

ADULT EDUCATION IN

THE BEAVER AREA

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## CHAPTER I

### Introduction of the Problem

Adult education is a continuous process and as such, is proving to have an ever increasing part in the system of public education. The concept that formal education ends our learning is archaic. A person can probably retain much more of what is learned if it is something that is desired and that can be used.

If unlimited educational opportunities are good for youth they should be good for adults as well. This does not necessarily require that all people be formally enrolled in classes every year, nor does it suggest that organized knowledge must necessarily be studied for its own sake. Instead, we are becoming more increasingly aware that people of all ages may desire to seek solutions to their ever present problems of living through education.

Adults participating in a public school sponsored adult educational program may be better able to understand and appreciate all problems of the school. This should in turn make for a closer working relationship among those both directly and indirectly concerned with the welfare and management of the public school.

It has been the desire of the Superintendent of Schools of Beaver, the Beaver County Superintendent of Schools and the Beaver Vocational Agriculture Instructor to establish and continue an adult education program for the Beaver area.

According to Kempfer,

The kind of education desired by adults will undoubtedly have a considerable impact on the approaches, methods, techniques, and subject matter used in other levels of education.<sup>1</sup>

James Truslow Adams states,

. . . the duties of adult education are to help adults learn to do better the desirable things they will do anyway, to help adults discover higher activities and to desire to achieve them,<sup>2</sup> . . . to assist in the continuous growth and development of every individual, the fulfillment of his maximum potentiality in directions thought desirable by society.<sup>3</sup>

Crabtree said,

Education in a democracy serves two purposes: the individual and the society in which it resides. With dual purpose, it must assist the individual as he seeks to scale the heights of self-realization and, at the same time, it must meet those societal demands that insure democracy's continued existence as a way of life.<sup>4</sup>

#### Statement of Problem

What needs now exist for developing a continuing program of adult education in the Beaver area? The central problem

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<sup>1</sup>Homer Kempfer, Adult Education, McGraw - Hill Book Company Inc., New York, 1955, pp. 34.

<sup>2</sup>James Truslow Adams, The Epic of America, Little Brown and Co., Boston, 1932, pp. 404-405.

<sup>3</sup>Homer Kempfer, Adult Education, McGraw - Hill Book Co. Inc., New York, 1955, pp. 41-42.

<sup>4</sup>Arthur P. Crabtree, Civic Education Program for Adults, National Association of Public School Adult Educators, Washington, D.C., pp. 8.



of the investigation was to find an answer to this; however, in finding such an answer other related questions became evident. What motivating factors influence people in a desire to continue adult learning? What are the limitations of adult education in a small rural community? It is possible to develop a program covering all areas of interest for all people of the area? Are offerings in vocational subjects alone sufficient to make for a continuing program?

The investigation was primarily concerned with an identification of existing needs for further organized learning experiences among adult residents of the Beaver area.

It seemed quite probable that some of these needs were not necessarily recognized currently by these adults as needs and consequently a related problem was that of assisting these residents to recognize and identify these needs themselves.

#### Definition of Terms

Adult Education Class. Classes of those individuals not currently enrolled in the formal public school program.

Beaver Area. The area from which Beaver draws trade and exerts influence. This includes five highschools. They are Balko, Beaver, Forgan, Knowles and Gate.

Formal Public School Program. The organized classes for all day students who are in grades one through twelve.

Teacher. In this study the term was used with reference to anyone who teaches adults.

### Purpose of the Study

To ascertain the needs for and the values which might accrue from the development of an adult education program for the Beaver area; these values to be expressed in personal improvement, better positions, greater appreciation of art and greater personal satisfaction through both individual and group achievement.

### Scope of Study

In setting limitations of this problem the following were included:

- (1) Schools included in this research effort were those whose patrons traded primarily in Beaver, Oklahoma. Those schools included were Balko, Beaver and Gate.
- (2) One hundred people were included in the study. Those individuals participated in six organized classes. Nine people assisted in carrying out the initial program.

### Procedure

This study included both the initial effort of organization, the implementation and teaching of classes and evaluation of the year's accomplishment in an adult education program. Findings were analyzed and conclusions were drawn. The procedure specifically, included the following steps:

- (1) An advisory committee was formed, having as members the Beaver Superintendent of Schools, the Beaver

County Superintendent and the Beaver Vocational Agriculture Instructor.

- (2) Selected pertinent literature and studies pertaining to adult education were reviewed. Several interest surveys and informational survey forms were reviewed and discussed. After conferences with others the desired form as is shown in appendix was adopted and duplicated for use.
- (3) The most promising methods for publicizing and implementing the adult education program were determined.
- (4) Contacts were made with leaders, of the major civic, social and professional organizations operating within the Beaver area informing them of efforts being made to institute an adult education program and soliciting their assistance.
- (5) Conferences were arranged with Dr. Joe Timken, Division of Continuing Education, Oklahoma State University, Stillwater and Mr. Dick Pryor, a representative of the State Department of Education. These conferences proved especially valuable in bringing out successful techniques which had proven of value in the implementation of programs in other schools.
- (6) A meeting was held which included the advisory committee, organization leaders, a representative of the Oklahoma State Department of Education and a representative of Continuing Education from

Oklahoma State University.

- (7) Those who had experience with adult education expressed their views, gave facts, discussed problems, then followed and informal discussion to ask questions and express ideas. All of the local persons expressed a willingness to cooperate in setting up an adult education program.
- (8) A newspaper article was prepared listing probable courses to be offered.
- (9) A booth was maintained at the Beaver County Free Fair telling of the adult education program, probable courses to be offered, and questionnaires were handed out.
- (10) Persons were designated who should be contacted by those interested in adult education classes.
- (11) Personal contacts were made to further publicize the adult education program.
- (12) Questionnaires were circulated and returns were tabulated to ascertain the courses of most interest, the best days of the week and the most convenient time for the meetings.
- (13) The advisory committee decided to implement the first years program by holding classes in ceramics, farm welding, typing, bookkeeping, nurses aid instruction and current farm problems.
- (14) Additional contacts were made to obtain instructors, this was one of the limiting factors.

- (15) Time of meetings, length of meetings, location of meetings and financing were discussed by the advisory committee and the teachers.
- (16) The charges were as follows:  
Welding one dollar per lesson,  
Typing and bookkeeping ten dollars per course  
at Beaver and Balko,  
Typing at Gate three dollars and sixty cents per  
course,  
Ceramics twenty-five cents per lesson not including materials,  
No charge was made for the nursing aids course or  
current farm problems.
- (17) It was decided by the advisory committee that the bookkeeping classes would be offered for credit to those desiring credit.
- (18) Following the teaching of the classes a survey was made of all those who participated to determine the results of the adult education classes.
- (19) Included in the survey were questions pertaining to a continuation of a program of adult education.

## CHAPTER II

### REVIEW OF LITERATURE

The following statements will give the basic ideas of the four divisions into which the author has divided the chapter.

The Philosophy of Adult Education. - is the body of principles upon which adult education is based. The philosophy of adult education is the ideas leading to and supporting active effort.

Summary of General Findings. - includes the work already accomplished which may be and will be used as the launching point for further effort.

Adult Education Experiences. - are the result of efforts in adult education over which no further repetition should be necessary in order to make further advancement.

Summary of Literature. - is the comprehensive ideas of the chapter summarily concluded. Represented are the group of ideas necessary to stimulate action.

#### The Philosophy of Adult Education

The value of adult education in modern society is becoming more important to the stability of the local communities and the nations social, political and economic



structure.

According to the work of Gatttan,

Adult education is needed because only through it can the full development of man's potentialities be achieved. One individual may approach his potential for one reason and another for another but consciously or unconsciously they both aim to improve their chances of living successfully.<sup>1</sup>

Adult education in these times is faced with an urgency heretofore unknown. It is fused with the fate of democracy itself. It must create a citizenry that is more socially conscious and politically wise than ever before. This necessity arises from the fact that we as many people rule instead of leaving the governing to a few.

Adult education must help to produce citizens that possess the ability to translate the implications of democratic concepts into their daily lives.

Maurice Seay states, "that education is the composite of all experiences of an individual; thus education is different for each individual."<sup>2</sup> The needs of society, as distinct from the needs of individuals have to be admitted in any study of adult education.

In a work by Crabtree a major implication is emphasized,

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<sup>1</sup>C. Hartley Grattan, In Quest of Knowledge, Association Press, New York, 1955, p. 292.

<sup>2</sup>Maurice F. Seay, Adult Education a Part of a Total Educational Program, College of Education, University of Kentucky, 1938, p. 45.

"... that the major task of adult education is the developing of its people to be intelligent citizens."<sup>3</sup> This is true and an important point of living long over looked in our hurry to better our technology. It is the adults who must always make the decisions for democracy. It is civic education at the adult level which enjoys the most powerful motivation possible and we need to be ever alert to our world of ceaseless change. Our needs as adults change as our nation progresses but our need to remain alert citizens grows increasingly important. We are prone to want to mass produce educated people as we do machines. The result, if we are not vigilant, may be highly specialized individuals with little regard for democratic advancement.

Grattan<sup>4</sup> sounds a warning. This deals with the practice of reporting results in the form of numbers reached rather than placing proper emphasis upon the quality and type of offering. If it is only the number of persons reached one has in mind and consideration of quality is not taken into account, then we must admit a most limited vision. Emphasis must be placed on the creative contributions of programs; which, when proved successful and rewarding will enrich all adult education culturally. Any really qualified observer

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<sup>3</sup>Arthur P. Crabtree, Civic Education Programs for Adults, National Association of Public School Adult Educators, Washington, D.C., p. 9.

<sup>4</sup>C. Hartley Grattan, In Quest of Knowledge, Association Press, New York, 1955, p. 294.



of adult education in America today will feel that progress in numbers is somehow much less important than progress in cultural enrichment along with social and technical improvement of the individual. The need today is for education-in-depth as a defense against unsuccessful living. However, an observer will soon discover that mere continued multiplication of numbers is an unrealistic goal which in many instances is receiving unwarranted emphasis. Increased attention to enrichment of educational programs with adults will be much more likely to result in the maintenance of and increased enrollment.

Since adult education is but one of the methods at work bringing to men the knowledge and understanding they need to manage their lives, the whole of the cultural problem cannot be understood within the framework of adult education itself, nor can the best focus for its activities be determined by adult education criteria alone. At this time the useful citizen is not only the man who brings expertness and efficiency to his vocation but he who also acts wisely in his private and public life. Adult education so far has done its best work in promoting expertness and efficiency in vocations, it has its weakness in cultivating wisdom in the management of public and private affairs. It is now obvious, however, that until we bring our interest and concern for social living to be equal with our concern for vocational skills, we run the risk of disaster at some undetermined future moment. Those in adult education endeavors, insofar as

possible, should today be much concerned to correct the poor balance created by the stress on vocational endeavors. This does not mean to imply that vocational subjects are not important in adult education. It does point out that more stress must be placed on wise management of public and private affairs. The end sought would seem to be group advancement on an equality with self advancement.

Soundly-based planning and well balanced programs of adult education for groups and individuals are a means of developing a more thorough understanding of the important relationship of the further education of the individual to the economic, social and cultural advances.

In his *Civic Education for Adults*, Crabtree<sup>5</sup> states, that in surveying the type of adult education offered in the program for adults under the public schools we are forced to admit that something along the way caused the leadership to loose sight of the original purpose of learning as conceived by our Founding Fathers.

As one appraises public school adult education in this country, (they) cannot ignore the tragic absence of those classes and activities which encourage the adult to study and participate in the affairs of democracy.<sup>6</sup>

In his report to The Ford Foundation, H. Rowan Gaither observes,

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<sup>5</sup>Arthur P. Crabtree, Civic Education Programs for Adults, National Association of Public School Adult Educators, Washington, D.C., p. 402.

<sup>6</sup>Ibid., p. 10.

An important function of our schools which is largely disregarded is education for the adult population. Institutional thinking customarily interests itself less in adult education than in the education of youth -- even to the extent of assuming that graduates will, in the remaining forty or fifty years of their lives, acquire by themselves all the further learning they will need.<sup>7</sup>

Thinking and responsible persons know from a review of their own experience that this concept is erroneous. Democracy as we know it depends largely upon people whose continuous education is being neglected. The time for many crucial decisions are in the years immediately ahead. This not only applies to rural and urban citizens but also to their joint efforts.

#### Summary of General Findings

The adult education literature cited previously has somewhat emphasized the concept of continued learning more as a tool toward earning a better living or gaining a higher position. A statement by Mather indicates,

While the main barrage will continue to fall on the most popular target of vocational competence, sights must also be lifted toward the distant and difficult targets of a richer life and greater civic awareness.<sup>8</sup>

The conception of adult education to better fit society is of four main divisions.

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<sup>7</sup>H. Rowan Gaither et al., Report of the Study for The Ford Foundation on Policy and Program, Detroit, 1949, p. 294.

<sup>8</sup>Louis K. Mather, The New American School for Adults, Division of Adult Education Service, NEA, Washington, D.C., p. 10.

The divisions are vocational, recreational, informational and liberal. The vocational offerings are primarily concerned with earning power. Recreational education is far more than entertainment. Grattan gives this view of informational activities,

. . . they are enormously complex; (while) they are not (so) obviously adult education when they involve courses, discussion groups, or lectures; but whatever the vehicle used, the motive is to inform and instruct adults -- the intent is educative -- . . . the effort is one in adult education.<sup>9</sup>

He further states,

Liberal adult education is ordinarily concerned with the humanities and the social sciences and should also include the natural sciences, music and the plastic arts. It is more concerned with helping men to be, than to be something.<sup>10</sup>

In order to be considered in proper perspective adult education should not necessarily be bound with the public school system or thought of as on the same level with it. Adult education should not be emphasized merely as an attempt to repair the deficiencies of a grade or highschool education. It should be designed for adults to assist them to live more abundantly and more successfully. The public school program and the adult education program may be administered without conflicts or neglect of either. In fact each should contribute much toward realization of the common objective to promote knowledge and encourage learning.

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<sup>9</sup>C. Hartley Grattan, In Quest of Knowledge, Association Press, New York, New York, 1955, p. 296.

<sup>10</sup>Ibid., p. 14.

### Adult Education Experiences

One of the most comprehensive reports was written by Gordon L. Lippitt and Helen L. Allison.<sup>11</sup> Their report is, "A Study of the Urban Schools Adult Educational Programs of the United States," but many of the problems are common to both urban and rural conditions. Survey results indicate that public school adult education is rapidly growing. Interestingly enough, enrollments in the smaller cities are increasing almost three times as fast as in the larger cities.

There has been a rapid growth in the variety of offerings in the field of adult education. Ranked in the order of their enrollments are: public affairs forums, safety and automobile-driving, remedial and special education, health and physical education and agriculture. Four areas -- commercial, vocational, academic and homemaking composed over one-half of all classes reported.

There has been a tremendous increase in enrollment of participants in the area of becoming informed concerning current events and world affairs. Despite enrollment figures showing an increase in public interest in civic and public affairs the people of many communities remain relatively uninformed in this area.

The problems most frequently faced are lack of funds,

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<sup>11</sup>Gordon L. Lippitt and Helen L. Allison, A Study of Urban Public School Adult Education Programs of the United States, Division of Adult Education Service NEA, Washington, D.C., p. viii-xi.



lack of community interest and a shortage of qualified teachers.

Evidence points to the fact that adult education programs with a director are larger and more comprehensive. It is further pointed out that the personality of those in charge is a big factor of success.

Some of the most effective methods used in adult education are workshops, demonstrations-laboratory, forums, correspondence courses and informal group discussions. According to Seay,

. . . the adult educational program for all age levels must be characterized by flexibility. Since education is a continuous process, it cannot be confined within fixed administrative divisions, it demands co-ordination of all its services.<sup>12</sup>

Indications are that there is a definite need for more individuals to assume duties as teachers of adults. However, much better use may be made of teachers locally if they have a knowledge of and a part in planning the program.

One of the most controversial issues is the financing of adult education. According to most authorities it is not excessively expensive. Edward Olds states in, "Financing Adult Education in Americas Public Schools and Community Councils," that,

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<sup>12</sup> Maurice F. Seay, Adult Education a Part of a Total Educational Program, College of Education, University of Kentucky, 1938, p. 50.

. . . the local school district could (often) provide an adult education program which would involve 50% of the adult population at only 3% of the cost of the day school budget . . . A nation wide survey in 1953 reported the cost of adult education to average \$26 per person.<sup>13</sup>

In another statement by Olds, he says,

Schools supported largely by state aid for general adult education enrolled a much higher proportion of the adults in their school districts than did schools supported largely by other sources.<sup>14</sup>

In his "Financing Adult Education," Edward Olds states,

Fee charging tends to limit participation to those who can afford . . . on the other hand there is evidence that greater persistence of attendance resulted when most of the costs were met through fees.<sup>15</sup>

This represented 10.8% of the urban schools offering adult education programs in the United States in 1953.

Lippitt and Allison<sup>16</sup> comment that, . . . with regard to payment of fees . . . some fee gives the participant a sense of belonging and a greater appreciation for the program, on the other hand there is general agreement that no one should be barred because of inability to pay fees.

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<sup>13</sup>Edward B. Olds, Financing Adult Education in Americas Public Schools and Community Councils, National Commission of Adult Education Finance, Washington, D.C., 1954, p. 18.

<sup>14</sup>Ibid., p. 17.

<sup>15</sup>Ibid., p. 17

<sup>16</sup>Gordon L. Lippitt and Helen L. Allison, A Study of Urban Public School Adult Education Programs of the United States, Division of Adult Education Services NEA, Washington, D.C., p. xi.

Kempfer states, that

. . . the cost of teachers varies from \$2.00 to \$15.00 per hour with the average from \$4.00 to \$6.00 per hour. The use of volunteer instructors for formally organized courses under public school auspices is relatively rare. The practice of not paying teachers of adult groups may gain impetus from the widespread practice of vocational homemaking and agriculture teachers who work with housewives and farmers as a part of their regular assignment without extra compensation.<sup>17</sup>

Throughout the readings it was quite evident of a need for more and better publicity. Some of the most effective ways of publicizing suggested were personal contact, notices through school children, working through employers, and other community organizations.

#### Summary of Literature

Throughout the selected number of references that have been searched there is a general optimism as to the future of adult education. The movement is growing, beginning generally in the large urban areas and reaching into the rural part of the nation.

Adult education started in vocational courses and has gathered much momentum from this source. This start is probably due to the work of the various vocational divisions started under the Smith-Hughes Act. There is growing concern that people may grow in intellectual stature and neglect equally important social, patriotic and religious obligations.

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<sup>17</sup>Homer Kempfer, Adult Education, McGraw-Hill Book Company, Inc., 1955, p. 391.



Change and adjustments are taking place in adult education which may bring about a better balance in the areas of need. There is an indication that needs not always realized may be pointed out by wise administrators and teachers.

The major problems other than those mentioned above deal with publicity, teachers and finance. As experience in the field of endeavor grows so will the solution of the problems. It is interesting to note that several investigators report a conclusion that better interest and attendance occurs when those attending pay their own way in adult education.

### CHAPTER III

#### PRESENTATION AND ANALYSIS OF DATA

Following the completion of the adult class work a survey was made to evaluate the worth of the classes to those who took part. Many questions were answered which were of concert to the administration to the advisory committee.

Value of Course Work Completed by Adult Students. Table I indicates adult education had desirable results. The fact that 27 percent of the people were permitted to improve their

TABLE I  
EVALUATION OF COURSE WORK COMPLETED  
BY ADULT STUDENTS

Indicated value	Respondents Number	Indicating Percent
Improved position	27	27.00
Greater personal satisfaction	65	65.00
Served as a vocational refresher	4	4.00
Obtained highschool credit	4	4.00
Totals	100	100.00

position through adult education classes gave them pride and confidence in their own ability and in this way proved of benefit to the community life.

Adult class members totaling 65 percent emphasized gaining 'greater personal satisfaction' from the classes attended. This greater satisfaction was undoubtedly the result of attaining increased skills, managerial ability and enjoyment of living. Herein lies one of the difficult problems of evaluation of education, that of measuring the amount of benefit actually gained from such experiences, only four percent of the participants gave major emphasis to the value of courses as 'a refresher'. Indication was made that as well as renewing proficiency in typing and bookkeeping new skill was acquired. Those representing 4 percent who were taking the courses for highschool credit also were seeking personal satisfaction over any material benefit. The values indicated here were encouraging to the advisory committee in regard to promoting further efforts in adult education. There were enough additional requests remaining to load available facilities for repeating these same classes as well as additional classes.

Value of Courses to Men Participants in Adult Education Courses. The men participating in adult education classes reported that they were proportionately rewarded in the same manner as reported by the women. Responses as presented in Table II Indicated 24.34 percent of the men felt that they

achieved professional advancement from participation in the adult classes. Those whose positions were improved were a store owner, a clerk in the ASC office, the Beaver County Assessor, a clerk at the Beaver Livestock Sales Co. and three employees of a natural gas transmission company. As shown in table 66.66 percent indicated achieving greater personal satisfaction from their participation. They also indicated an increased earning power by their being able to repair their own equipment and to make more accurate skill and management decisions. It is difficult to state definite-

TABLE II  
EVALUATION OF COURSES COMPLETED BY  
MALE ADULT CLASS MEMBERS

Value	Respondents Number	Indicating Percent
Improved position	7	27.34
Gave greater personal satisfaction	20	66.66
Served as a vocational refresher	3	10.00
Obtained highschool credit	0	00.00
Totals	30	100.00

ly where improved positions and personal satisfaction begins. The remaining 10 percent reported that they took the courses as a 'refresher'. They were skilled persons trying to gain new ideas. At the end of the courses they were among those who indicated satisfaction with the information.

Value to Women Participants of Courses of Adult Education. The women indicated in Table III make up 28.58 percent who improved their position. They were enrolled in the bookkeeping, typing and nursing aids courses. 'Greater personal satisfaction' was indicated by 64.29 percent. Most of the latter group participated in the ceramics class.

TABLE III  
EVALUATION OF COURSES COMPLETED  
BY WOMEN ADULT CLASS MEMBERS

Value	Respondents Indicating	
	Number	Percent
Improved position	20	28.58
Gave greater personal satisfaction	45	64.29
Served as a vocational refresher	2	2.85
Obtained highschool credit	3	4.28
Totals	70	100.00

Another 2.85 percent indicated major reason for participation was to refresh themselves on skills previously attained. In addition 4.28 percent enrolled in the adult classes of typing and bookkeeping for highschool credit.

Many of the adult course participants upon completion of the courses were employed in better positions. Others continued working in their same occupations but became more efficient and useful in their employment. Among those who

improved their positions were bookkeepers at a bank, the Beaver County Clerk, the Beaver County Deputy Assessor, a bank cashier, a bookkeeper at the ASC office, the admitting secretary at the Beaver County Memorial Hospital, and all the nursing aids employed by the hospital.

The ceramics class represented the higher income families. This course was the most expensive due to the cost of materials. Those giving emphasis to the refresher value of courses were enrollees in the typing class. The ladies who took adult education courses for highschool credit dropped out and married before completing highschool.

Reason for Drop Out by Adult Students Indicated. Table IV indicates that dropouts were exceptionally few considering

TABLE IV  
WHY ADULT STUDENTS DROPPED  
OUT OF CLASSES

Drop outs due to	Respondents Number	Indicating Percent
Lack of time	1	16.60
Conflicting duties	5	83.40
Distance to school	0	.00
Illness	0	.00
Dissatisfaction with course	0	.00
Totals	6	100.00

the number of persons involved. Those dropping classes

represented 6 percent of the total enrollment. Those persons included in the 83.4 percent who dropped out due to conflicting duties indicated that they were forced to miss several meetings before and after Christmas and were unable to make up the work required. The indication by 16.6 percent having a lack of time was due to a change in their work schedule which did not permit sufficient time to make classes. Most related investigations show a much larger percent of drop outs, therefore an adult adviser should not be discouraged by a larger percentage than is shown here. It was suggested by those involved that meetings be scheduled so as not to interfere with the holiday season and should this be impossible that sufficient time lapse on either side to allow for a crowded schedule.

Reasons for Adult Class Members Being Absent. Partially due to the fact that the adult education effort was connected with the public schools the administration was particularly interested in reasons people were absent. It will be noted according to Table V that 63.4 percent of those absent reported that they were absent due to conflicting duties. Most of this conflict occurred around Christmas time. It has been suggested by the persons who were absent that classes of adult work let out earlier and start later during this season. Participants gave as another important reason the incidence of illness. This was an unusual situation as indicated by 26.4 percent being absent due to illness. More than an average number were ill with influenza.



TABLE V  
RESPONSES OF ADULT CLASS MEMBERS AS TO REASONS  
FOR BEING ABSENT FROM CLASSES

Absences due to	Respondents Number	Indicating Percent
Lack of time	2	6.60
Conflicting duties	19	63.40
Distance to school	1	3.30
Illness	8	26.70
Dissatisfaction with course	0	0.00
Totals	30	100.00

In no instance was there a record of anyone being dissatisfied with the courses offered as to quality of teaching, personnel or course content.

Responses of Adult Class Participants Indicating Media by Which They Became Familiar with Class Offerings. In referring to Table VI it is quite evident that personal contact is the best means of notifying individuals of meetings. This has been verified in other similar investigations. The personal contacts were made by organization leaders, mentioned earlier in the procedure of the study, and by members of the advisory committee.

The advisory committee will continue to use the same method to insure against missing any interested person. It



is necessary to notify individuals far enough in advance of classes so they may include them in usually busy schedules. A method that has proved successful is to notify interested

TABLE VI  
RESPONSES OF ADULT CLASS PARTICIPANTS INDICATING  
MEDIA BY WHICH THEY BECAME FAMILIAR  
WITH CLASS OFFERINGS

Media	Respondents Number	Indicating Percent
Personal contact	86	86.00
Newspaper	11	11.00
Fair booth	3	3.00
Totals	100	100.00

persons of classes two months in advance of classes and then again two weeks before they begin.

The practice of requesting a deposit signifying intent to take a course makes it much easier to get an accurate count of future students. It is the belief of the writer that a fee should be charged to all, for all meetings so as to have funds for special speakers and to take the financial burden of the program off the public school. In most instances individuals appreciate more what they pay for. Findings in this and other investigations imply that such a practice also improves attendance.

Educational Attainment of Adult Class Participants.

Indication was made by many adult students who had some college or business training that they desired no further vocational training. They were more interested in art and recreational activities. Further inspection of data presented in Table VII reveals that 29 percent of the adult class

TABLE VII  
DISTRIBUTION OF ADULT CLASS  
PARTICIPANTS BY LEVEL OF  
EDUCATIONAL ATTAINMENT

Educational level	Respondents Number	Indicating Percent
Fourth year college	3	3.00
Third year college	4	4.00
Second year college	5	5.00
First year college	17	17.00
Highschool graduate	43	43.00
Tenth thru twelfth grade	17	17.00
Eighth thru tenth grade	10	10.00
Up to eighth grade	1	1.00
Totals	100	100.00

participants had more than a high school education. The table further revealed that of the total 17 percent of this group and 43 percent of the highschool graduates made up the adult classes, leading the writer to conclude that a greater interest was manifest by the group of highschool

level and first year college or equivalent than was indicated by either the group of a lower level of education or the group of a higher educational level. It is the opinion of the writer that the college graduates and above do bear the load of most civic and organizational activities. It is also the opinion of the writer that possibly the reason that the adult education courses offered were of considerable less interest to professional people was due to the fact that the advisory council was unable to secure teachers and facilities for courses other than vocational courses.

Judgement of Adult Class Participants Regarding Approval of Charges. In addition to analysis of data revealed in Table VIII the most frequent comment was, "How could the instructor give of his time so cheaply." The cost of the courses was far under the cost if taken by any other comparable means

TABLE VIII  
DISTRIBUTION OF JUDGEMENTS OF ADULT CLASS  
PARTICIPANTS REGARDING APPROVAL OF  
CHARGES MADE PER CLASS

Expenses were	Respondents Number	Indicating Percent
Adequate	85	85.00
Too high	0	0.00
Too low	15	15.00
Totals	100	100.00

namely, graduate centers or by extension classes. The cost for bookkeeping and typing courses at Balko and Beaver was \$10.00 for eighteen lessons. The ceramics class charges were 50 cents per lesson with additional charges being made for individuals. The nursing aids courses were given free of charge. The instructor taught on hospital time.

The charge for the farm welding course was \$10.00 for ten lessons of four hours each. This charge was to cover the cost of material and equipment. No charge was made to the 'current farm problems' class. There was no charge made to the students for facilities of the schools, hospital or private home.

In no case did an adult class participant indicate any of the charges were excessive. In the opinion of those attending the class of typing held at the Gate Highschool, 85 percent indicated the cost was too low; they were charged \$3.60 per student for eighteen lessons. The problem of obtaining instructors is lessened if they are paid and the attendance of the class members is better if they are charged a fee. After classes were started no refunds of fees were made. The fees were determined and set up on the basis of the number of pupils and the number of lessons to be provided.

Judgements of Adult Class Participants Regarding the Approval of the Number of Classes Held. Referring to Table IX the number of meetings seemed to be agreeable with all the students except those taking two courses consecutively. The courses for highschool credit were set up on a basis of

TABLE IX  
DISTRIBUTION OF JUDGEMENTS OF ADULT CLASS PARTICIPANTS  
REGARDING APPROVAL OF THE NUMBER OF  
CLASS MEETINGS HELD

Number of meetings	Respondents Number	Indicating Percent
Too many	0	0.00
Sufficient	95	95.00
Too few	5	5.00
Totals	100	100.00

eighteen meetings, the others were set to meet ten times. It was the opinion of the farmers in the welding class than five to seven meetings would be sufficient since they covered four hours a meeting instead of two as was originally scheduled. In the opinion of the welding students not more than two students should be enrolled per machine.

Judgement of Adult Class Participants Regarding Number of Hours Spent per Class. Analysis of data presented in Table X reveals the fact that most participants were satisfied with the length of classes. The individuals indicating too many hours were those enrolled concurrently in both the typing and the bookkeeping classes. Those that believed the time to be insufficient were taking only bookkeeping. In both instances the instructor was trying to cover a semester of work in a shorter time. The individuals enrolled in both typing and bookkeeping did not have enough time outside their

TABLE X  
DISTRIBUTION OF JUDGEMENT OF ADULT CLASS  
PARTICIPANTS REGARDING APPROVAL OF THE  
NUMBER OF HOURS SPENT PER CLASS

Number of hours	Respondents Number	Indicating Percent
Too many	2	2.00
Sufficient	95	95.00
Too few	3	3.00
Totals	100	100.00

regular work to study properly and prepare their work before the next meeting. It was probable that those wanting more time were much more eager to learn as adult students than they were as highschool students.

The courses requiring two hours per meeting were current farm problems, typing, bookkeeping and nursing aids instruction. Those meeting for three or four hours were farm welding and ceramics. It is the opinion of the advisory council that enrollment by individuals in one class at a time of this nature is sufficient.

Opinions of Adult Class Participants as to the Appropriate Day for Classes. According to Table XI Monday, Tuesday and Thursday were most preferred. Monday was desired by 47 percent. In most rural areas Monday evening had the least number of activities scheduled. Tuesday and Friday nights are usually scheduled for basketball games and Friday nights for football games. This should be worked out on a class



TABLE XI  
DISTRIBUTION OF OPINIONS OF ADULT CLASS  
PARTICIPANTS AS TO APPROPRIATE DAY  
FOR HOLDING CLASS

Days most desirable	Respondents	Indicating
	Number	Percent
Monday	47	47.00
Tuesday	23	23.00
Wednesday	3	3.00
Thursday	26	26.00
Friday	1	1.00
Totals	100	100.00

and instructor basis to obtain agreement by all to suit those individuals involved. It would depend upon who was taking the classes and what the offering was. Wednesday night had traditionally been reserved for Church night and it was the policy in the public schools not to infringe upon this time. It was not beyond the realm of possibility for some meetings to be held on Saturdays or on days when regular school was not in session. It was also possible to schedule meetings in private homes or business houses. Adult education may be more properly administered under the public school system but it is hardly necessary that all meetings be confined to the school buildings.



Opinions by Participants of Appropriate Hours for Adult Classes. It will be noted in Table XII that the majority preferred the hours of seven to eight o'clock as the starting time of the classes. It is also interesting to note that people may become accustomed to preferring that to which they are accustomed. The six classes had various starting

TABLE XII  
DISTRIBUTION OF OPINION OF ADULT CLASS  
PARTICIPANTS AS TO APPROPRIATE HOURS  
FOR BEGINNING ADULT CLASSES

Hour most desirable	Respondents Number	Indicating Percent
6:00P.M.	9	9.00
7:00P.M.	63	63.00
7:30P.M.	12	12.00
8:00P.M.	13	13.00
2:00P.M.	2	2.00
3:00P.M.	1	1.00
Totals	100	100.00

times. One started at six o'clock, one started at eight o'clock, three started at seven o'clock and one started at two o'clock. Since most of the farm work in this rural area was completed by dark it was reasonable to start most classes at seven o'clock. A two hour or a three hour class may be completed at a reasonable hour and since school personnel was used they could be home at a reasonable hour.

The Enrollment Distribution of Six Classes. It was apparent in the analysis of Table XIII that business courses were in the greatest demand. There was 37.97 percent in typing and 14.82 percent in bookkeeping. This may not hold

TABLE XIII  
DISTRIBUTION OF ENROLLMENT BY ADULT CLASS  
MEMBERS IN THE SIX CLASSES OFFERED

Class enrollment	Respondents Number	Indicating Percent
Typing	41	37.97
Bookkeeping	16	14.82
Ceramics	17	15.65
Farm welding	10	9.25
Current farm problems	11	10.18
Nursing aids instruction	13	12.03
Totals	108	100.00

true in every community. This area had been under seige by drought for some time which had encouraged individuals to seek employment outside of their regular farming or housewife occupations. Farm courses had 19.43 percent of the adult students which was indicative of good interest in this field. It was interesting to note, that of the farmers participating, the average size of farm was 1010 acres per farmer. This indicated that the ones with a larger size of business were seeking further advancement.

Adult Class Members by Sex. There was a larger number of women enrollees. An indicated reason was that they had more free time. The number of dependents at home was a factor concerning the participation by the women. Many of

TABLE XIV  
DISTRIBUTION OF ADULT CLASS  
MEMBERS BY SEX

Sex	Respondents Number	Indicating Percent
Men	30	30.00
Women	70	70.00
Totals	100	100.00

these women had more leisure time, having raised their families thereby lessening their domestic responsibility. In the ceramics class 50 percent had no children at home, 45 percent had only one child and 5 percent 2 school age children. The survey further showed that 70 percent of the women in the ceramics were over 40 years of age.

Number of Classes Attended by Participants. When consideration is given to data presented in Table XV, it is apparent that the percentages of men and women taking two classes was practically the same. Those persons who took two classes indicated they were taken to help them in advancement in their vocations. On further study of the

TABLE XV  
DISTRIBUTION OF ADULT CLASS PARTICIPANTS  
BY SEX AND NUMBER OF CLASSES ATTENDED

Attending	Men		Women	
	Respondents		Respondents	
	Indicated		Indicated	
	Number	Percent	Number	Percent
One class	28	93.34	64	91.43
Two classes	2	6.66	6	8.57
Totals	30	100.00	70	100.00

evaluation survey it was found that 25 percent were office employees of a gas transmission company, 25 percent courthouse employees, 25 percent hospital employees and 25 percent housewives. It was a distinct service to the community for the schools to have courses available for individual improvement.

Adult Class Participants by Sex and Number of Positions Held. Information tabulated in Table XVI indicates that people are still interested in adult education even though they are extremely busy. The total number of those in adult classes who held two positions was 47 percent of the total participating. It was assumed that of this total a larger percentage would be housewives and in the final analysis 54.52 percent of the women held two positions. One was that of housewife and the others varied, most were clerks. It once was quite unusual for a man to hold more than one position but in this study it was found that 30 percent of

TABLE XVI  
DISTRIBUTION OF ADULT CLASS PARTICIPANTS  
BY SEX AND NUMBER OF POSITIONS HELD

Positions held	Men		Women	
	Respondents		Respondents	
	Indicated		Indicated	
	Number	Percent	Number	Percent
One	21	70.00	32	45.71
Two	9	30.00	38	54.29
Totals	30	100.00	70	100.00

the men hold two positions. Most of those holding two positions were farmers who were able to work at other occupations in the off seasons. It would seem that the amount of work one had to do has little to do with the desire for more education and the development of a greater scope of living.

Distribution by Age of Adult Class Members. Reference to the recorded distribution of ages of participants as shown in Table XVII reveals that the majority of people reached were from 30 to 50 years of age. This group represents the 20 most productive years of life and includes 76 percent of the participants in the Beaver area adult education classes. A problem indicated in other studies and borne out in this data is that of reaching those individuals between highschool and 30 years of age. One of the observations made is the absence of one of this age class-

TABLE XVII  
AGE DISTRIBUTION OF MEMBERS  
IN ADULT CLASSES

Age in years	Respondents Number	Indicating Percent
20 to 30	9	9.00
31 to 35	12	12.00
36 to 40	20	20.00
41 to 45	28	28.00
46 to 50	16	16.00
51 to 60	9	9.00
Over 60	6	6.00
Totals	100	100.00

ification on the advisory committee or similar body of the adult education effort. The group of advancing age is not usually represented on an advisory committee. Likewise their interests are not usually considered. When adult education begins to cover the whole spectrum of interest and concentrates more on civic affairs, art and recreation more people included in the small percentage age groups will participate.

Expression of Adult Class Participants with Regard to Further Adult Classes. Analysis of data contained in Table XVIII revealed that a high percentage of individuals were interested in related subjects while others suggested other



TABLE XVIII  
EXPRESSION OF ADULT CLASS PARTICIPANTS WITH  
A REGARD TO FURTHER PARTICIPATION IN  
ADULT CLASSES

Type of class completed	Respondents		Indicating	
	Yes		No	
	Number	Percent	Number	Percent
Farm welding and farm problems	20	96.7	1	3.3
Typing and bookkeeping	36	73.4	13	26.6
Ceramics	15	88.2	2	12.8
Nursing aids instruction	9	69.2	4	30.8

areas of interest. In discussing the probability of other classes with farmers they were equally as interested in management problems as they were with vocational skills. Almost the entire class from Gate wanted a class of college level visual education to help in their community and church activities.

In further examining the questionnaires used to determine other desired classes some of the following were given. Listed in order according to the number of requests received these were determined to be typing, bookkeeping, livestock feeding, painting, business english, sewing, business letter writing and business english, machinery repair, gas welding, marketing problems, disease prevention and control, music, filing, ceramics, home nursing, and crop fertilization.



It would appear from further examination of Table XVIII that those taking classes in bookkeeping and typing were after the skill to suit them for their jobs; since 26.6 percent indicated no further interest in class work. Those in nursing indicated 30.8 percent were not interested in more adult classes, however; their working odd shifts makes it difficult to schedule classes outside of their occupation.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The primary purpose of the study was to secure information which would assist in planning and developing an adult education program for the Beaver area. A secondary purpose was to determine the effect of one years adult education effort upon the attainment of participants of better positions, personal improvement, greater personal satisfaction and an achievement of increased civic and group interest. The writer believes that these purposes were in a large measure attained, but he also recognizes that continued planning and effort will be needed in order that the goals may eventually be fully achieved.

#### Summarization of Findings

Questionnaires were sent out, personal contacts were made, a fair booth set up, newspaper articles were printed to inform the people that an adult education program was being implemented. Classes were organized and taught. Over one hundred adults participated in these formally organized classes. At the conclusion of the classes questionnaires were again presented to the adult students and their opinions and suggestions were compiled, classified and analyzed.

At the time this report was completed one year of an adult education program has been finished. In a sense this marked at least a partial completion of the period of exploration and the beginning of a new period of planning and application in light of the years experience of what has been learned. This program was implemented on an idea that an organized adult education program was needed and that it could be successfully established in the Beaver area.

Presented in this chapter is a summary of findings considered as important to the adult education program and to its continued growth and development. They are:

(1) Twenty-seven percent of the adult students reported that participation had improved their positions. This was a much higher percent than has been anticipated. Sixty-five percent of the participants in course offerings reported greater personal satisfaction, while four percent were interested in the courses primarily as refreshers. The remaining four percent reported completion of the courses for highschool credit as the major benefit accruing.

(2) Twenty-four and three-tenths percent of the men students definitely stated that they had improved their positions as a result of their participation in the adult education program. These men were all employed in office work. Those farmers in the twenty percent who gained greater personal satisfaction were able to measure their participation in skills gained and a greater knowledge of current agricultural problems.

(3) Twenty-eight and five-tenths of the women adult students reported that they were able to improve their positions through adult education courses. The class in ceramics seemed to be recognized as of the greater value for those seeking greater personal satisfaction. Completion of the course of nurses aid instruction was necessary for those women to gain employment in this particular field.

(4) The number of adult students dropping out of classes was six percent. Sickness accounted for eighty-three percent and 'conflicting duties' was listed as the major factor by sixteen percent. These persons all indicated a desire to complete the courses they started and expressed further interest in other adult education offerings.

(5) Sixty-three and three-tenths percent of those absent reported the major reason as 'conflicting duties'. Twenty-six and four-tenths of the absences were due to illness which was thought due mostly to an unusual influenza outbreak.

(6) The most desirable media found for contacting adults interested in adult education was personal contact. This method accounted for eighty-six percent of those in the classes while the newspaper announcement was a factor responsible for eleven percent. It should be pointed out that personal contact may be made by any interested and willing person. It is not necessarily solely the advisory committee's responsibility to do all contact work. According to those experienced in adult education, the more individuals

who can be involved the greater will be the total response.

(7) Seventy-seven percent of the adults who took part in classes had previous educational attainments ranging from the tenth grade through the first year of college. It is safe to assume that very few in the Beaver area forty years of age and under have less than a tenth grade education.

(8) The securing of adequate finance is always an interesting and important part of any educational effort. The charges as made for classes were reported by eighty-five percent of the adults as adequate or satisfactory. Fifteen percent reported that they felt the charges to be too low. This would tend to prove that adult students are willing to pay a reasonable fee for class participation.

(9) Ninety-five percent indicated the number of class meetings held were adequate while five percent suggested there should be additional meetings. Those desiring more class meetings were found to be participating in more than one class. They indicated they were unable to spend sufficient time preparing for the next class outside of school.

(10) Ninety-five percent gave the opinion that the length of the meetings was sufficient. The length of class meetings ranged from two hours in the case of commercial classes to four hours in farm welding and ceramics.

(11) The days which were indicated as being most desirable were Mondays; preferred by forty-seven percent, Tuesdays; preferred by twenty-three percent and Thursdays; preferred by twenty-six percent.

(12) Sixty-three percent of the adult students preferred to meet class at seven o'clock in the evening. Twelve percent preferred seven thirty o'clock, while thirteen percent were of the opinion that eight o'clock was the most desirable hour. An interesting observation was that the members of the various classes, in general, expressed preference for the hour which their particular class had been meeting during the year.

(13) Thirty-seven and nine-tenths percent of the adult students were enrolled in commercial subjects. They gave as a reason for their preference the job opportunities available to them with the proper preparation. Another factor contributing to this larger percentage of enrollment was the fact that Balko, Gate and Beaver each offered classes in commercial subjects.

(14) Seventy percent of the total enrollment was composed of women. This was attributed to the fact of their having more leisure time. The women participants revealed also that many had enrolled to qualify for commercial or nursing positions which would place them in a position to help supply family needs. Thus it is evident that the adult education effort already completed has rendered a service which will be a sound basis for further development of the program.

(15) Fifty-eight percent of the women and thirty percent of the men participants were currently holding two positions. The positions held by the women generally consisted of that of housewife plus another job classification.



The men holding two positions were farmers who in their slack season were able to supplement their income by extra work. It is a healthy indication for community advancement when people are not satisfied to stay static but rather desire to use their capacities more fully.

(16) Twenty-eight percent of the adult students were between the ages of forty-one and forty-five with twenty percent between the ages of thirty-one and forty and sixteen percent between the ages of forty and fifty. The age group of from thirty to fifty years represented sixty-four percent of the total enrollment in the adult classes.

(17) Eighty-seven percent of the adult class members, according to the final survey, gave positive indication that they will participate in other adult classes. The largest percentage group was farmers with ninety-six and seven-tenths of the participants indicating a high degree of continuing interest. This group was, followed by those in ceramics, commercial courses and nursing aids instructions in decreasing order.

### Conclusion

A continuing program of adult education in the Beaver area is not only possible but is very desirable. The adult program was accepted as a useful instrument to further personal and community improvement. Favorable responses were above the expectations of the advisory committee. The last statement may be the key reason for not having more adult programs in small communities. Individuals in a



position of leadership doubt their ability to launch a successful program of adult education and rather than risk failure, often no program is started.

An adult education program cannot be 'set up but rather it must grow up'. The people guiding it must grow up with it. Such a program must provide for ever widening participation in planning and offerings. It must take into consideration not only the planning for but the 'planning with' all people who will be affected. The advisory committee should be just that. They cannot and should not carry the load by themselves. The more people who are called on to render services and contribute knowledge, the more successful will be the adult educational program. Qualified individuals like to be made to feel they are useful. They will help with programs if properly approached.

Since public funds are not available to Oklahoma public education for adults there is little need to waste time looking in that direction at this time. It has been cited in other investigations and has been borne out in this study that people feel a greater responsibility toward the class and to themselves if they participate financially.

Indications are that there is a proper day, time and way to launch adult classes. These factors may vary from community and from program to program but they can be discovered and utilized in each situation. For the Beaver County area the proper way is personal contact by one familiar with the adult program offered. The proper time was indicated as

seven o'clock, seven-thirty and eight o'clock in that order. The most desirable day was in the order of: Monday, Thursday and Tuesday.

The program must be guided by an advisory group. The public school should take the leadership in an adult education program and accept definite responsibilities for administering it. In order to reach the maximum number of people, the program should consist of effort in four broad areas, these being: vocational competency, civic and governmental affairs, recreation and fine arts.

#### Recommendations

On the basis of the findings resulting from this study, the following recommendations for continuing the program in the Beaver area are presented:

- (1) The adult education program should definitely be continued.
- (2) Additional Classes should be added each year for the next four years.
- (3) A greater variety of subjects should be covered relating to recreation, civic and governmental responsibilities. These should become an integral part of adult work.
- (4) Public school teachers, teaching adult classes should teach not more than one adult class.
- (5) Students should take one class at a time.
- (6) Predetermined fees should be charged all adult students.

(7) Collection of fees for subsequent classes, as personal contacts are made, helps insure participation, interest and reduces repeated notifications.

(8) Members should be added to the advisory committee including: two farmers, a business man, a Farm Bureau representative, and a community representative from each of the communities of Gate, Balko, Knowles, Forgan and Turpin.

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**APPENDIXES**

- 1. Adult Education Survey**
- 2. Adult Education Survey**
- 3. Evaluation Questionnaire**

## ADULT EDUCATION SURVEY

Name \_\_\_\_\_ Mailing Address \_\_\_\_\_ Phone \_\_\_\_\_

Occupation \_\_\_\_\_ Would you be interested in adult education?

During what months would you rather begin adult work?

Nov. \_\_\_\_\_ Dec. \_\_\_\_\_ Jan. \_\_\_\_\_ Feb. \_\_\_\_\_ March \_\_\_\_\_ April \_\_\_\_\_ May \_\_\_\_\_

What evening of the week would you rather meet?

Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday \_\_\_\_\_

At what time should the meeting begin?

3:00 \_\_\_\_\_ 4:00 \_\_\_\_\_ 7:00 \_\_\_\_\_ 7:30 \_\_\_\_\_ 8:00 \_\_\_\_\_

If notified by postal card, how many days in advance should you receive the card? \_\_\_\_\_

If you feel that you could use information or instruction of the following please check the appropriate column.

	Very Helpful	Helpful	Not Needed
<b>Livestock</b>			
Feeding Dairy Cattle	:	:	:
Feeding Beef Cattle	:	:	:
Marketing Beef Cattle	:	:	:
Marketing Livestock Products	:	:	:
Control of Diseases and Parasites	:	:	:
Pasture Improvement	:	:	:
<b>Farm Mechanics</b>			
Are Welding	:	:	:
Building Construction	:	:	:
Rough Woodworking	:	:	:
Building Repair	:	:	:
Concrete Work	:	:	:
Machinery Repair	:	:	:
Electric Wiring	:	:	:
<b>Irrigation</b>			
Water Rights	:	:	:
Quality of Water	:	:	:
Equipment Needed for Irrigation	:	:	:
Cost of Installation and Operation	:	:	:

## ADULT EDUCATION SURVEY

	Very Helpful	Helpful	Not Needed
<b>Marketing</b>			
Price Trends for Beef Cattle	:	:	:
Price Trends for Milk	:	:	:
Determining Market Class & Grade	:	:	:
<b>Farm Economics</b>			
Income Tax	:	:	:
Financing for Irrigation	:	:	:
Financing Land	:	:	:
Financing Buildings	:	:	:
<b>Pastures</b>			
Re-establishing Pastures	:	:	:
Weed Control	:	:	:
Hybrid Milo for Forage	:	:	:
Pasture Rotation	:	:	:
<b>Crops</b>			
Government Legislation	:	:	:
Control of Insects	:	:	:
Bindweed Control	:	:	:
Varieties of Hybrid Milo	:	:	:
<b>Soil and Water Conservation</b>			
Terracing and Contouring	:	:	:
Leveling Land for Irrigation	:	:	:
Border Irrigation	:	:	:
Fertility Problems	:	:	:
<b>Other Problems</b>			
Acres in Farm	Acres in Pasture	Acres in Cropland	
Acres Owned	Acres rented	Value of Land per Acre	
Number of Beef Cattle	Dairy Cattle	Hogs	
Value of Machinery on Farm	Value of Buildings on Farm		
Age of tractor	Plow	Drill	Combine
Age of Barn	Roundtop	Granary	Corral



## ADULT EDUCATION SURVEY

Are you interested in Personal Growth and Development?  
Better Home Living? Expression or Recreational Skills?  
Vocational Advancement?

BUSINESS AND DISTRIBUTIVE  
EDUCATION COURSES

Typing  
Bookkeeping  
Shorthand  
Business Letter Writing  
Office Practice  
Income Tax Computation  
Wise Buying  
Business Math and Business  
English  
Window and Interior Display  
Sales Know How  
Personality Development  
Effective Speaking  
Business Law  
Small Business Management

## VOCATIONAL AGRICULTURE

Farm Equipment  
Dairy Cattle  
Beef Cattle  
Soil Management  
Irrigation Management  
Farm Welding

## SHOP AND HANDICRAFT

Upholstering  
Woodwork  
Plastics  
Leather Craft  
Furniture Refinishing

## SAFETY

Adult Driver Training  
Drivers Test Clinic  
Job Safety and First Aid

## HOME ARTS

Corsage Making and Flower  
Arrangement  
Advanced Sewing  
Slip Cover Making  
Cake Decorating  
Nursing and First Aid  
Child Study for New Parents  
Senior Citizens Clubs  
Family Relations  
How to Help Your Child in  
School

## ART WORKSHOP

Beginning Art  
Photography  
Oil Painting  
Water Color  
Ceramics  
Wood Carving and Metal Craft  
Block Printing  
Silk Screening  
Textile Painting

## RECREATION

Fishing for Novice  
Fly Tying - Rod and Reel Repair  
Plug and Fly Casting  
Instrumental Music and Vocal  
Music  
Safety in the Home  
Safety on the Farm  
Golf  
General Games

## HIGH SCHOOL COURSES

American History  
English  
Science  
Math

## SURVEY COURSES

When the First Baby is Coming  
(For Husband and Wife)  
How to Lead and Organize  
Community Development

Courses having enrollment of ten or more students will be organized. Enrollees will be notified of starting time by telephone or mail. Fees to be charged will be regulated by the number in the course divided into the cost of course.

Mail this to Box 158 or

Name \_\_\_\_\_

Telephone 3111, 5191 or 3131

Address \_\_\_\_\_

Telephone \_\_\_\_\_

## EVALUATION QUESTIONNAIRE

Name \_\_\_\_\_ Address \_\_\_\_\_

Occupation \_\_\_\_\_ Education \_\_\_\_\_ Age \_\_\_\_\_

Adult Course Enrolled in \_\_\_\_\_

## 1. Value

- a. Improved Position \_\_\_\_\_
- b. Greater personal satisfaction \_\_\_\_\_
- c. Refresher \_\_\_\_\_
- d. Highschool credit \_\_\_\_\_

## 2. Finances

- a. Cost of course - Adequate \_\_\_\_\_ Too High \_\_\_\_\_ Too Low \_\_\_\_\_

## 3. Time

- a. Hours - Adequate \_\_\_\_\_ Too Few \_\_\_\_\_ Too Many \_\_\_\_\_
- b. Meetings - Adequate \_\_\_\_\_ Too Few \_\_\_\_\_ Too Many \_\_\_\_\_

## 4. How did you learn availability of course?

- a. Personal contact \_\_\_\_\_
- b. Newspaper \_\_\_\_\_
- c. Fair booth \_\_\_\_\_

## 5. Reason for dropout

- a. Lack of time \_\_\_\_\_
- b. Course too hard \_\_\_\_\_
- c. Conflicting duties \_\_\_\_\_
- d. Activities \_\_\_\_\_
- e. Distance to school \_\_\_\_\_
- f. Dissatisfaction with course \_\_\_\_\_

## Reason for absence

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 6. Are you interested in further adult classes?

Yes \_\_\_\_\_ No \_\_\_\_\_ What subjects \_\_\_\_\_

## 7. Best day for class:

Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_ Friday \_\_\_\_\_

## 8. Time of day:

2:00 \_\_\_\_\_ 3:00 \_\_\_\_\_ 5:00 \_\_\_\_\_ 7:00 \_\_\_\_\_ 7:30 \_\_\_\_\_ 8:00 \_\_\_\_\_

## 9. Other suggestions \_\_\_\_\_

VITA

Otto Legg

Candidate for the degree of  
Master of Science

Problem: ADULT EDUCATION IN THE BEAVER AREA

Biographical:

Personal data: Born at Quinlan, Oklahoma, December 15, 1921, the son of Otto and Rose Legg.

Education: Attended grade school at Tangier, Oklahoma; graduated from Waynoka High School in 1938; attended Northwestern State College, Alva, Oklahoma, 1938-1940; and received the Bachelor of Science degree from Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, June, 1948. Graduate study at Oklahoma State University 1948-1958.

Experiences: United States Army Signal Corps, 1940-1945, radio operation and construction United States and China Burma India Theater; teacher of vocational agriculture at Beaver, Oklahoma 1948-1958.

Member of First Christian Church, Rotary International, Masons, Eastern Stars, Beaver County Farm Bureau, Beaver County Farmers Union, Oklahoma Panhandle Hereford Association, Inc., Oklahoma Vocational Association, American Vocational Association, and Oklahoma Educational Association.

Date of Final Examination: July, 1958.

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