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Scope of Study: The development of Adult Education in Oklahoma City, Oklahoma, is discussed in this report, beginning with year of 1908 and continuing to 1952. The following methods were used in obtaining this information: (1) records of the Board of Education, (2) interviews with those who were connected with the early days of the Night School, (3) early newspaper reports, and (4) records in the Adult Education office. A short history and philosophy of adult education is included.

Findings and conclusions: Adult education is a very important part of the Oklahoma City School System. It is desirable that the public and the teachers understand the functions of Adult Education. The teachers in the Adult Education program should attend training courses pertaining to the teaching of adults. Adult education is becoming very extensive, and it should be placed upon the level of other school activities.

ADVISOR'S APPROVAL

L. H. Bengtson

HISTORICAL DEVELOPMENT OF ADULT EDUCATION
IN OKLAHOMA CITY SINCE 1908

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A Report

by

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IN OKLAHOMA CITY SINCE 1908

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MASTER OF SCIENCE

1952

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As the writing of this report progressed, it became increasingly apparent that such a study involves many people and institutions. Accordingly I wish to express my sincere appreciation to the following for their assistance: my wife and family; L.H. Bengston, assistant Professor of Industrial Arts Education and Engineering Shopwork, who read and edited the various divisions of this report; to Dr. DeWitt Hunt, Head, School of Industrial Arts Education and Engineering Shopwork; to Mrs. Glenna Killian, former Secretary to the Vocational Education and Industrial Arts Department in the Oklahoma City Schools, for her contributions pertaining to this study; to H.F. Rusch, former Director of Vocational Education and Industrial Arts in the Oklahoma City Schools, for his comments and suggestions and finally, to the Board of Education of Oklahoma City for permission to use the many books dealing with the subject of Adult Education.

B. A. S.

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CHAPTER I

A METHOD OF VIEWING THE SUBJECT

Formal education as we have it today was unknown in the early days of civilization. The process of education by trial and error or from theories received from former generations was the first known form of what we now know as adult education. From these ancient artisans and educators, innumerable theories have been received which have proved to be correct through the ages. Adult education was handed down by primitive methods. The need for knowledge of adult education is increasing every day, because of our complex society and standard of living. Every person in the field of education should have some general knowledge of adult education.

The Primary Source. The author of this study is aware that teachers have considerable general knowledge of adult education, and recognize that, because of its importance in the community, it should be established with aims similar to those of day schools. From his first experience with adult education, the writer has had a desire to make a study of the beginning and progress of this movement in Oklahoma City.

Purpose of the Study. Adult education has been offered since 1908 through the Vocational Education and Industrial Arts Department of the Oklahoma City school system. There has been no apparent effort to gather facts or to establish aims and objectives of the program. In recent years there has been a greater effort made to

coordinate and promote this program to provide a greater service to the community.

The purpose of this study is to make teachers aware that the "camel theory" of education has become obsolete. Miles H. Anderson, in his book, Apprentice Training, has this to say of the camel theory:

...that the camel theory in all its glory--the ideal that the full time school, if it does its duty, can meet all the educational needs of all our youth. It assumes that the child is an intellectual camel, whom can take his education in a prolonged meal--an educational gorge--store it up in an intellectual hump, and live off the hump all the way across the desert of life. It assumes that the school is able, by itself, to furnish a balanced ration. It disregards entirely the law of decreasing returns from one type of activity--the law of satiety of the appetite, and the value of exercise in restoring the appetite. It makes education a stuffing process, or at its best, a developing process, lasting over a definite period of life. It overlooks the possibilities of making education--even school education--a continuous life long process, satisfying naturally a normal appetite. It overlooks entirely, moreover, the educational value of work for youth as well as for older people. (1-Page 161)

The writer hopes that this study will encourage and aid others in the further study of adult education.

Methods of Research. This study was made from an accumulation of historical records in the Board of Education minutes, statistical reports accumulated through the years of operation, and through information gathered from persons who were acquainted with the early days of the program. Valuable information was gained from the many books and pamphlets used in preparing the study.

This report is not considered to be sufficient in the study of adult education. The writer obtained books and literature from the Curriculum Library of the Oklahoma City school system, the library at

Oklahoma Agricultural and Mechanical College at Stillwater and the library of the State Trade and Industrial Department at Stillwater, Oklahoma.

Similar Studies. Studies in adult education are many and varied, but none deals with the program of one individual city. Extensive research was made in the library at Oklahoma Agricultural and Mechanical College for books, magazines, pamphlets, bulletins and other materials pertaining to this particular type of study. There are two theses pertaining to adult education in general.

In 1932, Owen A. Giles, in his thesis, Tendencies in Adult Education, written at Oklahoma Agricultural and Mechanical College, dealt with adult education in general. Giles in his definitions of adult education, literacy, aims, organization and administration, trade unions, Americanization, etc., gives some information on this subject. He made a summary, but no recommendations as to the answer to these problems.

Joseph E. Tinken, in 1931, wrote a thesis on the comparison of three adult education programs in three cities in Oklahoma. Tinken wrote Study of the Adequacy of Three Selected Oklahoma Public School's Adult Education Programs with special reference to determination of the adequate content and methods. A thorough investigation was made of the type of program offered in these cities, their organization, promotion, and course content. In his summary and conclusion, the desirable points of the programs are emphasized and further recommendations are made regarding their improvement.

CHAPTER II

HISTORY AND PHILOSOPHY OF ADULT EDUCATION

Adult education has been in use in many forms since early civilization. It first appeared in Europe during the Middle Ages. The early procedures and policies were copied or adopted from Germany, France, and England after 1886. During the year 1890 Germany developed a number of exhibits in science and industry. German scientists experimented with the idea of improving crafts, trades, and communities by teaching adults new methods, which other countries adopted after the introduction of machines. America, a new country, had no need for this type of education because the incoming citizens had been taught trades in their native lands. In 1917-1918 when the immigration laws stopped the migration of workers to this country, adult education was adopted as one of the ways to train skilled workmen.

Part A. Early History

Education for the masses was not available to the citizens of Asia, Europe, and Africa, being limited to a few wealthy aristocrats and the hierarchy. Each peasant or worker was expected to rear and educate his own children. Such education amounted to very little because children were required to work at an early age. Many educated men of this period received their education after leaving school. This is the first record of adult education.

Contributions of Early Philosophers. Confucius, 551-478 B.C., a Chinese philosopher, who established his philosophy among the adults

in China, was one of the early Asiatic adult education leaders. Some of his ideas were transferred to other countries by people who were taught by him. Socrates, 469-399 B.C., an Athenian teacher and philosopher, taught the people of Athens and nearby territories. He was the first to employ the Socratic method (conference method) as it is used today. Socrates was followed by Plato, 427-347 B.C., who was known for his mathematical formulas and scientific ideas. Aristotle, 384-322 B.C., was one of Plato's students and a Greek philosopher who founded the principles of the Aristotelian logic, which is the basis for syllogistic reasoning. All of these men taught adults in small groups whenever they could obtain an audience. Many of them and their followers were crucified or thrown in jail because of their discoveries and teachings.

Galileo, 1564-1642, an Italian inventor of the telescope, was the leading educator in the field of science in the latter part of the sixteenth and the early part of the seventeenth century. He was one of the leading adult teachers of Europe at that time. He was followed by Newton, Pasteur, and many others who had to convince the world that their ideas were correct.

Education of the Workers. As men became more civilized, there was a tendency to specialize in one of the various occupations in their village or community or race. As early as 2100 B.C., in Babylon, a son who did not wish to follow his father's profession was, with his parent's consent, adopted by a master craftsman in the field he did wish to pursue. There was a law in Babylon in 2100 B.C., "If an artisan take a son for adoption and teach him his handicraft, one may

not bring claim against. If he do not teach his handicraft, that adopted son may return to his father's house." (1-Page 2) Historical evidence is available to substantiate the fact that this training was at the disposal of apprentices or those who desired to learn a trade.

Guild Apprenticeship. The first guilds were organized in Europe in the thirteenth century. Their outstanding feature was the training of young men in craftsmanship, regardless of class, so that they would become skilled in their trade. The educational benefits of the guilds were recognized in England by the passage of an act, "Statute of Labor and Apprentices." (1563) (1-Page 2)

The advent of the Industrial Revolution stopped this type of adult education in trades in Europe for some time. This happened in the latter part of the eighteenth century.

Part B. History of Adult Education in America

Early relationship between Asia and Europe existed in the beginning of European history. The educators in Europe relied on developments in education from Asia. Since most of the immigrants to America were from western Europe, the early American schools were patterned after schools in Europe. The increase in population, new frontiers, new industries and a different standard of living gave new incentives for the improvement of our educational system. In 1868 America began a plan of education for adults. This led to the establishment of adult education programs in the cities in the eastern part of the United States.

History of Adult Education in America. Little is known about adult education from the beginning of the Industrial Revolution in the United States until about 1885. From the beginning of the settlement movement, and throughout its history, the need for recreational and educational programs for older people was recognized. In 1904 space was provided several days in the week to give older people a place to play, do handiwork, and to study. One of the earliest of these locations was Hull House, which was established in 1889. (14-Page 3)

The basic principles of vocational counseling were first recognized by a group of wage earners in Boston in 1903. They organized themselves into a club for pooling their ideas to improve themselves and their methods of work. The result was advancement and increased earning power. This was the beginning of a new profession, that of counseling. (15-Page 162)

"Immigrant Education" began to attract attention after the beginning of World War I. The large cities were trying to provide for it by leaving it to the Settlement Houses. From 1914 to 1920, the Bureau of Naturalization waged an extensive campaign to enlist the schools into the program of citizenship training. On June 20, 1916, the Bureau of Naturalization started this program through the public schools and it is a part of the majority of evening school programs of the nation today.

The Federal Government provided for the education of the adult workers by the passage of the Smith-Hughes Act, February 23,

1917. The passage of this act was in cooperation with the labor unions and the different trade schools of the nation.

The first attempt at safety education was in 1913, when the National Safety Council was organized. At this time the three E's of safety--Engineering, Enforcement, and Education were adopted. Since the start of this organization the death rate from accidents has decreased, despite the great increase in the manufacture and use of automobiles, from the average of 85 (per 100,000) for the period of 1900-1910, to an average of 73 during the period starting in 1940. All the credit does not belong to this organization, because there were several other organizations interested in this program. (14-Page 81)

Education for family living is that branch of adult education which deals with the principles of family life. As early as 1930, there was some effort to organize adult training or teaching on a state level as well as on a national scale. It was not until 1945 that an organization was founded. (14-Page 90)

Men's and women's clubs became agencies of adult education as early as 1868. The first women's club to receive any newspaper attention was the Sorosis Club of New York. In his book, Democracy in Action, Alexis de Tocqueville states that the first men's club was formed as early as 1835. (14-Page 153)

Part C. Philosophy of Adult Education

Educators of the past and present have given their philosophic views in regard to the rightful place of adult education in the scheme of our educational system. A philosophy of adult education reflects

present practices, beliefs, types, purposes, and limitations that are found in America. Before giving a philosophy, it is essential that adult education be defined. The following are some of the definitions of terms as expressed by the leading educators in the last century:

1. Adult education is a way of life in which shared intelligence is consciously applied to the best attainable direction of life's common affair.

(12-Page 127-128)

2. The original meaning of the term "Adult Education" was an education designed to even up for less fortunate adults some of the disadvantages they had suffered in childhood and youth. (13-Page 57)

3. Adult education is an experience of maturing, voluntarily selected by those people whose major occupation is no longer that of going to school or college, in which individuals or groups plan a meaningful task and apply sustained inquiry to them. (5-Page 5)

Adult education, in the author's opinion, attempts to develop adult citizens who are alert to the facts of good government, ever ready to improve themselves in their vocation, and able by reason of knowledge and training in their field to give intelligent decisions.

The center of adult education is the community. Adults meeting together in groups for the purpose of exchanging knowledge and experiences established the social link for adult education.

The central point of adult education is the community. The final objective may be the full development of human life or human personality. The human personality exists somewhere, and its point of existence is in the community. Any community is a collection of people and the institutions and environments which they have created and use in common. The connections that the adults of the community have with

each other. their institutions, and environments create the problems with which adult education will ultimately deal.

Adult education is not interested in the isolated individual. It is interested in the growth in understanding of all the people of the entire community.

Institutions and environments in all communities are expanding. This condition calls for the thinking of the community as a larger place. The problem of adult education is to arouse the interest of the whole community in seeing its needs. It is necessary to provide opportunities for adult educational activities. These opportunities should include consideration of the whole world. Interdependence of man is of prime importance in the world today. Living together is the fundamental principle of any adult education program for adults today. The task of adult education in America is to take the lead in education for adults first, so that new conditions of living together can be met successfully.

On the whole, the community, considering its expanding environment, must be thought of as an ever-increasing place in size. Considering this as a basis, opportunity must be given adults for educational activities. To help people live together effectively and permanently, a chance must be given for people to study economics, political affairs, scientific discoveries, and transportation methods.

Adult Education in America should clearly imply the democratic goals and methods. It must conform to the original traditions of the group or society from which it originates. Adult Education is the idea of human problem solving. It should be guided by the discipline of

truth seeking by good methods. It has been said that mere extension of individual knowledge does not constitute adult education. Adults must be taught better attitudes, insights, understandings, patterns of behavior, and successful techniques in living together as a community.

Purposes of Adult Education. As the adults in a community or communities attempt to keep well informed in matters of state, church, family life, occupational trends, worthy home membership, worthy use of leisure time, health, safety, and the finer points of their occupation, schools have revised their aims and objectives to provide them with these facilities. Since such an investment in school facilities is enormous, it is now the consensus that these facilities should be used as many hours of the day as is economically possible. This position was expressed in 1911 by W. A. Brandenburg, Superintendent of Schools, Oklahoma City. His statement follows:

In our judgment one of the sanest and best things in Modern Public School Education, is the greater utilization of our Public School Buildings to serve the needs of Society. Cities expend vast sums of money for fine buildings and equipment to be used but a few hours each day for 180 out of 365 days in the year. (18-Page 176)

It is the opinion of the present Superintendent of Schools, J. Chester Swanson, that the schools and shops should be made available to the adults in the community when the day school is not using them. With this policy in mind the following purposes are listed:

1. To train for creative leadership. (5-Page 4)
2. To train the man as a whole for his vocation to the effects that he is a creator of value. (13-Page 5)
3. To weld existing interests into wider wholes, into some kind of unity. (13-Page 5)

4. To retrain for a new vocation as he was forced by circumstances beyond his control to make a new start. (13-Page 25)
5. To create in the adult a love for his vocation and to give him the ability and the desire to spend his leisure in a way befitting his manhood. (13-Page 36)
6. To cause him to have a desire to increase his efficiency on the job he now has and to provide a better living for his family.

Objectives of Adult Education. Adult education is an important part of general education, industrial arts education and vocational education. It is that part of life which enables one to live more effectively in a complex society. The complexity of the life surrounding the adults brings to the attention of school authorities that there is a need for a greater understanding of the society in which they live. Some of the objectives are as follows:

1. To provide ways and means of reaching the individual while his ability for possible mental growth is still on the upgrade and create in him a desire to go forward.
2. To develop open-mindedness in older people, who formerly had different opinions than is now the common practice.
3. To provide a process by which mankind can adjust to the growing body of knowledge through an extension of the period of education. (13-Page 31)
4. To develop a certain amount of skill and capabilities of the people to understand, in order that they may be responsible for conducting the affairs of the nation.

5. To explore ways mankind can provide avocations, hobbies, and correct mental attitudes before and after the age of retirement.
6. To investigate and train for a new occupation in order that the adult may raise himself to a new level of society.

Regardless of the philosophy of adult education, like other educational philosophies, it is subject to the demands of the time. Adult education must be able to meet the requirements of the community satisfactorily and to keep abreast with the advancement of the nation. The writer believes that it is the full responsibility of the schools to provide ways and means for the adult to improve himself at a cost that he can afford to pay.

CHAPTER III

ADULT EDUCATION IN OKLAHOMA CITY SINCE 1908

A historical study of the development of Adult Education in Oklahoma City would not be complete without including the data recorded in the minutes of the Board of Education, beginning in 1908. These minutes contain some valuable information in regard to the number of teachers, subjects offered, tuition if any, number enrolled and the average daily attendance. In addition to this information the minutes seem to reflect the opinion of the Board, superintendent, and the public in regard to Adult Education.

THE FIRST NIGHT SCHOOL. The first night school in Oklahoma City was held in the Irving School. No tuition was charged. Miss Marie Franks was in charge of the school for the first year. It was not necessary to establish this school for adults only, but it was intended to provide for the young people who had quit school to go to work to continue their education.

With this introduction to the program, the writer, from information gained through the public records at the Board of Education and other sources, will endeavor to trace the development of Adult Education since 1908. J.D. Saylor, Superintendent of Schools, in 1908, stated in his report to the Board of Education as follows:

Since the announcement of the probable establishment of a night school for the city, I have had a large number of young men and women to express their desires to attend such an institution. Only last Sunday five young men under 20 years of age came to see me to

request the privilege of attending this school. It is my belief that the results of this work would justify the expenditure of the nominal sum that it would cost. We can assign this work to some of our strongest young men and pay them an additional salary for their time, and by doing this it will not necessitate high salaried men to run the school. \$200.00 a month will cover the entire cost of the night school for this year. When you take into consideration the fact that this school will give to the young men and women the opportunities which they could not otherwise secure, and which will better fit them for life, I believe you can well afford to establish this school at once. (18-Page 31)

It was moved by Harper that the Board proceed to immediately inaugurate the night school program as suggested in the report of the Superintendent. Seconded by Elbow. Mr. Halsell suggested that the motion be amended so as to be in effect as follows: That the Superintendent be authorized to enroll at once persons desiring to enter night school as proposed, in order that the board may know the number who would avail themselves of the opportunity afforded before deciding definitely to inaugurate the system and also that the board might determine by knowing the residence of the various persons enrolled the best location for the night school. Amended by Pettis. Both mover and second of the original motion accepted amendment and question was put to a vote as amended. Upon roll call the vote was as follows: Aye--Halsell, Svertout, Elbow, Harper, Ehret, Armor, Merrill, Leach. Motion unanimously carried. (18-Page 32)

Superintendent J.B. Taylor made this report to the Board of Education, November 17, 1908:

that the night school was a success and that there was an enrollment of about 30. (18-Page 99)

Superintendent J.B. Taylor reported to the Board in October, 1909 as follows:

The work of the Night School has grown beyond our most sanguine hopes for it--in attendance, and scope of work covered. At present something over 130 pupils are enrolled and among this number we find some of the strongest young men of the city, who have not had the

opportunities for an education. There is not a day but that I hear this Board commended for its progressiveness in establishing this Night School.
(16-Page 136)

On March 1, 1909, J B. Taylor made this report to the Board
of Education:

The work of the Night School has gone beyond all expectations. Our average attendance ranges from 90 to 100. Our enrollment is 204. (16-Page 180).....
that the Principal and teachers in the Night School desired to hold the school four nights in the week instead of three as the school is now being conducted, Mr. Armor moved that the matter be referred to the teachers and salaries committee with the power to act. Mr. Merrill seconded the motion and the same carried.
(18-Page 181)

The Teachers and Salaries Committee made the following written
report to the Board on October 4, 1909:

To The Honorable Board of Education
Oklahoma City, Oklahoma.

Gentlemen:

We, your committee of Teachers and Salaries, beg leave to make the following report.

That the Night School be organized and the doors opened for enrollment tomorrow evening, October 5, 1909, and that enrollment continue during the week. That the school open for regular work next Monday night, October 11th. We recommend that the Public Night School be conducted four nights in the week, that the Principal receive \$50.00 per month for his services, and all teachers except Mr. H.F. Rusch receive \$35.00 per month and that Mr. Rusch receive \$1500.00 for services for the year in both Day and Night Schools.

We recommend the following for our regular corps of teachers: Principal D.E. Porter, Teachers--S.H. Hopkins, M.F. Butler, W.P. Stewart, H.F. Rusch, Sadie Andrews, and E.C. Webb. (19-Page 176)

The author in making this report interviewed Mr. H.F. Rusch, who was Director of Vocational Education and Industrial Arts in the Oklahoma City School System for thirty years. Mr. Rusch is now retired and lives in Oklahoma City. He stated as follows:

That the first Night School was held at Irving School. It was in charge of Miss Memie Franks. No tuition was charged. Free night school was operated until the depression. The first Night School was started the second Monday night in October in the year of 1903.

It was not a matter of adults going to school but of taking care of young men and women who had to quit school and work. It was a continuation or opportunity school.

In the first report of Superintendent W.A. Brandenburg, September 25, 1911, the following statement was made:

The time has come when the matter of organizing and conducting the Night School must be decided upon. A brief report of the Night School at this time may assist us in determining the best course to pursue for the ensuing year: On account of the unfinished conditions of the High School building but four months of Night School was conducted last year. The total enrollment of different individuals was 463, of which 398 were men and 155 were women. The average daily or nightly attendance was 205 or 45 per cent. The preceding year had a total enrollment of 256, during the six months that it was in session and an average daily or nightly attendance of 74, or 29 per cent of the total number enrolled, showing a gain in average attendance of 131 per night, or nearly three times as many. The amount paid for instruction in the Night School last year was \$1897.48, for supplies, etc., \$38.33, total \$1935.81. Average attendance cost per month for each individual \$2.38.

In addition to the regular branches of Reading, Arithmetic, Spelling and Penmanship, work was given in Mechanical Drawing, Manual Training, Domestic Science, both Cooking and Sewing and Commercial lines, composing Bookkeeping and Stenography. All of the work offered seemed in great demand and classes for the most part, have all in them that could be conveniently accommodated. There is a great temptation because of the fascination

of the subject to go into an elaborate and detailed report of the demands and growth of the Night Schools during the last few years in Cities of this Country; but we do not wish such at this time. Suffice to say that the subject is receiving greatly increased attention each year. Many cities, which have had a limited course in Night School work are extending their scope to include studies in the technical and practical such as Manual Training, Domestic Science, Mechanical and Commercial Courses.

In our judgment one of the sanest and best things in Modern Public School Education is greater utilization of our Public School Buildings to serve the needs of Society. Cities expend vast sums of money for fine buildings and equipment to be used but a few hours each day for 180 out of 365 days in the year. While hundreds, yes thousands, of our unfortunate boys and girls hunger for the little education they might receive in Night School or short vacation schools. Good business sagacity calls for a greater and more extended utility of public school buildings and equipment than many cities are yet securing. Moreover, the very conservation and promotion of the desirable characteristics in our citizenship are directly dependent on the kind and scope of our Public School Education.

I visited the Night School often during its sessions last year. I found the instruction good and the teachers faithful to duty. I found the students in the night school, without an exception, attentive, industrious, and happy in their work. It was truly an inspiration to me to see Greeks, Italians and others of foreign Nationality, striving for a little American Education to respect and to love American institutions and laws. "The pen will truly prove mightier than the Sword" with these people, and what American Cities do for them and for the unfortunate and neglected, by the extension of the privilege of Public Education to them, will surely come back to our civic welfare increased many fold. Oklahoma City's Board of Education is to be complimented on the establishment of the evening school, this early in the City's History.

In our judgment, the Night School should open not later than October the 9th, as there are many matters to be gone over. It is therefore, necessary that you at once authorize the Teacher's Committee, or appoint a special committee to act with the Superintendent in making the necessary arrangement for this school.

The President then announced that all those in favor of the opening of Night School on October 9th would vote "Aye", all those opposed "No", whereupon all members present voted "Aye". (20-Page 176)

Report furnished the Board on December 2, 1912, by Superintendent W.A. Brandenburg on the Night School is as follows:

The total attendance for the present year had reached 716. This was the largest attendance ever reached in the Night School at this period in the term. In this report the Superintendent also recommended that the Night School be closed on Thursday Evening, December 12, until after Christmas. (20-Page 282)

The Committee on Teachers and Salaries reported to the Board of Education as of October 7, 1912.

To The Board of Education
of the City of Oklahoma City, Oklahoma.

Gentlemen:

Your Committee on Teachers and Salaries begs to recommend that the Night School as heretofore conducted be re-established for the present year beginning with October 14, 1912 and to continue for five months.

That the salaries of the Principal and Instructors in the Night School be fixed at \$30.00 per month each except the instructors in the Department of Physical Training whose salaries will be \$80.00 per month each, each instructor to be paid only for such time as he is actually employed in the school. We desire to recommend that a monthly fee of 50¢ be charged for admission to the Physical Training Department of the Night School and that such fees be devoted to the purpose of paying the salaries of the instructors in this department, and it is our recommendation that these salaries be contingent upon the amount of fees paid in the department in any one month being sufficient to pay such salaries. Any surplus left after paying such salaries to go into the general operating expense fund of the Board of Education.

We also recommend that a fee of 25¢ per month be charged for admission to the Domestic Science Department of the High School.

We beg to recommend the election of the following faculty for the Night School:

Cyrus E. Webb,	Principal
A.C. Guffey,	Instructor Shorthand
Roxie Burk,	" Bookkeeping
A.J. Creamer,	" Penmanship
H.F. Rusch,	" Manual Training
W.O. Moore,	" Mechanical Drawing
Leno Osborne,	" Domestic Science
Alice Blair,	" Sewing
Sadie Andrews,	" Foreign Class
J.O. Welday,	" Elementary Education
Cleveland Thompson,	" Physical Culture

The instructor for girls Physical Culture Department to be selected by the Superintendent.

All of which is

Respectfully submitted,

E.T. Lane, Chairman

George H. Klien

F.T. Miller

Teachers and Salaries Committee

Mr. Klien moved that the report of the Committee be adopted. Mr. Shidler seconded the motion and upon roll call the same carried.....(20-Page 261)

On October 11, 1913, the Board of Education held an adjourned meeting for the purpose of discussing the question of the night school and the feasibility of financing it for the next year. Superintendent of Schools, John C. Buchanan had the Secretary to read the report of the Special Committee on the Night School which is as follows:

To The Honorable Board of Education
of the City of Oklahoma City, Oklahoma.

Gentlemen:

We your special Committee, after careful consideration of the Night High School proposition, deem it advisable on account of no funds available and not favoring the tuition plan recommend to this Board that no Night School be maintained.

Respectfully submitted,

(No signature)

Dr. Buchanan moved that the report of the Committee be adopted. Mr. Hope seconded the motion and the same was declared to have carried. (21-Page 132)

October 19, 1914, the Night School Committee submitted the following report:

To the Board of Education,
of the City of Oklahoma City, Oklahoma.

Gentlemen:

We, your committee to which the matter of operating a night school was referred, wish to recommend that same be established for a period of four months and that the following subjects be taught: The common school branches only, excepting commercial branches and Domestic Science. And further, that gymnasium work be taught but that tuition therefore of \$1.00 per month be charged.

Respectfully,

F.B. Owens, Chairman,
James A. Young.

Mr. Owens moved that the report be adopted as read; Dr. Young seconded the motion. A viva-voce vote was taken and the motion carried unanimously. (20-Page 32)

The Superintendent of Schools made the following report to the Board in regard to Immigrant Education as requested by the Department of Education in Washington:

The Superintendent stated to the Board that he was in receipt of a letter from Washington in which they asked that the Board of Education establish a Night School for foreigners. Mr. Harrison moved that the Superintendent inform the Department of Education in Washington that after a survey is made of the situation here the Board will take action. Mr. Hope seconded the motion and the same was declared to have carried. (22-Page 16)

December 6, 1916

By consent of the Board Miss Hickey addressed the Board in regard to Night School. Mr. Harrison moved that the Superintendent and the High School Advisory Committee be instructed to confer with Miss Hickey in the matter and be empowered to inaugurate a system whereby a Night School might be maintained if a plan could be worked out that seemed to be feasible and that the Committee be empowered to act. Mr. Hope seconded the motion and the same was declared to have carried. (23-Page 41)

September 30, 1918

Washington, D.C.
September 25, 1918

Superintendent of Schools,
Oklahoma City, Oklahoma.

Dear Sir:

It is presumed that the night classes in your school for the education and Americanization of Adult aliens which were in operation during the past year are to be established this year. The Bureau will appreciate it if you will respond by return mail stating the date those classes will open in order that sufficient copies of the citizenship textbook, which the Bureau has prepared for each student who is a candidate for naturalization, may be sent to you.

Very truly yours,

Richard K. Campbell
Commissioner of
Naturalization

In connection with this matter, Superintendent of Schools, Mr. Whitford, stated that he had received a request from Mr. Musrush of the Commercial Department of the High School to conduct Night classes at the High School for which a tuition fee would be charged to cover expenses of light and janitor services.

After some discussion of this matter, it having been suggested that an investigation be made to ascertain the names and addresses of persons desiring to attend Night School, Mr. Woodworth moved that it be referred to the Superintendent for a report at the next meeting. Mr. Berry seconded the motion and same was declared to have carried. (23-Page 162)

Superintendent Whitford made the following report of October 7, 1918:

In reference to Night School for foreigners that he had made inquiry at the Packing Plant and had found that the most of the foreigners were Mexicans among whom there was little or no interest in the work recommended by the Naturalization Department. As to Commercial Night School, Mr. Whitworth stated that he believed that there was not enough to justify the establishment of same. (23-Page 185)

Night School Since 1918. The preceding information gives a general idea of the program offered by the Oklahoma City School System up until 1918. From the beginning of this program in 1908 to 1924 there seems to be no official report available as to the enrollment or to the number of teachers. However, it seems that beginning in 1924, at the time of the first depression a considerable number of unemployment classes, such as hobbies, family life, etc., were organized and conducted through the day for adults. This was in cooperation with the State Home Economics Department and the Oklahoma City Schools. In addition to this the regular night school was conducted. A fee or deposit of \$2.00 was required for regular Night School. This fee was refunded to those students who attended 75 per cent of the time. Each student was required to make a request for his refund.

The Night School in 1925-26 met four nights a week Monday and Wednesday nights for one group, and Tuesday and Thursday nights for the other group. A \$2.00 registration fee was required. This was refunded on request if the student attended 75 per cent of the time. In addition to the regular night school courses, classes in homecraft, homemaking, millinery, mothercraft, foods, sewing, etc., were conducted as in 1924-25, by the state and local authorities. No charge was made for these classes.

No change in this type of night school or day classes was made until the fall of 1928. The deposit required for each semester was \$3.00. The deposit was refunded to minors only, on attendance of 75 per cent of the semester. This was the beginning of tuition charges for Adult Education without a refund. No change was made in the adult day classes during the year.

From 1929 to 1932, the night school operated on a deposit of \$2.00 per student for each semester. The fee was refunded to minors only on an attendance of 75 per cent. The refund must be requested within thirty days after the end of the semester. The day classes for adults were abolished in 1929. In 1932, the fee for each student per semester was \$2.00. No refund was made to any student on the attendance basis. If a student withdrew within two weeks after he enrolled, a refund was allowed.

The registration fee for each semester was increased in 1933-34 to \$4.00. No refund was made for attendance, however; if one withdrew within two weeks after his enrollment a refund was made upon request. This policy continued until 1937.

In 1937-38 and 1938-39 a night school was established at Capitol Hill Senior High School. This school operated for two years and was discontinued because of the lack of students. The same fee was charged at this school.

During the development of the oil fields, an extensive adult training program was carried on in cooperation with the State Department of Trade and Industrial Education, the Board of Education and the oil companies. This was a training program for employees and the cost

was provided by the sponsoring organizations. These programs were carried on in 1937-38 and 1939.

The regular night school fee per semester was reduced in 1938 from \$4.00 a semester to \$2.00 a semester with the stipulation that no refund was to be made on attendance, however; if the student withdrew within two weeks after his enrollment, a refund would be made on request. This fee remained the same until 1942 when this change was made. A \$3.00 fee was charged for those who lived outside of the Oklahoma City School district.

In 1943 the following fee system was adopted. This statement is quoted from the schedule printed for that year.

A fee of \$2.00 is charged for a course of 24 hours of instruction; \$4.00 is charged for 48 hours instruction. The 24 hour course meets 2 hours a week for 12 weeks; the 48 hour course meets 4 hours a week for 12 weeks. A term is 12 weeks.

After the return of the veterans of World War II, a large educational program was established for them. Classes were operated four nights a week as related training to their daily work. The tuition for these courses was provided for by the government. Regular night school was conducted in addition to this. This on-the-job training was conducted during 1946-47 and part of 1948, when it was discontinued.

Beginning in the fall of 1947 a new fee policy was established by the Public Night School. According to the spring schedule the following fee was established:

A fee of \$7.00 a high school credit will be charged for accelerated courses. A fee of \$3.50 is charged for a one hour course. A one hour course meets 2 hours a week for 12 weeks.

There has been no change in this fee since that time.

Since its establishment the night school has been operated under several different titles or names, such as, Night School, Irving Night School, Public Night School and the Oklahoma City Public Night School. Public Night School seemed to be the name most used. In 1948 the official name was established as the Adult Institute. It was felt that this title would identify the type of school being operated.

Class Organization. The number of students required in each class has varied little over the years. The Board of Education established this figure on a cost basis. Twenty students were required in academic and commercial classes. In trade extension classes the number was first set at fifteen students, but later lowered to ten. It is now the opinion that this number should be twelve, so an average enrollment of 10 and an average daily attendance of 8 students can be maintained.

Explanation of Tables. The author believes that a certain amount of the development can be explained by tables and graphs. In Table I, the name of the principal, the number of teachers and the salary per hour are given for the majority and separate schools. This table begins with the year of 1924-25 and continues to the school year of 1951-52. Graph I gives the average enrollment for each year from 1938 to 1952.

TABLE I

TEACHERS EMPLOYED IN THE ADULT EDUCATION PROGRAM

YEAR	PRINCIPAL	Majority Salary	Separate Salary	Majority Teachers	Separate Teachers
1924-25	Wm. S. Roseman	\$1.75		20	
1925-26	" " "	"	\$1.25	60	13
1926-27	J.L. Powers	"	"	31	12
1927-28	" " "	"	"	63	5
1928-29	" " "	"	"	39	
1929-30	" " "	"	"	33	3
1930-31	" " "	"	"	33	3
1931-32	" " "	"	"	40	3
1932-33	" " "	\$1.50	"	69	7
1933-34	" " "	\$2.00* \$1.50**	"	36	10
1934-35	" " "	"	"	39	10
1935-36	" " "	"	"	30	10
1936-37	" " "	"	"	45	15
1937-38	" " "	"	"	50	11
1938-39	" " "	"	"	47	12
1939-40	Geo. Brucher	"	"	54	10
1940-41	" "	"	"	39	19
1941-42	" "	"	"	38	16
1942-43	" "	\$1.75	\$1.50	35	14
1943-44	" "	\$2.00	"	21	13
1944-45	" "	"	"	15	11
1945-46	L.H. Bengtson	"	"	41	13
1946-47	" " "	\$2.50	"	38	11
1947-48	B. A. Swagerty	"	\$1.75	36	9
1948-49	" " "	"	\$2.50	48	11
1949-50	" " "	"	"	59	5
1950-51	" " "	"	"	59	6
1951-52	" " "	"	"	63	7

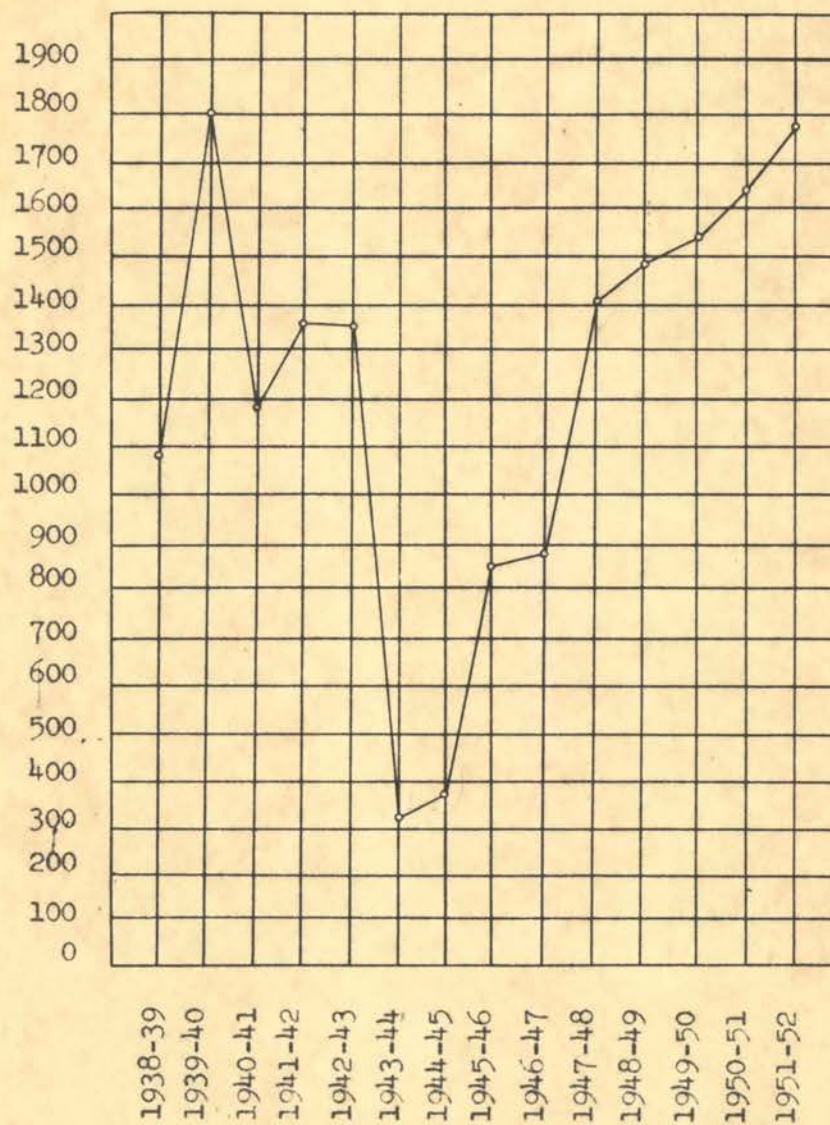
*Trade Classes

** Academic Classes

The total number of teachers shown on this chart is the average number employed in the two or three terms of night school for each year

GRAPH 1

AVERAGE NUMBER BELONGING
1938-52



Job Classifications. Table II is the result of a survey made during the year 1951-52. The purpose of this study was to determine what classes of industries were taking part in the adult education program. It was found that 267 different types of jobs were represented. Some are closely related; however, they have different payroll classifications. The survey will be used to expand the program.

Table III gives a list of teachers employed in the night school during the fall term of night school. This table gives the retaining power and student attendance for each teacher in per cent. This information is obtained from nightly reports, which gives the original enrollment, average daily membership, average daily attendance and the student hours of attendance. Since the classes are established with a minimum enrollment at an established cost, this procedure is necessary. It is considered that the holding power of successful night school teachers should be 70 per cent and attendance 60 per cent. Teachers with a lower percentage rate in holding power and attendance are not considered to be successful.

During the last year the author has made an attempt to accumulate data pertaining to the age level and educational level of the students attending the Adult Institute. Graph II gives the age level for adult students for this year. Some people objected to telling their ages and merely stated on the enrollment card "over 21" or "legal age". Graph III gives the educational level according to the key given at the bottom of the graph. According to this graph the majority of the students were of twelfth grade level.

Pictures. In including pictures with the study, the author wished to show the type of classes or type of work offered in adult

education. This does not include all types of work offered at the Adult Institute, but is a sample from each department within the school. These pictures show the students at work in the classroom or shop. It is more desirable to photograph a small group rather than the whole class to illustrate the type of work that is being done. This is the policy followed in making pictures in the Adult Education Department. Some adults object to being photographed. Permission must be obtained before taking the pictures.

Night School Forms. The author has included in the appendix of this study some forms used in the Adult Institute in Oklahoma City, Oklahoma. These forms consist of the Roll Sheet, Teachers' Register, Accumulative Report, Enrollment Card, and Certificates.

The Roll Sheet is used by each instructor to keep class attendance, and serves as one of the permanent class records in the office. Each teacher is required to sign in and out on the Teachers' Register on the nights he teaches. The payroll is made from this record. The Accumulative Report is used to tabulate original enrollment, average number belonging, average daily attendance, student hours, and cost of instruction per student hour. Certificates are given on the completion of some courses. These serve as records for students. The other forms pertain to class visiting permits, office request slip, and withdrawal notices.

Enrollment cards, class cards, and student class cards are made in one form. Perforations are made so that the cards may be separated. The printing of the enrollment card and the class cards together eliminates

extra cost in printing, saves time in handling, and provides a way for checking all cards at once.

The facts and figures found in this chapter are in no way complete, and give only one side of the story of adult education. A complete study could be made on publicity in this field; on programs, finance, and many other phases. The writer has attempted to give a picture of the historical development of adult education in Oklahoma City. It is his desire that this study will advance the cause of adult education.

TABLE II

JOB CLASSIFICATION OF ADULT STUDENTS
IN 1931-32

Aircraft Assembler	Airconditioner Operator
Aircraft Checker	Baby Sitter
Aircraft Clerk	Bacon Slicer
Aircraft Electrician	Baker
Aircraft Mechanic	Bank Clerk
Aircraft Repair	Bank Helper
Aircraft Supervisor	Barber
Aircraft Sheetmetal	Bar Tender
Accountant Clerk	Bombsight Mechanic
Accountant	Branch Manager
Administrative Assistant	Body Builder
Ambulance Driver	Beautician
Alterationist	Billing Clerk
Apartment Owner	Bricklayer
Apprentice Carpenter	Building Foreman
Apprentice Painter	Blue Print Developer
Apprentice Plumber	Bookkeeper
Apprentice Sheetmetal Worker	Brewery Worker
Apprentice Steamfitter	Building Maintenance
Auditor	Building Manager
Assistant Buyer	Building Superintendent
Assistant Office Manager	Business Discount Teller
Airconditioning Repairs	Business Manager

JOB CLASSIFICATION (Cont'd)

Business Fabricator	Dairy Inspector
Brace Maker	Delivery Boy
Cabinet Maker	Demonstrator
Car Lot Attendant	Diesel Mechanic
Carpenter	Dental Assistant
Cashier	Dental Technician
Carpenter Contractor	Dentist
Carburetor Repair	Designer
Casing Tester	Dishwasher
Checker	Display Manager
Chemical Engineer	Dispatcher
Claim Clerk	Dictaphone Operator
Claim Examiner	Doctor's Assistant
Classified Ad Supervisor	Draftswoman
Clerk	Draftsman
Clerk Typist	Dressmaker
Clutch Repairman	Equipment Maintenance
Contractor	Electrician
Comptometer Operator	Electrical Engineer
Credit Interviewer	Elevator Operator
Credit Department Clerk	Engravers Assistant
Crew Chief	Engineer
Custodian	Engineering Clerk
Customer Clerk	Estimator
Customer Contact	Expeditor

JOB CLASSIFICATION (Cont'd)

Farmer	Heat Treater
File Clerk	Hook Tender
Field Inspector	Hospital Clerk
File Supervisor	Housewife
Fit-Up-Man	Housemaid
Federal Employee	Housekeeper
Fireman	Hydraulic Clerk
Floorman	Hydraulic Mechanic
Floor Girl	Ice Cream Mixer
Flour Miller	Ice Cream Packer
Fountain Girl	Illustrator
Forester	Inspector
Foreman	Instrument Mechanic
Food Handler	Insurance Agent
Fry Cook	Insurance Salesman
Fuel Repairman	Investigator
Gardener	IBM Operator
Garage Owner	Laborer
General Superintendent	Lawyer
Geologist	Laundry Worker
Geophysicist	Lathe Operator
Government Employee	Letter Carrier
Grocery Clerk	Library Aid
Hair Stylist	Lift Operator
Hardware Repair	Line Foreman

JOB CLASSIFICATION (Cont'd)

Librarian	Night Watchman
Lithographer	Nurse's Aid
Loan Closser	Nurse
Locker Manager	Office Boy
Make-Up-Clerk	Office Clerk
Machinist	Office Manager
Machine Operator	Office Supervisor
Manicurist	Oil Field Worker
Mail Clerk	Oil Operator
Mattress Maker	Packing House Worker
Maintenance Worker	Paint Contractor
Mechanic Helper	Painter
Mechanic	Partsman
Messenger Girl	Payroll Clerk
Meter Reader	Paint and Body Man
Millwright	Pastry Cook
Mechanical Engineer	PBX Operator
Medical Student	PBX Repairs
Medical Technician	Physician
Milling Machine Operator	Photographer
Metal Polisher	Pipefitter
Material Dispatcher	Picker
Maid	Plasterer
Miller	Plumber
Mill Worker	Photo Operator

JOB CLASSIFICATION (Cont'd)

Policeman	Secretary
Porter	Self Employed
Postal Clerk	Service Station Attendant
Price Clerk	Shipping Clerk
Projectionist	Sheetmetal Worker
Property Manager	Shop Worker
Production Control	Social Worker
Public Relations	Soldier
Punch Press Operator	Steamfitter
Radio Instrument Repair	Stockman
Radio Electronic	Stenographer
Radio Mechanic	Statement Teller
Real Estate Salesman	Stock Clerk
Receptionist	Store Manager
Refinisher	Spring Maker
Record Clerk	Student
Reclamation Worker	Tailor
Sales Clerk	Tax Accountant
Saleslady	Teacher
Sales Engineer	Telegrapher
Salesman	Tempra Maker
Salesmanager	Tile Setter
Sales Trainer	Tinner
Sand Blaster	Torch Cutter
Seamstress	Tool Grinder

JOB CLASSIFICATIONS (Cont'd)

Tourist Court Operator

Truck Driver

Turret Repair

Traffic Department

Typist

Unemployed

U.S. Inspector

Utilization Service Man

Waitress

Warehouseman

Welder

Welder-Manual

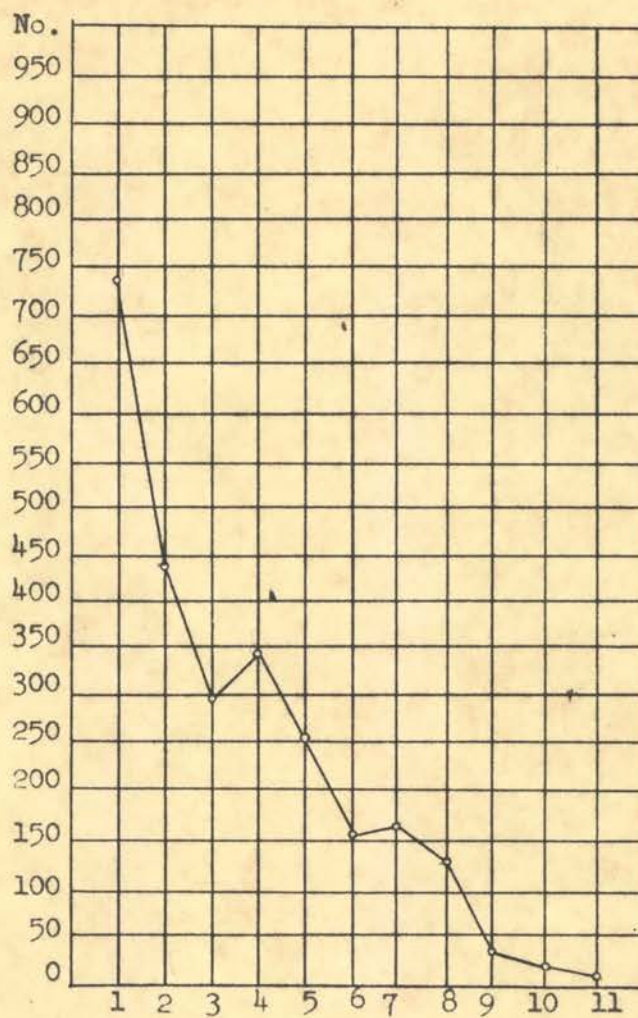
Woodworker

Yardman

Yard Foreman

Yard Superintendent

GRAPH II

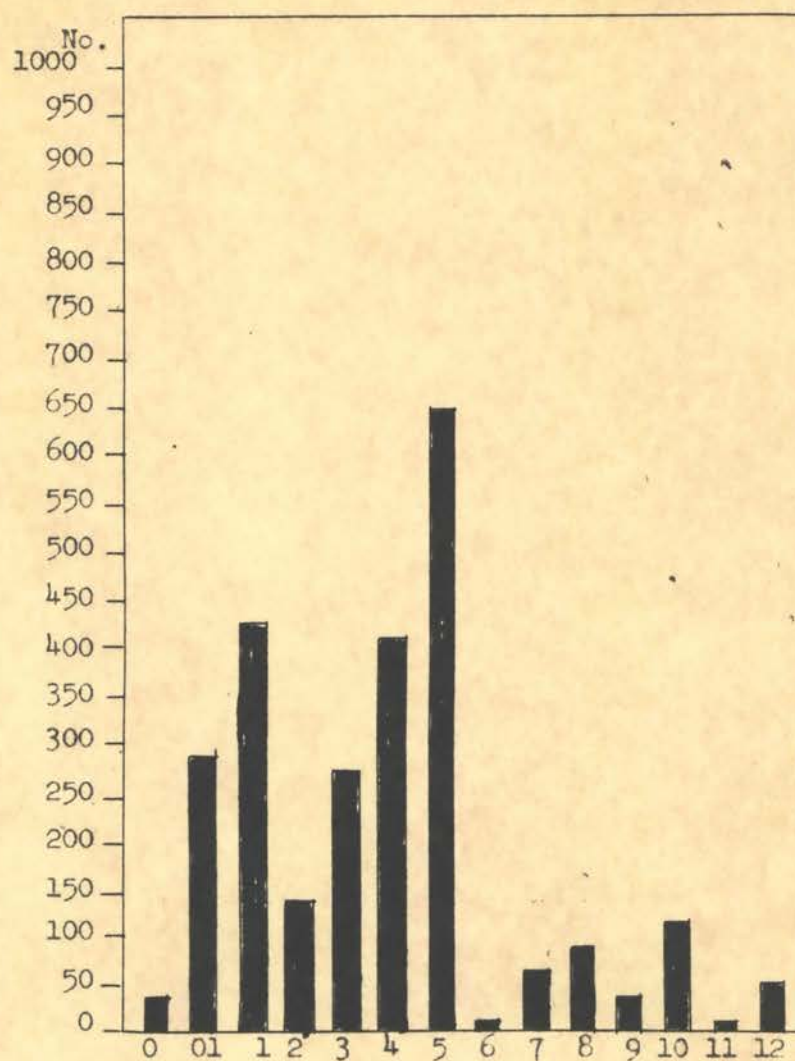
AGE LEVEL FOR ADULT STUDENTS
IN 1951-52

KEY

1. No Information Given
2. 16-20 Years of age
3. 21-25 " " "
4. 26-30 " " "
5. 31-35 " " "
6. 36-40 " " "
7. 41-45 " " "
8. 46-50 " " "
9. 51-55 " " "
10. 56-60 " " "
11. 61-65 " " "

GRAPH 111

EDUCATIONAL LEVEL OF ADULT STUDENTS
IN 1951-52



KEY

- | | |
|-----------------------------|------------------------|
| 0. No Information Given | 6. One Year College |
| 01. No Education Given | 7. Two Year College |
| 1. Elementary Education | 8. Three Years College |
| 2. Ninth Grade Education | 9. Four Years College |
| 3. Tenth Grade Education | 10. Five Years College |
| 4. Eleventh Grade Education | 11. Six Years College |
| 5. Twelfth Grade Education | 12. Business College |

TABLE III

RETAINING POWER AND ATTENDANCE IN PERCENTAGE
OF TEACHERS FOR THE FALL TERM 1951

	Ret'ing	Att.		Ret'ing	Att.
Anderson, Judd	64½	96½	Harville, Leo B.	84	70
Allison, Helen	90	55	Hawkins, W.O.	100	37
Barton, E.C.	96	79	Hardy, Vinson	43	43
Bittle, Juanita	75	75	Hartford, Fred W.	88	64
Bruce, Mary	80	65	Hibbert, Bernice	70	60
Castleberry, Mamie	73	50	Hoyard, Bert	66	50
Clifton, Georgia	100	96	Ingraham, C.C.	82	66
Comer, W.L.	93	80	Lauderdale, L.	88	69
Comer, U.S.	70	47	Lawson, Fred R.	50	40
Courtney, Jack	100	72	Leabo, F.A.	70	62
Davidson, G.L.	65	60	Lewis, H.G.	44	44
Dermid, L.A.	66	63	Looney, Orville	100	62
Donley, Lowell	79	63	McCarley, Vida	70	51
Eargle, Lessie	70	50	McGuckin, James	70	60
Eastland, A.M.	87	75	McGeorge, Helen	91	67
Galloway, Barrett	64	50	Mackin, William	100	66
Garst, Anna	60	50	Mayes, S.L.	64	52
Gilliland, Lonnie	100	85	Miller, Doris	66	60
Glasgow, Helen	65	65	Mills, Edith	70	50
Gray, Anna	60	50	Muscetter, C.F.	100	61
Graves, S.N.	47	62	Mudd, J. Kelly	87	73
Haney, Hollie	65	40	Palmer, J. Wm.	43	40

TABLE III (Cont'd)

	Ret'ing	Att.
Perry, Hazel Bell	60	53
Peters, Francis	59	33
Petkoff, Robert	70	65
Powell, James	86	53
Phillips, A.E.	84	72
Poolo, Maybelle	100	60
Poschel, Anna	100	60
Quinn, Otellia	90	83
Russel, Martha Anna	81	72
Shogren, R.B.	100	59
Spice, John M.	82	50
Stewart, Earl E.	66	50
Taylor, W.E.	80	56
Veneble, Lee Roy	100	60
Von Gonten, Patsy	94	60
Willis, Bess	66	66
Wise, John	100	83
AVERAGE	76.7	61.7



ADULT TYPING CLASS



ADULT SHORTHAND CLASS



LEAD WIPING CLASS



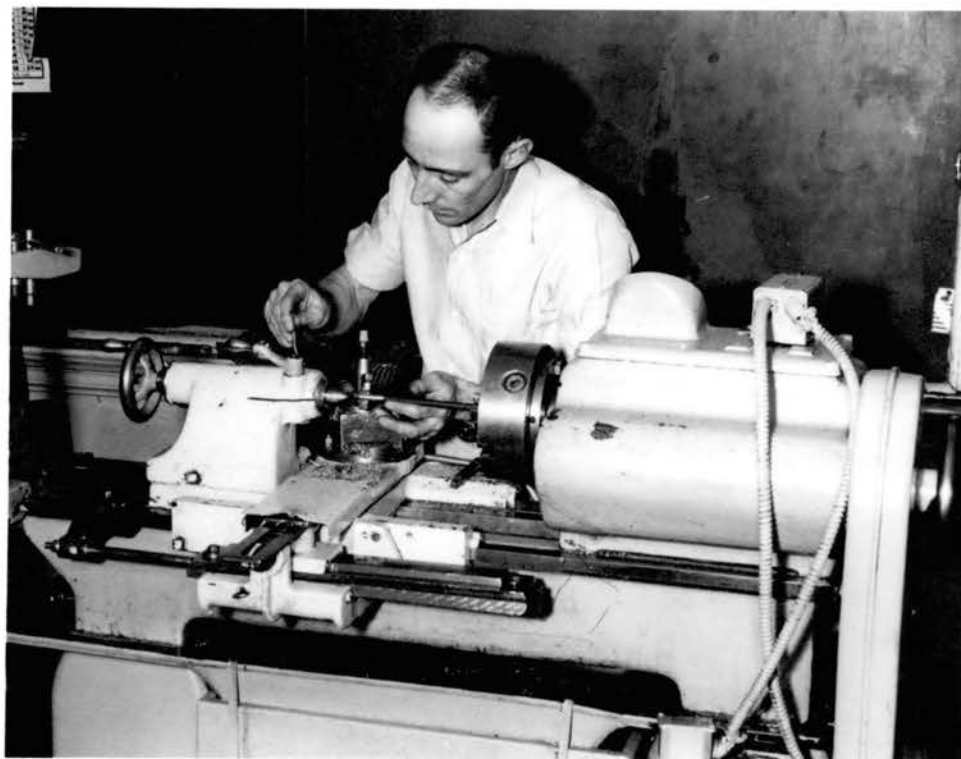
APPRENTICE CARPENTRY CLASS



ADULT SOCIAL SCIENCE CLASS



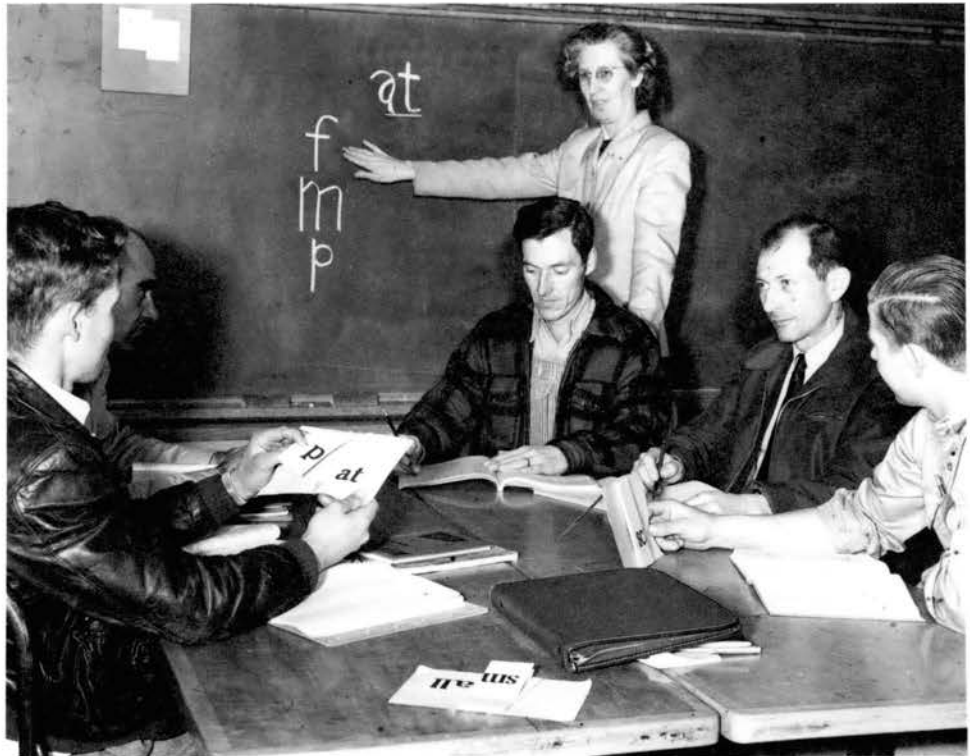
ADULT BIOLOGY CLASS



ADULT MACHINE SHOP CLASS



ADULT DRAFTING CLASS



ADULT LITERACY CLASS



ADULT HISTORY CLASS

CHAPTER IV

SUMMARY AND CONCLUSION

There can be no doubt as to the value of adult education in America or in Oklahoma City. Few people realize the value received by each individual who takes part in the program. The methods of their participation are many and varied. Some are of a cultural nature, others for trade or job preparation, while others may be for hobby purposes. The fact that the number of students is increasing is considered a good reason for the offering of more desirable courses.

In the past twenty years the offerings in adult education have grown from possibly "Immigrant Education," or academic subjects, or even trade preparation, to schools with a complete curriculum. In the future it is possible that Oklahoma City may have a full time day school for adults. All of these advancements will depend greatly upon the amount of money available for its support.

Summary of the Findings. Reliable statistics and facts in making this report have established the purpose of adult education in Oklahoma City as sponsored by the Oklahoma City school system. The findings verify by primary sources that the adult program was established in Oklahoma City to take care of a continuation problem from the day school and to include those adults who wished to participate. This seemed to be the practice of a great number of cities in 1908. This program has gradually advanced until the present time.

The survey of the records indicates that this program started

as a free project wholly supported by school funds. As non-curricular activities were added, some small fees were charged. As the program grew in size, the cost to the school increased. Funds for the support of the night school were insufficient for a desirable program for the community. As a final solution to this problem during the year of 1923 and 1924, the school program was established on a tuition basis. Only enough tuition was charged to pay the teachers' salaries, as established by the Board of Education. Since that time the school has been supported partially by tuition, which has been increased as the cost of maintaining the school has increased.

Conclusion. The adult education program is one of the important parts of the schools in Oklahoma City, therefore a knowledge of its origin, the early supporters of this program and the procedures used in promoting the program should be established as an integral part of the community records. Probably some changes in the present program are necessary to make adult education more realistic. The teachers should give more time and study to the materials that are presented to the adult students. Teachers should be willing to provide time and take courses to prepare themselves to teach adults. Teachers of adult education need to be more conscious of their retaining power in the classroom, as the success of any adult program depends on the retention of students and the increase of enrollment. In 1950-1951, 2799 adults participated in the program. This year that number increased to 3522 adults. It is hoped that this number will increase to 5000 in 1952-1953.

The status of the adult education program in general and the method of conducting the same will not be improved unless all persons concerned make a concerted effort to inform the public of their program. Better advertising is one method of doing this. Every effort should be used to advertise through schools, churches, the chamber of commerce, clubs, etc. Teachers in the day school program need more information pertaining to the objectives, aims, and advantages of the adult program.

Recommendations. The study of financial support is one of the future problems of adult education. A survey or additional research on this subject should be attempted to determine the per capita cost of operating a program. No program can be successfully operated unless the cost to the community is known. A director or the principal of the program should be able to talk intelligently about the cost of promoting the program.

Teachers in Adult Education should be encouraged to go to school and prepare for the teaching of adults. Different methods and subject matter should be used in adult teaching. Teachers should be encouraged to visit other programs when possible to obtain techniques and ideas they may use.

The director of a night school program in a large city will receive considerable assistance from other administrators in the system. In order that he may receive this aid there are certain things to do that are necessary. First, he will need to acquaint the principals and teachers of other schools with his program; second, it will be necessary to convince them that adult education is needed in the community. Through

the cooperation of the people in these schools, brochures can be taken home to parents by the school students. This method is used in adult programs over the nation. It has proved to be one of the successful and economical methods of promoting this type of program.

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22. Minutes of the Board of Education, Oklahoma City School System, Oklahoma City, Oklahoma, 1914-1916, 292 pages.
23. Minutes of the Board of Education, Oklahoma City School System, Oklahoma City, Oklahoma, 1916-1919, 533 pages.
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C. PERIODICALS

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26. Houle, Cyril O., Using the Census to Discover the Needs of Adults, Adult Education Bulletin, 8:131-34, June 1944.
27. Kempfer, Homer, "Let Your Caption Promote Your Course," Adult Education Bulletin, 11:20-26, October 1946.

53

53

Third month

3-20-7

Oklahoma City Public Schools

Teachers will record the following information from the TEACHERS RECORD CARD the first time the student reports to class: Designate by "E" on the date of Entry; "A" for absence; "Re" when student re-enters; "W" when student withdraws from school; "Tr" for transfer when student enters your class from another class. A student is withdrawn from the roll on the third consecutive absence or when making a permanent removal from the class.

Subject _____ Days _____ Hours _____ Teacher _____ First month Second month Third month

Student's Name	Address	Telephone	Receipt No.																																				
1																																							
2																																							
3																																							
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Subject _____ Days _____ Hour _____ Teacher _____ 9-50

**Adult Institute
Oklahoma City Public Schools**

School _____

[illegible]

**Adult Institute
Oklahoma City Public Schools**

Oklahoma City Public Schools

Month Ending _____

[illegible]

Approved By _____ Date _____

Adult Institute
Oklahoma City Public Schools

Beginning _____ 195_____ and Ending _____ 195_____

[illegible]

Reported by _____ Date _____

(Last Name) _____ (First Name) _____ Date _____ 195__ P. P. _____ GI _____ Others _____
 Address _____ Telephone _____ Age, if under 21 _____
 previous education in years in : Grade School _____ High School _____ College _____
 Occupation _____ Employed by _____ Telephone _____
 Is your first enrollment in this School? _____ If not, when did you attend? _____

HOW TO PROCEED TO ENROLL—Fill out Program Card (A). Transcribe to Student Program-Admit Card (B).
 Fill out Teacher Record Card for each class in which you are enrolled. Check with your advisor your completed enrollment.
 NO ENROLLMENT FEES WILL BE REFUNDED AFTER THE FIRST TWO WEEKS OF THE TERM.

Subject	Time	Days	Room	Place	Teacher	Receipt No.

12 _____ Director _____

ADULT INSTITUTE PROGRAM CARD

OKLAHOMA CITY PUBLIC SCHOOLS

Time _____ Receipt No. _____
 Last Name First _____ Teacher _____
 Address _____ Subject _____
 Phone _____ Date _____ 195__

TERM GRADE Attendance Record
 P = Pass; I = Incomplete. Night School; High School
 This card will be sent to the office at the close of the term.
 E—Enter; A—Absent; W—Withdrawn; Re—Re-enter.
 1st Mo.

--	--	--	--	--	--	--	--	--	--

 2nd Mo.

--	--	--	--	--	--	--	--	--	--

 3rd Mo.

--	--	--	--	--	--	--	--	--	--

TEACHER RECORD CARD _____ Teachers Signature _____

Time _____ Receipt No. _____
 Last Name First _____ Teacher _____
 Address _____ Subject _____
 Phone _____ Date _____ 195__

TERM GRADE Attendance Record
 P = Pass; I = Incomplete. Night School; High School
 This card will be sent to the office at the close of the term.
 E—Enter; A—Absent; W—Withdrawn; Re—Re-enter.
 1st Mo.

--	--	--	--	--	--	--	--	--	--

 2nd Mo.

--	--	--	--	--	--	--	--	--	--

 3rd Mo.

--	--	--	--	--	--	--	--	--	--

TEACHER RECORD CARD _____ Teachers Signature _____

Class Time _____ Receipt No. _____
 Name _____ Last Name First _____ Teacher _____
 Address _____ Subject _____
 Telephone _____ Date _____ 195__

TERM GRADE Attendance Record
 KEY: P = Pass; I = Incomplete. Night School; High School
 This card will be sent to the office at the close of the term.
 E—Enter; A—Absent; W—Withdrawn; Re—Re-enter.
 1st Mo.

--	--	--	--	--	--	--	--	--	--

 2nd Mo.

--	--	--	--	--	--	--	--	--	--

 3rd Mo.

--	--	--	--	--	--	--	--	--	--

TEACHER RECORD CARD _____ Teachers Signature _____

STUDENT PROGRAM-ADMIT CARD
B Adult Institute Program Card
 Oklahoma City, Okla.
 Name _____ Date _____ 195__
 (Last Name)
 Address _____ Telephone _____

Subject	Time	Days	Rm.	Teacher

Director _____

OKLAHOMA CITY PUBLIC SCHOOLS

This is to certify that

has successfully completed the prescribed course in _____

Given at _____ School

this _____ day of _____ 19 _____

Director Adult Education

Principal

Adult Institute

IN CONJUNCTION WITH
Oklahoma City Public Schools

Certifies that _____
participated in Adult Institute for Business and Personal
improvement, attending ____ of the _____ class Sessions
in _____.

Issued this ____ day of _____ 19____.

Instructor

Principal, Adult Institute

Director Vocational Education

PERMIT TO VISIT CLASS
Adult Institute
Oklahoma City Public Schools

You will please show this permit to the teacher in charge.

Name _____ Date _____ 195_____

First Hour _____
 (Subject) _____

Second Hour _____
 (Subject) _____

Third Hour _____
 (Subject) _____

Issued by Adult Institute

By _____

1-50-3M

OFFICE REQUEST SLIP

Adult Institute
Oklahoma City Public Schools

Date _____

To _____
 Teacher

You will please send

to the office at once. On return to class, admit only by statement from the office. If student is not present, notify the office at once.

Director, Adult Institute _____

Withdrawn

ADULT INSTITUTE

Date _____ 195_____

Student's Name _____

Subject _____ Hr. _____

Teacher _____ Reason _____

You will please return to the office at once **THE TEACHER**
RECORD CARD of this student.

VED-709

 Adult Institute Office

REPORT TITLE: Historical Development of Adult Education in
Oklahoma City Since 1908

NAME OF AUTHOR: Berle A. Swagerty

REPORT ADVISOR: L.H. Bengtson

The content and form have been checked and approved by the author and report advisor. "Instructions for Typing and Arranging the Report" are available in the Graduate School office. Changes or corrections in the report are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty advisor.

NAME OF TYPIST: Rachelle Stephens