VII
2. Total Number Occupied Housing Units, Number of Housing Units With Cold Water Only Piped in Structure, Number of Housing Units With No Water Piped in Structure - Table VIII
3. Total Number Occupied Housing Units, Number of Housing Units With No Flush Toilet, Number of Housing Units With No Bathtub or Shower - Table IX
4. Total Number Occupied Housing Units, Number of Housing Units With No Complete Kitchen Facilities - Table X

Accidental Death Data. The following accidental death data was considered to have implications for community adult education:

1. Total Number of Accidental Deaths by Age - Table XI
2. Total Number of Accidental Deaths by External Cause in Major Areas of Activity - Table XII

Development and Administration of Instrument

Following the review of the selected accidental death data, census of population, and census of housing as indicated in Tables I through XII a list of inferences concerning community adult education purposes and programs were compiled. The basic inferences drawn from this review include the following:

- I₁: An ongoing community adult education need for adult basic education programs.
- I₂: A community adult education need for an increased emphasis on high school completion programs.

TABLE VII

TOTAL NUMBER OWNER OCCUPIED HOUSING UNITS, NUMBER OWNER OCCUPIED
HOUSING UNITS LESS THAN \$5,000 VALUATION, NUMBER OWNER
OCCUPIED HOUSING UNITS FROM \$5,000-\$7,499 VALUATION

	Total Owner Occupied Units	Number Units Less Than \$5,000 Valuation	Percent of Total Units	Number of Units From \$5,000-\$7,499 Valuation	Percent of Total Units
Statewide	471,978	77,846	16.49	61,786	13.09
Cities					
Bartlesville	7,253	567	7.81	597	8.23
Enid	9,877	937	9.48	1,307	13.23

Housing Data Source: U.S. Bureau of the Census, Census of Housing (31)

TABLE VIII

TOTAL NUMBER OCCUPIED HOUSING UNITS, NUMBER OF HOUSING UNITS WITH
COLD WATER ONLY PIPED IN STRUCTURE, NUMBER OF HOUSING
UNITS WITH NO WATER PIPED IN STRUCTURE

	Total Number Occupied Housing Units	Number of Units With Cold Water Only Piped in Structure	Percent of Total Housing Units	Number of Units No Water Piped in Structure	Percent of Total Housing Units
Statewide	850,803	18,545	2.17	29,306	3.44
Cities					
Bartlesville	10,414	69	0.66	18	0.17
Enid	15,348	96	0.62	64	0.41

Housing Data Source: U.S. Bureau of the Census, Census of Housing (31)

TABLE IX

TOTAL NUMBER OCCUPIED HOUSING UNITS, NUMBER OF UNITS WITH
NO FLUSH TOILET, NUMBER OF UNITS WITH
NO BATHTUB OR SHOWER

	Total Number Occupied Housing Units	Number of Units With No Flush Toilet	Percent of Total Housing Units	Number of Units With No Bathtub Or Shower	Percent of Total Housing Units
Statewide	850,803	45,503	5.34	49,991	5.87
Cities					
Bartlesville	10,414	50	0.48	286	2.74
Enid	15,348	137	0.89	213	1.38

Housing Data Source: U.S. Bureau of the Census, Census of Housing (31)

TABLE X

TOTAL NUMBER OCCUPIED HOUSING UNITS, NUMBER OF HOUSING UNITS
WITH NO COMPLETE KITCHEN FACILITIES

	Total Number Occupied Housing Units	Number of Units With No Complete Kitchen Facilities	Percent of Total Housing Units
Statewide	850,803	52,692	6.19
Cities			
Bartlesville	10,414	317	3.04
Enid	15,348	334	2.17

Housing Data Source: U.S. Bureau of the Census, Census of Housing (31)

TABLE XI
TOTAL NUMBER OF ACCIDENTAL DEATHS BY AGE

	Total	0-4 Years	5-14 Years	15-24 Years	25-44 Years	45-64 Years	65-74 Years	75+ Years
Statewide	1,648	77	97	361	344	334	169	265
Cities								
Bartlesville	11		01	04		02	02	02
Enid	25	01		06	04	06	04	04

Accidental Death Data: From Oklahoma State Department of Health (23)

TABLE XII

TOTAL NUMBER OF ACCIDENTAL DEATHS BY EXTERNAL
CAUSE IN MAJOR AREAS OF ACTIVITY

	Home Accidents	Work Accidents	Motor Vehicle Accidents	Public Non-Motor Vehicle Accidents	Other Unspecified Public Accidents
Cities					
Bartlesville	05		03	02	01
Enid	07	03	04	11	

Accidental Death Data: From Oklahoma State Department of Health (23)

- I₃: A community adult education need for adult education programs leading to the acquisition of basic occupational skills.
- I₄: A community adult education need for adult education programs leading to the acquisition of new occupational skills.
- I₅: A community adult education need for "transitional" adult education programs directed to the purpose of orienting retiring adults to the problems and prospects of retirement.
- I₆: A community adult education need for adult education programs directed to the up-grading of existing skills.
- I₇: A community adult education need for post-retirement adult recreational programs.
- I₈: A community adult education need for adult education programs directed to the purpose of providing basic information and skills for housing maintenance.
- I₉: A community adult education need for adult education programs to provide information in the areas of accident prevention and home safety.

The list of inferences was used to assist in developing items for the questionnaire to be mailed to individual respondents in each of the described community groups. The ultimate development of the questionnaire was through a review and comment process by members of the researcher's doctoral advisory committee. Following this development, the questionnaire was pre-tested in a central Oklahoma city comparable in size to the two cities selected for this study.

Following the pre-test, the questionnaire format was revised and mailed to individuals identified with the described groups in each of the two cities selected for this study. Each city contained the six sub-

groups described earlier. An equal number of questionnaires--limited by the number of individuals who could be identified with the business/government/industry groups and by the number of individuals who could be identified with the professional groups--were mailed to each of the twelve described community groups. Color-coded questionnaires were mailed to 175 individuals in each of these groups. Each of the twelve groups was assigned a group code number (Appendix A) which would be used as a reference number in subsequent data analyses. The total number of questionnaires mailed to individuals in all groups was 2100.

A time interval of two weeks from the initial mailing of the questionnaires was allowed for completion and return by mail. As the questionnaires were returned, each was grouped according to the particular code for that group and assigned a consecutive number within the group. Information from each questionnaire was entered on a work sheet specifically prepared for each color coded and numbered group.

Follow-Up

Follow-up cards (Appendix C) were mailed to each individual who had not completed and returned the questionnaire within two weeks from the initial mailing. A second two week interval from the mailing of the follow-up cards was allowed for completion and return of questionnaires. As these questionnaires were returned, each was grouped according to color code, numbered and processed in the same manner as the questionnaires returned by mail earlier. Any questionnaires received after four weeks from the initial mailing were not included in any of the analyses in this study.

Statistical Procedures

Consensus indices were computed for group-by-group response to questionnaire items dealing with purposes, programs, and categories of community adult education. Due to a rather diverse range of community adult education areas represented by various items, tests of significance were performed on questionnaire items dealing with purposes and programs of community adult education on an item-by-item basis between the various groups of the study.

The statistical procedure deemed most appropriate for these item-group-item-group analyses was the One Factor Analysis of Variance: Unequal Cells. This procedure was programmed on cassette tape according to programming data by the Monroe Calculator Company (Appendix E). The actual performance of the procedure was accomplished by using a Monroe 326 Scientist Calculator and a Monroe 392 Tape Cassette Drive.

Hypotheses

Three hypotheses tested in this study include:

- HO₁: There will be no significant difference in responses on an item-by-item basis between the various groups surveyed within each of the two communities in this study.
- HO₂: There will be no significant differences in responses on an item-by-item basis between corresponding groups of the two communities surveyed in this study.
- HO₃: There will be no significant differences between responses concerning ascribed adult education needs for the community and for the perceived personal needs of individual respondents for adult education.

CHAPTER IV

ANALYSIS OF DATA

The design of this study was to present selected procedures which will assist in the identification of community adult education purposes and program needs. One of these procedures concerned the review of selected census and accidental death data from which inferences about community adult education purposes and program needs could be drawn. These inferences were then used to develop specific items relating to these purposes and programs.

The questionnaire which was subsequently developed contained specific sections dealing with purposes, programs, and categorical areas of community adult education. Two of these sections (Appendix B) relating to community adult education purposes and programs contained sixteen and fifteen items respectively. Comparisons in which significant differences were found when corresponding items were compared between the various population groups in this study are presented in Tables XVIII, XIX, and XX. Respondents were asked to respond to items in these sections by checking a column under one of five categories which best described their opinion concerning each of the items. The five response categories were as follows: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. In preparation for subsequent analyses, each of the categories were given the following values:

Strongly Disagree = 1	Agree = 4
Disagree = 2	Strongly Agree = 5
Undecided = 3	

Also, for purposes of data analysis, each of these sections was coded as Sections A and B respectively.

The third section contained eight categories of community adult education courses or programs (Appendix B). Respondents were asked to indicate their personal opinion of each category by ranking in order from one to eight. For purposes of this analysis, this section was coded as Section C.

A final section of the questionnaire was designed to give respondents an opportunity to write their comments or suggestions (Appendix B).

The data analysis to be described in the following paragraphs will include: (1) rate of return for questionnaires and (2) description and results of statistical procedures used.

Questionnaire Return Rate

From 2,100 questionnaires mailed initially, 279 were returned to yield an initial return rate of 13.28 percent. Following the mailing of follow-up cards (Appendix C) to each individual who had not completed and returned the questionnaire within the initial time interval allowed, 20 additional questionnaires were completed and returned.

Due to this small number returned, data from the follow-up questionnaires was not included in the data analyses in this study. The number of questionnaires returned from respondents in each of the described population groups is presented in Table XIII. In both cities,

TABLE XIII . . .

NUMBER OF QUESTIONNAIRES RETURNED FROM
RESPONDENTS IN EACH OF TWELVE
DESCRIBED POPULATION GROUPS

Group Designation	Group Code Number	Questionnaires Returned*	Group Code Number	Questionnaires Returned*
	Bartlesville:		Enid:	
Business/Government/ Industry-Community Adult Education Needs	01 - 01	25	02 - 02	23
Business/Government/ Industry-Individual Adult Education Needs	01 - 03	24	02 - 04	40
General Adult- Community Adult Education Needs	01 - 05	11	02 - 06	08
General Adult- Individual Adult Education Needs	01 - 07	17	02 - 08	13
Professional-Community Adult Education Needs	01 - 09	25	02 - 10	27
Professional-Individual Adult Education Needs	01 - 11	36	02 - 12	30
TOTAL		138		141

*Questionnaires were mailed to 175 individuals in each of the groups
in each city

individuals in the General Adult Group who were asked to respond to the questionnaire in terms of the need of adult education for the community--rather than to their own personal desire or need for adult education--returned fewer questionnaires than individuals in any of the other described population groups. In Bartlesville, the most questionnaires were returned from individuals identified with the Professional Group who were asked to respond to the questionnaire in terms of their own personal desire or need for adult education. In Enid, on the other hand, more questionnaires were returned from individuals identified with the Business/Government/Industry Group who were asked to respond to their own personal desire or need for adult education.

Statistical Procedures and Results

Sections A and B of the questionnaire were designed to obtain information concerning respondent's opinions about community adult education purposes and programs. Each of these sections contained items to which respondents were asked to indicate their opinion by marking the appropriate column following each item as described earlier in this chapter.

Consensus indices were computed for responses to each of the items by individuals in each of the designated population groups. Consensus indices were then computed for a combination of all groups in each of the two cities selected for this study. Values of consensus indices computed for questionnaire items dealing with purposes and programs of community adult education are presented in Tables XIV and XV.

TABLE XIV

COMPARISONS OF GROUP-GROUP RESPONSE TO
PROGRAMS AND PURPOSES OF COMMUNITY
ADULT EDUCATION IN BARTLESVILLE

Item	Bartlesville--Designated Groups (Consensus Indices)*						All Groups
	01-01	01-03	01-05	01-07	01-09	01-11	
A - 01	3.83	3.62	3.45	3.65	3.64	3.51	3.61
A - 02	4.16	4.33	4.27	4.31	4.32	4.14	4.25
A - 03	4.04	4.08	4.00	3.47	4.04	3.94	3.92
A - 04	3.59	3.54	3.45	3.56	3.72	3.47	3.55
A - 05	4.29	4.42	4.55	4.25	4.24	4.22	4.32
A - 06	3.52	3.48	3.40	3.06	3.80	3.43	3.44
A - 07	3.62	3.71	4.09	3.87	3.76	3.61	3.77
A - 08	4.29	4.33	4.18	4.31	4.36	4.25	4.28
A - 09	4.04	4.29	4.55	4.44	4.32	4.31	4.32
A - 10	3.91	3.91	3.64	3.76	3.84	3.77	3.80
A - 11	3.74	3.58	3.55	3.12	3.96	3.55	3.58
A - 12	4.04	4.00	3.64	3.94	4.12	3.71	3.90
A - 13	4.32	4.12	4.18	3.87	4.08	4.06	4.10
A - 14	4.08	4.04	3.82	3.69	3.80	4.09	3.92
A - 15	4.18	4.33	4.45	3.80	4.00	4.17	4.15
A - 16	3.43	3.50	3.45	3.62	3.72	3.63	3.55
B - 01	3.65	3.29	2.73	3.19	3.12	3.22	3.20
B - 02	3.78	3.67	3.64	3.82	3.72	3.42	3.69
B - 03	3.62	3.58	2.91	3.31	3.48	3.22	3.35
B - 04	4.12	4.54	4.18	4.19	4.24	4.11	4.23
B - 05	3.41	3.33	3.09	3.31	3.24	2.95	3.22
B - 06	4.00	4.12	3.82	3.82	3.96	3.64	3.89
B - 07	4.04	3.96	3.36	3.06	3.48	3.49	3.56
B - 08	4.37	4.25	4.55	4.25	4.04	3.39	4.14
B - 09	4.04	4.04	3.73	3.62	4.00	4.14	3.92
B - 10	3.61	3.54	3.36	3.24	3.64	3.86	3.54
B - 11	3.91	3.71	3.45	3.31	3.80	3.49	3.61
B - 12	3.57	3.42	3.45	3.35	3.56	3.46	3.46
B - 13	3.71	3.62	3.00	3.25	3.52	3.28	3.39
B - 14	3.77	3.50	3.82	3.81	3.48	3.50	3.64
B - 15	3.52	3.58	3.55	3.37	3.68	3.50	3.53

*Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree = 4; Strongly Agree = 5

TABLE XV
 COMPARISONS OF GROUP-GROUP RESPONSE TO
 PROGRAMS AND PURPOSES OF COMMUNITY
 ADULT EDUCATION IN ENID

Item	Enid--Designated Groups (Consensus Indices)*						All Groups
	02-02	02-04	02-06	02-08	02-10	02-12	
A - 01	4.05	3.85	3.87	4.00	3.92	3.70	3.90
A - 02	4.04	4.46	3.87	4.46	4.04	4.23	4.18
A - 03	4.09	4.10	3.62	4.31	4.11	3.80	4.00
A - 04	3.45	3.62	3.62	3.69	3.52	3.40	3.55
A - 05	4.09	4.26	4.00	4.31	4.15	4.10	4.15
A - 06	3.86	3.90	3.00	4.15	3.73	3.62	3.71
A - 07	3.87	3.59	3.37	3.62	3.82	3.47	3.62
A - 08	4.05	4.19	4.12	4.08	4.26	4.17	4.14
A - 09	4.14	4.32	3.87	4.31	4.22	4.00	4.14
A - 10	4.05	3.95	3.75	4.38	3.96	3.83	3.98
A - 11	3.95	4.08	3.12	4.23	3.81	3.77	3.82
A - 12	4.30	4.21	3.62	4.38	4.15	3.83	4.08
A - 13	4.35	4.35	3.87	4.46	4.33	4.17	4.25
A - 14	4.17	4.12	3.87	4.15	4.11	4.03	4.07
A - 15	3.82	4.00	3.50	4.15	4.12	3.93	3.92
A - 16	3.39	3.56	3.50	4.00	3.52	3.33	3.55
B - 01	4.00	3.84	4.12	3.92	3.63	3.59	3.85
B - 02	3.78	3.72	3.12	3.84	3.59	3.55	3.60
B - 03	3.70	3.64	3.37	3.84	3.74	3.72	3.66
B - 04	4.27	4.36	4.00	4.31	4.03	3.90	4.14
B - 05	3.38	3.28	2.62	3.46	3.67	3.24	3.27
B - 06	4.04	4.05	3.87	4.15	4.19	3.87	4.02
B - 07	3.73	3.79	3.75	4.00	3.81	3.72	3.80
B - 08	4.23	4.18	4.00	4.62	4.22	4.23	4.24
B - 09	4.13	3.97	3.50	4.31	4.00	3.73	3.94
B - 10	3.73	3.92	2.87	4.15	3.85	3.83	3.72
B - 11	3.83	3.92	3.62	4.08	3.81	3.70	3.82
B - 12	3.50	3.41	3.75	3.92	3.59	3.23	3.56
B - 13	3.68	3.59	3.62	3.77	3.74	3.63	3.67
B - 14	3.73	3.54	3.87	3.69	3.70	3.47	3.66
B - 15	4.04	3.82	3.87	3.62	3.92	3.47	3.79

*Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree = 4; Strongly Agree = 5

In order to determine whether there was significant difference in response to items and between the described population groups, item-group/item-group analyses were performed. During the first step, item-group/item-group comparisons were made among all groups within each of the two cities selected for this study. The next step was to make item-group/item-group comparisons among all described population groups between both cities described in this study. All possible group/group combinations were considered in the item-group/item-group analyses. Sixteen group/group combinations were possible in each of the two cities in this study, and are displayed in Table XVI. When all population groups were combined between Bartlesville and Enid, thirty-six group/group combinations were possible. These combinations are presented in Table XVII.

The statistical procedure deemed most appropriate for the item-group/item-group comparisons has been described in this study--the One Factor Analysis of Variance: Unequal Cells. All possible item-group/item-group comparisons were made using the described ANOVA procedure. The results were 2,108 individual ANOVA values. Using the 0.05 significance level as the basis for statistical significance, 179 comparisons indicated significant differences. A summary of the item and group comparisons among the designated population groups (Appendix A) which indicated significant differences at the 0.05 level of significance is displayed by individual city and between both cities in Tables XVIII-XX.

TABLE XVI
 SIXTEEN GROUP/GROUP COMBINATIONS EACH,
 IN THE CITIES OF BARTLESVILLE
 AND ENID

Group Code Number	01 - 01	01 - 03	01 - 05	01 - 07	01 - 09	01 - 11	Group Code Number	02 - 02	02 - 04	02 - 06	02 - 08	02 - 10	02 - 12
01 - 01		x	x	x	x	x	02 - 02		x	x	x	x	x
01 - 03			x	x	x	x	02 - 04			x	x	x	x
01 - 05				x	x	x	02 - 06				x	x	x
01 - 07					x	x	02 - 08					x	x
01 - 09						x	02 - 10						x
01 - 11							02 - 12						
Bartlesville							Enid						

Hypotheses stated earlier in this study were considered in relation to the analyses described in this chapter. These hypotheses and their dispositions were as follows:

H_{0_1} : There will be no significant difference in responses on an item by item basis between the various groups surveyed within each of the two communities in this study.

TABLE XVII
 THIRTY-SIX GROUP/GROUP COMBINATIONS BETWEEN
 THE CITIES OF BARTLESVILLE AND ENID

Group Code Number	02 - 02	02 - 04	02 - 06	02 - 08	02 - 10	02 - 12
01 - 01	x	x	x	x	x	x
01 - 03	x	x	x	x	x	x
01 - 05	x	x	x	x	x	x
01 - 07	x	x	x	x	x	x
01 - 09	x	x	x	x	x	x
01 - 11	x	x	x	x	x	x
Bartlesville and Enid						

All possible ANOVA comparisons among the groups in each community totaled 496. Of this number, 24.80 significant differences could have occurred by chance alone. In Bartlesville, fewer comparisons with significant difference (21) were found among the various population groups than would be expected by chance at the 0.05 level. Therefore, H_{01} was accepted for the comparisons in Bartlesville. In Enid, the ANOVA procedures identified 31 comparisons with significant differences. While this number is slightly greater than would be expected by chance at the 0.05 level, it is not enough greater when totaled with those comparisons indicating significant differences which were found among the groups in Bartlesville to reject H_{01} as stated. The combined number of

TABLE XVIII
 TWENTY-ONE SIGNIFICANT ITEM-GROUP/
 ITEM-GROUP COMPARISONS,
 BARTLESVILLE

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item A-03:	To help adults develop a sense of responsibility and a knowledge of how to proceed in making personal adjustments to home and family		
	01-03/01-07	4.0350	6.0540
Item A-07:	To provide for development of adult hobby and craft interests through self-expression		
	01-01/01-05	4.1300	4.3546
	01-01-01-09	4.0400	4.2306
Item A-11:	To help adults learn about health and how to improve health habits		
	01-07/01-09	4.0800	7.8204
Item A-14:	To help adults develop skills in human relations and communications		
	01-03/01-07	4.0350	4.0575
Item A-15:	To fulfill requirements imposed by business, industry or professional standards		
	01-03/01-07	4.0350	7.2834
	01-05/01-07	4.2200	4.3349
	01-07/01-11	4.0280	6.4048
Item B-03:	Provide information about community development		
	01-03/01-05	4.1400	7.6756
	01-05/01-09	4.1300	4.4207

TABLE XVIII (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item B-04:	Provide/expand vocational skill training		
	01-01/01-03	4.0500	5.5763
	01-03/01-11	4.0100	7.1966
Item B-06:	Orient adults who are nearing retirement to the problems and prospects of retirement		
	01-03/01-11	4.0100	5.0695
Item B-07:	Provide information to adults which will help them identify and solve community problems		
	01-01/01-07	4.0800	4.6707
	01-03/01-05	4.1400	5.0293
	01-03/01-07	4.0350	12.2351
	01-03/01-09	4.0450	4.5097
	01-03/01-11	4.0100	6.2239
Item B-13:	Provide information to adults concerning community environment		
	01-03/01-05	4.1400	6.2228
	01-03/01-07	4.0350	6.4105
Item B-15:	Provide increased recreational opportunities for adults who have retired from regular jobs		
	01-01/01-09	4.0400	4.0712

¹01-01 Business/Government/Industry Group--Community Adult Education Needs

01-03 Business/Government/Industry Group--Individual Adult Education Needs

01-05 General Adult Group--Community Adult Education Needs

01-07 General Adult Group--Individual Adult Education Needs

01-09 Professional Group--Community Adult Education Needs

01-11 Professional Group--Individual Adult Education Needs

TABLE XIX

THIRTY-ONE SIGNIFICANT ITEM-GROUP/
ITEM-GROUP COMPARISONS,
ENID

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item A-02:	To make adults economically more efficient		
	02-04/02-10	3.9900	4.3035
	02-08/02-10	4.1000	4.2223
Item A-03:	To help adults develop a sense of responsibility and a knowledge of how to proceed in making personal adjustments to home and family		
	02-06/02-08	4.3800	5.0733
Item A-06:	To promote health and physical fitness		
	02-02/02-06	4.1800	4.6160
	02-04/02-06	4.0500	7.2654
	02-06/02-08	4.3800	14.1280
Item A-10:	To broaden the adult view of the world and its people		
	02-06/02-08	4.3800	8.2797
	02-08/02-12	4.0600	4.4768
Item A-11:	To help adults learn about health and how to improve health habits		
	02-06/02-08	4.3800	10.2884
Item A-12:	To help adults become better citizens		
	02-02/02-06	4.1800	6.2332
	02-02/02-12	4.0280	5.8903
	02-06/02-08	4.3800	6.0651
	02-08/02-12	4.0600	4.6630

TABLE XIX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item A-15:	To fulfill requirements imposed by business, industry or professional standards		
	02-04/02-06	4.0500	4.7916
	02-06/02-08	4.3800	5.2295
Item A-16:	To increase the meaningfulness of adult leisure time		
	02-08/02-12	4.0600	6.1796
Item B-01:	Inform adult citizens about how to obtain necessary services from agencies and organizations		
	02-02/02-12	4.0280	4.7853
Item B-05:	Provide opportunities for adults in this community to learn new sports and hobbies		
	02-06/02-10	4.1400	7.9276
	02-10/02-12	4.0200	4.3196
Item B-08:	Provide an opportunity for adults in this community to finish high school		
	02-04/02-08	4.0280	4.5874
	02-08/02-12	4.0600	4.3619
Item B-09:	Provide information to adults about household budgeting, planning and purchasing		
	02-02/02-06	4.1800	4.6829
	02-06/02-08	4.3800	12.8709
	02-08/02-12	4.0600	5.4193

TABLE XIX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item B-10:	Provide information to adults about personal health and physical fitness		
	02-04/02-06	4.0500	6.4892
	02-06/02-08	4.3800	17.9622
	02-06/02-10	4.1400	11.9354
	02-06/02-12	4.1100	9.0625
Item B-12:	Provide opportunities for adults in this community to develop an appreciation of art and music		
	02-08/02-12	4.0600	7.9368
Item B-15:	Provide increased recreational opportunities for adults who have retired from regular jobs		
	02-02/02-12	4.0280	5.2072
	02-10/02-12	4.0200	4.1926

¹02-02 Business/Government/Industry Group--Community Adult Education Needs
02-04 Business/Government/Industry Group--Individual Adult Education Needs
02-06 General Adult Group--Community Adult Education Needs
02-08 General Adult Group--Individual Adult Education Needs
02-10 Professional Group--Community Adult Education Needs
02-12 Professional Group--Individual Adult Education Needs

TABLE XX
 ONE HUNDRED TWENTY-SEVEN SIGNIFICANT
 ITEM-GROUP/ITEM-GROUP COMPARISONS,
 BARTLESVILLE AND ENID

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item A-02:	To make adults economically more efficient		
	01-03/02-10	4.0350	4.0993
Item A-03:	To help adults develop a sense of responsibility and a knowledge of how to proceed in making personal adjustments to home and family		
	01-07/02-02	4.1000	5.4418
	01-07/02-04	4.0200	8.1650
	01-07/02-08	4.2000	6.8813
	01-07/02-10	4.0700	5.8169
Item A-05:	To broaden and supplement formal and informal educational background for adults		
	01-03/02-02	4.0550	4.8464
	01-03/02-06	4.1700	5.3571
	01-05/02-06	4.4500	4.9554
	01-05/02-10	4.1100	4.3824
Item A-06:	To promote adult health and physical fitness		
	01-01/02-08	4.1100	7.0927
	01-03/02-08	4.1200	5.6729
	01-05/02-08	4.3000	7.9619
	01-07/02-04	4.0200	5.1981
	01-07/02-08	4.2000	9.2863
	01-09/02-06	4.1600	5.2008
	01-11/02-08	4.0450	6.6141

TABLE XX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item A-07:	To provide for development of adult hobby and craft interests through self-expression		
	01-01/02-10	4.0300	5.4852
	01-05/02-06	4.4500	4.5940
	01-05/02-12	4.0900	4.6376
Item A-08:	To assist adults in developing new skills		
	01-09/02-02	4.0500	4.0946
Item A-10:	To broaden the adult view of the world and its people		
	01-01/02-08	4.1100	4.4001
	01-03/02-08	4.1200	5.0414
	01-07/02-08	4.2000	6.5315
	01-09/02-08	4.1100	6.3256
	01-11/02-08	4.0450	5.6329
Item A-11:	To help adults learn about health and how to improve health habits		
	01-01/02-08	4.1100	5.2795
	01-03/02-08	4.1200	5.5874
	01-05/02-08	4.3000	6.8139
	01-07/02-04	4.0200	5.0762
	01-07/02-08	4.2000	11.5788
	01-07/02-10	4.0700	5.3453
	01-07/02-12	4.0550	5.2562
	01-09/02-06	4.1600	5.0704
	01-11/02-08	4.0450	5.5020

TABLE XX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item A-12:	To help adults become better citizens		
	01-01/02-02	4.0500	4.0984
	01-05/02-02	4.1500	9.3078
	01-05/02-08	4.3000	9.6283
	01-11/02-02	4.0120	8.4629
	01-11/02-04	3.9720	4.9169
	01-11/02-08	4.0450	6.4512
Item A-13:	To help adults learn to become a more effective family member, budget-planner, consumer, provider		
	01-03/02-08	4.1200	4.2550
	01-07/02-02	4.1000	4.2322
	01-07/02-04	4.0200	5.8967
	01-07/02-10	4.0700	4.7023
Item A-14:	To help adults develop skills in human relations and communications		
	01-07/02-02	4.1000	5.8257
	01-07/02-04	4.0200	5.7805
	01-07/02-10	4.0700	6.6818
Item A-15:	To fulfill requirements imposed by business, industry or professional standards		
	01-03/02-02	4.0550	8.5888
	01-03/02-04	3.9932	5.3448
	01-03/02-06	4.1700	11.0294
	01-05/02-04	4.0350	5.2216
	01-05/02-06	4.4500	8.2203

TABLE XX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
	01-07/02-04	4.0200	4.9159
	01-11/02-02	4.0120	5.5405
	01-11/02-06	4.0700	5.8181
Item B-01:	Inform adult citizens about how to obtain necessary services from agencies and organizations		
	01-01/02-02	4.0500	4.7258
	01-03/02-02	4.0550	7.5853
	01-03/02-06	4.1700	4.4910
	01-03/02-08	4.1200	4.9270
	01-05/02-02	4.1500	15.9504
	01-05/02-04	4.0350	5.5135
	01-05/02-06	4.4500	9.0183
	01-05/02-08	4.3000	14.3032
	01-05/02-10	4.1100	8.0449
	01-05/02-02	4.0900	4.8139
	01-07/02-02	4.1000	9.2862
	01-07/02-06	4.2800	4.8168
	01-07/02-08	4.2000	6.0765
	01-09/02-02	4.0500	12.3188
	01-09/02-06	4.1600	6.8966
	01-09/02-08	4.1100	8.4272
	01-09/02-10	4.0300	4.3293
	01-11/02-02	4.0120	9.6353
	01-11/02-06	4.0700	5.1987

TABLE XX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
	01-11/02-08	4.0450	5.6327
Item B-03:	Provide information about community development		
	01-05/02-02	4.1500	15.0652
	01-05/02-04	4.0350	4.7175
	01-05/02-08	4.3000	9.1341
	01-05/02-10	4.1100	13.8074
	01-05/02-12	4.0900	4.6666
	01-07/02-02	4.1000	4.3338
	01-07/02-10	4.0700	5.1625
	01-11/02-02	4.0120	5.1092
	01-11/02-08	4.0450	4.6090
	01-11/02-10	4.0020	6.4210
Item B-04:	Provide/expand vocational skill training		
	01-03/02-06	4.1700	4.4163
	01-03/02-10	4.0350	6.2239
	01-03/02-12	4.0240	7.7873
Item B-05:	Provide opportunities for adults in this community to learn new sports and hobbies		
	01-01/02-10	4.0300	4.6526
	01-11/02-10	4.0020	9.1095
Item B-06:	Orient adults who are nearing retirement to the problems and prospects of retirement		
	01-11/02-10	4.0020	6.6275

TABLE XX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
Item B-07:	Provide information to adults which will help them identify and solve community problems		
	01-07/02-04	4.0200	4.7351
	01-07/02-08	4.2000	7.6308
	01-07/02-10	4.0700	11.2578
	01-07/02-12	4.0550	4.4146
	01-11/02-08	4.0450	4.1336
	01-11/02-10	4.0020	4.2022
Item B-08:	Provide an opportunity for adults in this community to finish high school		
	01-09/02-08	4.1100	4.6255
Item B-09:	Provide information to adults about household budgeting, planning, and purchasing		
	01-03/02-06	4.1700	5.8953
	01-11/02-08	4.0450	4.6934
Item B-10:	Provide information to adults about personal health and physical fitness		
	01-01/02-08	4.1100	5.7653
	01-01/02-10	4.0300	4.0936
	01-03/02-06	4.1700	5.3932
	01-03/02-08	4.1200	8.1026
	01-05/02-08	4.3000	5.0408
	01-07/02-08	4.2000	7.6495
	01-07/02-10	4.0700	5.4668
	01-07/02-12	4.0550	4.6914

TABLE XX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
	01-11/02-08	4.0450	8.0133
	01-11/02-10	4.0020	4.6711
	01-11/02-12	4.0080	4.0479
Item B-11:	Provide information to adults about accident prevention and home safety		
	01-07/02-04	4.0200	5.0091
	01-07/02-08	4.2000	5.1736
	01-11/02-08	4.0450	5.1232
Item B-12:	Provide opportunities for adults in this community to develop an appreciation of art and music		
	01-01/02-08	4.1100	4.3062
Item B-13:	Provide information to adults concerning community environment		
	01-05/02-08	4.3000	6.3020
	01-05/02-10	4.1100	13.8027
	01-05/02-12	4.0900	6.0052
	01-07/02-04	4.0200	4.0526
	01-07/02-08	4.2000	5.3949
	01-11/02-10	4.0020	6.6338
Item B-15:	Provide increased recreational opportunities for adults who have retired from regular jobs		
	01-01/02-02	4.0500	8.0944
	01-01/02-04	3.9950	5.4054
	01-01/02-10	4.0300	7.8836
	01-07/02-02	4.1000	5.4294

TABLE XX (CONTINUED)

Item	Group/Group ¹ Comparison	F Value 0.05 Level	Calculated F Value
	01-07/02-10	4.0700	5.0927
	01-11/02-02	4.0120	5.6314
	01-11/02-10	4.0020	4.3945

¹ Bartlesville	Enid	
01-01	02-02	Business/Government/Industry Group--Community Adult Education Needs
01-03	02-04	Business/Government/Industry Group--Individual Adult Education Needs
01-05	02-06	General Adult Group--Community Adult Education Needs
01-07	02-08	General Adult Group--Individual Adult Education Needs
01-09	02-10	Professional Group--Community Adult Education Needs
01-11	02-12	Professional Group--Individual Adult Education Needs

comparisons with significant differences in Bartlesville and Enid totaled 52. At the 0.05 level, there could have been 49.60 (2×24.80) comparisons with significant differences expected by chance alone. The 52 comparisons which indicated significant differences could have been expected at the 0.05242 level of significance; therefore, it was decided to accept HO_1 on this basis.

HO_2 : There will be no significant differences in responses on an item by item basis between corresponding groups of the two communities surveyed in this study.

All possible ANOVA comparisons between corresponding groups of the two communities in this study totaled 1,116. At the 0.05 level of significance, 55.80 comparisons with significant differences could have occurred by chance alone. ANOVA procedures identified 127 significant comparisons in Bartlesville and Enid. Since the number of comparisons in which significant differences were indicated exceeded the number that could have been expected by chance alone, HO_2 was rejected.

HO_3 : There will be no significant differences between responses concerning ascribed adult education needs for the community and for the perceived personal needs of individual respondents for adult education.

Of 1,054 total ANOVA comparisons, involving ascribed adult education needs for the community and perceived personal needs of individual respondents for adult education, 52.70 comparisons with significant differences could have occurred by chance alone. The ANOVA comparisons indicated 89 comparisons with significant differences between groups responding to ascribed adult education needs for the community and between groups responding to perceived personal needs for adult education.

Since the number of comparisons in which significant differences were indicated exceeded the number that could have been expected by chance alone, H_0 was rejected.

For purposes of comparison, the eight categories of adult education courses or programs in Section C of the questionnaire (Appendix B) were each given an item code number as indicated in the following table.

TABLE XXI
CATEGORIES OF ADULT EDUCATION
COURSES OR PROGRAMS

Item Number	Category
C - 01	CURRENT EVENTS, PUBLIC AFFAIRS and CITIZENSHIP
C - 02	HOME and FAMILY LIFE SUBJECTS
C - 03	AGRICULTURE
C - 04	PERSONAL DEVELOPMENT COURSES
C - 05	RELIGION, MORALS, and ETHICS
C - 06	HOBBIES and RECREATION
C - 07	GENERAL EDUCATION
C - 08	JOB or PROFESSION-RELATED SUBJECTS and SKILLS

Following the coding procedure, a "consensus index was computed for each item according to the response made by each of the individual respondents in each of the designated population groups (Appendix A).

This was computed by adding the values assigned to each item by individual respondents in each of the respective groups and then dividing by the total number of respondents within that particular group. A similar procedure was used to obtain "consensus indices" for each item by total number of respondents in all designated population groups. Consensus for each item by specific population group and by total number of respondents is indicated in Table XXII.

The final section of the questionnaire (Appendix B) was designed to obtain respondents' written comments or suggestions. Many valuable comments and suggestions were made by individual respondents (Appendix F). These comments tend to indicate that individuals will express concerns or offer suggestions about the adult education needs of their community or their own individual need or desire for adult education when the opportunity is given.

TABLE XXII

CONSENSUS INDICES OF EIGHT ITEMS AMONG RESPONDENTS IN
TWELVE DESIGNATED POPULATION GROUPS AND AMONG
TOTAL NUMBER OF RESPONDENTS IN ALL GROUPS

Designated Population Groups and Consensus Indices for Each Item*															
Item	Bartlesville:							Enid:							Total All Groups
	01-01	01-03	01-05	01-07	01-09	01-11	Total	02-02	02-04	02-06	02-08	02-10	02-12	Total	
C-01	4.80	4.87	5.00	4.82	5.52	4.52	4.92	4.91	5.40	4.12	4.76	4.48	4.13	4.63	4.77
C-02	3.40	3.50	4.54	3.94	4.36	3.88	3.93	2.91	3.92	3.62	4.61	3.40	3.96	3.73	3.83
C-03	6.36	6.29	6.18	6.23	6.00	6.02	6.18	6.39	5.77	6.62	5.84	5.62	5.83	6.01	6.09
C-04	4.16	3.41	3.72	3.88	3.68	3.86	3.78	3.47	3.75	4.75	6.61	3.59	3.86	4.33	4.06
C-05	5.56	5.37	6.00	5.58	5.48	6.52	5.75	4.30	4.75	3.50	5.76	5.03	5.33	4.77	5.26
C-06	6.24	6.33	5.18	5.68	5.36	5.47	5.71	6.73	6.27	6.25	6.38	6.18	6.66	6.41	6.06
C-07	4.52	3.66	3.72	3.41	3.24	3.11	3.61	3.52	3.92	3.62	3.92	3.25	3.73	3.66	3.63
C-08	2.40	2.75	1.63	3.00	2.32	2.63	2.45	3.73	2.20	3.50	2.23	3.07	2.63	2.89	2.67
N =	25	24	11	17	25	36	138	23	40	08	13	27	30	141	279

*High Priority 1 2 3 4 5 6 7 8 Low Priority

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The total community adult education needs in communities comprise the real or felt needs of individuals for adult education and their ascribed needs for adult education for the community in which they live. The purpose of this study was to present selected procedures which may assist in the identification of ascribed and real or felt needs for adult education within communities.

Summary and Conclusions

In this study, available data incorporated into the demonstration procedures came from selected census and accidental death data. Data used for statistical analyses were obtained from questionnaires (Appendix B) which were designed to determine respondents' opinions concerning programs, purposes and categories of community adult education. Optional comments or suggestions were obtained from a section of the questionnaire given to written comments or suggestions by individual respondents. The questionnaire was mailed to 175 individuals in each of twelve designated population groups. Usable questionnaires were returned from 279 respondents. This rather limited return may have been based, in part, upon one of the following:

1. Some individuals may not have received the questionnaire until after the due date (date indicated in cover letter (Appendix B))

for completion and return of questionnaires). Six respondents returned a written note with their questionnaires indicating that this had occurred.

2. Some individuals may not have received the questionnaire at all. This was indicated by four individuals who responded to the follow-up cards (Appendix C) which were sent out.

In this study, the primary use of the questionnaire was to assist in the determination of the functional capabilities of the procedures outlined rather than in actual determination of community adult education needs. Therefore, no additional follow-up beyond the mailing of approximately 1,800 follow-up cards (Appendix C) was undertaken.

Data were analyzed using ANOVA procedures and the computation of consensus indices. The data, while based upon a limited number of questionnaire returns, provided a basis for testing of the hypotheses posited earlier in this study. Specific conclusions based upon the hypotheses tested include:

1. Different population groups within a community tend to respond essentially the same to the topic of adult education.
2. Similar population groups identified with different communities tend to respond differently to the topic of adult education.
3. The major differences in response are between the ascribed needs of the community for adult education and the perceived personal needs of individuals for adult education.

Beyond these specific conclusions, several other observations were made in relation to the results of this study. One of these relates to the consensus indices displayed earlier in Table XXII. The values of these indices were based upon the priority order of importance given to

eight categories of adult education courses or programs in Section C of the questionnaire (Appendix B) by individuals in each of the twelve designated population groups. Ranking by total of all groups in each city and by total of all groups in both cities is presented in Table XXIII.

Concerns about jobs or professions and about general education tend to be rather universal. Therefore, rankings of 1 and 2 for these two areas, respectively, by all groups tend to reflect opinions which would, most likely, be found in nearly every community. One other category--current events, public affairs and citizenship--was ranked equally (Rank 5) by all groups.

Each of the other categories was ranked differently by the groups in each of the two cities in this study. These differences in rankings appear to reflect differences in opinions which are unique to individual communities.

Personal development courses were ranked third most important by the groups in Bartlesville, while the groups in Enid ranked this category of adult education as fourth most important. Home and family life subjects ranked fourth by Bartlesville groups were ranked third by Enid groups. Hobbies and recreation were considered to be sixth most important among the groups in Bartlesville, while the groups in Enid considered this to be the least important of any of the categories and ranked hobbies and recreation eighth. Religion, morals, and ethics ranked seventh in Bartlesville were ranked sixth in Enid. Agriculture was considered to be the least important of any category in Bartlesville and was ranked eighth while Enid ranked this category as seventh most important.

TABLE XXIII

RANKING OF CATEGORIES OF ADULT EDUCATION
COURSES OR PROGRAMS BY TOTAL OF GROUPS
IN EACH OF TWO CITIES AND BY TOTAL
OF ALL GROUPS IN BOTH CITIES

Ranking by Groups in Each City	Item	Ranking by Total Groups
Bartlesville:		
1	Item C-08 JOB or PROFESSION - RELATED SUBJECTS and SKILLS	1
2	Item C-07 GENERAL EDUCATION	2
3	Item C-04 PERSONAL DEVELOPMENT COURSES	4
4	Item C-02 HOME and FAMILY LIFE SUBJECTS	3
5	Item C-01 CURRENT EVENTS, PUBLIC AFFAIRS and CITIZENSHIP	5
6	Item C-06 HOBBIES and RECREATION	7
7	Item C-05 RELIGION, MORALS, and ETHICS	6
8	Item C-03 AGRICULTURE	8
Enid:		
1	Item C-08 JOB or PROFESSION - RELATED SUBJECTS and SKILLS	1
2	Item C-07 GENERAL EDUCATION	2
3	Item C-02 HOME and FAMILY LIFE SUBJECTS	3
4	Item C-04 PERSONAL DEVELOPMENT COURSES	4
5	Item C-01 CURRENT EVENTS, PUBLIC AFFAIRS and CITIZENSHIP	5
6	Item C-05 RELIGION, MORALS, and ETHICS	6
7	Item C-03 AGRICULTURE	8
8	Item C-06 HOBBIES and RECREATION	7

Individual communities are unique entities and tend to reflect these characteristics when compared with other communities. Therefore, it does not appear feasible to apply the same set(s) of criteria equally to all communities. In this study, one of the communities selected is generally considered to be more industrial while the other is considered to be more agricultural.

Another important observation in this study relates to individual concerns and suggestions for one's community as indicated by the array of written comments and suggestions returned by individual respondents (Appendix F). Of particular import among these comments are several instances in which the respondent expressed an appreciation for being given the opportunity to participate in the study. The willingness of a rather sizable number of respondents to return their comments and suggestions seems to indicate that individuals are concerned about their community and will provide personal input when given the opportunity. Unfortunately, in many cases, planning takes place without the representative involvement (at least) of individuals comprising the community.

Recommendations

Within the parameters of this study, the following recommendations are made concerning the identification of program purposes and needs of community adult education.

1. Every community should be considered on an individual basis. Each community has a different set of goals, philosophies and needs. Therefore, community adult education planning should incorporate the unique characteristics and needs into the plan for that particular community.

2. Consider the total community adult education need in each community as having two components: (1) the real or felt needs of individuals for adult education and (2) individuals' ascribed needs for adult education for the community in which they live. These needs components are not one and the same and may be reflected differently as indicated in this study.
3. Consider the adult population in any given community on a total basis rather than in population groups as indicated earlier in this study. Based on the results of this study, there will be no significant reasons for classifying the population according to: Business/Government/Industry Group, General Adult Group, and Professional Group (or other similar population division) in future community adult education needs assessment or identification efforts.
4. Make comprehensive use of available or published material and data. The use of all possible sources of available material or data was well beyond the limits of this study. Therefore, selected census and accidental death data were used in this study to demonstrate the value of available material/data. Available material is a valuable and often "untapped" resource which may oftentimes eliminate the need for costly surveys or interviews or may greatly reduce the amount of information needed to complete the survey or interview. All possible sources of pertinent data should be reviewed as an initial phase of any community adult education needs assessment or identification process.

5. Base the development of any necessary questionnaire or interview procedures in part, at least, on inferences drawn from the review of available material related to the specific community in question. Many excellent interview and questionnaire formats are available. However, those which have been designed for use in other communities should be "tempered" with some unique characteristics of the specific local community.
6. Where mailings are concerned, allow ample time for individuals to receive and return the information requested. In this study, a longer time interval (two weeks in this study) allowed for the receipt and return of the questionnaire might have enhanced the possibility of a greater rate of return.
7. Assure that individuals comprising the community have opportunity for free expression of their concerns and desires in relation to the community adult education planning or identification processes. Understandably, in some cases, expressions of concern and desire would come through representation. In this study, free expression was accomplished through the provision of a section of the questionnaire (Appendix B) in which individual respondents could write comments or suggestions.

Recommendations for future study would involve the development of a comprehensive community adult education planning and assessment model. It would be essential that a model of this nature include all pertinent aspects of available or published material or data. These data would form the basic framework for the assessment of community adult education needs.

Additionally, a comprehensive planning and assessment model for community adult education would include procedures for meaningful involvement of individuals comprising the community and procedures for appraising the existing resources and facilities within the community.

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APPENDIX A

TWELVE DESIGNATED POPULATION GROUPS

TWELVE DESIGNATED POPULATION GROUPS

City	Group	Designation
Bartlesville	01 - 01	Business/Government/Industry Group - Community Adult Education Needs
	01 - 03	Business/Government/Industry Group - Individual Adult Education Needs
	01 - 05	General Adult Group - Community Adult Education Needs
	01 - 07	General Adult Group - Individual Adult Education Needs
	01 - 09	Professional Group - Community Adult Education Needs
	01 - 11	Professional Group - Individual Adult Education Needs
Enid	02 - 02	Business/Government/Industry Group - Community Adult Education Needs
	02 - 04	Business/Government/Industry Group - Individual Adult Education Needs
	02 - 06	General Adult Group - Community Adult Education Needs
	02 - 08	General Adult Group - Individual Adult Education Needs
	02 - 10	Professional Group - Community Adult Education Needs
	02 - 12	Professional Group - Individual Adult Education Needs

APPENDIX B
QUESTIONNAIRE



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA, 74074
CLASSROOM BUILDING 406
(405) 372-6211 EXT. 6287

STUDY OF COMMUNITY ADULT EDUCATION NEEDS

Dear Community Member :

A study is being conducted in this community to determine citizens' concerns and suggestions relative to needs for adult education classes within the community. Your knowledge of the community and possible community needs for adult classes is extremely valuable to the study.

You are being asked, as a citizen of this community, to participate in the study by responding to the enclosed questionnaire. Please respond to needs as you see them for the total community, rather than your own individual needs.

Your response to this questionnaire is vitally important to the success of this study. Please return the questionnaire by April 15, 1976.

Thank you for your time and participation.

Sincerely,

Clyde G. Hamer
Clyde G. Hamer, Director
Community Adult Education
Research

QUESTIONNAIRE

Your Year Of Birth :

What is your year of birth? 18 ___ 19 ___ (example: 19 15)

Your Occupation Or Profession : What kind of work do you do in your occupation or profession? (examples of kind of work: barber, welder, lawyer, etc.)

Present Occupation Or Profession _____
and/or, if retired, your

Occupation Or Profession Before You Retired _____

Number Of Years Of Schooling Completed : (circle answer below)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Check below whether you have :

Completed Elementary School _____ Completed High School _____
Baccalaureate Degree _____ Masters Degree _____ Other Degree _____
Certificate _____ Licensure _____ Registration _____

THIS COMMUNITY :

Length of Time You Have Lived In This Community _____ Years

Note : Listed in the next two sections of this questionnaire, are items concerning community adult education. Please indicate your opinion concerning each item. Five opinion choices are listed diagonally across the top of each list of items as shown in the example below:

Items Below:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
00. To increase one's income				<input checked="" type="checkbox"/>	

Please mark only one box for each item.

COMMUNITY ADULT EDUCATION PURPOSES :

A number of possible purposes or goals of community adult education are listed in this section. Please indicate your opinion of whether or not each item should be a purpose of community adult education.

The Purposes or Goals of Community Adult Education, in my opinion, should be ...	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
01 To help adults become aware of their civic responsibilities to the community and its members					
02 To make adults economically more efficient					
03 To help adults develop a sense of responsibility and a knowledge of how to proceed in making personal adjustments to home and family					
04 To provide the means for encouraging adult cultural development and appreciation of art and music					
05 To broaden and supplement formal and informal educational backgrounds for adults					
06 To promote adult health and physical fitness					
07 To provide for development of adult hobby and craft interests through self-expression					
08 To assist adults in developing new skills					
09 To assist adults in completing a certificate, diploma or degree					
10 To broaden the adult view of the world and its people					
11 To help adults learn about health and how to improve health habits					
12 To help adults become better citizens.					
13 To help adults learn to become a more effective family member, budget-planner, consumer, provider.					
14 To help adults develop skills in human relations and communications					
15 To fulfill requirements imposed by business, industry or professional standards					
16 To increase the meaningfulness of adult leisure time					

COMMUNITY ADULT EDUCATION PROGRAMS :

Potential Community Adult Education programs that might be appropriate in this community are listed in this section. Please indicate your opinion of the need for each of the listed programs. Remember, mark only one box for each item.

Community Adult Education Programs of Potential Value in This Community are Programs To :	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
01 Inform adult citizens about how to obtain necessary services from agencies and organizations					
02 Provide basic information about housing repair and maintenance					
03 Provide information about community development					
04 Provide/expand vocational skill training					
05 Provide opportunities for adults in this community to learn new sports and hobbies					
06 Orient adults who are nearing retirement to the problems and prospects of retirement					
07 Provide information to adults which will help them identify and solve community problems					
08 Provide an opportunity for adults in this community to finish high school					
09 Provide information to adults about household budgeting, planning, and purchasing					
10 Provide information to adults about personal health and physical fitness					
11 Provide information to adults about accident prevention and home safety					
12 Provide opportunities for adults in this community to develop an appreciation of art and music					
13 Provide information to adults concerning community environment					
14 Provide opportunities for adults in this community to develop and pursue interests in crafts					
15 Provide increased recreational opportunities for adults who have retired from regular jobs					

CATEGORIES OF ADULT EDUCATION COURSES OR PROGRAMS :

Eight general areas of adult education are listed in this section. Please indicate your opinion as to which areas would be most important for adult education in this community and which areas would be least important. Please rank each of the listed areas in their order of importance by writing a number on the blank preceding each item. For example, select the area which you feel is most important for adult education in this community and write a 1 on the blank preceding the item. Next, select the item which you feel is next most important and write a 2 on the blank preceding the item. Please indicate each of your remaining choices : 3, 4, 5, 6, 7, 8, in the same manner.

— CURRENT EVENTS, PUBLIC AFFAIRS and CITIZENSHIP : Dealing with current social, political, and economic affairs. Topics in Americanization and citizenship, in civic responsibility and in general political education.

— HOME and FAMILY LIFE SUBJECTS : Pertaining to the establishment, maintenance, and improvement of a home, or to carrying out family responsibilities.

— AGRICULTURE : Dealing with farm methods and management and commercial gardening.

— PERSONAL DEVELOPMENT COURSES : Aimed at helping people improve themselves in the areas of physical fitness, health, personality development, interpersonal and social skills, or basic reading, writing, language.

— RELIGION, MORALS, and ETHICS :

— HOBBIES and RECREATION : Subjects and skills for leisure-time activities

— GENERAL EDUCATION : Academic subjects normally studied as a part of high school or college education, but excludes business, trade, vocational, technical, professional courses.

— JOB - or PROFESSION - RELATED SUBJECTS and SKILLS : Dealing with subjects and skills used in the professional, technical, business, office, and sales areas of white - collar occupations, and in the skilled trades, semi-skilled and service areas of blue - collar occupations.

SUGGESTIONS AND COMMENTS :

Thank you for your time and for sharing your opinions with us. Please feel free to write any comments you may wish to make in the section below.

Suggestions and Comments : _____

Preparation For Return Mail :

When you have completed this questionnaire, please prepare for return mail by folding in half to reveal our return address. Please fasten by stapling or taping the edges together in a manner similar to the way in which this questionnaire was mailed to you.

Thank you,

APPENDIX C

FOLLOW-UP CARD

Oklahoma State University

OCCUPATIONAL AND ADULT EDUCATION
STILLWATER, OKLAHOMA 74074

Dear Adult:

A questionnaire was mailed to you recently which asked for your opinions and desires concerning Adult Education in this community. Because you are a member of this community, your personal response is vitally important.

Also, we realize that the questionnaire may have arrived at a time when you were unusually busy with your regular activities. We will appreciate being able to impose upon your busy schedule and having you respond to the questionnaire and returning it to us as soon as possible.

Thank you again for your time and assistance.

Sincerely,



Clyde G. Hamer, Adult Education Research

APPENDIX D

ANOVA SUMMARY

ANOVA FORMULAS

$$\bar{X} = \frac{\sum X}{n} \quad , \quad SD_X = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}}$$

$$df_W = N - k \quad , \quad SS_W = \sum^k \left(\sum X_i^2 - \frac{(\sum X_i)^2}{n_i} \right) \quad , \quad MS_W = \frac{SS_W}{df_W}$$

$$df_A = k - 1 \quad , \quad SS_A = \sum n_i \bar{X}_i^2 - \frac{(\sum X)^2}{n} \quad , \quad MS_A = \frac{SS_A}{df_A}$$

$$F\text{-Ratio} = \frac{MS_A}{MS_W}$$

ANOVA SUMMARY

The ANOVA summary in this section includes all Item-Group/Item-Group comparisons in which significant differences at the 0.05 level of significance were found.

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
1. Group 01-01 items w/Group 01-03 items (Critical $F_{0.05; 1,47} = 4.05$)							
B-04	4.14	34.91	01	47	4.14	0.74	5.57
2. Group 01-01 items w/Group 01-05 items (Critical $F_{0.05; 1,34} = 4.13$)							
A-07	8.43	65.86	01	34	8.43	1.93	4.35
3. Group 01-01 items w/Group 01-07 items (Critical $F_{0.05; 1,40} = 4.08$)							
B-07	7.10	60.80	01	40	7.10	1.52	4.67
4. Group 01-01 items w/Group 01-09 items (Critical $F_{0.05; 1,48} = 4.04$)							
A-07	6.48	73.52	01	48	6.48	1.53	4.23
B-15	6.48	76.40	01	48	6.48	1.59	4.07
5. Group 01-03 items w/Group 01-05 items (Critical $F_{0.05; 1,33} = 4.14$)							
B-03	3.42	14.74	01	33	3.42	0.44	7.67
B-07	2.66	17.50	01	33	2.66	0.53	5.02
B-13	2.94	15.62	01	33	2.94	0.47	6.22
6. Group 01-03 items w/Group 01-07 items (Critical $F_{0.05; 1,39} = 4.03$)							
A-03	3.73	24.06	01	39	3.73	0.61	6.05
A-14	3.24	31.19	01	39	3.24	0.79	4.05
A-15	9.56	51.21	01	39	9.56	1.31	7.28
B-07	11.52	36.72	01	39	11.52	0.94	12.23
B-13	5.48	33.38	01	39	5.48	0.85	6.41
7. Group 01-03 items w/Group 01-09 items (Critical $F_{0.05; 1,47} = 4.04$)							
B-07	2.80	29.19	01	47	2.80	0.62	4.50
8. Group 01-03 items w/Group 01-11 items (Critical $F_{0.05; 1,58} = 4.01$)							
B-04	2.66	21.51	01	58	2.66	0.37	7.19
B-06	3.40	38.93	01	58	3.40	0.67	5.06
B-07	4.66	43.51	01	58	4.66	0.75	6.22

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
9. Group 01-05 items w/Group 01-07 items (Critical $F_{0.05; 1,26} = 4.22$)							
A-15	8.10	48.60	01	26	8.10	1.86	4.33
10. Group 01-05 items w/Group 01-09 items (Critical $F_{0.05; 1,34} = 4.13$)							
B-03	2.48	19.14	01	34	2.48	0.56	4.42
11. Group 01-07 items w/Group 01-09 items (Critical $F_{0.05; 1,40} = 4.08$)							
A-11	7.18	36.72	01	40	7.18	0.91	7.82
12. Group 01-07 items w/Group 01-11 items (Critical $F_{0.05; 1,51} = 4.02$)							
A-15	7.64	60.88	01	51	7.64	1.19	6.40
13. Group 02-02 items w/Group 02-06 items (Critical $F_{0.05; 1,29} = 4.18$)							
A-06	6.80	42.74	01	29	6.80	1.47	4.61
A-12	2.73	12.74	01	29	2.73	0.43	6.23
B-09	2.35	14.60	01	29	2.35	0.50	4.68
14. Group 02-02 items w/Group 02-12 items (Critical $F_{0.05; 1,51} = 4.02$)							
A-12	4.75	41.16	01	51	4.75	0.80	5.89
B-01	3.70	39.46	01	51	3.70	0.77	4.78
B-15	4.33	42.42	01	51	4.33	0.83	5.20
15. Group 02-04 items w/Group 02-06 items (Critical $F_{0.05; 1,46} = 4.05$)							
A-06	9.20	58.27	01	46	9.20	1.26	7.26
A-15	1.66	16.00	01	46	1.66	0.34	4.79
B-10	6.01	42.65	01	46	6.01	0.92	6.48
16. Group 02-04 items w/Group 02-08 items (Critical $F_{0.05; 1,51} = 4.02$)							
B-08	2.86	31.85	01	51	2.86	0.62	4.58
17. Group 02-04 items w/Group 02-10 items (Critical $F_{0.05; 1,65} = 3.99$)							
A-02	3.42	51.76	01	65	3.42	0.79	4.30
18. Group 02-06 items w/Group 02-08 items (Critical $F_{0.05; 1,19} = 4.38$)							
A-03	2.30	8.64	01	19	2.30	0.45	5.07
A-06	11.57	15.56	01	19	11.57	0.81	14.12
A-10	19.94	4.57	01	19	19.94	0.24	8.27

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
A-11	6.05	11.18	01	19	6.05	0.58	10.28
A-12	2.85	8.95	01	19	2.85	0.47	6.06
A-15	2.11	7.69	01	19	2.11	0.40	5.22
B-09	3.23	4.76	01	19	3.23	0.25	12.87
B-10	8.09	8.56	01	19	8.09	0.45	17.96
19. Group	02-06 items w/Group 02-10 items (Critical $F_{0.05; 1,33} = 4.14$)						
B-05	6.69	27.87	01	33	6.69	0.84	7.92
B-10	5.88	16.28	01	33	5.88	0.49	11.93
20. Group	02-06 items w/Group 02-12 items (Critical $F_{0.05; 1,36} = 4.11$)						
B-10	5.80	23.04	01	36	5.80	0.64	9.06
21. Group	02-08 items w/Group 02-10 items (Critical $F_{0.05; 1,38} = 4.10$)						
A-02	2.87	25.89	01	38	2.87	0.68	4.22
22. Group	02-08 items w/Group 02-12 items (Critical $F_{0.05; 1,41} = 4.06$)						
A-10	2.75	25.24	01	41	2.75	0.61	4.47
A-12	4.25	37.37	01	41	4.25	0.91	4.66
A-16	4.03	26.66	01	41	4.03	0.65	6.19
B-08	1.32	12.44	01	41	1.32	0.30	4.36
B-09	2.99	22.63	01	41	2.99	0.55	5.41
B-12	4.31	22.28	01	41	4.31	0.54	7.93
23. Group	02-10 items w/Group 02-12 items (Critical $F_{0.05; 1,55} = 4.02$)						
B-05	4.04	51.46	01	55	4.04	0.93	4.31
B-15	2.99	39.31	01	55	2.99	0.71	4.19
24. Group	01-01 items w/Group 02-02 items (Critical $F_{0.05; 1,46} = 4.05$)						
A-12	4.09	45.90	01	46	4.09	0.99	4.09
B-01	4.90	47.76	01	46	4.90	1.03	4.72
B-15	14.06	79.91	01	46	14.06	1.73	8.09
25. Group	01-01 items w/Group 02-04 items (Critical $F_{0.05; 1,63} = 3.99$)						
B-15	9.00	104.93	01	63	9.00	1.66	5.40
26. Group	01-01 items w/Group 02-08 items (Critical $F_{0.05; 1,36} = 4.11$)						
A-06	7.14	36.25	01	36	7.14	1.00	7.14
A-10	5.26	43.07	01	36	5.26	1.19	4.40
A-11	5.34	36.46	01	36	5.34	1.01	5.27

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
B-10	5.94	37.13	01	36	5.94	1.03	5.76
B-12	7.28	60.92	01	36	7.28	1.69	4.30
27. Group	01-01 items w/Group 02-10 items (Critical $F_{0.05; 1,50} = 4.03$)						
A-07	7.79	71.03	01	50	7.79	1.42	5.48
B-05	5.76	62.00	01	50	5.76	1.24	4.65
B-10	3.67	44.84	01	50	3.67	0.89	4.09
B-15	12.11	76.81	01	50	12.11	1.53	7.88
28. Group	01-03 items w/Group 02-02 items (Critical $F_{0.05; 1,45} = 4.05$)						
A-05	2.97	27.65	01	45	2.97	0.61	4.84
A-15	5.44	28.55	01	45	5.44	0.63	8.58
B-01	5.89	34.95	01	45	5.89	0.77	7.58
29. Group	01-03 items w/Group 02-04 items (Critical $F_{0.05; 1,62} = 3.99$)						
A-15	1.66	19.33	01	62	1.66	0.31	5.34
30. Group	01-03 items w/Group 02-06 items (Critical $F_{0.05; 1,30} = 4.17$)						
A-05	1.04	5.83	01	30	1.04	0.19	5.35
A-15	4.16	11.33	01	30	4.16	0.37	11.02
B-01	4.16	27.83	01	30	4.16	0.92	4.49
B-04	1.76	11.95	01	30	1.76	0.39	4.41
B-09	1.76	8.95	01	30	1.76	0.29	5.89
B-10	2.66	14.83	01	30	2.66	0.49	5.39
31. Group	01-03 items w/Group 02-08 items (Critical $F_{0.05; 1,35} = 4.12$)						
A-06	5.67	35.02	01	35	5.67	1.00	5.67
A-10	3.39	23.57	01	35	3.39	0.67	5.04
A-11	3.53	22.14	01	35	3.53	0.63	5.58
A-13	0.95	7.85	01	35	0.95	0.22	4.25
B-01	3.36	23.88	01	35	3.36	0.68	4.92
B-10	3.16	13.65	01	35	3.16	0.39	8.10
32. Group	01-03 items w/Group 02-10 items (Critical $F_{0.05; 1,49} = 4.03$)						
A-02	2.50	30.00	01	49	2.50	0.61	4.09
B-04	5.41	42.62	01	49	5.41	0.86	6.22
33. Group	01-03 items w/Group 02-12 items (Critical $F_{0.05; 1,52} = 4.02$)						
B-04	5.48	36.65	01	52	5.48	0.70	7.78

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
34. Group 01-05 items w/Group 02-02 items (Critical $F_{0.05; 1,32} = 4.15$)							
A-12	3.32	11.41	01	32	3.32	0.35	9.30
B-01	12.05	24.18	01	32	12.05	0.75	15.95
B-03	4.60	9.77	01	32	4.60	0.30	15.06
35. Group 01-05 items w/Group 02-04 items (Critical $F_{0.05; 1,49} = 4.03$)							
A-15	1.78	16.72	01	49	1.78	0.34	5.22
B-01	7.34	65.28	01	49	7.34	1.33	5.51
B-03	3.54	36.80	01	49	3.54	0.75	4.71
36. Group 01-05 items w/Group 02-06 items (Critical $F_{0.05; 1,17} = 4.45$)							
A-05	1.37	4.72	01	17	1.37	0.27	4.95
A-07	2.37	8.78	01	17	2.37	0.51	4.59
A-15	4.22	8.72	01	17	4.22	0.51	8.22
B-01	9.04	17.05	01	17	9.04	1.00	9.04
37. Group 01-05 items w/Group 02-08 items (Critical $F_{0.05; 1,22} = 4.30$)							
A-06	6.73	18.60	01	22	6.73	0.84	7.96
A-11	2.79	9.03	01	22	2.79	0.41	6.81
A-12	3.33	7.62	01	22	3.33	0.34	9.62
B-01	8.52	13.10	01	22	8.52	0.59	14.30
B-03	5.23	12.60	01	22	5.23	0.57	9.13
B-10	3.72	16.23	01	22	3.72	0.73	5.04
B-13	3.52	12.30	01	22	3.52	0.55	6.30
38. Group 01-05 items w/Group 02-10 items (Critical $F_{0.05; 1,36} = 4.11$)							
A-05	1.23	10.13	01	36	1.23	0.28	4.38
B-01	6.36	28.47	01	36	6.36	0.79	8.04
B-03	5.40	14.09	01	36	5.40	0.39	13.80
B-13	4.28	11.18	01	36	4.28	0.31	13.80
39. Group 01-05 items w/Group 02-12 items (Critical $F_{0.05; 1,39} = 4.09$)							
A-07	3.13	26.37	01	39	3.13	0.67	4.63
B-01	4.40	35.64	01	39	4.40	0.91	4.81
B-03	3.84	32.10	01	39	3.84	0.82	4.66
B-13	3.22	20.96	01	39	3.22	0.53	6.00
40. Group 01-07 items w/Group 02-02 items (Critical $F_{0.05; 1,38} = 4.10$)							
A-03	3.71	26.06	01	38	3.71	0.68	5.44

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
A-13	4.80	43.09	01	38	4.80	1.13	4.23
A-14	4.83	31.53	01	38	4.83	0.82	5.82
B-01	9.77	40.00	01	38	9.77	1.05	9.28
B-03	3.26	28.63	01	38	3.26	0.75	4.33
B-15	7.34	51.42	01	38	7.34	1.35	5.42
41. Group 01-07 items w/Group 02-04 items (Critical $F_{0.05; 1,55} = 4.02$)							
A-03	4.72	31.83	01	55	4.72	0.57	8.16
A-06	6.55	69.34	01	55	6.55	1.26	5.19
A-11	6.84	74.13	01	55	6.84	1.34	5.07
A-13	5.89	54.98	01	55	5.89	0.99	5.89
A-14	5.10	48.61	01	55	5.10	0.88	5.78
A-15	4.99	55.88	01	55	4.99	1.01	4.91
B-07	6.14	71.36	01	55	6.14	1.29	4.73
B-11	5.96	65.53	01	55	5.96	1.19	5.00
B-13	4.55	61.76	01	55	4.55	1.12	4.05
42. Group 01-07 items w/Group 02-06 items (Critical $F_{0.05; 1,23} = 4.28$)							
B-01	6.88	32.87	01	23	6.88	1.42	4.81
43. Group 01-07 items w/Group 02-08 items (Critical $F_{0.05; 1,28} = 4.20$)							
A-03	5.16	21.00	01	28	5.16	0.75	6.88
A-06	8.83	26.63	01	28	8.83	0.95	9.28
A-10	2.83	12.13	01	28	2.83	0.43	6.53
A-11	9.12	22.07	01	28	9.12	0.78	11.57
B-01	6.27	28.92	01	28	6.27	1.03	6.07
B-07	9.20	33.76	01	28	9.20	1.20	7.63
B-10	6.21	22.75	01	28	6.21	0.81	7.64
B-11	6.77	36.68	01	28	6.77	1.31	5.17
B-13	5.79	30.07	01	28	5.79	1.07	5.39
44. Group 01-07 items w/Group 02-10 items (Critical $F_{0.05; 1,42} = 4.07$)							
A-03	4.27	30.90	01	42	4.27	0.73	5.81
A-11	5.07	39.83	01	42	5.07	0.94	5.34
A-13	4.91	43.88	01	42	4.91	1.04	4.70
A-14	4.27	26.90	01	42	4.27	0.64	6.68
B-03	4.05	32.94	01	42	4.05	0.78	5.16
B-07	9.07	33.83	01	42	9.07	0.80	11.25
B-10	3.96	30.46	01	42	3.96	0.72	5.46
B-15	5.85	48.32	01	42	5.85	1.15	5.09

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
45. Group 01-07 items w/Group 02-12 items (Critical $F_{0.05; 1,45} = 4.05$)							
A-11	4.57	39.13	01	45	4.57	0.86	5.25
B-07	5.58	56.96	01	45	5.58	1.26	4.41
B-10	3.88	37.22	01	45	3.88	0.82	4.69
46. Group 01-09 items w/Group 02-02 items (Critical $F_{0.05; 1,46} = 4.05$)							
A-08	2.88	32.36	01	46	2.88	0.70	4.09
B-01	9.27	34.64	01	46	9.27	0.75	12.31
47. Group 01-09 items w/Group 02-06 items (Critical $F_{0.05; 1,31} = 4.16$)							
A-06	8.36	49.87	01	31	8.36	1.60	5.20
A-11	4.22	25.83	01	31	4.22	0.83	5.07
B-01	6.12	27.51	01	31	6.12	0.88	6.89
48. Group 01-09 items w/Group 02-08 items (Critical $F_{0.05; 1,36} = 4.11$)							
A-10	2.53	14.43	01	36	2.53	0.40	6.32
B-01	5.51	23.56	01	36	5.51	0.65	8.42
B-08	2.83	22.03	01	36	2.83	0.61	4.62
49. Group 01-09 items w/Group 02-10 items (Critical $F_{0.05; 1,50} = 4.03$)							
B-01	3.37	38.93	01	50	3.37	0.77	4.32
50. Group 01-11 items w/Group 02-02 items (Critical $F_{0.05; 1,57} = 4.01$)							
A-12	6.74	45.42	01	57	6.74	0.79	8.46
A-15	3.71	38.21	01	57	3.71	0.67	5.54
B-01	8.48	50.22	01	57	8.48	0.88	9.63
B-03	3.14	35.09	01	57	3.14	0.61	5.10
B-15	4.14	41.95	01	57	4.14	0.73	5.63
51. Group 01-11 items w/Group 02-04 items (Critical $F_{0.05; 1,74} = 3.97$)							
A-12	4.52	68.15	01	74	4.52	0.92	4.91
52. Group 01-11 items w/Group 02-06 items (Critical $F_{0.05; 1,42} = 4.07$)							
A-15	2.90	21.00	01	42	2.90	0.50	5.81
B-01	5.33	43.09	01	42	5.33	1.02	5.19
53. Group 01-11 items w/Group 02-08 items (Critical $F_{0.05; 1,47} = 4.04$)							
A-06	6.43	45.69	01	47	6.43	0.97	6.61

Item	Sum of Squares Between	Sum of Squares Within	Degrees Freedom Between	Degrees Freedom Within	Mean Square Between	Mean Square Within	F Ratio
A-10	4.92	41.07	01	47	4.92	0.87	5.63
A-11	4.35	37.19	01	47	4.35	0.79	5.50
A-12	5.71	41.63	01	47	5.71	0.88	6.45
B-01	4.69	39.14	01	47	4.69	0.83	5.63
B-03	3.71	37.91	01	47	3.71	0.80	4.60
B-07	3.56	40.55	01	47	3.56	0.86	4.13
B-09	1.90	19.07	01	47	1.90	0.40	4.69
B-10	5.19	30.44	01	47	5.19	0.64	8.01
B-11	4.52	41.47	01	47	4.52	0.88	5.12
54. Group 01-11 items w/Group 02-10 items (Critical $F_{0.05; 1,61} = 4.00$)							
B-03	4.14	39.40	01	61	4.14	0.64	6.42
B-05	8.04	53.88	01	61	8.04	0.88	9.10
B-06	4.60	42.37	01	61	4.60	0.69	6.62
B-07	2.79	40.62	01	61	2.79	0.66	4.20
B-10	2.92	38.15	01	61	2.92	0.62	4.67
B-13	3.30	30.40	01	61	3.30	0.49	6.63
B-15	2.79	38.85	01	61	2.79	0.63	4.39
55. Group 01-11 items w/Group 02-12 items (Critical $F_{0.05; 1,64} = 4.00$)							
B-10	2.84	44.91	01	61	2.84	0.70	4.04

APPENDIX E

PROGRAM LISTING

PROGRAM LISTING

Step	Code	Step	Code
001 Reset	056	041 f EXP	114
002 f Clear	137	042 RCL	310
003 f 9	111	043 1	001
004 Stop	033	044 ST +	301
005 ST	300	045 4	004
006 0	000	046 RCL	310
007 f Label 0	200	047 2	002
008 f 0	100	048 ST +	301
009 .	012	049 5	005
010 1	001	050 x	023
011 f ST +	321	051 +	024
012 0	000	052 RCL	310
013 -	022	053 1	001
014 f 6	106	054 =	020
015 x	023	055 ST +	301
016 1	001	056 8	010
017 0	000	057 RCL	310
018 -	022	058 3	003
019 RCL	310	059 ST +	301
020 0	000	060 6	006
021 f 6	106	061 f 0	100
022 =	020	062 Jump	350
023 Jump +	351	063 0	000
024 5	005	064 f Label 5	205
025 Clear	037	065 RCL	310
026 =	020	066 0	000
027 f 9	111	067 f 6	106
028 f Label 1	201	068 ST	300
029 Stop	033	069 0	000
030 Jump + - =	357	070 RCL	310
031 7	007	071 6	006
032 Reset	036	072 RCL -	312
033 Set DP 0	220	073 8	010
034 RCL	310	074 Stop	033
035 1	001	075 +	024
036 f EXP	114	076 RCL	310
037 Set DP 4	224	077 4	004
038 f 3	103	078 RCL -	312
039 f EXP	114	079 0	000
040 f 4	104	080 Set DP 0	220

Step	Code	Step	Code
081 Stop	033	111 Jump	350
082 Set DP 4	224	112 Stop	033
083 =	020	113 f Label 7	207
084 ST	300	114 SUM	050
085 7	007	115 Jump	350
086 Stop	033	116 1	001
087 RCL	310	117 f Label 2	202
088 5	005	118 Stop	033
089 x	023	119 f SUM	150
090 ÷	024	120 Jump	350
091 RCL	310	121 1	001
092 4	004	122 f Label 3	203
093 =	020	123 Stop	033
094 CHSN	013	124 SUM	050
095 RCL +	311	125 f Label 6	206
096 8	010	126 Stop	033
097 +	024	127 =	020
098 Stop	033	128 Jump	350
099 1	001	129 1	001
100 RCL -	312	130 f Label 4	204
101 0	000	131 Stop	033
102 CHSN	013	132 f SUM	150
103 Set DP 0	220	133 Jump	350
104 Stop	033	134 6	006
105 Set DP 4	020	135 f Lable 9	211
106 =	020	136 Reset	036
107 Stop	033	137 1	001
108 RCL +	314	138 2	002
109 7	007	139 Read Tape	041
110 Stop	033		

APPENDIX F

RESPONDENTS' WRITTEN COMMENTS

RESPONDENTS' WRITTEN COMMENTS

General Adult Population Group

"Adult Education programs to provide opportunity to healthy, active retired persons for training for lucrative part-time work other than menial jobs"

"I slanted my answers toward the wage-earning age, adults who should be supporting themselves. For 70 and older there are facilities that cost too much--to far to walk. Social Security allows little to indulge oneself in. But I also am opposed to any more "give-away" programs. So! Maybe the senior citizen has earned something more than he is getting. Certainly welfare is more indulgent than Social Security, and we resent it. We've worked and paid-paid-paid-paid----"

"The avoidance of technical obsolescence and education in new techniques related to professions is one of the most important facets of these programs"

"I would like to see some junior and senior college level courses in math and sciences taught at Bartlesville. In fact, since Bartlesville Wesleyan College has plentiful courses at the freshman and sophomore levels, it's only logical to introduce upper class courses to Bartlesville"

"I believe the family is the most neglected small group in the world today. Bring back the family but keep the State Colleges out of religion. Thank you for your interest"

"Adult education is currently well used in the Bartlesville area. Having college level courses available would be tremendous. Some are available now but not as broad a selection as I would like"

"I work at a -----, and my observations are that too many adults, young and healthy are welfare oriented and are probably that way because it was their environment as children, and they are raising their children at the same level. They will sit for hours in the lobby of this building instead of spending that time working or hunting for work. Teach them to read--there are jobs in the paper every day"

"Make class schedules convenient for people who must work during the day"

"Adults who are able to read and comprehend can learn about current events, public affairs, citizenship, home and family, and health and nutrition. These are some areas very important for those with little formal education to read well, budget their income, etc. Studies in art, hobbies, foreign language would be desirable for the retired. The need for job skills has been met here in the Vocational-Technical School"

"You may note that I have approved of most of the purposes of adult education but have disagreed with most of the suggested programs. This is because I feel that the programs listed are not, in my opinion, suited for a university. I feel that all of the programs could be, and should be, handled on the high school or vocational school level thus freeing the university to do those things which it alone can do, i.e. teach at the college level and higher professional and humanities courses"

"I doubt that adequate enrollment would occur for subjects or programs which aim at abstract subjects having no implications for immediate economic benefits. One of the greatest needs is for courses or programs which will help adults to learn to speak good basic English--up to the Ph.D. level! 'I seen,' 'He don't,' 'They was' are all too common on all levels of education. Supervisors probably would push enrollment"

"There is something basically wrong with Oklahoma's educational and political programs. It appears to me that the terrific income available through taxation, etc., is being made off with by someone or some agency in state government. The extreme size of government for this state is completely out of hand. This is evident by the government building complex in Oklahoma City, the very poor license tag office system, the third rate highway system, bridges that are unsafe, etc. Until this is corrected from the top, there is very little that can be improved from the bottom--including the educational system. Oklahoma needs to take lessons in both government and education from Texas"

"No. 1 - An honest and legitimate Better Business Bureau is needed more than anything else. No. 2 - About 80 percent of the people with whom I talk (mainly retirees) find it nearly impossible to find anyone who is willing to do repair work on our homes for any price. Would some sort of list of workers be plausible through a city agency? No. 3 - If various adult night courses were offered in a central location, perhaps people could pool their transportation and more people might be able to attend. Transportation is a major factor for people in my category"

"Several times I have tried to enroll in extension courses such as Estate Planning courses, and I called as soon as I saw it in the paper and I have always been answered with "the class is filled" so I feel like your programs are very discriminating--you have to know someone to get in the really helpful ones (classes). Just like several courses that are offered at Vo-Tec--you couldn't get in for love or money. I would like to learn all about the different types of building materials and their uses"

"I think adult education is good for those who have not finished high school"

"Questionnaire seems to ask the same thing three times"

"Responses to this questionnaire must be interpreted in light of the person responding--Does he represent governmental or private enterprise--as planner, organizer, director, or what? Employer or Employee--involved with goods or services? Is response related to perceived personal needs or perceived community or company/ organizational needs--Depending upon personal circumstances of respondent, current and future educational needs for adults in the Enid community will be determined by what people are willing to pay for for themselves or for others"

"Upon looking at what I have checked as most important for adult education, I see that most important to me is education to develop skills for the process of "making a living." Appreciation of art and music add to the joy of living along with physical fitness. However, without the basic skills for making a living, there would be little need for leisure time development"

"I worked for a supply company for 22 years full-time and part-time for two more years! Thank you for this questionnaire"

"Religious and moral education should be the function of the local church"

Business/Government/Industry Population Group

"Many of the subjects could be answered in many ways depending on life style now being used, offered or available, and also country location as to farming community, metropolitan, or etc. Generally I feel with a basic education and with the history of progress being instilled in youth with proper morals and ethics, that many of what may never fall in their laps would just be routine for others. Many individuals can have (all) offered to them and never take advantage, if it was not instilled at early life (say 3 to 13 years old). Too many are being led to believe that someone will give it to them or do it for them and with so many of our heavy tax burdens being set up in so many give-away programs, that the ones squeaking the loudest and holding their hands out long enough will eventually be taken care of by those who do care and who will strive to make a living for themselves"

"Some way needs to be found to better educate the unemployed. Too many applicants for work are not qualified to do anything but manual labor. Usually their handwriting is poor and their spelling worse. They have no goal but another job. Have no understanding of the profit and loss system. Capital is a dirty word to them. Our political system is a mystery to them to be used only for more welfare payments. To find this in the 18 to 25 year-old group scares me. What future lies ahead for America?"

"How about a job skill program for school dropouts under the age of 18? Vo-tech not available to these kids. Drop-out rate of Enid school system has created a group of children that could greatly benefit from such a program"

"Would appreciate a copy of the results of this study. Thanks for this opportunity to participate in this study"

"I sincerely thank you for letting me convey to you my thoughts. I believe it is much needed for additional educational chances. Most of the education around this area is too far to obtain or very limited. The cost of our university is too much to handle if the interest is there"

"Many of the topics you have related to as community adult education purposes and programs, I feel should be made available within the community for those interested and/or in need and within their economic means--that is from community resources or at very nominal fees. Otherwise there will be many who could not take advantage of such if offered--especially those that are in most need of these related topic selections"

"I personally feel very strongly about the need for adult education. There are so many people in need of jobs who are not qualified--either because of lack of skills or personal inadequacies. A sense of responsibility seems to be missing--therefore, I rate home and family life subjects very highly as this is where this can be developed"

"The major lack at this time in Enid: it's an absolute wasteland when it comes to the arts. Our local university covers religion, etc., but the art courses are ridiculous. There is a strong interest in the arts but no way to pursue--also business department is nil. My daughter will be at OSU next year because local university is mainly for religion. We also have a good vo-tech program"

"Responsibility, loyalty, and aggressiveness should be affirmed when employment is accepted. Management has the responsibility to develop these traits but too many times we haven't too much to work with. Typing-bookkeeping subjects as presently taught in school do not prepare students for the requirements of business"

"To really be able to evaluate the items in adult education purposes, I would have to know the content, instructors, and many other factors. This questionnaire is a guessing game. I have found that the average adult in our country is poorly informed, makes no effort to learn and frankly doesn't give a _____ about what happens --until--until it is past the time to become involved"

"There are many young adults who have no idea of their responsibilities to society. They are job hunting but have nothing to offer, not even a record of coming to work after they are hired. They need help"

"It is not clear whether adult education should be developed through present institutions: schools, libraries, vo-tech centers, churches or clubs, or should one adult education organization be developed. There are many sources prime for use, but organization would be difficult"

"I feel there is a great need to educate adults in preparation for the retirement years in the areas of the use of leisure time, hobby development, physical fitness, nutrition, consumer education, and home health care. Also, the younger adults in the community need to be sensitized to these problem areas of older Americans including the pressing need of transportation for the elderly and the handicapped"

"I am a religious man but I feel religion should be taught in the church and the home"

"Advertising, promoting and propogandizing of current government programs should be eliminated from all courses. Adult education classes should be taught and led by persons who have had actual experience in the field--not by theorists"

"Bartlesville has a higher educational level than most cities and is in a ranching area, so their requirements will be different than a comparative city"

"What is to become of these questions, if anything at all in Bartlesville?"

"I feel my comments may only reflect my needs because we have not been in the community long enough to know the real needs of the community. Owning and operating a small business allows little time for being as involved in community needs as I would like to be involved"

"Community adult education programs: 01. Since we have so many services from agencies, I must agree that adult citizens should be informed--however, this does not mean I am in favor of all of them. Some of them are so misused and abused--the people who really need them so many times cannot get much needed help. Food stamps, etc. I am very much against the powerful bureaucracy that exists today.

"(1) More emphasis on vocational training. (2) Emphasis on self reliance"

"People having this opportunity could increase their education on the knowledge of life and first aid"

"Prime objective should be aimed at increasing one's skills or in learning a trade or acquiring further education in one's field of employment"

"Let's not make it a social environment--pay our own way versus free education"

"The subjects that I have disagreed with have been overdone, the basic function of any school system should be to provide a very good basic education and leave the cultural instruction to the ones who can't earn a living doing anything else. It has amazed me in the last decade how a college graduate knows all about music and art but is not able to write a legible hand or a clear concise paragraph"

"All educational courses should be given on the premise that the student will pay for the same (at least the same) percentage of the cost to the institution for giving the course. In other words, they should pay their own way. It should put no extra burden on the institution or the state to provide these classes"

"This was a little difficult to complete without my own interests not being some influence. I strongly feel that each individual needs to continue learning and being active as long as possible"

Professional Population Group

"Would like to have information on energy conservation. Use of solar energy, wind, etc."

"Finance, tax, and investment courses would interest me"

"Each community should always keep a list of the professional people, both active and retired, so their knowledge in their profession can be obtained for use in community projects"

"We would like to see an MBA program established. The OCU program at Vance Air Base is too expensive for many"

"Bartlesville needs a teachers' Masters degree program"

"We have a good vo-tech school here for people who want to take up new skills or learn others. People need to know how their family life is and can be affected by their health. People need to learn more about the U.S. and what the country should mean to us"

"I think family relationships is the biggest need. Also the involvement of the business community in terms of hour structures on families. Example: parents at work 8, children at school at 8:30, children home 3:15, and parents not home until 5:15. One parent should have a schedule from 9 to 3, or one start at 9, and the other home by 3"

"In this community we have too many courses aimed at making use of athletic prowess and we have a surfeit of artsy craftsy courses. What is needed is a means whereby an adult interested in supplementing his liberal arts background (philosophy, literature, foreign languages, etc) could do so on an evening or part-time basis"

"The young adult should be considered in the light of self-improvement; the older citizen in relation to community service, in my opinion. An interesting survey!"

"I appreciate the opportunity to express my opinion"

"I wish to compliment you on your efforts to serve the community and area in a more meaningful manner. I also extend my congratulations on the apparent improvement in the review of printed articles from the various departments in your periodical mailing to the alumnus. Specifically the curtailment of contradictory and when compared to one research authority, who received the Nobel Prize for his work on the subject of Vitamin C, three years ago and again two years ago. Two alumnus, my father and sister, also share a similar comment to the articles. I realize that two incidents are not a tragedy so I'll get off the negative kick. I sincerely encourage you to maintain your quality work and endeavor to serve the area in a greater manner"

"If your courses included post-graduate--from-diploma-school-nursing courses, I would participate--for credit toward a B.A. or B.S., Nursing"

"1. Allow all old age assistance recipients to earn money by working and being of value to his or her community. 2. Relief recipients or pensioners should have one months pay denied for the first time caught drunk and two months for the second time and so on per month"

"I do not believe that adults should be taught civic responsibilities. Training in skills--jobs--profession will have result to the individual of increased interest and attention to the community, state and nation. Adults who desire improvement through education need it in areas where it will better their incomes"

"Teach high school and college graduates how to read understandingly and write clearly"

"There seems to be a great need for adult education especially in the areas of family--(a) child relationship, (b) spouse relations; and health, i.e. proper diets for adults, way to get good exercise in our crowded time schedule"

"These do not indicate my own personal preference. I was thinking about the many types of classes available through hobby and sewing classes, YMCA, etc. Then there are those who really need personal development but do not attend any of the many opportunities including adult basic education"

"Why is there no effort to get people to appreciate the beauties of nature and of the universe around them? We are too "humanistic" already. We need to "raise our sights" to improve our insight"

"As an office nurse, I would like more courses offered during the evening hours from 7 p.m. to 8 p.m. or 8 p.m. to 9 p.m. or 10 p.m. pertaining to nursing profession as in keeping up with advances in nursing and also provide the opportunity for degree programs in nursing and refresher nursing courses"

"As one who is personally pursuing a higher degree, I would like to see more extension courses from OSU related to the education field"

"My comments or indications were based primarily for retired persons. You probably do it, but prior to commencing a program, would it be advisable to advertise the program and get indications as to what interested people would want?"

"8. Current Events, Public Affairs, Citizenship could be of much higher rating except it is difficult to find an instructor or moderator who does not project personal. 5. I think our churches in Enid as well as Phillips University are doing a fine job in this area"

"I feel we have a need and moral obligation to the people of Enid; especially the "young adults" and the physically handicapped, i.e., the blind, deaf, etc. to provide educational, rehabilitation, and recreational facilities for these people. We also have a need to establish closer relationship between this community and our elderly population, confined to nursing homes, etc. If I can be of any assistance in any way, please let me know"

"This does not pertain to general adult education, but we desperately need a way that LPN's such as myself can obtain local college courses designed to advance them to at least an associate degree in nursing. There is a sorry lack of opportunity for ones of us that are bound to Enid through family ties"

"Important also--need was a term hard to interpret. Need in terms of ought? or need in terms of probable receptivity and response? For example, a community might have a high need for personal development courses as observed by a professional but a low need in terms of community demand for or response to such opportunities. ...Become better citizens was too vague a term to have meaning in this context. How?"

"I believe that if a person has not developed an interest in music, art and cultural development by the time they have reached adulthood, it would be difficult to establish interest in them through adult education. The media of news communication is very adequate through radio and television which is very available to everyone"

"This is an extension questionnaire. Why don't you ask parents about the undergraduate programs and in particular those not offered? The largest university in the state doesn't have a course in human anatomy"

"It was very difficult to pick the categories of adult education courses. Religion, Morals and Ethics perhaps should be placed number one but this seems an area for the church. Also Home and Family Life can maybe improved by the placing of importance on the other categories"

"We have quite a broad well-rounded program for adult education in Bartlesville. A survey was performed last year: "Goals for Bartlesville" in which a study and recommendations were made regarding all educational programs including adults"

"I believe the college level "business schools" should be made available to the individual. Also, self-improvement schools towards self-sufficiency of the individual in his work and home. Thank you"

"Enlistment of retired persons as aides in the offices and in the classroom would provide needed support and help to students"

"We need a graduate school in the Bartlesville area"

"I feel the opportunity for continuing education of adults is important in these times we live in. The world, country, state, local situations are continuing to change all the time and adults should be able to cope with those changes, so we must have the mental tools to meet the challenge"

"It seems that AARP is an organization which helps many senior citizens but so many cannot or will not join AARP. Jobs should be supplied for those who can work"

"Do not duplicate functions that public schools, vo-tech school or volunteer agencies can or should perform"

"I don't think there is a need to duplicate already existing programs. There is a vo-tech and 4-year liberal arts program already in the community"

"Our society has become very lazy with modernization. It would be quite a task to stir up sufficient support and participation in a community adult education plan. If it were done, however, I think it would really help restore much needed community involvement in all communities"

"Many of these items should have been planned before adult education was ever invented"

"I would hope a college degree program could be established, so that persons who had to leave college before the degree could resume and earn a bachelors degree without the necessity of taking time from a job. Preferably week-ends or maybe independent study. It's an area where I feel there is a great need"

"Our community has a good technical school--Tri-County Tech-- which offers at low cost, courses in job or profession related subjects and skills. Adults would be more interested in general education and self-improvement courses. Agriculture may be much more popular than I indicated"

"We have in our community a real need for more qualified dental hygenists. There is a tech school here but it has no provisions for such training"

"I think the teleconference network should be utilized by higher education. I feel this is the only way we can meet the needs of people who are homebound and who are holding down full-time jobs. I also feel on campus credit should be given for these courses the same as talk-back TV. I know this method would be utilized by nurses and probably women in other areas who have not been able to complete their education because of marriage, husband's transfer. This method has more possibilities than talk-back TV and extension"

"In my profession, we nurses are always looking for classes to improve our knowledge and skills. Many aides are picking up science classes, planning to further their education; LPN's are striving toward RN's with a degree; and RN's are looking toward B.S. degrees. I am striving toward a double B.S. (have a B.S. in nursing) or M.S. degree"

"I would like to see the community offer more graduate and professional courses either through extension or talk-back TV"

"The greatest need I have been aware of is college education leading to a baccalaureate or masters degree (or even Ph.D.). It would be designed so that a person could remain a full-time employee in Bartlesville, yet obtain a degree. Perhaps a method of giving credit for courses taken in Tulsa (ORU or TU) that could not be offered here by you, but necessary for degree would be helpful"

VITA²

Clyde Glenn Hamer, Sr.

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF SELECTED PROCEDURES TO IDENTIFY PROGRAM PURPOSES AND NEEDS OF COMMUNITY ADULT EDUCATION

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Lawrence, Kansas, March 27, 1924, the son of Mr. and Mrs. Glenn K. Hamer. Married Moya J. Hamer, June 10, 1945; father of one son and two daughters.

Education: Graduated from North Fairfield High School, North Fairfield, Ohio in May, 1943; Bachelor of Science in Sanitary Science degree from University of Oklahoma, Norman, Oklahoma, June, 1966; Master of Public Health (Administration) from School of Health, Oklahoma University Medical Center, Oklahoma University, Norman, Oklahoma, January, 1970; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in July, 1977.

Professional Experience: Military Service, United States Coast Guard, September, 1943 until December, 1945; Building Construction, 1946 until May, 1964; Environmental Health Management, Oklahoma State Department of Health, June, 1964 until July, 1970; Health Administration, Oklahoma State Department of Health, July, 1970 until March, 1971; Assistant State Supervisor, Health Occupations Education, Oklahoma State Department of Vocational and Technical Education, March, 1971 until March, 1975; Graduate Assistant and Community Education Intern, Oklahoma State University, April, 1975 until June, 1976; Instructor in Community Education and Assistant Director, Community Education Center, Oklahoma State University, July, 1976 until present.