



University of Tennessee, Knoxville

TRACE: Tennessee Research and Creative Exchange

[Doctoral Dissertations](#)

[Graduate School](#)

8-1958

Trends in Public School Adult Education

Funson Edwards

University of Tennessee - Knoxville

Follow this and additional works at: https://trace.tennessee.edu/utk_graddiss



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Edwards, Funson, "Trends in Public School Adult Education. " PhD diss., University of Tennessee, 1958.
https://trace.tennessee.edu/utk_graddiss/3078

This Dissertation is brought to you for free and open access by the Graduate School at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Doctoral Dissertations by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

To the Graduate Council:

I am submitting herewith a dissertation written by Funson Edwards entitled "Trends in Public School Adult Education." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration.

Orin B. Graff, Major Professor

We have read this dissertation and recommend its acceptance:

Dale Wantling, Galen N. Drewry, James E. Arnold, John W. Gilliland

Accepted for the Council:

Carolyn R. Hodges

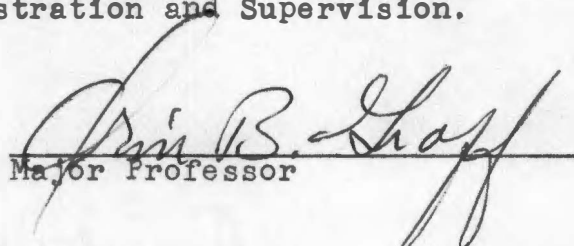
Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

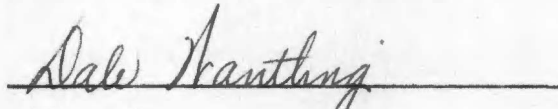
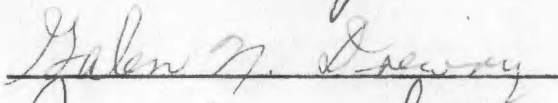
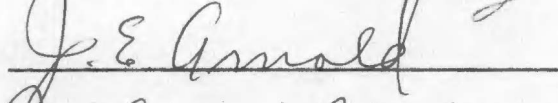
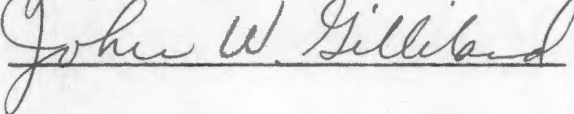
July 14, 1958

To the Graduate Council:

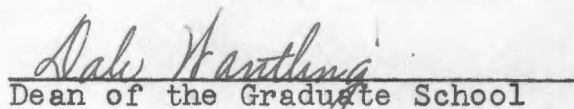
I am submitting herewith a thesis written by Funson Edwards entitled "Trends in Public School Adult Education." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Major Professor

We have read this thesis and
recommend its acceptance:

Accepted for the Council:


Dean of the Graduate School

TRENDS IN PUBLIC SCHOOL ADULT EDUCATION

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

by

Funson Edwards

August 1958

LIBRARY
UNIVERSITY OF TENNESSEE
KNOXVILLE

ACKNOWLEDGEMENTS

The writer is indebted to scores of persons for their contributions in the completion of this study. The writer is particularly indebted to each member of his Graduate Committee: Dr. Orin B. Graff, Chairman, Dr. John W. Gilliland, Dr. Galen N. Drewry, Dr. Ralph B. Kimbrough, Dr. Dale Wantling, and Dr. James E. Arnold for their untiring willingness to aid the writer with the many problems he encountered.

Especially, the writer is indebted to his Committee Chairman, Dr. Orin B. Graff, whose kind heart and competent counseling made the road much smoother to travel. To the numerous adult school directors throughout each geographic region of the country, who participated in the survey, the writer is most appreciative.

To Elmer Aslinger and his adult education staff in the Knoxville City Schools, the writer humbly expresses his sincere appreciation.

To his immediate family, Clairette and Judy, the writer has just cause to be thankful for their understanding hearts and willingness to take the bitter with the sweet.

And finally, to his brother, Larry Edwards, who had gone this way before, the writer will ever remember his encouragement as a powerhouse of inspiration.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	1
Definitions	2
Delimitations	3
Significance of study	4
Some conditions that have implications for adult education	8
Related studies	10
Summary	22
II. THE DEVELOPMENT OF THE STUDY	23
General procedures	23
Developing the prospectus	24
Developing the questionnaire	24
Design of the questionnaire	25
Trial testing of the questionnaire	26
Distribution of the questionnaire	26
Major uses of the questionnaire	27
Plans for review of the adult school movement	28
Treatment of sub-problems	29
Summary	33

CHAPTER	PAGE
III. DEVELOPMENT OF THE ADULT EDUCATION MOVEMENT .	34
General	34
Development of the Knoxville adult school program	55
Summary	62
IV. AN ANALYSIS OF RESPONSES ON ADULT EDUCATION TRENDS SUPPLIED BY DIRECTORS OF ADULT EDUCATION	65
Description of data	65
Summary	80
V. AN ANALYSIS OF RESPONSES TO INQUIRIES ON ADULT SCHOOL TRENDS	82
Summary	124
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .	126
Summary	126
Conclusions of the study	133
Recommendations	139
BIBLIOGRAPHY	141
APPENDICES	144
APPENDIX A	145
APPENDIX B	155
APPENDIX C	197

LIST OF TABLES

TABLE	PAGE
I. Summary of Responses on Adult School Trends Relating to Organization and Administration .	67
II. Summary of Responses on Adult School Trends Relating to Finance	69
III. Summary of Responses on Adult School Trends Relating to Growth and Expansion	72
IV. Summary of Responses on Adult School Trends Relating to Methods of Instruction	74
V. Summary of Responses on Adult School Trends Relating to School-Community Relations . . .	76
VI. Summary of Responses on Adult School Trends Relating to Teacher-Pupil Relations . . .	79
VII. Summary of Responses on Adult School Trends Relating to Dates of Establishing Local Adult Education Departments	84
VIII. Number and Percentages of Systems Establishing the Position of Adult School Director . . .	86
IX. Date of Establishing Adult School Directorship	87
X. Number of Adult School Supervisors Employed by Systems	89
XI. Number of Employees in Adult School Programs .	90

TABLE

PAGE

XII.	Summary of Responses Relating to Conducting Morning and Evening Classes	92
XIII.	Summary of Responses on Adult School Trends Relating to Conducting Classes Inside and Outside Day School Buildings	93
XIV.	Summary of Responses on Adult School Trends Relating to Methods of Financing Adult School Programs	95
XV.	Summary of Responses Relating to Sources of Revenue Percentages for Adult School Programs	97
XVI.	Responses Relating to Charging Course Fees .	100
XVII.	Responses Relating to Charging the Same Course Fees to Residents and Non-Residents	101
XVIII.	Responses Relating to Teacher Hourly Rate of Pay	102
XIX.	Responses Relating to Paying Teachers of Adults Higher Rate of Pay Than Rate Paid Day School Teachers	104
XX.	Summary of Responses Relating to Distribution Costs in Adult School Programs by Percentages of Their Total Allocation	105
XXI.	Summary of Responses Relating to Enrollment Increases	108

TABLE

PAGE

XXII.	Percentage of Enrollment Increases Shown by Number of Systems Surveyed	110
XXIII.	Summary of Forty-Four Responses Relating to Enrollment Increases by Instructional Areas	111
XXIV.	Summary of Responses on Adult School Trends Relating to Class Size	113
XXV.	Summary of Responses on Adult School Trends Relating to Methods of Instruction . . .	114
XXVI.	Summary of Forty-Seven Responses Relating to Instructional Areas which Promote Moral and Spiritual Values	116
XXVII.	Summary of Responses on Adult School Trends Relating to Percentages of Teachers Unwilling to Change Methods of Teaching .	117
XXVIII.	Summary of Forty-Five Responses Relating to Participation of Organizations in Adult School Programs	118
XXIX.	Summary of Forty-Five Responses Relating to Organizations Most Helpful in Planning Adult School Programs	119
XXX.	Summary of Fifty-Eight Responses Relating to Keeping the Public Informed of Adult School Programs	121

TABLE

PAGE

XXXI. Summary of Fifty-Four Responses Showing	
Media Serving to Inform Public of Adult	
School Programs	122
XXXII. Summary of Responses Concerning Teacher-	
Pupil Relations	123

CHAPTER I

INTRODUCTION

Adult education, which in recent years has attracted the attention of millions, may be found in every geographic region of our country. Adult education programs exist in various forms and have been operated in numerous financial patterns.

Adult education as treated in this study, however, concerns only adult educational activities in the public schools. More specifically, the study concerns the trends in public school adult education on the secondary level.

The Problem

General Statement

The major problem of this study was to ascertain the major trends in public school adult education through interviews and a study of the literature and to verify these trends through questionnaire response.

Sub-problems

The major problem was treated under four divisions or sub-problems listed as follows:

1. To trace the adult education movement on national and local levels.

2. To survey trends underway in secondary public adult school programs throughout the United States identified by adult school directors.
3. To analyze responses relative to adult school trends provided by adult school personnel through questionnaires.
4. To summarize findings and develop recommendations for the improvement of secondary public adult school programs.

Definitions

Appropriate to interpretation of the study are the following definitions of important terms used throughout the discussion:

Academic course - in general, a course of study dealing with "cultural" or "pure" subject matter.

Adult education center - any local unit, agency, or school promoting formal or informal education for adults

Americanization class - an organized group of persons, usually preparing for naturalization, studying the English language and United States history, institutions, and culture.

Continuation school - a public part-time school in which young workers may continue their education while employed.

Literacy - strictly, a state denoting the bare ability to read and write.

Night school - an adult education center operating at night.

Non-credit class - any class in which the work may not be counted toward a diploma or degree.¹

Delimitations

A number of limitations were placed upon this study. First, the study proposed to treat only those phases of adult education which were conducted by the public secondary school. The only exception to this limitation was in the presentation of the background development material which presented an historical aspect of the study. The study was further limited to deal only with trends identified in the public school adult education programs. Major procedures in securing data for the study were limited to a questionnaire, conferences held with local adult school officials, and literature in the field of adult education.

¹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Company, Inc., 1945), pp. 1-190.

Significance of Study

Since more than three million adult school students are formally or informally engaged in self-improvement through adult educational activities of the public schools, there is reason to believe that the adult school movement is one of great significance.

The literacy, Americanization, and academic courses of the earlier years have been continued and still constitute an important part of the programs, but to them has been added as many areas of learning as are found in a modern secondary school. The broadening of the areas of adult education to meet public demand and the increasing diversity of course offerings at the local level appear to be established trends in the development of adult education.²

Elementary adult education for illiterates or those who must compensate for education missed in childhood or youth is still needed in nearly every program. This need should be considered a basic cause for interest in the findings from studies such as this. The 1950 Census indicated that of persons in the United States twenty-five years of age or older, 26 per cent had not graduated from elementary

²George C. Mann, "The Development of Public School Adult Education," Public School Adult Education (Washington, D. C.: National Association of Public School Adult Educators, 1956), p. 3.

school. In some states more than 35 per cent of this age group had not completed elementary school.³

The public school will assume its proper place in public education when adult education becomes an integral part of the total education program. The majority of adults enrolled in our public schools have educational needs which can not be related to the academic levels established for young people.

Numerous areas of the country appear to be recognizing the significance of the adult education movement; by 1950 a total of twenty-four states had adopted some provisions for state aid for general adult education.⁴

Recent years have seen a growth in adult education activities that differ markedly from the traditional classroom procedure. Forums, lectures, workshops, discussion groups and the use of visual aids have come to be accepted as effective techniques in the teaching of adults.

As early as 1929, Tennessee was reported in survey findings as one among nine states which offered parent education classes in public school adult education programs. Since that time the adult school program in the public schools of Tennessee has noticeably expanded. The greater

³Ibid., pp. 3-5.

⁴Ibid., p. 7.

part of this expansion has been due to local school district interest in this type of program. For example, there were 6,254 adult school students served by the Knoxville adult school program during the school term of 1956-57; whereas, in 1923, only thirty-five adult school students received certificates at the close of the school term.

Adult education is a different type of educational program as compared to an educational program for children because it is less formal than day schools. Adult education has characteristics that call for a different curriculum, different course content, different methods of instruction, and different facilities from those provided for children.

Dorothy Hewitt, Director of the Boston Center for Adult Education, showed the true significance of the adult education program when she said: "All the affairs of the world, including the upbringing and teaching of children and adolescents, are in the hands of adults."⁵ This statement most certainly charges the leadership of the adult education programs with the very highest of responsibilities.

The spirit and meaning of adult education can not be enhanced by addition, by the easy method of giving the same dose to more individuals. Adult education more accurately

⁵Mary L. Ely, Handbook of Adult Education in the United States (New York: Institute of Adult Education, Bureau of Publications, 1948), pp. 241-242.

defined begins where vocational education leaves off. Its purpose is to put meaning into the total life.

It seems beyond contradiction in adult education that anyone who works with people must believe that human beings can change. Individuals change at seventy, although the degree of change at that age may not be as great as change would be for individuals at fifteen.

Because of this belief, adult education has assumed a significance beyond its original assumptions that adult education means merely the learning of subject matter or vocational skills. Adult education is as much concerned with personality change as it is with acquiring knowledge and skills.⁶

Adult educators have done much to promote the group discussion method of teaching. Perhaps the most significant trend in method as applied to the field of adult education is the increasing use of discussion procedures. The process involved in group discussion methods is accurately described by Benne, Bradford, and Lippitt, as:

Group thinking and discussion refer to the entire process by which a group of people surveys the problems facing it, clarifies these problems, selects a problem which the group comes to feel is important and which it can hope to solve, formulates an acceptable common solution, devises

⁶Louis Lowy, Adult Education and Group Work (New York: William Morrow and Company, 1955), p. 207.

ways in which the solution may be tried and decides the trial.⁷

What the future holds for public school adult education will depend primarily on the kind of leadership offered by school administrators and boards of education. In turn, this quality of leadership will depend upon the wider acceptance of social realities which make expanded programs of adult education essential whether they are administered by the public schools or some other public service agency.

Some Conditions That Have Implications for Adult Education

Education is related to skilled, technical and managerial occupations; it serves as a foundation for scientific and professional advancement and it is correlated with consumer sales.

Our national progress is retarded by adult illiteracy. Although there has been a decline in illiteracy, still according to the 1950 Census, there were nearly ten million adults in the United States who had not advanced beyond the fourth grade. This condition also should be a challenge to

⁷Kenneth D. Benne, Leland P. Bradford, and Ronald Lippitt, "Stages in the Process of Group Thinking," Human Relations and Curriculum Change (New York: The Dryden Press, 1951), pp. 68-69.

adult educators to recognize the real significance of their task. Of these ten million adults who had not advanced beyond the fourth grade, about four million were native whites, three million were foreign born whites, and three million were Negroes. Illiteracy was found to be highest in the Southeast.

Illiteracy reduces national wealth and results in social and cultural lag. Besides, it slows down technical advancement and lowers production. Illiteracy among adults is, therefore, a problem of national concern, urgency and magnitude. It poses a real threat for all persons concerned with and interested in the advancement of adult education.

New advances in social and economic life make it necessary for adults to acquire new skills, knowledge, understandings and attitudes. The public school adult education program appears to be the most logical agency for attempting to meet these needs.

One measure of what the public schools are doing in adult education is the amount of money they are spending on it. In the Adult Education Finance Study in 1954, Edward B. Olds⁸ found that of the seventeen thousand school districts with total enrollments of 150 or more pupils, six thousand

⁸Ambrose Caliver, "How Much Adult Education is Going on in The United States?" Fact Book on Adult Education (Washington, D. C.: U. S. Office of Education, 1957), pp. 1-15.

provided some amount of adult education to four million or more adults. This study revealed that \$79,000,000 was spent annually from all sources on adult education.

In ten states the study showed that where a reasonable amount of state aid was granted for general adult education, 4.6 per cent of the population was enrolled. In thirty-eight states where little or no state aid was granted, 1.6 per cent of the population was enrolled.

Related Studies

Public school adult education, though not a completely new addition to the public school system, seemingly has shortcomings with respect to the number of major research studies conducted. Primarily, research in public school adult education has been limited to local or regional survey studies.

The writer has arranged the review of related studies in order of the areas found to be associated with the trends discovered in the review of the adult school literature. The six major areas identified with the adult school trends were as follows: Organization and Administration, Finance, Growth and Expansion, Methods of Instruction, School-Community Relations, and Teacher-Pupil Relations.

As previously stated, for the most part, the discussion on related studies has been limited to findings from

surveys and studies reported in periodicals and other literature. Selections were made from volumes in the field of adult education when such sections or chapters provided data for the study. Additional references which were valuable in providing data for this section of the study were shown in the bibliography.

Organization and Administration

One of the principal studies completed in the area of adult education was conducted by Dr. James E. Arnold. This study provided valuable guidance in recognizing adult school trends, as well as giving direction for understanding adult school organization and administration.⁹

A trend toward establishing divisions of adult education in State Departments of Education with directors of adult education was noted in 1956.¹⁰ Cities with directors of adult education have more diversified programs, better records, more trained teachers, more appropriations for adult classes, lower cost per pupil, and a better record of continuous improvement than adult programs without adult school directors.

⁹James E. Arnold, "A Study of Adult Education Through University Extension with Special Reference to The University of Tennessee" (Unpublished Ed. D. thesis, The University of Tennessee, June 1955).

¹⁰Mann, op. cit., p. 9.

There has been a steady growth in the number of local adult school administrators since 1934. According to Kemper's study, 44.9 per cent of the cities of over one hundred thousand and 22 per cent of the cities from thirty thousand to one hundred thousand had full-time directors. Two hundred and twenty-five other cities had part-time directors.¹¹

Effort is being vigorously exerted in many places to secure adult school facilities appropriate to adult needs and interests; frequently buildings constructed for young children can not be adequately used to instruct adults.

In California, the adult school leadership pattern provided by the state has been a source of influence for the development of similar patterns by local districts. Secondary school districts recognize that if good educational programs for adults are to be provided, proper administration and organization are necessary.

Finance

Few studies have been made on unit costs in adult education. A number of reasons appear to account for this being true. Outstanding among such reasons are: lack of uniform budgetary practice and accounting systems of the public schools' adult education programs; integrated budgets further

¹¹Ibid., p. 10.

handicap analysis of community colleges and public school funds.

The report by Kempfer and Wood¹² is essentially a status study which shows current practices in financing adult education programs and does not evaluate the various plans. This report summarizes findings under two areas in finance: Sources of Income and Comparative Costs.

Sources of income. This financial report relative to the cost of adult training shows that taxes provide the major support although three of the forty-five public schools studied received no tax benefit except through provision of free physical facilities. Taxes paid more than 90 per cent of the bill in more than half the schools studied. These communities seemed to have extended the principle of free public education upward without regard for age limit. If building overhead is not taken into consideration, the state often makes a greater contribution in financial support for adult education than does the local districts.¹³

Fees paid by the enrollees furnish significant support (20 per cent or more) in about one-third of the forty-five public schools surveyed. Seven school communities in the

¹²Homer Kempfer and William R. Wood, Financing Adult Education, Bulletin No. 8 (Washington, D. C.: Federal Security Agency, Office of Education, 1952),

¹³Ibid., pp. 1-27.

study made by Kempfer and Wood¹⁴ reported that student fees supported half or more of the total adult school costs.

Several of the schools benefited from Veterans Administration funds; however, only two received money from Vocational Rehabilitation. In a number of cases, an integrated operating budget made difficult the segregation of income and expenditures for adult education.

Comparative costs. The study by Kempfer and Wood¹⁵ revealed three conclusive findings relative to comparative costs in financing adult education programs:

1. Comparatively adult education does not cost much. This is true largely because the quantity of adult education is much less than the amount of elementary and secondary education provided. In eleven of the schools only 1.54 per cent of the total school budget was spent for adult education. Ten other schools showed adult education to cost 2.49 per cent of their school budget.

2. Adult education, being largely part-time instruction, costs only a small fraction as much per pupil as does full-time elementary and secondary education. The cost per enrollee among twenty-six schools averaged \$14.84 per year. This, however, does not include salaries.

¹⁴Ibid., p. 13.

¹⁵Ibid., pp. 13-14.

3. In twenty-four public schools which paid their adult school teachers separately for adult instructional service, the average cost per student hour of instruction was thirty-five cents.

Wide variations in adult school expenditures were shown due largely to wide differences in terminology, size of community, components of the expenditure figure, quantity of adult education offered, enrollment, number of clock hours of instruction offered, and nature of activities provided.

The study reported a number of public schools indicating the costs of the various phases of the adult school program. The following itemized account is an example of the average cost of adult education instruction reported from the Atlantic City, New Jersey, adult education program.¹⁶

Expenditures: Budget, \$54,882.57; actual, \$41,397.55

Supervision	\$ 2,654.00
Coordinators	6,900.00
Clerks	2,939.00
Office expense	532.33
Instructors	22,876.00
Books and supplies	1,922.12
Janitors	1,466.50
Light and power	2,107.60
Teacher pay	3.00 per hour

¹⁶Ibid., p. 21.

Conclusions. In most of the schools studied relating to the financing of adult education the principle of free public education for adults had widespread acceptance. The study by Kempfer and Wood¹⁷ revealed that funds to support adult education come from a variety of sources, yet in a majority of cases taxes paid over 90 per cent of the costs. State and local taxes carry the burden of support. Fees support about one-fifth of the costs of adult education programs.

It is difficult to secure valid studies of unit costs in adult education due to the differences that prevail in budgeting and accounting practices.

Compared to regular day school programs, adult school programs in 1950-51 reached on the average, 23.5 per cent as many people, but at only 1.8 per cent of the cost of the day program. The study revealed also that costs seem to decrease proportionally as the number of people served increase. In 1946-47 the adult school program reached 14.8 per cent as many people as the day program and cost 1.7 per cent as much.¹⁸

¹⁷Ibid., p. 15.

¹⁸Helen Allion and Robert A. Luke, "Public School Adult Education in the United States," Adult Education (Chicago: Adult Education Association of the U. S. A., 1953), pp. 71-72.

Growth and Expansion

In the past decade adult education enrollments have soared to huge numbers in the public schools. Kempfer found in his 1947-48 adult activities survey that cities which had twenty-five thousand or more inhabitants reported a total enrollment of 2,104,032 adults attending adult school programs, and that enrollment reported by 135 smaller communities was 72,659.¹⁹

Additional information secured by the same survey showed an estimated three million adults or out-of-school youth were provided some type of organized educational service in 1947-48. The report also revealed that 81 per cent of the school districts studied reported adult education activities and nearly half of the returns reported an evening school or an adult school.

The study conducted by Helen Allion and Robert A. Luke entitled "Public School Adult Education in the United States,"²⁰ showed that total enrollment increased 51.2 per cent in the period 1946 to 1951.

According to this survey the greatest enrollment increases were in health and physical education, which increased

¹⁹Homer Kempfer, Adult School Activities of the Public Schools, Pamphlet No. 107 (Washington, D. C.: Federal Security Agency, Office of Education, 1948), pp. 1-20.

²⁰Allion, op. cit., pp. 69-75.

250 per cent; agriculture 200 per cent; and almost 100 per cent increases were reported in remedial and special education and in the area of practical arts and crafts.

However, more recent findings, especially the 1957 enrollment figures in California, show other areas of instruction increased proportionally higher than those reported by the Allion and Luke study previously mentioned.

According to the report of adult education enrollments in the California schools, increases in enrollment (10 per cent or more) by subject area in order of greatest growth were: first, academic subjects, followed by citizenship, and English for the foreign born; business education, trade and industrial shop; parent education; and fine arts and music.²¹

Other areas that showed increases or growth were areas of instruction relating to the family cycle and homemaking. Patterson²² points out such increases in "Some Trends in Adult Education"; enrollment figures from the public schools and other agencies active in adult education indicate the rapid growth of the homemaking programs throughout the United

²¹Stanley E. Sworder, "Adult Education in its Centennial Year," California Schools (Sacramento: Department of Education, May 1957), p. 199.

²²Irene Patterson, "Some Trends in Adult Education," The Education Digest, 19:28, November 1953.

States. This area of instruction has been considered of great value in that it serves the whole family with reflected improvement in children's learning.

The growth and expansion of the Knoxville adult school program is described in Chapter III of this study, in which reference is made to Hugh J. Betts' study²³ treating the development of the adult education program in Knoxville from 1916 to 1933. The Allion and Luke²⁴ study reported more than eighty-five thousand teachers of adults in the United States in 1950-51.

Methods of Instruction

The methods of effectively teaching adults are not identical with methods needed in the elementary and secondary schools. The study of adult school activities conducted by Allion and Luke²⁵ shows an increasing awareness of the need for student participation. Forums, workshops, panel discussions, and demonstration laboratory methods were increasing in use. The study by Allion and Luke further emphasized the importance of less formalism in teaching; more attention to interests, needs, and attitudes of participants.

²³Hugh J. Betts, "Adult Education in the City Schools of Knoxville, 1916-1933" (Unpublished M. S. thesis, The University of Tennessee, August 1933).

²⁴Allion and Luke, op. cit., p. 74.

²⁵Loc. cit.

The successful method of instruction employed will be planned and designed with one major point in mind--to improve the understanding, participation and proficiency of the students. Whatever change, addition, alteration or supplement is required to accomplish the major purpose of the course should be implemented.

School-Community Relations

The successful adult school program will not only keep the community informed of its problems and achievements but also it will continuously solicit help and understanding from the various community agencies which are capable and willing to improve the adult school program.

The study conducted by Allion and Luke²⁶ showed that adult education programs need adaptability and provisions for routine interaction with the community they serve. The report suggests some ways to accomplish these ends: that each adult education activity be held in a part of the community convenient for the people most likely to be interested in that activity; that certain adult education activities be held in buildings other than the public schools; that adult education leaders and instructors be drawn from persons in all walks of life; that activities be long or short term, depending on the needs and interests of those being served.

²⁶ Loc. cit.

The study further revealed that adult schools receive the greatest help from business and industrial organizations, with some help from public libraries and labor unions. The major types of services rendered both to and by the schools were the spreading of information about opportunities being offered, the referring of students to appropriate courses, the lending of visual aids, and the providing of resource speakers.

Teacher-Pupil Relations

To be on the best terms with the adult pupils and in order to help them most, the teacher should acquire as much training in the teaching of adults as is possible to secure.

The Allion and Luke²⁷ survey gave indications that better or improved teacher-pupil relations would result in improved training for teachers in areas of methods and use of materials, understanding needs of participants, and understanding needs of the home and community.

How well adult students become adjusted in adult education programs depends to a large extent upon the kind and quality of assistance they get from their instructors, counselors, and other adult school personnel. It appears quite imperative to provide the adult student with complete and efficient guidance relating to his personal and school

²⁷Ibid., pp. 73-74.

problems if the adult school program expects the best results from the adult students. Good teacher-pupil relationships can do much to accomplish this goal.

Summary

Chapter I has presented data descriptive of the various aspects relative to the problem and its divisional parts. The introduction described the extent and scope of the study and explained ways and means employed in conducting the study.

The purpose of the study was explained and sub-problems identified. Additional aspects of the study including definitions, implications, related studies, and the significance of the study were discussed in their relation to the problem. Chapter II presents a discussion of the procedures followed in pursuit of information and in the development of the study.

CHAPTER II

THE DEVELOPMENT OF THE STUDY

General Procedures

The plan for developing this study on trends in public school adult education involved a series of procedures which enlisted the assistance of each member of the writer's graduate committee.

The plan for conducting the study in the area of public school adult education was largely accounted for by two conditions: first, the writer had several years teaching experience in the local adult evening high school, and second, evidence through review of adult school literature showed that adult education had attracted the attention of millions with its growth and expansion.

Investigation of source materials indicated that sources were adequate for conducting a major research study in the area of public school adult education. Following a careful review of the available literature in the field, the proposed study was limited to deal only with trends related to the secondary public school adult programs.

As a result of conferences and discussions with members of his committee and other interested school personnel, the writer was advised to investigate the following

sources for possible use in conducting the study: the review of adult school literature, arranging for conferences and interviews with the local adult school personnel, and designing an appropriate questionnaire instrument for use in collection of essential data. Several months were devoted to making inquiry into these activities in determining their usefulness for conducting the study.

Developing the Prospectus

The first formal procedure followed in conducting the study was that of developing the prospectus which served as a tentative guide for the study until more permanent plans of operation were agreed upon for the writer to follow. Upon completion of the final draft of the prospectus, it was discussed with the University of Tennessee Educational Administration and Supervision Seminar group and members of the writer's committee, at which times improvement was sought and revisions considered. The use of the prospectus served to define the scope and limits of the study, to clarify the purpose of the study, and to identify the sub-problems to be considered in conducting the study.

Developing the Questionnaire

The first step involved in the designing of the questionnaire was that of conducting a careful review of the

adult school literature on trends in public school adult education. Upon completion of such review the trends identified in the literature were assembled under six major areas of adult public school operation as follows: Organization and Administration, Finance, Growth and Expansion, Methods of Instruction, School-Community Relations, and Teacher-Pupil Relations. The writer used no preconceived set of categories for organizing these identified adult school trends, but rather derived the categories after consideration of the trends.

Design of the Questionnaire

The form of the questionnaire was representative of the six major areas identified through a search of the literature and previously described. This instrument, a copy of which appears in the Appendix, contained a series of twenty-one adult school trends or adult school practices. The questionnaire, as submitted to adult school directors, contained six pages listing a series of twenty-one statements and providing space for directors to check their reactions to the statements in one of the following box-space locations: This is a Trend, The opposite is a Trend, or The Trend is Unclear. The instrument form also contained spaces for additional comments; such a space followed each direct inquiry.

Trial Testing of the Questionnaire

The questionnaire was the only device employed in the study for the survey of adult school trends. The questionnaire, designed to be completed by adult school directors from each geographic region of the United States, was carefully examined by adult school personnel in the Knoxville City Schools. These trial tests were made in an effort to determine the merits of the instrument and to secure ideas for its improvement. The Knoxville adult school personnel contributed additional data that improved the questionnaire in its final form.

Distribution of the Questionnaire

A number of agencies were instrumental in providing an adequate mailing list for the distribution of questionnaires in conducting this adult school survey. The U. S. Office of Education, The Adult Educators Association, State Departments of Education, and lists of adult school programs reported in survey studies furnished the mailing lists for distribution of the adult school questionnaires. There were 108 questionnaires distributed by mail; forty-three were mailed to adult school officials in State Departments of Education, and sixty-five were sent to directors of local adult school programs.

Accompanying the copy of the questionnaire sent to adult school directors were two supplementary sheets. One sheet gave directions for adequate and efficient completion of the form; the other was a letter of introduction explaining the nature of the study, the conditions of authorization, and words of appreciation to the directors for their willingness to participate. Copies of these supplementary sheets are included in the appendix. Explanations were made that summary findings would be furnished upon request. Envelopes with stamp and return address were enclosed with each questionnaire mailed. The questionnaires were readied for distribution on March 8, 1958.

Major Uses of the Questionnaire

The principal uses of the adult school questionnaires, which were used in the study, were to verify the adult school trends identified by, and supplied through, the review of adult school literature. An additional use of the questionnaire was that it served as the major device for collection of certain specific data which were used primarily as a check against the responses given about trends. The design and contents of the questionnaire also served as a guide that tended to limit the scope of the study to the activities of public school adult education.

All primary data compiled in the study were, from the beginning, contingent upon the effective handling of the survey questionnaire. The study's summary, conclusions, and suggested improvements in adult education programs depended upon the successful application of the survey questionnaire.

Plans for Review of the Adult School Movement

The review of adult school literature was conducted for two basic reasons. Literature review was essential first, to identify adult school trends, and second, to trace the development of the adult school movement.

Numerous activities of agencies, both public and private, were studied for understanding and gaining a perspective of their contributions to the development of the adult education movement.

Grants from foundations, established funds, and public school appropriations were studied in the light of their influence on the growth and expansion of the adult education program.

Consideration was given to the study of Federal legislation which provided for the vocational training of adults. Such legislation tended to establish a foundation for state and local support for adult education.

Examination of the records of the Knoxville City Schools central office was made to acquaint the writer with

legal provisions for the support of adult education on the local level. Review of legislation providing for the establishment of adult education programs in Tennessee acquainted the writer with the State's efforts for the development of adult education.

Treatment of Sub-problems

Four sub-problems were identified in Chapter I as follows:

1. To trace the adult education movement on national and local levels.
2. To survey trends underway in secondary public adult school programs throughout the United States identified by adult school directors.
3. To analyze responses relative to adult school trends provided by adult school personnel through questionnaires.
4. To summarize findings and develop recommendations for the improvement of secondary public adult school programs.

The first sub-problem relates to the secondary material used in the development of the study. Findings secured from a review of adult school literature were used in the treatment of the first sub-problem. The literature was also

reviewed in search of trends to be identified. The identified trends from the literature were to be verified by adult school directors, selected to participate in the survey, by responding to inquiries in a questionnaire.

From the returned questionnaires, responses were analyzed and interpreted in the treatment of the third sub-problem. Tables were used in the presentation of statistical data. Additional comments identifying trends other than those specified in the questionnaire were summarized for presentation.

The fourth sub-problem was to develop final summaries, conclusions, and suggest improvements in adult education programs if warranted by the study's major findings.

Procedures Relating to Sub-problem One

The sources of information which identified the adult school movement were limited to comparatively few recently published volumes. Some of the major developments in the adult school movement were influenced by private agencies and foundations established by corporations. Also, the adult school movement was furthered by public libraries and federal legislation providing for vocational training of adults. More recently adult education has developed with the financial aid from state legislative acts and public school appropriations on the local level. And finally, the adult education movement was promoted by a number of indirect

influences. An ever-expanding population offered increased enrollments, the extended life span created a larger population of older persons, the migration from rural to urban centers made getting training more convenient, scientific and technological advancements demanded greater know-how from employees, and the retired or leisure class population desired to become more culturally informed. Each of these forces has played an important role in the adult education movement.

Procedures Relating to Sub-problem Two

The most outstanding current articles were secured from the following periodicals: The Education Digest, "Some Trends in Adult Education,"¹ November, 1953. The principal trends submitted in this source were: a trend based upon the belief that truly functional homemaking education serves the whole family; trend to involve the role of the family in modern society; and a trend to look at the individual and his needs rather than at the subject matter we would like to teach. Loy R. LaSalle² states in his article, "Public School Adult Education," NEA Journal, February, 1955, that

¹Irene Patterson, "Some Trends in Adult Education," The Education Digest, 19:28-29, November 1953.

²Loy R. LaSalle, "Public School Adult Education," NEA Journal, 4-5, February 1955.

there is mounting evidence that a trend is developing in public school adult education to place emphasis on moral and spiritual growth of mankind.

Procedures Relating to Sub-problem Three

The data comprising the primary material was secured from adult school directors in response to questionnaires on trends in public school adult education. Data from this source provided the basic content for Chapters IV and V. Statistical data presented in table form with explanation and interpretation of findings will serve to inform the reader of the survey results.

Procedures Relating to Sub-problem Four

Summarizations and conclusive statements made from the study required considerable time for the application of logical interpretation of the data being examined. Careful examination of source material included in the study was made in order to provide the major interpretations and implications revealed by the primary material.

Upon the decisions drawn from the data collected and tabulated, basic conclusions were reached and in event of need, recommendations for the improvement of the adult school program were made.

Summary

Chapter II has presented the procedures and practices used in the development of the study. The leadership and guidance provided by the writer's graduate committee made possible the recognition of essential factors influencing the study and opened avenues for the development of the study.

The review of adult school literature provided source material for developing the prospectus which served as a guide for initial plans. Processes of designing, testing, and administering of the questionnaire on adult school trends used in the collection of the primary data for the study were discussed.

The form of design used in construction of the questionnaire made possible the use of tables in presentation of statistical data. The provision allowed for additional comments produced information on additional trends not specified in the questionnaire. The growth and expansion of adult education, as evidenced through studies and surveys, was reviewed in gaining a perspective of the adult school movement.

CHAPTER III

DEVELOPMENT OF THE ADULT EDUCATION MOVEMENT

General

The data in this section of the study deal primarily with the adult education movement as it related to the public school. Other agencies, outside the area of the public school, influencing the adult education movement, have received only minor emphasis in the study since the primary objective has been focused on the public school and its relation to adult education.

It is not that private agencies have been ineffective in the promotion of adult education; on the contrary, their efforts have stimulated it, but the study was designed to show the part the public school played in such development.

This chapter places emphasis upon two areas of the adult school movement. The areas discussed are: a general view of the country-wide attempts to establish and develop adult education programs; and efforts to make provisions for and set into operation adult school programs in Knoxville together with data showing the growth and expansion of the Knoxville adult school program.

Elaborations were presented in this section of the study which identified specific efforts on the part of

numerous states to organize and promote adult school programs, and to encourage local boards of education in their respective states to recognize the need for making available adult school activities at public expense in local communities.

Various forms of adult education have been practiced in the United States for more than two hundred years. The farmers and mechanics of Massachusetts during the second quarter of the nineteenth century organized the first Lyceum for the purpose of self-culture, community instruction, and mutual discussion of common public interests.¹

The Lyceum idea spread rapidly across the country. By 1839 there were more than three thousand such forums and discussion groups; for several decades this movement continued unabated. Other agencies during the latter part of the nineteenth century which were influential in the development of adult education were the university extension, the county farm agents, the public libraries, the Young Men's Christian Association, the public forums, training programs in industry and trade, as well as the public schools.²

¹William Withers and Harold Rugg, Social Foundations of Education (New York: Prentice-Hall, Inc., 1955), pp. 656-657.

²R. W. Reeves, Adult Education (New York: McGraw-Hill Company, 1938), pp. 9-10.

In recent years the foundations have done much for the advancement of adult education. In most instances these organizations did not deal directly with the local communities; they did indirectly influence activities through their support of universities and other educational groups which provided services to localities.

The Carnegie and Rockefeller Foundations promoted adult education in the early 1900's. Because of the extensive role played by the Carnegie Corporation in the support of adult education during the second quarter of the nineteenth century, and the promising role being played by the Ford Foundation at the beginning of the second half of the century, it is considered very important that the student of adult education have some knowledge of this part of the total educational picture.³

The breadth of the Ford Foundation's objectives imposes a duty on it to put its resources at the disposal of those who can contribute most significantly to the advancement of democracy.⁴ The Foundation must be constantly alert to the problems and needs of our society; it must stand ready to help in those strategic areas where the greatest

³P. H. Sheats, C. D. Jayne, and R. B. Spence, Adult Education (New York: The Dryden Press, 1953), pp. 264-265.

⁴Ibid., p. 265.

progress can be made toward democratic goals, and wherein human needs and aspirations can be most effectively fulfilled. The real significance of a Foundation's spending lies not in the amount expended but in the care with which its programs are selected.⁵

Historical references show that evening schools were in existence in New York as early as 1661. These schools were made available to both youth and adults and offered vocational and cultural subjects.

Later types of adult education conducted largely on private, and frequently on a charity basis, were lectures, institutes, and classes conducted for adults by religious groups, benevolent societies, and workers organizations.

In 1823 the State of Massachusetts was among the first to provide for an evening school for adults. The movement for evening schools originated in the larger cities, and the early legislation by the states was permissive only. Most of the early laws provided for the admission of minors as well as adults, a provision that continues in current state laws which specify that such schools and classes shall be open to adults and to such minors as may in the opinion of the governing board profit by the instruction.

From 1847 to 1870 the major cities in Massachusetts opened evening schools. Immediately cities in adjoining

⁵Ibid., pp. 265-266.

states followed a similar pattern. Adult school personnel met in conference in Madison, Wisconsin, as early as 1915 for the purpose of establishing a national organization for adult education. Later in 1925 and 1926 such type conferences were conducted in Cleveland, Ohio, Chicago, Illinois, San Francisco, California, and Nashville, Tennessee.⁶

In 1907 New Jersey enacted a law providing for adult school instruction in Americanization. Kentucky in 1914 adopted a law providing for the education of adult illiterates. General adult education was conceived for the purpose of meeting continuing interests and needs of adults who had sub-standard academic training.

The State of California which has pioneered in many phases of adult education provided state legislation in 1893, that evening elementary schools and special day and evening classes shall be open for the admission of all children over sixteen years of age residing in the district and for the admission of adults.⁷

Also, many states enacted laws providing for the education of aliens and native born illiterates. The American Association for Adult Education was organized in 1926, with the financial assistance of the Carnegie

⁶Mann, op. cit., p. 2.

⁷Ibid., p. 4.

Corporation.⁸

The recently published handbook of the American Association for Adult Education reports the number of adults enrolled in the various types of adult education to be more than twenty million persons. Of this number of approximately twenty million persons, six million were enrolled in agricultural extension activities and one million five hundred thousand were enrolled in the public schools. This report further indicates that no less than thirty-two specific types of adult education were then going on in the country. Outstanding among these types of adult education activities are thousands of study-discussion groups of the United States Department of Agriculture, numerous local branches of the National Congress of Parents and Teachers, various public library activities, and a vast program of informal adult education activities provided through motion pictures, theaters, and television.

Too, schools for the elimination of illiteracy among the foreign-born are found in almost all large cities. In addition, classes for the improvement in Americanization for immigrants are to be found in sizeable numbers in numerous sections of the country.

⁸William Withers and Harold Rugg, Social Foundations of Education (New York: Prentice-Hall, Inc., 1955), p. 657.

Enlarging the number are the enrollments from the commercial correspondence agencies and other home study groups in comprising the total of thirty-two distinctive types of adult education activities going on in America.⁹

Historical documents show that evening schools were to be found in New York as early as 1661.¹⁰ Such schools also were established in Boston in 1724, in Philadelphia in 1734, and in Charleston, South Carolina in 1744. The evening schools grew rapidly between 1750 and 1820. Even in those early periods need was expressed for adult education training. These schools were open to youth and young adults, and they offered both cultural and vocational subjects.

Formal classes for adults were first conducted in the public schools of New York City in 1823; fees were charged and teachers in the day schools were granted permission to teach adults during the evening for these fees.¹¹

Ten years later free adult school instruction was begun with the opening of four free evening schools in New

⁹George C. Mann, "The Development of Public School Adult Education," Public School Adult Education (Washington, D. C.: National Association of Public School Adult Educators, 1956), pp. 2-5.

¹⁰Ibid., p. 2.

¹¹F. W. Reeves, Adult Education (New York: McGraw-Hill Company, 1938), pp. 9-10.

York. The project, when expanded to include six such schools, was recognized by the New York State Legislature which, in 1847, authorized an appropriation of \$6,000 for use in the operation of the evening schools.

During the six years following 1847, the Board of Education of the City of New York for the 1853-54 school term reported a registration of 3,224 adult students, with an average attendance of 1,224 and an expenditure of \$6,098.46, or a cost of \$4.97 per pupil.

By 1901 there were six evening schools in Manhattan and the Bronx, and two in Brooklyn. Other evening schools were established in Buffalo in 1851, and in Rochester and Syracuse between 1880 and 1890.

The 1920 Census revealed illiteracy to be widespread in New York, as well as in the country in general. Partially as a result of these findings there followed a marked increase in Americanization work, and the State Constitution of New York was amended to require of all voters the ability to read and write English.¹²

How much adult education is going on in the United States may be judged by the best estimates available which show that the number of adults enrolled in organized adult education activities is approximately equal to that of

¹²Ibid., p. 10.

children and youth enrolled in the public schools--somewhere between thirty and thirty-five million.

According to a recent survey study, some four million adults are annually enrolled in public school programs. And other thousands are annually enrolled in community colleges and technical institutes, a majority of which are publicly supported.

In formal programs such activities as literacy classes, classes in American government for the foreign-born, and classes in elementary subjects are, for the most part, either free or available at a nominal cost.

In the Adult Education Finance Study in 1954, Olds found that \$79,000,000 was spent annually from all sources on adult education.¹³

The following states through legislative acts appear to have done most toward the development of the public school adult education program: California, New York, Pennsylvania, Wisconsin, Washington, Connecticut, and Michigan. Commendable progress has also been recently made in Maryland, Virginia, Florida, Georgia, and Nevada.

In the State Legislature of California during 1946, state apportionments were made to school districts for adult education. The amounts apportioned were \$90.00 for each

¹³Ambrose Caliver, "How Much Adult Education is Going on in The United States?" Fact Book on Adult Education (Washington, D. C.: U. S. Office of Education, 1957), pp. 4-8.

unit; indicated enrollments for adult classes during that year were 600,000 pupils; the average daily attendance was near 500,000. State appropriation to school districts amounted to about \$4,500,000. Pending legislation in the State of California in 1958 also provided for increased state support for adult education of \$90 to \$120 for each school unit based upon the average daily attendance. An additional pending bill also provided a \$4,000 apportionment for each approved evening school.¹⁴

Perhaps much of this effort that has of recent years been exerted favorable to adult education was inspired at an earlier date, since as far back as 1893, similar interest in adult education was shown. The State Legislature of California in 1893 authorized evening elementary and special day and evening classes to be open for the admission of all children over sixteen years of age.

There were more than one hundred evening elementary and evening high schools operating throughout the United States by 1870. Also, 165 major cities of this country had established evening schools to serve the educational needs of adults by 1900.

California in 1920 established the first division of adult education as a basic part of public education within

¹⁴Ely, op. cit., p. 202.

the State Department of Education. Also during the period of 1856-1900, evening schools were established in the major cities of California. The California Schools Report of May, 1957, reveals that the curriculum in the adult and evening schools included the following courses: penmanship, spelling, grammar, English, bookkeeping, reading, mechanical drawing, algebra, electrical science, and history of the United States for the year 1955-56.

By 1907, the first important steps had been taken in establishing a legal basis for adult education in the public schools of California. The first courses oriented in the adult program were elementary and remedial; however, the demand gradually came for higher education as identified by adult interests and expressed needs.¹⁵

A study of the California Adult Education Program revealed that 8,880 adults received diplomas during the 1955-56 school term. In addition the study showed the academic courses to lead in enrollment increases. Of the total number enrolled in adult classes in 1955-56, 25 per cent were enrolled in academic courses.

The results from this survey in California indicate the continuing growth of adult education programs on a state-wide level. In the larger cities of California, separate

¹⁵Stanley E. Swarder, "Adult Education in its Centennial Year," California Schools (Sacramento: Department of Education, May 1957), pp. 199-202.

adult schools, or adult divisions to which they have been referred, have been established. This organizational structure has been found sound and perhaps is responsible for California's having developed one of the most outstanding programs of public school adult education in the United States.¹⁶

The public school has enjoyed progress with the adult school program, due largely to liberal financial aid from state legislatures. Some evidence of this fact is that by 1930, twenty-one states had made some provision for state financial aid; however, only seven states of this number had made provision for state aid to adult education except in the areas of Americanization and literacy education. So it appears that the adult program has possibilities for additional financial support, but it remains the task of educators to justify each area of instruction if it is to receive the financial blessings of the taxpaying public.

By 1946, seven states were providing financial aid for local adult education programs. Included in this group were New York, California, Michigan, Pennsylvania, Connecticut, Washington, and Wisconsin. The amount of state aid provided by this group in 1946 ranged from \$5,800 granted by one state to \$4,500,000 granted by another. Twenty-four

¹⁶Ibid., pp. 199-200.

states had adopted some provisions for state financial aid for general adult education by 1950.¹⁷

Samplings from a sizeable number of public school systems which conducted adult education programs indicated a considerable increase in enrollments during recent years. School attendance for adults at the Pittsburgh Public Evening Schools totalled 12,000 in 1945; this number was an increase of 1,000 adult pupils over the previous year's attendance. Five thousand additional adult school pupils enrolled in the Philadelphia adult school program during the 1945 school term. The total enrollments in adult education in cities increased 51.2 per cent from 1946 to 1951. The cities with populations of 2,500 or larger reported the largest increase.¹⁸

The school law in Pennsylvania makes extension education (public adult school education) an integral part of the public schools. All legislation in Pennsylvania governing day schools is equally applicable, when pertinent, to extension education activities.¹⁹

¹⁷Mann, op. cit., p. 4.

¹⁸Helen Allion and Robert Luke, "Public School Adult Adult Education in the United States," Adult Education (Chicago: Adult Education Association, 1953), pp. 69-75.

¹⁹Ely, op. cit., pp. 210-211.

In 1946, the State Board of Vocational and Adult Education in Wisconsin received an appropriation of approximately \$400,000 as state aid for schools of vocational and adult education.

The State of Washington, in 1946, provided that school attendance of adults in night school classes or in part-time classes was accredited for apportionment purposes on the basis of one hour as equivalent to one-fifth days attendance in the day school. Since the rate of state support is relatively high there, this amount in state aid pays virtually the entire cost of the adult education program.

In 1823, the State of Massachusetts, by legislative act, appropriated seventy-five dollars to establish an evening school, and later increased the support so that by 1854 the evening schools there were supported entirely by public funds.

Louisville, Kentucky, was among the early pioneers in the promotion of public school adult education. The City Council of Louisville opened an evening school for apprentices in 1834.

Boston, in 1836, gave half of the yearly proceeds from its City Hay Scales revenue for the operation of its evening schools.²⁰

²⁰Mann, op. cit., p. 2.

The first general legislation which provided for the support and operation of evening schools was passed by the Ohio Legislature in 1839.²¹ While this Ohio enactment was designed chiefly for employed youths who were over twelve years of age, the law did not prohibit or exclude adult attendance.

Massachusetts, in 1847, adopted a law authorizing cities and towns to appropriate money for the support of schools for the instruction of adults in reading, writing, English grammar, arithmetic, and geography.²² At an earlier date, 1803, Massachusetts had provided that evening schools be made compulsory for cities having ten thousand or more inhabitants.

The period from 1900 to 1930 was characterized by increasing state legislation relating to adult education. In 1948, the Michigan State Legislature approved \$300,000 for local assistance in adult education.²³

The year 1920 marked an important step in the recognition of adult education as a functional part of public education, since California in 1920 established the first

²¹Ibid., p. 3.

²²Loc. cit.

²³Homer Kempfer, "Adult Education is Growing," School and Society, 9:171, September 1948.

division of adult education as a basic part of public education.²⁴ By 1930, five additional states, Connecticut, Delaware, Nebraska, Pennsylvania, and Massachusetts, had established departments or divisions of adult education.

The State Legislature of Connecticut, in 1946, authorized the board of education in any town of that state having a population of ten thousand or more to establish and maintain a program of adult classes or other adult educational activities for at least 150 clock hours per year. The Act further provided that instruction be conducted in any subject upon written petition of twenty or more persons who were sixteen years of age or over. Upon such written petitions, local boards of education were to furnish requested instruction without charge.

In June, 1945, the Michigan State Legislature appropriated the sum of \$250,000 for the ending of each fiscal year 1945 through 1947 for the purpose of providing an experimental program in adult education; however, there has been no special legislation for adult education in Michigan since that date. Immediately following the expiration of this 1947 appropriation, considerable influence was exerted to persuade the State Legislature of Michigan to authorize reimbursement which would have provided for approximately thirteen cents

²⁴Mann, op. cit., pp. 1-3.

per clock hour for each member enrolled in adult education classes.²⁵

It may be concluded that the changes observable in the 1936-46 decade, and events which have taken place subsequently, give ample evidence that there will be constantly increased efforts exerted throughout the country to promote state legislation favorable to adult education. Single efforts could not be expected to accomplish such goals; a combined organized effort consisting of civic, economic, and educational leaders of the many communities, by necessity, will recognize such need as a mutual cause and strive to achieve such ends. Survey returns reveal that the majority of adult school officials showed interest in completing inquiries concerning adult school activities. Kempfer surveyed 3,613 school districts in 1947-48 on adult school activities in the public schools and received 80 per cent returns.

Of the 2,922 districts reporting in the survey, more than four-fifths claimed to have had educational activities for adults and out-of-school youth during the school term of 1947-48. Also, nearly half of this number reporting stated that they conducted evening and adult schools in their districts. An estimated three-fourths of all districts with populations of 2,500 or above provided some kind of education

²⁵Ely, op. cit., p. 207.

for adults.

The concept of adult education, as predominately a remedial activity on the part of the public school, has long since been superseded by concepts of service much broader in their application to community needs. Malcolm Knowles expressed faith in the growth of adult education in his statement that adult education is coming of age. It is gaining recognition as an indispensable element in the educational system. Other outstanding writers in the field recognize that adult education can no longer afford to be classed as the "stepchild" in the public school system. Paul Essert, a leader of national recognition in the field of adult education, expresses the belief that adult education is becoming an integral part of public education policy, program and budget. Essert further contends that school administrators and boards of education members no longer regard adult education as "fringe activity," but they regard it as a fourth level of public education.²⁶

By 1955, nineteen states and the District of Columbia had made specific provisions for state aid to local communities for adult education training, and ten additional states had made reasonable attempts to provide such help to local communities.

²⁶Paul Essert, "Programs in Adult Education," School Executive, 19:101-102, January 1956.

According to an NEA survey of urban public adult education programs in cities of 150,000 or larger, more than 90 per cent of this group reported that they had conducted some form of adult education program in connection with the public school. Also, over 65 per cent of the cities reporting, whose populations ranged from 9,000 to 35,000 stated that they had adult education programs connected with their public schools. From the same study enrollment increases showed the following: during the period 1946-1951, in small cities with population range of 2,500 to 30,000, adult education enrollments had increased 100.3 per cent; medium-sized cities' enrollment increased equally as well, with a 187.7 per cent increase in cities of 30,000 to 100,000 population. These data appear to give some evidence of the influence state aid plays in developing adult school programs.²⁷

By 1950, there were twenty-three states which had adult education personnel in their state departments of education, either on a full-time or part-time basis.²⁸

An increase in state aid and an increase in state supervision for adult education have resulted in the expansion of the program from sixty-five communities in 1944 to 604 in 1954.²⁹

²⁷Mann, op. cit., p. 5.

²⁸Loc. cit.

²⁹Loc. cit.

In the future of our public school system, adult education is destined to become a very important part of our educational service. As a whole, every sort of adult education should be given the chance to prove its worth. Experimental projects could be tried out in both day and evening classes without disrupting the schedule of business and industry. Provisions for such classes should be made through a separate and distinct appropriation. Every school budget should contain as large an item for adult education as is required to provide for the continuation schools.³⁰

How extensive and effective the adult school program may grow to be would normally depend upon such factors as the amount of financial support the citizenry is willing to provide; the willingness and eagerness of adult educators to provide a quality of instruction identified by adult interests and needs; and the hope and aspiration that lie in the heart of the adult as evidence of his real desire to advance. To fulfill such blank spots in lives of countless numbers of adults would test in true significance one's ability to lead.

Though public school adult education has enjoyed correspondingly great strides in expansion and enrollment increases there is yet evidence of much illiteracy among the

³⁰Frank P. Graves, "Public Provisions for Education of Adults," School and Society, 388-391, April 1922.

adult population. According to a recent survey publication, illiteracy is still present in striking numbers. According to this survey, nearly 9,500,000 adults were functionally illiterate in 1950. In the same year, only 6 per cent of our adult population, who were twenty-five years or older, were college graduates.³¹

This survey report went further to show that the median educational level of the adult population can be expected to rise by 2.8 years between 1950 and 1970. While the median years of schooling for adults, twenty-five years or older, was only 8.4 in 1940; yet by 1950, the educational median level had risen to 9.3.³²

The data given in the publication, Education Throughout Life, projects the future for the training of adults to predict that for the same age group of adults, typical ones of this group will be high school graduates by 1970.³³

And finally, it showed that high school education is required in seventy-one of the shortage occupations and that the greatest unemployment is among elementary school drop-outs.³⁴

³¹Caliver, op. cit., p. 2.

³²Loc. cit.

³³Loc. cit.

³⁴Homer Kempfer, Education Throughout Life (Chicago: Adult Education Association of the U.S.A., 1957), pp. 1-14.

Development of the Knoxville Adult School Program

The data presented in this section of the study are drawn from three principal sources found to be the most reliable and authoritative for this particular undertaking. The study conducted by Hugh J. Betts³⁵ on the adult school program in the Knoxville City Schools from 1916-1933, was drawn upon quite heavily. Two additional sources which provided additional information were the Annual Reports and the Board of Education Meeting Minutes of the Knoxville City Schools.³⁶

The State of Tennessee provides no legislation for adult education except the educational opportunities provided for by the Division of Vocational Education. To the present date no special legislation has been passed in Tennessee for general or academic adult education activities. However, in the absence of such legislation the state does not prohibit local school boards from including general academic adult education in connection with their Vocational Education Program. Such an arrangement was initiated in

³⁵Hugh J. Betts, "Adult Education in the City Schools of Knoxville, 1916-1933" (Unpublished M. S. thesis, The University of Tennessee, August 1933).

³⁶Minutes of Knoxville City Board of Education, Knoxville, Tennessee, November 12, 1956.

the Knoxville City Schools for the promotion of adult education and is at present in effect in this public school system.

The discussion to follow describes the efforts advanced to establish and promote educational programs for adults and out-of-school youth residing in the Knoxville area. Numerous unsuccessful attempts have been made to provide an adequate and permanent program of educational activities for adults in the Knoxville school community.

From its origin, the adult school program in Knoxville appeared to be hampered by alterations, reductions, drastic changes, and termination of operations. Yet, despite these unfavorable conditions, the adult school program survived the financial crisis of the depression period and made advancement.

It is quite true that program alterations and discontinued services weakened the program's chance to develop an effective educational service for adults; however, enthusiastic educational leaders continued throughout the years to press its cause and make known its merit.

Despite setbacks and financial hardships the adult school program in Knoxville has not only survived, it has made commendable progress in providing for a flexible course offering and simultaneously served increased enrollments over a period of years.

The Knoxville Adult Education Program was first made possible by state legislation in 1917. This particular statute was permissive legislation, rather than specific or special, as far as general adult education was concerned. House Bill No. 545, under the Public Acts of Tennessee, in 1917, permitted city and county boards of education to use public funds for the maintenance of night schools, in which persons fifteen years of age or older could enroll.³⁷

The legislation under discussion authorized that such night schools when established would be a part of the free common school system in the county or city in which it was located. The first night school to be operated by the Knoxville City School System was begun in the fall of 1919.³⁸

Reported in the Betts' study³⁹ three experimental night schools were conducted in Knoxville. The first of these three experimental adult schools was known as the YMCA Night School. The YWCA branch established a similar school during the same year in Knoxville.

Following the two earlier attempts in 1917, the Knoxville Board of Education in 1919 made a third trial to establish such a school. In November, 1919, the Knoxville

³⁷Betts, op. cit., p. 8.

³⁸Ibid., pp. 11-13.

³⁹Ibid., p. 14.

Board of Education authorized and established night schools at the following locations: The Moses and Pickle Elementary Schools, the Knoxville High School and the High School for Negro Pupils. Again, in 1920, another different type of organization sought permission from the Knoxville Board of Education to conduct night schools in the city. The Knights of Columbus secured approval for such a school from the City Board of Education in September of 1920. This particular night school conducted by the Knights of Columbus taught two classes in the fundamentals or basic subjects, one class for adults almost completely illiterate, and one class for persons with not less than a third grade education. This second group was given instruction in reading, writing and arithmetic.⁴⁰

With reference to attempts in the state to make provision for adult educational training, the Knoxville Adult School Program seemed to be one of the forerunners in the movement. Also, prior to 1917, only four additional states including larger populated areas (Pennsylvania, New York, Massachusetts, and Wisconsin) had established part-time education at public expense for the benefit of employed youngsters during the working day.

The Federal Vocational Act, commonly known as the

⁴⁰Ibid., p. 15.

Smith-Hughes Act, was passed by the Congress, February 23, 1917. This legislation extended federal aid to the states for the promotion of vocational education. The Act made possible six types of trade or industrial training organized in the following areas: Evening Industrial, Part-time Trade Extension, Part-time Trade Preparatory, Part-time General Continuation, Unit Trade (day trade), and General Industrial.

The State of Tennessee accepted the provisions authorized by the Smith-Hughes Act in providing state legislation governing adult school training. State Senate Bill No. 196 made such acceptance. This Bill designated the State Board of Education as the Vocational Education Board of the State to cooperate with the Federal Board for Vocational Education.

Following the acceptance of the provisions made possible by the Smith-Hughes Act of 1917, definite provisions were made in 1919 on the part of the State of Tennessee to provide money with which to match the Federal money available for the promotion of vocational education.

Two per cent of the General Education Fund as provided for by Chapter 264, Acts of 1909, and Acts amendatory thereto shall be used for the promotion of vocational education in the State of Tennessee under the provisions of Senate Bill No. 703, of the Sixty-fourth Federal Congress.⁴¹

⁴¹Ibid., pp. 42-43.

State laws relative to adult education were enacted in Tennessee, first in 1917, and again amended through the Public Acts of 1925, in order to extend to all classes of adults the opportunity to receive further education at public expense. Additional provisions for adult education activities were provided for in Section 22, Public Acts of Tennessee, 1925.

Be it further enacted, that county or city Boards of Education in the State are hereby authorized to establish and maintain night schools for persons who are over sixteen years of age: provided under rules and regulations prescribed by the State Board of Education, said night schools when established shall be a part of the public school system of said county or city, and any funds that are now available for the maintenance of said system, shall be available for establishment and maintenance of said night schools at the discretion of said Board of Education.⁴²

The act further provided that in the apportionment of all State and County school funds, the average number in attendance each night shall be recorded as constituting a part of the public school attendance in the same manner as pupils who attend day schools.

The first permanent night school conducted entirely under the City Schools of Knoxville was in the school term of 1922-23. This school was operated two nights per week, Tuesday and Thursday from 7 p.m. to 9 p.m. The length of

⁴²Ibid., p. 52.

this first term was from October 12, 1922, to February 1, 1923, a period of twelve weeks, excluding holidays. Each pupil was charged a registration fee of two dollars to attend classes for a period of twelve weeks. Thirty-five pupils received certificates at the close of this school term. The night school program in Knoxville continued to grow to the extent that by the end of the 1933 school term the white adult night schools had an enrollment of 1,094 pupils; an average nightly attendance of 880 pupils. The Negro adult night school had an enrollment of 531; an average nightly attendance of 436 pupils for the 1932-33 term.

Following are presented the areas of instruction, the number of classes taught, and the total enrollments in the white adult schools at the end of the 1931-32 school term. The basic area of the three-R division had a total of thirteen classes, with a total enrollment of 156 pupils; the home economics division had nine classes with 126 pupils enrolled; the commercial area gave instruction to 547 pupils distributed over twenty-eight classes; while the trade and related subjects area taught twenty-seven classes serving 312 pupils. The school covered five areas or divisions of instruction, offering a total of eighty-two classes, and serving more than twelve hundred students by the end of the school year 1932.

The Knoxville Evening High School, formerly known as the Knoxville Night High School and the Knoxville Opportunity

School, became officially accredited to issue high school diplomas in 1941.

Tremendous growth and expansion was evidenced in public school adult education during the last two decades. Total enrollment in adult education increased by more than 50 per cent between 1946 to 1951. Also, a similar growth and expansion was shown for adult education in the Knoxville adult school program by 1956-57.

During the 1956-57 adult school term there were 6,254 students enrolled in the various adult school activities in the Knoxville adult school program. During the same school term there were 106 adult school teachers employed in the Knoxville adult school program.⁴³ By 1956 the Knoxville adult school program had expanded its offerings for adults to seven major areas.

During the 1956-57 adult school term in Knoxville more than \$90,000 was expended for adult education. In 1935-36, the adult school program in Knoxville cost the taxpayers less than \$10,000.

Summary

Chapter III has presented data relative to the development of the adult education movement. Three phases of the

⁴³Knoxville City Board of Education, City Schools Annual Report, Knoxville, Tennessee, September 1956, pp. 60-62.

study were discussed in relation to the contribution each phase made toward the expansion of adult education locally, as well as on regional and national levels.

Findings from surveys provided factual data presented as evidence of growth in enrollments and course offerings. Wider acceptance of state aid for general adult education in a considerable number of states is discussed in this chapter. Adult school officials, as pointed out in this section of the study, consider state aid to be the major stimulation for the promotion of an acceptable adult education program.

Despite the large enrollment increases and expanded services in public adult school activities, the discouraging numbers of illiterates remind adult school administrators and other adult school personnel that a great and important job lies before them.

Additional problems with which adult school officials should be concerned are the large numbers of adults not regularly engaged in adult school activities where such opportunities are offered. In addition to the problems of illiteracy and non-attendance of adults in educational training is the fact that many communities throughout the country make little or no effort to meet the educational needs of adults.

In this chapter the adult education movement in Knoxville was traced and discussion made of a number of

attempts to establish adult education facilities in Knoxville.

Comparative data including costs, enrollments, and adult school personnel were presented descriptive of the adult school program in the middle 1930's as compared to the adult school program of 1957 in Knoxville.

Chapter IV treats the statistical data received in response to the questionnaire on adult school trends submitted to adult school directors.

CHAPTER IV

AN ANALYSIS OF RESPONSES ON ADULT EDUCATION TRENDS SUPPLIED BY DIRECTORS OF ADULT EDUCATION

Description of Data

The data presented in Chapter IV show the responses given by adult school directors who participated in completing the survey questionnaire on adult school trends in public schools.

A summary of total responses is presented following the description of data. The calculations present percentages figured to the nearest hundredth.

The sixty-eight returned questionnaires were 62 per cent of the total of 108 questionnaire forms distributed by mail. Of the sixty-eight questionnaires returned, forty-two were returned by directors of local adult school programs, and twenty-six by directors of adult school programs on the state level. However, of the twenty-six forms returned by state directors, four were not sufficiently complete for use in the study.

This chapter treats the data of the returned questionnaire including both the statistical data and the additional comments. Tables were used to present the statistical data. Following the data given in tables are explanations and

interpretations of findings revealed by the survey.

Each of the tables used in this chapter conforms to uniformity of design, containing seven divisional parts: Trends, This is a Trend, The Opposite is a Trend, The Trend is Unclear, No Response, Not Known, and Total. Each table gives the number of adult school directors responding to the given inquiries and the per cent this represents of the total number of adult school systems surveyed.

Where reference was made to special or additional comments by the director, symbols were used to conceal the identity of directors who supplied such data.

Trends in Organization and Administration

Table I, page 67, shows that more than 71 per cent of the sixty-four directors stated that establishing a local adult education department was a trend in their areas. More than 70 per cent of the directors reported that an adult education director had been designated in their areas.

The establishing of such position appears to be not only a logical action to take but a necessary one if the adult program considers success as a major objective. Neither a secondary school nor higher education system would consider operating a school program unless some one was designated to head the program.

There is indication that the adult school classes will continue to be conducted in day school facilities but

TABLE I

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO ORGANIZATION AND ADMINISTRATION

Trends	This is a Trend		The Oppo- site is a Trend		The Trend is Un- clear		Not Known		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. State department adult education division	46	71.87	2	3.13	9	14.06	3	4.69	4	6.25	64	100
2. Local adult school director	45	70.31	1	1.56	6	9.37	5	7.81	7	10.94	64	100
3. Increasing size of staff	28	43.75	2	3.13	25	39.06	5	7.81	4	6.25	64	100
4. Conducting morning and evening classes	29	45.31	11	17.19	10	15.63	8	12.50	6	9.37	64	100
5. Using only day school facilities	25	39.06	7	10.94	18	28.13	8	12.50	6	9.37	64	100

considerable numbers of classes were conducted in locations most convenient and profitable to the students. Fewer than half of the directors reported that conducting morning adult classes or using only day school facilities for classes were trends. Increasing the size of adult education staffs was considered to be an unclear trend. There appeared to be no clear or definite pattern followed with reference to adding staff members as a result of increased enrollments.

Financial difficulties perhaps account, in part, for adult school staffs remaining comparatively small. Also, adult school officials were often times unwilling to justify their program for obtaining an adequate appropriation.

It is the conviction of the writer that the adult school program will do better if some one is designated as director. If a director is placed in charge of the adult program lines of communication between the local unit and agencies in the State Department will be better established. Duplicated efforts will often result in increased costs; the director could help to solve this problem.

Trends in Adult School Finance

Table II, page 69, shows tabulations which reveal a lack of uniformity in the trends relating to finance. Only 46 per cent of the adult school directors reported that it was a trend to finance adult school programs with state aid.

TABLE II

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO FINANCE

Trends	<u>This is a Trend</u>		<u>The Oppo- site is a Trend</u>		<u>The Trend is Un- clear</u>		<u>Not Known</u>		<u>No Response</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Adult school financed as part of public school system	30	46.87	5	7.81	16	25.00	4	6.25	9	14.06	64	100
2. Using criteria to determine state aid	18	28.13	5	7.81	18	28.13	10	15.63	11	17.19	64	100
3. Charging only nominal course fees	28	43.75	5	7.81	17	26.56	4	6.25	10	15.63	64	100
4. Using day school salary schedule for teacher pay	21	32.81	7	10.94	23	35.94	4	6.25	9	14.06	64	100
5. Showing adult school cost in terms of salaries and in- structional supplies	20	31.25	2	3.13	16	25.00	16	25.00	10	15.63	64	100

The remaining number of directors indicated that no definite pattern was followed with reference to seeking state aid for the operation of adult school programs. Perhaps this condition is, in part, due to the use of integrated budgets, and the lack of uniform accounting systems operating within adult school programs.

In the light of principal findings relative to methods employed in financing adult school programs, the writer concludes that the state should provide adequate state aid for the operation of acceptable adult school programs unless the citizens of the state are willing to pay a proportionally higher cost for illiterate acts. Too, they may expect to pay for poorly-made decisions from the thousands of ill-trained individuals who have a democratic voice in decision making. The expense of ill-made decisions must be paid, though indirectly, by the total citizenry.

Unquestionably, local support is fundamental in the operation of adult programs in order to convince local residents of their share in the program operation; though, local support alone is most often inadequate to provide a well-balanced and effective training.

It is, in the long run, more economical to pay a nominal expense for preparing individuals to make intelligent and profitable decisions than to later pay for reform. The major thesis of adult education could well afford to

advocate the fulfillment of this mission.

It appears more profitable to engage the ill-trained in learning activities at the major expense of state aid than to permit poorly equipped individuals to remain outside the adult training to become non-productive agents.

Trends in Growth and Expansion

Table III, page 72, reveals that a sizeable majority of the adult school directors reported increased enrollments since 1955. Almost 61 per cent of the directors confirmed this statement. However, less than 32 per cent of the directors stated that class sizes in adult courses had been reduced since 1955. Upon the surface, this condition may indicate insufficient progress, though the adult class size is comparatively small. Compared to the day school classes, many of which have thirty-five or forty pupils, the average adult school class of fifteen students shows that effort has been exerted to keep adult classes small.

Family-life cycle courses appear not to have made a strong impression on the adult students since less than 35 per cent of the directors reported that emphasis was given to this area of instruction. As the home faces more acute problems in health conditions, family budgeting, and consumer selection, this area of training may become better recognized in the adult school curriculum.

TABLE III

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO GROWTH AND EXPANSION

Trends	This is a Trend		The Oppo- site is a Trend		The Trend is Un- Clear		Not Known		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Increased enrollments	38	59.37	2	3.13	13	20.31	6	9.37	5	7.81	64	100
2. Reducing size of classes	20	31.25	9	14.06	23	35.94	4	6.25	8	12.50	64	100
3. Emphasizing family-life cycle courses	22	34.37	7	10.94	22	34.37	10	15.63	3	4.69	64	100

The tremendous growth that has been made in adult school enrollment during the past two or three years indicates that facilities and school staffs will need to be increased accordingly if quality training is the expected outcome. To achieve these increases would involve effort in securing additional money as well as securing teachers with special training in adult education.

Trends in Methods of Instruction

Tabulations in Table IV show that less than 49 per cent of the directors reported that placing emphasis on individual needs was a trend. It is clear that teaching methods employed without regard to individual needs of pupils would be difficult to justify. The student is the end product and any teaching device used should be employed for improving his needs.

Allion and Luke¹ found in their study of adult school activities in the United States during 1952-53 that a study of methods showed an increasing awareness of need for student participation. Forums, workshops, panel discussions, informal group discussions, and demonstration-laboratory methods were increasing in frequency of use. Workshops and

¹Helen Allion and Robert A. Luke, "Public School Adult Education in the United States," Adult Education (Chicago: Adult Education Association of the U. S. A., 1953), p. 73.

TABLE IV

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO METHODS OF INSTRUCTION

Trends	<u>This is a Trend</u>		<u>The Oppo- site is a Trend</u>		<u>The Trend is Un- Clear</u>		<u>Not Known</u>		<u>No Response</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Placing emphasis on individual needs	31	48.44	3	4.69	14	21.87	6	9.37	10	15.63	64	100
2. Using group dis- cussion methods of teaching	30	46.87	6	9.37	12	18.75	7	10.94	9	14.06	64	100
3. Placing emphasis on moral and spiritual values	17	26.56	3	4.69	24	37.50	6	9.37	14	21.87	64	100

demonstration-laboratories were rated the two most effective instructional devices. Yet, the data presented in Table IV shows that only thirty of the sixty-four directors reported that it was a trend to use such methods of teaching in their adult programs.

Less than 27 per cent of the group surveyed reported it was a trend to place emphasis on moral and spiritual values. A number of directors commented that moral and spiritual values should be stressed by agencies outside the public school. These comments may reflect an attitude that the adult school should encourage liberal practices but should not be controlled by dominant church influences.

The methods of instruction used in the adult school must take into consideration pupil backgrounds and interest and strive to enlist the contributions of all concerned with making improvement.

Trends in School-Community Relations

Table V, page 76, shows that definite trends existed for enlisting community support in promotion of adult school programs, and in keeping the public informed of the program. Almost 60 per cent of the directors surveyed confirmed that these practices were trends. Such efforts indicate that adult school officials realize the success of their program depends upon community approval of their efforts. This attitude toward seeking desirable public approval appears

TABLE V

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO SCHOOL-COMMUNITY RELATIONS

Trends	This is a Trend		The Oppo- site is a Trend		The Trend is Un- Clear		Not Known		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Enlisting support from community organizations	38	59.37	3	4.69	9	14.06	6	9.37	8	12.50	64	100
2. Keeping public informed of adult school program	38	59.37	1	1.56	11	17.19	4	6.25	10	15.63	64	100

to be quite widespread.

The successful adult school will show a strong interest in the use of all effective media to keep the public alert to the objectives and accomplishments of the adult program. The inability of school administrators to conduct such procedures could result in public indifference toward the program.

Advisory councils, lay groups, and co-sponsoring personnel will do much to assist in providing the type of adult school program that the community is willing to accept and support. It is the opinion of the writer that the great majority of people work hardest toward achieving that in which they have a share in planning and operating.

These data relative to seeking community support were indicative of the thought that public adult school programs do not exist as separate or independent entities. Part of the service to the community comes indirectly through service to other agencies in the community.

Trends in Teacher-Pupil Relations

The adult school program should be visualized as a service agency of the community as all community agencies have some obligations in common. A major obligation of the adult school would be that of up-grading the understanding of the citizenry. Another challenge to adult schools as well as to community agencies is to improve citizen understanding of

principles and objectives underlying our American institutions.

Community organizations can best serve the adult school when they are caused to understand and appreciate how adult education can contribute to their lives, thereby giving insight for solutions to their problems.

Table VI, page 79, shows that special training for teachers in adult education was not considered as a major need since less than 43 per cent of the directors confirmed this practice as a trend. The need for teacher-pupil conferences was identified by only 36 per cent of the directors as a trend in their areas.

The success of the teacher in adult education may to a great extent depend upon how effectively he communicates with his students. The method employed to achieve this expectation is of secondary value. Whether achieved through conference, informal discussions or scheduled meetings the end product of understanding is of vital significance. Allion and Luke² found in their survey of adult school activities in the United States during 1952-53 that administrators reported teacher's greatest needs for in-service training were in the areas of (1) use of methods and teaching aids; (2) understanding needs of participants; and (3) understanding needs of the community. This report further showed

²Ibid., p. 74.

TABLE VI

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO TEACHER-PUPIL RELATIONS

Trends	This is a Trend		The Oppo- site is a Trend		The Trend is Un- clear		Not Known		No Response		Total	
	Per		Per		Per		Per		Per		Per	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
1. Recognizing need for teachers with special training in adult education	27	42.18	7	10.94	18	28.13	9	14.06	3	4.69	64	100
2. Emphasizing need for teacher-pupil conferences	23	35.94	4	6.25	19	29.69	6	9.37	12	18.75	64	100
3. Permitting greater pupil freedom in course selection	32	50.00	3	4.69	12	18.75	6	9.37	11	17.19	64	100

that only 12 per cent of the group studied had special training as teachers of adults; two-thirds of the group were trained teachers but without special training as teachers of adults.

Fifty per cent of the directors reported that allowing greater freedom in course selection was a trend. Since the adult student body was recognized as composed of mature individuals, it was surprising that a greater number of adult school personnel did not recognize this need as a trend. Day school personnel also employed in the adult program could have influenced the low percentage of freedom of choice, since freedom is often granted in small doses in the secondary school.

Summary

Chapter IV has presented an analysis of responses provided by sixty-four adult school directors concerning trends in public school adult education.

Of the twenty-one trends submitted for evaluation, those which pertained to the area of organization and administration were most developed and identified. The proposed trends rejected by the majority of directors were in the methods of instruction, with special reference to emphasis on moral and spiritual values. Percentages were calculated to the nearest hundredth in determining total percentages.

In addition to the summary analysis on trends, tables presenting statistical data with explanations and interpretations were shown. Other indications of trends provided through additional comments were to show adult school practices not specified in the questionnaire form.

CHAPTER V

AN ANALYSIS OF RESPONSES TO INQUIRIES ON ADULT SCHOOL TRENDS

Chapter IV presented opinions provided by sixty-four adult school directors regarding adult school trends in their respective areas. The primary data presented in this chapter relate to the phase of the questionnaire which made direct inquiries concerning the stated adult school trends. The tabulations and interpretations presented were based upon the responses supplied by sixty-four of the adult school directors who participated in the survey.

The sixty-eight returned questionnaires represented 62 per cent of the total number distributed by mail for completion. The returns showed that twenty-six states, with each of the geographic regions represented, comprised the final returns of the adult school survey.

Presentation of statistical data in Chapter V has followed the order of the six major areas of public school operation established in the design of the questionnaire. These six major areas were as follows: Organization and Administration, Finance, Growth and Expansion, Methods of Instruction, School-Community Relations, and Teacher-Pupil Relations.

Trends in Organization and Administration

Table VII, page 84, shows that the greatest number of local adult education departments was established in 1945. Eleven adult school directors reported that they were uncertain of the dates when their adult education departments were established. The failure to keep accurate records, the change of administrative personnel, or other conditions could account for the lack of this information.

Perhaps a strong influence upon establishing local adult education departments was the action taken in State Departments in the interest of adult education. It was not until 1920 that California established the first division of adult education as a basic part of public education in that state. Yet, one director reported that the local adult education division had been established in his area since 1912.

During the next ten years following California's action of 1920 in establishing an adult education division, five additional states took the same action.

The significance of the creation of adult education divisions is that adult education is no longer regarded as some special type of education such as literacy, vocational or Americanization education designed chiefly to fill a gap in learning that had occurred in childhood or adolescence. On the contrary, the action of establishing such divisions

TABLE VII

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS
RELATING TO DATES OF ESTABLISHING LOCAL
ADULT EDUCATION DEPARTMENTS

Date Established	Number of Systems
1910-1919	2
1920-1929	4
1930-1939	2
1940-1949	8
1950-1959	4
Unknown	33
Uncertain	<u>11</u>
Total	64

placed adult education on a comparable basis with elementary and secondary education. This action gave opportunity for adult education to justify its program and prove its worth as an integral part of the public school system.

Table VIII, page 86, reveals that more than 78 per cent of the adult systems employed directors of adult education. The largest number of adult school director positions was established in 1946, as shown in Table IX, page 87. One director stated that there had been an adult school director in his school system since 1908. This example shows something beyond current interest in adult school training.

Additional source studies cite examples of similar interests in establishing the position of adult school director. As early as 1943, Andrew Hendrickson, of Ohio State University, noted a growing tendency to establish under the superintendent of schools a separate administrative head for the adult work known as director of adult education or supervisor of adult education.

By 1949, when the U. S. Office of Education report on one hundred evening schools was published, seventy-four of the ninety-eight cities represented in the study had directors of adult education whose responsibility included one or more evening schools plus other adult education activities. Forty-five of these seventy-four directors

TABLE VIII

NUMBER AND PERCENTAGES OF SYSTEMS ESTABLISHING
THE POSITION OF ADULT SCHOOL DIRECTOR

	Number	Per Cent
Yes	50	78.13
No	10	15.62
Not Known	4	6.25
Total	64	100

TABLE IX

DATE OF ESTABLISHING ADULT SCHOOL DIRECTORSHIP

Date Established	Number of Systems
1908-1920	10
1921-1930	2
1931-1940	4
1941-1950	23
1951-1955	8
Unknown	17
Total	64

devoted full-time or more than half-time to their work.¹

The adult school, as well as the elementary and secondary, depends upon acceptable leadership and the director appears to be the most appropriate person to assume this responsibility.

The data contained in Table X show that the number of employed adult school supervisors ranged from none to twenty-three. The greatest number of adult school directors reported that they employed only one supervisor for adult education.

The lack of adequate supervision in the adult school program implies that the quality of instruction would be questionable. Table XI, page 90, also shows the number of adult school personnel employed in the adult school systems. The largest number of adult school employees reported was 1700; the average number of employees per system was about fifty, as shown in Table XI.

The lack of trained personnel in adult school programs presents a serious block to the rapid growth and development of the program. Except for a limited number of isolated instances, little has been done toward providing effective leadership training. Only a comparatively small number of universities has included adult school training

¹Homer Kempfer and Grace S. Wright, 100 Evening Schools, Bulletin 1949, No. 4, Federal Security Agency (Washington, D. C.: Office of Education, 1949), pp. 27-28.

TABLE X

NUMBER OF ADULT SCHOOL SUPERVISORS
EMPLOYED BY SYSTEMS

Number of Supervisors Employed	Number of Systems
None	13
One	15
Two	8
Three	2
Four	4
Six	1
Seven	4
Ten	3
Twenty-one	1
Twenty-three	1
Not known	12
Total	64

TABLE XI

NUMBER OF EMPLOYEES IN ADULT SCHOOL PROGRAMS

	Number
Least number of adult employees in any one system	3
Greatest number of adult school employees in any one system	1700
Average number of adult school employees in systems surveyed	50
Total number of adult school systems studied	64

in their program offerings. Since 1950 the colleges and universities have made a greater effort toward improving this condition.

The unlimited number of community lay personnel constitutes a potential teacher supply which could relieve the acute shortage of adult school personnel.

The tabulations from Table XII, page 92, reveal that the largest number of adult school morning classes conducted was 408. Even though many more adult classes were conducted during evening hours the number of morning classes indicated that morning classes may have been increasing due to night shift employment schedules or other factors.

Table XII also shows that the largest number of evening classes conducted by any one system was 4,812. Day time employment schedules most likely accounted for this wide variation of morning and evening classes. There were thirty-one of the sixty-four adult school systems which conducted morning and evening classes. This number was probably indicative of a trend toward both morning and evening classes.

Table XIII, page 93, shows that the largest number of adult school classes were conducted in day school facilities; however, one adult school director reported that four hundred classes were conducted outside day school buildings.

Conclusions were drawn to the effect that adult classes should be conducted in locations most convenient

TABLE XII

SUMMARY OF RESPONSES RELATING TO CONDUCTING
MORNING AND EVENING CLASSES

	Number
Greatest number of adult morning classes reported conducted	408
Greatest number of adult evening classes reported conducted	4,812
Number of adult programs conducting evening classes only	31
Number of adult school systems responding to the inquiry	50
Total number of adult school systems surveyed	64

TABLE XIII

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS
RELATING TO CONDUCTING CLASSES INSIDE AND
OUTSIDE DAY SCHOOL BUILDINGS

	Number
Greatest number adult classes reported conducted in day school buildings	4,910
Greatest number of adult classes reported conducted outside day school facilities	400
Adult programs conducting classes inside and outside day school buildings	41
Average number of adult classes conducted outside day school buildings	20
Number of adult school systems responding to this inquiry	51
Number of systems failing to respond to this inquiry	13
Total system responses included in the tabulations	64

and beneficial to the student. Unless such consideration is taken into account the student may be short-changed in receiving the greatest help from the course.

Trends in Finance

The findings shown in Table XIV, page 95, reveal that more than 68 per cent of the adult school programs share in the public school appropriations. Table XIV further shows that there was no uniform practice followed in determining the amount of money secured for adult school programs. Only seventeen of the sixty-four directors reported that it was a trend to determine state aid on the basis of average daily attendance. Fourteen of the directors stated that state aid was determined by the number of class sessions conducted.

The failure to establish uniform practices in securing state aid may account for some of the difficulty found in obtaining financial support for adult education.

The source of financial support for adult school programs makes considerable difference in the type of educational activities developed, the kinds of people served, and the size of the program. Though state aid is usually aligned with specific regulations it still remains a potent force in regulating the adult school program.

It appears that not only better program offerings were made possible as a result of state aid, and that the well-balanced adult program interested more adults in the community

TABLE XIV

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO
METHODS OF FINANCING ADULT SCHOOL PROGRAMS

Finance Trend	Extent Trend Was Reported									
	Yes		No		Not Known		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Adult programs share in public school appropriation	44	68.75	17	26.56	2	3.13	1	1.56	64	100
2. Determining state aid by A.D.A.	17	26.56	20	31.25	15	23.44	12	18.75	64	100
3. Determining state aid by number of class sessions	14	21.87	23	35.94	16	25.00	11	17.19	64	100
4. Other methods used to determine state aid	24	37.50	11	17.19	17	26.56	12	18.75	64	100

to enter adult school training. When local funds were the only source of financial support for adult education programs, often times there was a limited program offering.

Table XV, pages 97-98, shows that financial support for adult education programs came from four major sources: local, state, federal, and fees or tuition. A large majority of the adult school programs depended upon local financial support for the greatest amount of their revenue.

Four adult school programs were reported operated entirely from local funds; one director reported that 70 per cent of his adult school appropriation was provided by federal money.

The local adult school director may be most influential in securing financial aid for the adult program. A major responsibility of the director lies in developing that pattern of support which will give the best adult school program for his community.

In many cases where the large amount of the adult school support was not provided from local taxes, the board of education often agreed to provide funds for the salary of the director, office expenses, and operation and maintenance of the plant. This condition was often characteristic of the beginning program where no state aid was available.

In only a few communities were adult education programs required to be self-supporting to the degree of paying

TABLE XV

SUMMARY OF RESPONSES RELATING TO SOURCES OF REVENUE
PERCENTAGES FOR ADULT SCHOOL PROGRAMS

Systems	Tuition- Fees	Federal Support	State Support	Local Support	Total Support
1	50	-	30	20	100
2	76	12	-	12	100
3	38	9	4	49	100
4	10	-	-	90	100
5	-	50	-	50	100
6	-	5	45	50	100
7	-	5	75	20	100
8	-	40	30	30	100
9	-	5	80	15	100
10	-	-	30	70	100
11	-	5	75	20	100
12	-	-	87	13	100
13	-	-	90	10	100
14	-	5	12	83	100
15	-	-	5	95	100
16	-	-	65	35	100
17	-	23	3	74	100
18	-	-	-	100	100
19	-	10	-	90	100
20	-	4	10	86	100
21	-	20	-	80	100
22	-	-	40	60	100
23	-	-	4	96	100
24	-	5	30	65	100
25	-	70	30	-	100
26	-	-	50	50	100
27	-	30	20	50	100
28	-	-	30	70	100
29	-	-	-	100	100
30	-	-	10	90	100
31	-	3	85	12	100
32	-	-	30	70	100
33	-	-	10	90	100
34	-	-	-	100	100

TABLE XV (continued)

SUMMARY OF RESPONSES RELATING TO SOURCES OF REVENUE
PERCENTAGES FOR ADULT SCHOOL PROGRAMS

Systems	Tuition- Fees	Federal Support	State Support	Local Support	Total Support
35	-	3	3	94	100
36	-	30	30	40	100
37	-	1	50	49	100
38	-	10	40	50	100
39	-	25	14	64	100
40	-	-	-	100	100
41	-	20	30	50	100
42	-	15	40	45	100
43	-	10	30	50	100
44	-	30	33	37	100

for use of public facilities, and overhead costs.

It appears that to a great extent the success of many adult school programs depended upon favorable acceptance from officials in State Departments of Education, since state aid was a powerful influence of the nature and scope of the program.

Tabulations in Table XVI, page 100, show that the amounts paid in course fees ranged from no charge to seventy-five dollars per course. The average amount charged in course fees by the majority of adult school systems was ten dollars per course. Course fee charges beyond eighteen dollars per course represented large discussion groups and lecture sessions. Only a very few systems had course fees in excess of eighteen dollars.

In a majority of adult school systems non-city residents were not charged more than city residents in course fees as shown by Table XVII, page 101. Only recently has the adult school program in Knoxville made a different charge in fees for city and non-city residents. Considerable variance for amounts paid in fees was revealed by questionnaire responses. Seventeen of the sixty-four directors reported varied amounts paid in course fees.

Table XVIII, page 102, shows that the range of teacher hourly pay was from \$2.50 to \$15.00; the average rate by a majority of systems was \$4.00. As shown in Table XIX,

TABLE XVI
RESPONSES RELATING TO CHARGING COURSE FEES

Amount Charged	Number of Systems
No charge	8
\$ 1.00 - \$ 5.00	21
6.00 - 10.00	10
11.00 - 15.00	5
16.00 - 30.00	1
More than \$30.00	2
Amount varied	17
Total	64

TABLE XVII

RESPONSES RELATING TO CHARGING THE SAME COURSE
FEES TO RESIDENTS AND NON-RESIDENTS

Number	Response	Per Cent
38	Yes	59.37
13	No	20.32
7	Not known	10.94
6	No response	9.37
64	Total	100

TABLE XVIII

RESPONSES RELATING TO TEACHER HOURLY RATE OF PAY

Hourly Rate	Number of Systems
\$2.50	3
\$ 3.00-\$ 5.00	33
5.50- 10.00	5
11.00- 15.00	4
Rate varied	12
No response	7
Total	64

page 104, more than 48 per cent of the directors stated that teachers in adult education did not receive as high pay rate as day school teachers. Very few adult school programs charge both a registration and tuition fee. As an incentive for improved attendance a number of adult schools follow the practice of returning to the student registration fees if students have perfect attendance for the school term.

State regulations in Pennsylvania requires the return of the registration fee to all who attend 75 per cent of the class sessions. A comparatively small number of adult school programs used a sliding scale for paying teachers based upon such factors as experience and training, however, in many cases such practice produced too much friction among school personnel and consumed considerable time for calculating earnings.

Tabulations revealed in Table XX, pages 105-106, show that for the majority of adult school systems teachers' salaries account for more than 75 per cent of the adult school costs. In nine adult school systems administrative costs accounted for more than 20 per cent of the total costs.

Three adult school programs used above 30 per cent of their adult school revenue for administrative cost, though the majority of adult programs spent less than 12 per cent of their budget for administrative costs. This particular cost element tends to be higher for adult education than

TABLE XIX

RESPONSES RELATING TO PAYING TEACHERS OF ADULTS
HIGHER RATE OF PAY THAN RATE PAID
DAY SCHOOL TEACHERS

Response	Number	Per Cent
Yes	15	23.44
No	31	48.44
Not known	3	4.69
No response	15	23.44
Total	64	100

TABLE XX

**SUMMARY OF RESPONSES RELATING TO DISTRIBUTION COSTS IN ADULT
SCHOOL PROGRAMS BY PERCENTAGES OF THEIR TOTAL ALLOCATION**

Systems	Amount Allocated to Each Fiscal Area				Total
	Capital Outlay	Salaries	Instruc- tional Costs	Adminis- trative Costs	
1	-	93	2	5	100
2	-	90	5	5	100
3	-	67	8	25	100
4	-	55	10	35	100
5	-	75	15	10	100
6	10	77	5	8	100
7	1	93	3	3	100
8	-	95	3	2	100
9	10	60	20	10	100
10	3	84	10	3	100
11	5	80	5	10	100
12	-	80	15	5	100
13	-	75	-	25	100
14	-	44	24	32	100
15	5	85	10	-	100
16	-	80	10	10	100
17	5	80	5	10	100
18	8	76	10	6	100
19	-	80	-	20	100
20	9	82	1	8	100
21	-	90	5	5	100
22	10	77	10	3	100
23	8	66	4	22	100
24	-	90	-	10	100
25	-	85	5	10	100
26	13	44	4	39	100
27	-	87	7	6	100
28	10	60	10	20	100
29	5	75	15	5	100
30	22	54	11	13	100

TABLE XX (continued)

SUMMARY OF RESPONSES RELATING TO DISTRIBUTION COSTS IN ADULT
SCHOOL PROGRAMS BY PERCENTAGES OF THEIR TOTAL ALLOCATION

Amount Allocated to Each Fiscal Area					
Systems	Capital Outlay	Salaries	Instruc- tional Costs	Adminis- trative Costs	Total
31	-	90	5	5	100
32	10	80	-	10	100
33	-	50	15	35	100
34	10	70	10	10	100
35	-	65	12	23	100
36	-	70	15	15	100
37	-	95	2	3	100

for day schools. A number of factors tend to cause this condition: frequent short term operations, irregular schedules, part-time instructors, irregular enrollments, promotional and publicity expense and others.

One adult school director reported that 22 per cent of the total adult school costs was used for capital outlay, however, in most cases the reported capital outlay costs did not exceed 10 per cent of the total costs.

Small adult education classes account for the hourly rate of adult education often being somewhat higher than that for children and youth, though the cost of adult education is proportionally less when many adults are enrolled.

There appeared to be divided interest among adult school directors concerning earmarking specific sums for adult education. Some adult school directors were more satisfied if the support for adult education was drawn from and absorbed by the accounts in the regular school budget. In this way, amounts spent for adult education were not readily visible and subject to public attention.

Trends in Growth and Expansion

Table XXI, page 108, reveals that considerable growth occurred in adult school enrollments since 1955. This table shows that 78 per cent of the directors reported increased enrollments since 1955.

TABLE XXI

SUMMARY OF RESPONSES RELATING TO
ENROLLMENT INCREASES

Response	Number	Per Cent
Yes	50	78.13
No	9	14.06
Not known	3	4.69
No response	2	3.12
Total	64	100

Table XXII, page 110, shows that five adult school directors reported 100 per cent or greater enrollment increases since 1955. Educational advancement to comply with employment requirements may have influenced increased enrollments. Also, increased number of leisure hours due to decreased employment hours have permitted larger numbers of adults to engage in adult school training.

Table XXIII, page 111, reveals that the academic area had made the greatest increase in enrollment among the instructional areas; recreational courses were listed as making the least gain since 1955. The implication may be drawn that growth in adult school activities points toward increased interest in liberal adult education.

The large numbers of adult students who have entered adult school training centers place responsibility upon adult school officials to consider varied interests in providing schedules of course offerings.

One may feel encouraged by the growth and progress being made in many adult evening schools. As the adult education centers expand to meet the growing expressed need for continuous learning, one may expect that evening schools will continue to play an important role in advancing adult education.

TABLE XXII

PERCENTAGE OF ENROLLMENT INCREASES SHOWN
BY NUMBER OF SYSTEMS SURVEYED

Percentages	Number of Systems
2 - 10	15
11 - 20	9
21 - 30	7
31 - 50	6
100	2
150 - 400	3
Not known	22
Total	64

TABLE XXIII

SUMMARY OF FORTY-FOUR RESPONSES RELATING TO ENROLLMENT INCREASES BY INSTRUCTIONAL AREAS

Enrollment Gains			
Areas with Greatest Gain*	Number of Systems	Areas with Least Gain*	Number of Systems
Academic	11	Vocations	6
Vocations	4	Academic	5
Home Making	4	Arts-Crafts	4
Business	4	Agriculture	3
Trade	4	Recreation	3
General Education	3	Subject-matter	3
Liberal Arts	2	Liberal Arts	2
Commercial	2	Commercial	2
Civic Affairs	2	Americanization	2
Avocation	2	Fine Arts	2
Distributive Education	1	Civic Affairs	2
Fine Arts	1	Hobbies	2
Industrial Arts	1	Sales	2
Arts-Crafts	1	Public Speaking	2
Driver Education	1	Lectures	2
Agriculture	1	Home Economics	1
Utility Courses	1	Home Making	1
Parent Education	1		

*A number of directors listed more than one instructional area.

Trends in Methods of Instruction

Table XXIV, page 113, reveals that class sizes ranged from ten to seventy-five. The largest number of directors reported the average class size was fifteen students. More than 70 per cent of the adult school systems had not reduced class sizes since 1955. Courses relating to the family-life cycle had remained constant since 1955 in the majority of adult school programs.

Class sizes in adult education were considerably smaller than were day school classes despite the fact that records show very little reduction since 1955. Many classes in elementary and secondary schools were almost twice as large as the average size adult school class. This condition implies that adult school officials may recognize the need for individual guidance made possible in a comparatively small class.

Table XXV, page 114, shows that 89 per cent of the directors reported that their adult school programs meet pupil needs. Table XXV further reveals that greater emphasis on vocational courses was reported by only twenty-four of the sixty-four directors. Only eighteen directors reported that emphasis was given to moral and spiritual values. This small percentage indicating emphasis on moral and spiritual values implies that adult public schools do not feel obligated to accept this responsibility.

TABLE XXIV

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO CLASS SIZE

<u>Trend 1. Showing average class size by number of students</u>	10-15	16-20	21-30	31-60	75	No Response	Not Known	Total	
Number systems	24	18	11	4	1	4	2	64	
<u>Trend 2. Reducing class since 1955</u>	Yes		No		No Response		Not Known		Total
	Per		Per		Per		Per		Per
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No. Cent
Number systems	4	6.25	46	71.87	9	14.06	5	7.81	64 100
<u>Trend 3. Family-life cycle course enrollments</u>	Increased		Decreased		Remained Constant		No Response		Not Known
	Per		Per		Per		Per		Per
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No. Cent
Number systems	21	32.81	8	12.50	24	37.50	7	10.94	4 6.25

TABLE XXV

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING TO METHODS OF INSTRUCTION

	Yes		No		No Response		Not Known		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Trend 1. Meeting pupil needs - number of systems	57	89.06	None		6	9.37	1	1.56	64	100
Trend 2. Emphasizing vocational courses - number of systems	24	27.50	32	50.00	8	12.50	None		64	100
Trend 3. Emphasizing subject matter content - number of systems	31	48.44	22	34.37	9	14.06	2	3.13	64	100
Trend 4. Using workshop method of teaching - number of systems	30	46.87	25	39.06	7	10.94	2	3.13	64	100
Trend 5. Emphasizing moral and spiritual values - number of systems	18	28.13	27	42.19	10	15.63	9	14.06	64	100

Trends in School-Community Relations

Table XXVI, page 116, shows that home and family-life courses best serve to promote moral and spiritual values. Other courses which support the promotion of moral and spiritual values were civic education, social sciences, psychology, and citizenship.

Table XXVII, page 117, shows that considerable numbers of teachers in adult education were reported unwilling to change their methods of teaching. Perhaps this condition was due in part to inadequate course offerings in universities and colleges relative to teacher training in adult education.

Further indications may be drawn that day school practices were carried over to night school since the majority of adult school instructors were also day school employees.

Table XXVIII, page 118, reveals that business and community organizations were most helpful in advisory capacities in the promotion of adult school programs. Additional services of value performed by members of community organizations were; publicizing the school program, co-sponsoring courses, assisting in the survey of school needs, and promoting special area programs.

Table XXIX, page 119, further reveals that Labor Unions, Chambers of Commerce, and Industry were listed as organizations most helpful in advancing adult school

TABLE XXVI

**SUMMARY OF FORTY-SEVEN RESPONSES RELATING TO INSTRUCTIONAL
AREAS WHICH PROMOTE MORAL AND SPIRITUAL VALUES**

Instructional Area*	Number of Systems
Home and Family Life	9
Civic Education	5
Social Science	4
Psychology	4
Citizenship	4
Philosophy	3
The Great Books	2
Human Relations	2
World Religions	2
Literature	2
Bible	2
Public Affairs	2
Discussion Groups	1
American History	1
Liberal Arts	1
Art	1
Child Guidance	1
Americanization	1

*A number of directors listed more than one instructional area.

TABLE XXVII

SUMMARY OF RESPONSES ON ADULT SCHOOL TRENDS RELATING
TO PERCENTAGES OF TEACHERS UNWILLING
TO CHANGE METHODS OF TEACHING

Percentages	Number of Systems
None	8
5	4
10	7
20	1
30	2
50	3
90	1
Not known	19
No response	19
Total	64

TABLE XXVIII

SUMMARY OF FORTY-FIVE RESPONSES RELATING TO PARTICIPATION
OF ORGANIZATIONS IN ADULT SCHOOL PROGRAMS

Types of Participation*	Number of Systems
Serve as advisory committees	17
Publicize adult school program	5
Co-sponsor courses	4
Survey school needs	4
Promote programs	4
Suggest courses	4
Help finance programs	3
Serve as consultants	3
Recruit students	2
Serve as instructors	2
Appraise resources	1
Serve on planning committees	1
Promote crafts	1
Aid with registration details	1
Promote Americanization program	1
Represent organized workers	1
Aid with Distributive Education	1

*A number of directors listed more than one type of participation.

TABLE XXIX

SUMMARY OF FORTY-FIVE RESPONSES RELATING TO ORGANIZATIONS
MOST HELPFUL IN PLANNING ADULT SCHOOL PROGRAMS

List of Organizations*	Number of Systems
Labor Unions	11
Industry	8
Chamber of Commerce	8
Parent Teacher Association Council	6
Business Club	6
Farm Bureau	5
Churches	4
Public Library	4
Rotary Club	3
Community Club	3
State-wide Parent Teacher Association Council	2
Civic Clubs	2
American Legion	2
Local Citizens Council	2
League of Women Voters	2
Merchants Association	2
Local Bankers	2
Officials in Local Government	1
School Board	1
The Press	1
Women's Club	1
Human Relations Club	1
The Grange	1
Social Clubs	1
Employment Service	1
Building Contractors	1
Free and Accepted Masons	1
The Eastern Star	1
Radio Stations	1

*A number of directors listed more than one organization.

activities. Since adult schools proposed to assist in meeting the needs of adults in the community, it appeared quite imperative that community interests must be given consideration if adult programs are expected to be successful.

Trends in Teacher-Pupil Relations

According to the data shown in Table XXX, page 121, more than 59 per cent of the directors stated that the public was well informed of their adult programs and objectives. The danger that lies in this concept of public understanding is that adult school officials may assume that such understanding is everlasting and become indifferent toward re-assessment.

Table XXXI also shows that newspapers were listed as the best media to keep the public informed. Additional media listed as being helpful in the task of keeping the public informed were the radio, television, bulletins, and students' approval.

Considering that each community has unique characteristics and different standards, the most helpful media for use in keeping the public alert to school needs and objectives would vary with respect to local areas and insights envisioned by officials in charge of advancing the program.

Table XXXII, page 123, shows that only 35 per cent of the adult school directors reported special training for adult school teachers as an urgent problem. The majority of

TABLE XXX

SUMMARY OF FIFTY-EIGHT RESPONSES RELATING
TO KEEPING THE PUBLIC INFORMED OF
ADULT SCHOOL PROGRAMS

Response	Number	Per Cent
Yes	38	59.37
No	20	31.25
Not known	None	-
No response	6	9.37
Total	64	100

TABLE XXXI

SUMMARY OF FIFTY-FOUR RESPONSES SHOWING MEDIA SERVING
TO INFORM PUBLIC OF ADULT SCHOOL PROGRAMS

Media*	Number of Systems
Newspapers	47
Radio	32
Television	18
Students	13
Bulletins	12
Circulars and other printed matter	10
Direct mail	7
Personal contacts	5
Telephone	5
Open house events	5
Satisfied customers	5
Advertisements	3

*A number of directors listed more than one media.

TABLE XXXII

SUMMARY OF RESPONSES CONCERNING TEACHER-PUPIL RELATIONS

	Yes		No		No Response		Not Known		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Trend 1. Teachers have special training	23	35.94	38	59.37	3	4.69	None		64	100
Trend 2. Pupil freedom in course selection	36	56.25	20	31.25	6	9.37	2	3.13	64	100
Trend 3. Conducting pupil-teacher conferences	26	40.62	26	40.62	11	17.19	1	1.56	64	100
Trend 4. Teachers consider pupil conferences worthwhile	34	53.13	8	12.50	16	25.00	6	9.37	64	100
Trend 5. Students feel free to suggest conferences	37	57.81	5	7.81	17	26.56	5	7.81	64	100
Trend 6. Guidance personnel available	45	70.31	10	15.63	7	10.94	2	3.13	64	100
Trend 7. Students given special area guidance	42	65.62	9	14.06	11	17.19	2	3.13	64	100
Trend 8. Departments solicit pupil enrollments	28	43.75	26	40.62	7	10.94	3	4.69	64	100

adult school directors stated that students had full responsibility for course selection; more than 57 per cent of the directors revealed that students felt free to suggest teacher-pupil conferences.

Willingness for this desirable relationship is indicative of progress being made in teacher-pupil understanding. Forty-two of the sixty-four directors stated that students were guided into areas of special interests.

Only three adult school directors reported that all of their teachers had special training in adult education. This number indicates the need for much work to be done in this area.

Summary

Chapter V has presented data on responses to inquiries on adult school trends supplied by sixty-four adult school directors. These responses, given on twenty-one adult school trends, were presented under the six major areas of public school operations previously used as chapter sub-headings.

The statistical data presented in tables were taken from questionnaires, approximately a 62 per cent return from the total number of directors supplied questionnaires by mail. Directors' responses in twenty-six of forty-three states were represented in the tabulated responses.

The inquiries relating to methods of financing adult school programs were given the least response; inquiries concerning the administration and growth and expansion received the most adequate response from adult school directors.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study has been concerned with the development of adult education. More specifically, the study was limited to treat only the trends in public school adult education on the secondary level.

The introductory chapter identified the problem and discussed its various aspects or phases; the sub-problems were also presented and discussed. General procedures and organization of the study were established and a questionnaire for the collection of data was planned.

Publications, current literature, interviews and conferences were used in planning the study and in tracing the development of the adult school movement, with emphasis on adult education in the public secondary school. State and local efforts made for establishing an adult school program in Knoxville were reviewed. Some statistical data were presented to show the growth and development of the Knoxville adult school program.

Chapter II discussed the procedures followed in the organization and development of the study. The development and use of the adult school questionnaire employed in the

collection of data was explained with reference to its use in organizing the study. A review of trends in adult education literature was made to acquaint the writer with conditions which promoted the adult school movement and to identify appropriate elements to be included in the questionnaire. Further treatment of the sub-problems was made relative to the secondary source material secured through the review of literature and information secured through conferences and interviews.

Chapter III presented evidence of growth in public school adult education through investigation of the adult school movement. Section one treated the general development of the adult school movement and section two presented state and local efforts to promote adult education in Tennessee with emphasis on the adult school program conducted in the Knoxville City Schools.

Both public and private agencies' efforts to develop adult school programs were examined; however, greater attention was given to the adult school movement in the public schools.

Examination of federal legislation providing for the vocational training of adults was made as it related to the state and local regulations in the provision of general adult educational training in our public schools. Early history regarding the establishment of adult school programs in the

various states was presented for the purpose of showing the growth and extent of public school adult education. As early as 1870 there were more than one hundred evening elementary and evening high schools operating in the United States; however, the first general legislation which provided for the support and operation of evening schools was passed by the Ohio Legislature in 1839.

By 1950 there were twenty-three states which had adult education personnel in their state departments of education either on full-time or part-time basis. An increase in state aid and an increase in state supervision for adult education resulted in the expansion of the program from sixty-five communities in 1944 to 604 in 1954. On the local level there was an expressed interest in establishing night schools in Knoxville as early as 1874. However, it was not until between 1917 and 1922 that night schools were operated in Knoxville by the Knights of Columbus. For this operation, the Knoxville Board of Education furnished the buildings and the Knights of Columbus provided the operating funds. The first temporary night school was conducted by the Knoxville School System in 1919; however, the first permanent night school conducted entirely under the City Schools of Knoxville was in the school term of 1922-23.

The Knoxville Adult Education Program was first made possible by state legislation in 1917. Following the

acceptance of the provisions made possible by the Smith-Hughes Act of 1917, definite provisions were made in 1919, on the part of the State of Tennessee to provide money with which to match the Federal money available for the provision of vocational education.

The first permanent night school program in Knoxville graduated thirty-five students with certificates in 1923; yet, in 1957 there were 6,254 adult school students enrolled in the various adult school activities in the Knoxville program.

During the 1935-36 school term, the adult school program in Knoxville cost the taxpayers less than ten thousand dollars; in the 1956-57 school term, more than ninety thousand dollars was expended for adult education. Adult education in the United States, as judged by the best estimates available, showed that the number of adults enrolled in organized adult education activities was approximately equal to that of children and youth in the public schools--somewhere between thirty and thirty-five million.

Chapter IV, which presented an analysis of responses relating to adult school trends, revealed a number of important findings.

The responses given by adult school directors verified that more than 70 per cent of the adult school programs have established local adult education departments and employ an adult school director to administer the program.

Replies supplied relative to financial practices initiated by adult school officials revealed that few uniform financial patterns were employed for seeking state aid to adult school programs.

Despite the fact that adult school programs profess to meet pupil needs, less than 50 per cent of the directors reported it a trend to place emphasis on individual needs.

The responses further showed that only seventeen of the sixty-four directors reported that emphasis was given to moral and spiritual values. This condition appears to indicate that public school adult education is not emphasizing moral and spiritual values.

The adult school replies gave evidence that adult school directors were sincerely interested in seeking assistance from organizations in the community for program improvement. Almost 60 per cent of the directors stated that seeking community approval and support was a trend. And almost the same number of directors revealed that the public was kept informed concerning the objectives and progress made in the adult schools.

The need for special training of adult school instructors was not reported by a majority of the directors. Perhaps inadequate teacher-training opportunities and self-satisfied interests account for, on the whole, the existence of this condition.

Methods of instruction reported showed considerable variance, however, less than 50 per cent of the directors stated that group discussions and workshop techniques were used by the majority of teachers in adult school activities.

Evidence of increased enrollment was verified by 59 per cent of the directors. Major enrollment increases were most evident in the academic area of instruction, and a trend was shown toward liberal education courses.

Chapter V presented statistical data relative to adult school trends. Data were furnished by adult school directors located in each geographic region of the United States.

Twenty-six states were represented in the sixty-eight questionnaires returned. The returned questionnaires represented more than 62 per cent of the total number of questionnaires distributed by mail. Replies revealed that forty-five of the sixty-four adult school programs had an adult education department in which the director was responsible for conducting the program.

Considerable variance existed in the number of adult school supervisors employed; the number ranged from one to twenty-three. Time schedules for class meetings showed that most adult school classes were conducted during evening hours from six to ten, however, one director reported that 408 morning classes were conducted in one adult school program.

Day school facilities were listed by a majority of directors as the major location for conducting adult school classes, yet, one director stated that four hundred classes were taught outside day school buildings.

A majority of adult school programs shared, to some degree, in the public school appropriation, though, nominal fees and tuition charges were made to defray a portion of the program costs. The greater number of adult school programs relied upon local financial support from 50 to 100 per cent for the operation of their program.

The amounts charged in course fees varied considerably, however, the average amount paid in course fees was ten dollars. Teachers received from \$2.50 to \$15.00 per hour of instruction; those paid the highest rate were specialists who conducted short term courses or lectures. The majority of adult school programs paid four dollars per hour of instruction.

The greatest number of adult school directors reported enrollment increases. The academic area of instruction had made the greatest gain; enrollment in vocational courses had increased the least. This condition revealed a trend toward liberal adult school training. Responses further revealed that a great majority of adult school programs had worked toward creating favorable understanding between school and community. Various media had been employed to inform the

public of the adult school program. Newspapers, radio, and television programs were enumerated as media which best served to keep the public informed.

The majority of directors reported favorable relationship existed between pupil and teacher and that conferences were regularly conducted for desirable teacher-pupil understanding.

Conclusions of the Study

Conclusions of the study were drawn in light of the secondary source material presented in Chapters I, II, and III and the primary data shown in Chapters IV and V which were secured through means of questionnaire and conferences conducted with adult school officials.

Review of adult school literature presented evidence of widespread interest in adult education if numbers were an index representative of such interest. The public school was reported as the major public agency instrumental in the promotion of adult education. The evening school was the predominate force organized to effectively promote adult education activities in the majority of communities which attempted to serve the educational needs of adults.

Community organizations served as advisory personnel in assisting adult school officials to offer educational

services beneficial to the adult population. In certain instances, business and community organizations aided financially in the operation of special interest areas of the adult school program.

A majority of adult school programs had professionalized their organizations through the establishment of local adult education departments and adult school directorships.

Leadership identified through the initiative and insight of adult school leaders did much to place adult education comparatively on a basis of equal importance with other levels of public education. Financial support for adult education was secured through various patterns and in varied amounts.

In the majority of adult school programs local financial support played a prominent role in financing adult school activities. Enrollment increases were reported for almost all instructional areas since 1955. Outstanding increases were reported for the academic area, however, equally significant was the decline of interest in vocational courses. This decline for vocational interest appears indicative of a trend toward liberal adult education courses.

Questionnaire responses were indicative of community awareness toward the value of adult school training; simultaneously, adult school officials employed various media which effectively served to inform the public of adult school

objectives and needs.

Efforts to establish favorable relationships between teachers and pupils were reported and greater pupil freedom in course selection was reported in a majority of the adult school programs.

Continued effort to provide adult school curricula basic to student needs was reported; uniformity of curriculum patterns was not evident. Methods of instruction used in adult school courses varied considerably, however, many directors reported emphasis placed upon group discussions and informal procedures, tentatively designed to replace lectures, the method once acclaimed the backbone of teaching.

Special training for teachers in adult education was reported to have made very little progress. Higher education in the majority of localities had not offered adequate training programs for teachers in adult education; the failure to provide such training permitted day school teaching patterns to influence teaching methods used in the adult school.

In addition to the findings pointed out above there have been a number of major changes taking place which make adult education more necessary today than were the conditions a quarter century ago. Some of the major changes that occurred influencing the need for adult education were: Our population was growing tremendously. It was estimated that

our population will reach 225 million by 1975. The population was mobile. Modern means of travel had permitted great migrations of people from urban to larger cities and from rural to urban areas. The population was growing older since the life span had increased nearly twenty years during the past fifty years. The world had become small as a result of easy and swift communication. Time and space had been vastly reduced thereby making the world a big neighborhood.

The work week had been reduced from fifty to forty hours permitting employees to enjoy and gainfully use greater leisure hours. Our work was less laborious and as a result of modern mechanical invention and device we produced more and better goods. Our gross national product was more than four hundred billion dollars, as compared to half that amount twenty-five years ago. We were also earning more, a fact which could justify more expenditures for education. And finally, the home and family had undergone a radical change. Home life had been influenced by more adult members of the family working, additional engagements away from the home, and irregular home activities for stabilizing family ties.

As the world existed we were all in need of continuous learning. Whatever our formal and informal training, we could not depend entirely upon the knowledge and skills earned years ago to meet the demands placed upon us at the time.

The advance in science and technology were so rapid that we could not wait on youth being trained to fill new occupations. Too, much of what youth was being taught would be out-moded by the time they were ready to assume job responsibilities. Consequently, the training of the adult population to successfully meet these new developments appeared to be the logical alternative.

The public school was the one agency best equipped to meet these demands because it belonged to the people; it had facilities and staff and its financial support was more readily accepted as a public responsibility.

Kempfer concluded concerning his 1947-48 survey of adult education activities in the public schools that:

Adult education is relatively highly developed in a number of schools and in a few states. The limited number of adults served by most public schools reflected against the wide-spread and growing interest of adults in further learning leads to the conclusion that a great many districts are providing far too little opportunity for continued education beyond the years of full-time schooling.¹

Comparatively few research studies completed in the field of adult education had been largely responsible for unrelated efforts exercised in an attempt to advance adult school programs.

¹Federal Security Agency, Adult Education Activities of the Public Schools, Pamphlet No. 107 (Washington, D. C.: 1949), pp. 1-21.

The early developmental stages of numerous adult school programs were lacking in coordinated plans. Inconsistent procedures in the absence of well-defined objectives also characterized the early stages of many adult school programs. Such gaps of vague understanding could well be bridged through extensive research in the field.

What the future held in store for adult education would depend upon the quality of leadership provided, the kind of educational services for which the public was willing to pay, and the assurance of open communication lines for the purpose of evaluation and improvement of services. The degree to which adult education might serve to erase illiteracy, bridge the gap of inadequate training, and unify the forces for peaceful and useful living depended, in part, upon the insight and vision of adult school personnel dedicated to helping all persons to improve.

Productivity, of material nature or otherwise, should have been considered the desired end product of adult education; non-productive agents were counted too expensive in any society if progress was the principal objective.

It was not only the task for, but rightfully the obligation of, adult education to make productive living a reality. When personnel of adult education ceased to attain this goal, pitfalls and unacceptable degrees of success surrounded them.

Recommendations

The following recommendations were suggested for the improvement of public school adult education programs in the light of findings revealed through the study.

1. To conduct additional research studies for assessing needs and interests of adults.
2. To provide building facilities conducive to adult learning.
3. To closely scrutinize budgetary and accounting practices employed in adult school programs for determining plans and financing adult education.
4. To select teachers who have a genuine interest in helping adults.
5. To strive for clarification of program purposes and objectives.
6. To establish teacher training programs for the improvement of teachers of adults and for the development of new teaching methods.
7. To hold adult school officials responsible for justification of their adult education programs.
8. To delegate responsibility of administering a particular adult education program to one person, preferably the adult school director.

9. To prepare program schedules convenient to the employed public.
10. To add, revise, and delete adult education program offerings upon reliable evidence.



BIBLIOGRAPHY

BIBLIOGRAPHY

- Allion, Helen and Luke, Robert A. "Public School Adult Education in the United States," Adult Education. Chicago: Adult Education Association of the U. S. A., 1953.
- Arnold, James E. "A Study of Adult Education Through University Extension with Special Emphasis to the University of Tennessee." Unpublished Ed. D. thesis, The University of Tennessee, June 1955.
- Benne, Kenneth D.; Bradford, Leland P.; and Lippitt, Ronald. "Stages in the Process of Group Thinking," Human Relations and Curriculum Change. New York: The Dryden Press, 1951.
- Betts, Hugh J. "Adult Education in the City Schools of Knoxville, 1916-1933." Unpublished M. S. thesis, The University of Tennessee, August 1933.
- Caliver, Ambrose. "How Much Adult Education is Going on in the United States?" Fact Book on Adult Education. Washington, D. C.: U. S. Office of Education, 1957.
- Ely, Mary L. Handbook of Adult Education in the United States. New York: Institute of Adult Education, Bureau of Publications, 1948.
- Essert, Paul. "Programs in Adult Education," School Executive, 19 (January 1956), 101-102.
- Good, Carter V. Dictionary of Education. New York: McGraw-Hill Company, Inc., 1945.
- Graves, Frank P. "Public Provisions for Education of Adults," School and Society (April 1922), 388-391.
- Kempfer, Homer. "Adult Education is Growing," School and Society, 9 (September 1948), 171.
- _____, Adult Education Activities of the Public Schools. Pamphlet No. 107. Washington, D. C.: Federal Security Agency, Office of Education, 1948.
- _____, Education Throughout Life. Chicago: Adult Education Association of the U.S.A., 1957.

Kempfer, Homer and Wood, William R. Financing Adult Education, Bulletin No. 8. Washington, D. C.: Federal Security Agency, Office of Education, 1952.

Kempfer, Homer and Wright, Grace S. 100 Evening Schools. Bulletin 1949, No. 4. Washington, D. C.: Federal Security Agency, Office of Education, 1949.

LaSalle, Loy R. "Public School Adult Education," NEA Journal (February 1955), 4-5.

Lowy, Louis. Adult Education and Group Work. New York: William Morrow and Company, 1955.

Mann, George C. "The Development of Public School Adult Education," Public School Adult Education. Washington, D. C.: National Association of Public School Adult Educators, 1956.

Patterson, Irene. "Some Trends in Adult Education," The Education Digest, 19 (November 1953), 28.

Reeves, R. W. Adult Education. New York: McGraw-Hill Company, 1938.

Report of the Knoxville City Board of Education, Knoxville Tennessee, November 1956.

Sheats, Paul H.; Jayne, Clarence D.; and Spence, Ralph B. Adult Education. New York: The Dryden Press, 1953.

Sworder, Stanley E. "Adult Education in its Centennial Year," California Schools. Sacramento: Department of Education, 1957.

Withers, William and Rugg, Harold. Social Foundations of Education. New York: Prentice-Hall, Inc., 1955.

APPENDICES



APPENDIX A

Questionnaire and Accompanying Material

March 8, 1958

Dear Mr. _____:

The Department of Educational Administration and Supervision, College of Education, at the University of Tennessee is conducting a study relating to trends in public school adult education.

The name of your adult school program was among the list of programs submitted to us by the United States Office of Education as programs making outstanding contributions to the field of adult education.

The trends listed in the questionnaire were identified from two major sources: the adult school literature, and conferences conducted with adult school officials of the Knoxville adult school program.

We shall appreciate very much your participation in this survey and would be most grateful for an early return of your response and comments. Enclosed for your convenience is a return addressed, stamped envelope.

We shall be very happy to furnish you a copy of summary findings.

Very truly yours,

Orin B. Graff
Head of Department

Funson Edwards
Graduate Student

SURVEY OF ADULT PUBLIC SCHOOL TRENDS

Directions for Completing Questionnaire

The person completing the questionnaire is requested to give data about trends in adult public school education. A series of twenty-one trends is suggested. To the right of the statement of each trend are three boxes:

--	--	--

The first: This is a Trend:

second, The Opposite is a Trend; third, The Trend is Unclear.

Please place your check ☒ in the box which represents your opinion.

Below each of the twenty-one suggested trends are certain specific questions which we trust you will answer. Also, some space is left for you to comment about each trend.

On the last page of the questionnaire is a space for additional comments. Here, we hope you will make any statement not listed in the questionnaire which is a trend in your area.

Please return the completed questionnaire in the enclosed envelope to: Room 108, Education Building, Department of Educational Administration, University of Tennessee, Knoxville, Tennessee.

SURVEY OF ADULT PUBLIC SCHOOL TRENDS

Name of system reporting _____

Level of operation: State _____; Local _____

Person reporting: Name _____ Position _____

Address _____

In my opinion for our area

Trends in Adult Education

This is a Trend	The Oppo- site is a Trend	The Trend is Unclear
-----------------------	---------------------------------	----------------------------

I. Organization and
Administration:

1. Establishing an adult education department or division in the State Department of Education. Do you have such a department? Yes _____; No _____ When was your department established? _____

--	--	--

Comment:

2. Designating the adult school director as the person responsible for the adult education program. Do you have a director? Yes _____; No _____. When was the position established? _____

--	--	--

Comment:

3. Increasing the size of the adult education department staff. How many supervisors do you employ? _____
What is the total number of employees in your adult education program? _____

--	--	--

Comment:

4. Conducting both morning and evening classes. How many morning classes do you operate? _____ How many evening classes do you operate? _____

--	--	--

Comment:

5. Using only day school facilities for adult school programs. How many adult school classes are conducted in day school buildings? _____
How many adult schools are conducted in locations outside day school buildings? _____

--	--	--

Comment:

II. Finance:

1. Seeking to become financed as an integral part of the public school system. Does the adult school program share in the public school appropriation? Yes _____ No _____. What approximate percentage of your adult school appropriation is provided by these sources? Federal _____; State _____; Local _____.

--	--	--

Comment:

2. Using criteria to determine amount in state aid for adult education. Is state aid determined by ADA? Yes___ No___. Is state aid determined by number of times classes are in session? Yes___ No___ Are other methods used to determine amount in state aid for adult education? Yes___ No___

--	--	--

Comment:

3. Charging only nominal course fees. What is the fee charged per course each semester?_____ Are city residents and non-city residents charged the same amount? Yes___ No___

--	--	--

Comment:

4. Paying adult school teachers on rate of day school salary schedule. What is the hourly rate of pay for adult school teachers?_____ Is this rate of pay higher than the rate of pay in the day school salary schedule? Yes___ No___

--	--	--

Comment:

5. Cost of adult school program expressed only in terms of salaries and instructional supplies. Approximately what per cent of the adult school costs go for: salaries_____; capital outlay_____; instructional supplies_____; administrative costs_____; total per cent_____.

--	--	--

Comment:

III. Growth and Expansion:

1. Increased enrollments in adult education. Has your adult school enrollment increased since 1955? Yes No Estimated percentage of increase or decrease since 1955. Name the area of instruction with greatest gain . Name the area of instruction with the least gain .

--	--	--

Comment:

2. Reducing the size of classes. What is the average size of your adult classes? Has the class size been lowered since 1955? Yes No Estimated percentage of increase or decrease since 1955.

--	--	--

Comment:

3. Placing emphasis on courses which relate to the family-life cycle (budgeting, consumer buying, gardening, landscaping, family relationships, marriage and family and others). Have enrollments in such type courses increased , decreased , remained constant .

--	--	--

Comment:

IV. Method of Instruction:

1. Placing emphasis upon individual needs rather than upon subject-matter content. Do you consider that your instructional program is designed to meet the needs of the students? Yes _____ No _____
 Do vocational courses receive greater emphasis than other types of courses? Yes _____ No _____
 Is subject-matter content given major emphasis by a majority of of your teachers? Yes _____ No _____.

--	--	--

Comment:

2. Using group discussions, forums, and workshop techniques as effective methods of instruction with adults. Do the majority of your teachers use these methods of teaching? Yes _____ No _____
 Estimated percentage of your teachers who appear unwilling to change methods of instruction _____.

--	--	--

Comment:

3. Giving emphasis to moral and spiritual values in the instructional program. Are such values emphasized to a noticeable degree in your adult school program? Yes _____ No _____ Which courses offered do you consider best promote moral and spiritual values?

--	--	--

Comment:

V. School-Community Relations:

1. Enlisting support from business and community organizations in the planning and operation of the adult school program. In what ways do these organizations share in such work? _____

--	--	--

Which organizations are most helpful?

_____; _____
 _____; _____

Comment:

2. Keeping the public informed concerning the adult school program. Do you consider that the public is well informed of your adult school program? Yes _____ No _____
 Which media best serve this purpose? _____; _____; _____
 _____; _____; _____

--	--	--

Comment:

VI. Teacher-Pupil Relations:

1. Recognizing need for teachers who have had special training in adult education. Does your program require or expect adult school instructors to have special adult school training? Yes _____ No _____
 Estimated percentage of your teachers who have such training _____

--	--	--

Comment:

2. Emphasizing need for teacher-pupil conferences. Do teachers and pupils regularly confer on school problems? Yes___ No___
Do the majority of teachers feel that such conferences are valuable? Yes___ No___ Estimated percentage of teaching time devoted to pupil conferences_____.

--	--	--

Comment:

3. Greater pupil freedom in course selection. Do students have full responsibility of course selection? Yes___ No___ Are guidance personnel available to assist pupils in course selection? No___ Yes___
Are efforts made to guide pupils into areas of special interest? Yes___ No___ Are departments permitted to solicit pupil enrollments? Yes___ No___.

--	--	--

Comments:

Additional Comments

If there are additional comments you would like to make about trends in your adult education program, please write them below.

APPENDIX B

**Comments by Respondents Relating Directly
to Each Questionnaire Trend**

COMMENTS ON ADULT SCHOOL TRENDS

I. Organization and Administration:

1. Establishing an adult education department or division in the State Department of Education.

Level of Operation - State

Systems

- A-1 Considerable interest has been manifested in this project. Unable to secure appropriations by General Assembly for same.
- A-2 The Division of University Extension was established when there was not a State University; now we have the University of Massachusetts with an enrollment of 4,000, but we still handle adult education.
- B-3 Adult education is the responsibility of the Director of Vocational Education. It is known as State Director of Vocational Education and Adult Education.
- C-1 State aid established in 1887. First full time state staff began in 1916.
- C-3 Our program has been mostly a veteran's program financed by federal funds; however, more and more civilians are enrolling and there is much sentiment in favor of a state financed Adult Education program.
- D-1 The adult program developed to a point whereby the assignment of responsibility to the area was needed. This same trend has developed in county units.
- D-3 We are hoping to have a person who will have Adult Education as a part-time responsibility.
- E-1 State aid for General Adult Education was provided beginning July 1, 1947.
- E-3 We are moving in this direction. However, our whole departmental organization has been ambiguous. Our adult education activities, although numerous, are scattered throughout the many divisions.

F-1 It (Adult Education Department) was established in 1951 primarily for vets.

Level of Operation - Local

Systems

I-1 It is my impression there are more and more. I do not know this statistically.

J-1 Slight increase in State staff.

J-3 Bureau of Adult Education, New York State is one of the oldest of such State Agencies.

K-1 Wisconsin has a State Board of Vocational and Adult Education. Each city over 5,000 population has a separate board of Vocational and Adult Education.

M-2 No person is responsible for general Adult Education. However, Freeman is responsible for overall Adult Education, including Vocational.

N-1 Established in 1940. Discontinued in 1952. Most adult schools in communities of Iowa have decreased in attendance or been discontinued excepting some of the major cities. Rockwell City is a town of 2500.

O-1 I am considering our area, the Southeast.

P-1 Michigan has one member of the State Department responsible for Adult Education.

P-2 This is more of a national trend than area trend. NAPSAC is effectively promoting it.

P-3 NAPSAC with fund for Adult Education Assistance is contributing to this movement.

R-2 Established first as Veterans Education Department. Changed after 1947 to Adult and Veteran.

S-3 The Olivet program was started in 1946.

S-1 We do have a person in the State Department of Vocational Education who serves as co-ordinator of adult education programs in the state.

2. Designating the adult school director as the person responsible for the adult education program.

Level of Operation - State

Systems

- A-2 We also have a director of Vocational Education, and a supervisor of adult Civic Education.
- A-3 This appears same as 1 unless you refer to local schools for whom I can not answer.
- B-1 Stimulated by the first grant of the National Association of Public School Adult Educators of Fund for Adult Education monies on State Department projects.
- C-3 An effort will be made at the proper time to shift the financial responsibility to the state.
- D-2 There are many school districts in Pennsylvania that are offering adult education programs without the benefit of a local director of adult education.
- E-3 We hope to have a director within the next three months. This director would then be responsible for the program.
- G-2 We encourage the schools to designate a person who is responsible for the administration of the total adult education program. There is a definite trend to appoint a part-time director.
- G-3 Previously it was under the jurisdiction of the supervisor of Rehabilitation.

Level of Operation - Local

Systems

- I-1 Lay volunteer director 1932-1945.
- I-3 Our program is operated and financed entirely by the local Board of Education. The director is appointed by the Board.

- J-1 Increased staff. 34 full time administrators and supervisors, including 26 full time principals in schools.
- J-2 Adult Education program since 1875.
- J-3 My position combines the responsibilities for organizing, supervision, and reporting adult education activities in the five central schools under my supervision.
- K-1 Director is responsible only to his Board. Has separate budget for local operation.
- K-3 We have 5 directors; 1 is responsible for Vocational Adult Education and I am responsible for all non-vocational reimbursed classes.
- L-3 Americanization classes were formed in 1916, as near as we can ascertain.
- O-2 I know of no adult school in New Jersey where the director does not have much authority. He usually has an advisory board, but he is the final authority in most cases.
- P-1 Director devoted about one-half of his time to adult education.
- P-2 We have an advisory board and this is a trend. The trend is toward the responsibilities of a school principal.
- P-3 As programs develop, the superintendent, especially in small towns, is unable to do the work himself, is assigning responsibility to someone else.
- Q-3 No one person is responsible for the total program. I have charge of my program; the principal of the Central High (Negro) is in charge of his. The Vocational supervisor is in charge of trade extension, etc.
- R-1 Most school systems in our area have directors who are part-time directors, usually someone in an administrative position.
- R-2 An outgrowth of Veteran Education program.

S-1 Only the larger school systems have a full-time director.

3. Increasing the size of the adult education department staff.

Level of Operation - State

Systems:

- A-1 The only adult education carried on by the State Department on state level at present time is that which is covered by Vocational Education.
- A-2 We include class and correspondence courses. High School Equivalency, and Audio-Visual, Radio, TV Offices.
- B-1 Three of the supervisors are part-time with responsibilities for the rest of their time devoted to other phases of vocational education.
- C-3 The above number does not include Adult Education teachers.
- D-1 Supervisors referred to, are those primarily responsible for vocational education areas who have adult evening classes as a part of their responsibility.
- E-2 No adult education supervisors as such, except as this service is a part of vocational education.
- E-3 We have no one employed with this sole responsibility.
- G-1 We have a complete division of Vocational Education. However, we do not have a department or division of general adult education at the state level.
- H-2 As State Director, I can receive professional assistance from other Divisions, such as, Civil Defense, Driver Education, Board of Vocational Education, Library, Educational and Vocational Guidance.
- G-3 Employed by state: chief Division of Adult Education, Supervisor of Adult Education, 6 full-time, 21 part-time Americanization teachers, 17 cities and towns employ own staffs and receive partial reimbursements for principal and teachers salaries.

Level of Operation - Local

Systems:

- H-2 This number includes some 61 employees employed in the Technical High School which is made up of mostly teenagers.
- H-3 Director is supervisor. Number of employees varies with number of teachers required each term. If teachers are not considered, we have only one.
- I-1 Our program is a community project, not run by Board of Education; not supported by Board of Education. We have a director, an assistant director and about fifty teachers.
- I-2 Our only paid employees are the instructors. We have around 15 employees.
- I-3 We have recently added High School Equivalency classes. This has added three new teachers to our staff.
- J-2 Three full-time, four part-time supervisors.
- J-3 I am the only supervisor. Most teachers have another job. About half are daytime teachers, others have special certification for particular work.
- M-2 Some of our supervisors are known as Co-ordinators.
- O-1 Only one full-time director and one clerk. Both may become part-time soon.
- O-2 One director, a clerk, and one teacher for each class makes up the staff.
- P-1 All on part-time basis.
- P-3 All are part-time but my secretary and myself.
- R-1 One director; however, we employ 15 to 18 of our teachers or community leaders who are on the schools' Special Services payroll.
- R-2 Two coordinators and two full-time principals are employed (this does not include teachers).
- R-3 This is a local matter. The employees are all instructors.

- S-1 Four of our supervisors are on a part-time basis.
- T-2 One director half-time; one half-time office secretary and 30 teachers.

4. Conducting both morning and evening classes.

Level of Operation - State

Systems:

- A-1 Mostly evening classes.
- A-2 Almost all classes are late afternoon and evening.
- B-1 Practically all parent-education programs are operated in the day-time. Also, many of the adult education programs of the various junior colleges are operated during day-time hours.
- B-2 Montana has no state level support, supervision, or control over adult education. A copy of the law is enclosed. It is a local option law and is not subject to state control.
- B-3 We have 172 programs on the state-wide basis; no composite data on how many classes.
- C-1 The State Department of Education operated Adult Vocational Education, although another Department does the General Adult Education.
- C-2 None operated by State Agency.
- D-1 The demand for some specific types of classes has necessitated holding classes at hours other than at night. Normally, these classes are held outside of the public school buildings.
- D-2 The above figures are for the adult education classes conducted through general extension education in Pennsylvania for the school year 1955-56. This does not include the vocational extension program.
- E-1 Estimated due to classes being opened weekly.

- E-2 The State Department does not operate any adult classes. When we give financial help through vocational funds, it is all done through school districts or other educational institutions.
- E-3 Our people organize all classes. We do not operate any to date but soon will begin operation of practical nursing.
- G-2 Almost all of the classes conducted by our schools are evening classes. No data available as to the number. We believe the trend is to continue to offer adult classes primarily in the evening.
- G-3 Day classes in Americanization only; 60 sessions weekly. Evening classes in Americanization; 53 sessions weekly; general adult education, 159 classes in 17 cities and towns.

Level of Operation - Local

Systems

- H-1 Limitations of space precludes expansion.
- H-2 The day classes are more or less stable but the evening classes are varied and will fluctuate with the demand. Some are short-term classes and others operate the year round.
- H-3 We currently have 18 classes in operation--once each week in a general program.
- I-1 There is a slight trend.
- I-3 Three full-day classes; two 2 hour classes.
- J-1 There is a trend toward increase in number of evening classes.
- J-3 We offer some afternoon classes, but most classes are in the evening.
- K-2 In past years we have had classes operating in the morning, afternoon, evening up until midnight. Selection of time of meeting depends upon the group, what shift they work.

- N-2 Morning classes necessary to accommodate shift workers.
- O-1 No morning classes except 8 weeks in summer.
- O-2 We have never had morning classes. They are very unusual.
- O-3 Informal Adult Education Classes--2,864; Parent Education--1,220; English and Citizenship--728; Day Elementary Classes for Adults--185.
- P-2 Varies according to local circumstances.
- P-3 We also have 12 afternoon classes.
- Q-3 The morning class located at the University Center is for students who are on shifts. We do not operate day classes; teachers do this.
- R-1 Our community (village) has approximately 1300. We have most of our membership from the village and operate on a 3-4 periods per night--40 minute periods.
- R-3 Local matter. In relation to demands.
- S-1 The figures vary from year to year.
- S-2 We have 7 discussion groups during the day--a large part of our program involves discussion groups.
- S-3 We have some classes taught during the daytime but not entire courses. I doubt whether there should ever be very much offered in the daytime.
- T-1 We conduct morning classes when the need is evident and facilities are available. This is difficult since we must use day school facilities.
- T-2 We will develop day classes in time.
- T-3 All of our classes are night classes.

5. Using only day school facilities for adult school programs.

Level of Operation - State

Systems:

- A-2 We use 3 college campuses, one Air Force Base, and many libraries.
- B-1 In the state of Colorado there are developing more and more programs of adult education during the day-time hours. Schools many times are not available; other facilities are used. In some communities the natural gathering place for adults is not at present the public school facilities; in those communities other facilities are used.
- B-2 No data available to state office on extent of programs in Montana.
- B-3 Seventy-five per cent of our program is conducted in day school facilities; 25 per cent outside of school facilities.
- D-1 The 4 schools are conducting approximately 30 classes outside the regular school plant. The State Department of Education annually conducts on an itinerant basis in about 25 centers which are held at localities other than the school buildings.
- D-2 Statistics not available.
- D-3 Most of our Vocational Education is conducted in school buildings. Classes in Fireman's training, arts and crafts are conducted outside school buildings.
- E-1 We have 2,126 (estimated) classes conducted in school buildings; 110 (estimated) classes conducted outside schools.
- E-3 No regular ones. Each school is used for adult classes.
- F-2 The trend is to taking classes to the community.
- G-1 We do not have this information.
- G-2 Essentially, all the classes sponsored and conducted by our public schools are held in the school facilities.
- G-3 Only Americanization classes are conducted outside school facilities.

Level of Operation - Local

Systems:

- H-2 Classes outside of school facilities are limited because of lack of control of facilities.
- I-2 Courses which need special equipment are conducted outside the school facilities.
- I-3 We have at times held classes in other places. Vocational classes are more often conducted outside of school.
- J-2 With the exception of 95 classes now conducted in churches, business establishments, etc., all classes are conducted in public school buildings. We prefer that classes, as far as possible, be conducted in the public schools.
- J-3 There has been no trend. We arrange classes where they can best be held--village library, vacant store, fire hall, etc., but most classes are in schools.
- K-1 Some apprenticeship classes are conducted outside of school buildings.
- K-2 The needs in a given year determine the facilities.
- M-3 We have 30 classes conducted in plants; 36 in secondary schools for evening adult classes; 10 classes both day and night in vocational buildings, and 5 classes outside the schools in industry.
- O-2 Usually all classes are in school buildings, but for special facilities other places may be needed.
- O-3 There are 26 classes conducted outside day school buildings, and 4,910 conducted inside.
- P-1 Classes are conducted wherever facilities are available.
- R-1 Our upholstery class is so large that we do not have storage space, so we conduct two classes in our Town Hall.
- R-3 Local situation establishes this.

- S-3 We have lessons for farmers on farms and in homes, but the trend is more classes in the school.
- T-1 We offer courses in locations most suitable for the situation. Some are offered in individual industrial plants. This is an established practice; not a trend.
- T-2 We are planning to use more non-school facilities.

II. Finance:

1. Seeking to become financed as an integral part of the public school system.

Level of Operation - State

Systems:

- A-1 Only vocational education is financed at present time.
- A-2 Vocational education is furnished students free from Federal Grants. Adult Civic Education gets one-half cost of instruction. University Extension classes are supported by a state appropriation plus fees.
- B-1 The only federal and state funds available are for vocational programs. We do make payments to local school districts in the foundation act for adult students who are under 21 and have not graduated from high school. This percentage minute. Programs of adult education sponsored by junior-community colleges have the same support proportionally as for day students.
- B-3 Enrollment fees and tuition fees must support the entire program.
- C-3 Our adult education program, at the present time, is financed from tuition charged veterans and non-veterans. The amount collected from non-veterans amounts to about ten per cent of the total.
- D-1 We have no direct state appropriation other than that in vocational education. Vocational adult classes are supported on the basis of 50 per cent Federal, 25 per cent State, and 25 per cent local for instructors' salaries only. The local school and student fees take

care of costs other than salaries. General Adult Education classes are supported locally.

- D-2 The Pennsylvania school law provides that the state's reimbursement to the local school district is determined by multiplying the subsidiary account reimbursement fraction by the mandated minimum instructor's wage of \$2.50 per hour.
- F-3 We subsidize local General Education for Adults for 50 per cent of the instructional cost.
- G-1 Last year, 1957, the Legislature removed Adult Education (General Adult) from State Support.
- G-2 Illinois reimburses up to 60 per cent for the cost of instruction of vocational classes. The trend is to low tuition charges supplemented by local public funds with partial state reimbursements for vocational courses.

Level of Operation - Local

Systems:

- G-3 Special appropriation for Adult Education of \$20,000 for 1957-58, appropriated for state aid in partial reimbursement of teacher's salaries. Also, salaries of 6 full-time, and 8 part-time Americanization teachers paid completely by the state.
- H-3 Local Board budgets an amount sufficient to pay director's salary. This is expended only if adult program has a deficit term, otherwise, all funds for operation of program comes from tuition received.
- I-1 Appropriations for heat, lights, and janitorial service only. All other expenses come from tuitions.
- I-2 Our adult school is self-supporting.
- I-3 An established fact in Atlantic City. In New Jersey most adult programs are self-supporting and vocational programs are separate programs receiving state and Federal aid. New schools are mainly self-financed except for use of buildings, lights, and heat.
- J-2 May be leading to community college (grades 13 and 14) type of responsibility with local and state support.

- J-3 Local money pays for janitors, heat, lights, and teaching supplies--Federal and State money pays salaries of teachers. Students pay for supplies consumed in class.
- K-1 Have separate budget from that of public school system.
- K-2 Vocational Extension--Federal and State 70 per cent, 30 per cent. General Education--up to 1957, State - 60 per cent, local - 40 per cent. 1957-58 term - 100 per cent local support.
- M-3 Ten per cent local - 90 per cent State and Federal Vocational Funds on part-time classes. All amounts vary from year to year.
- O-1 Adult program must be self-supporting with the exception of building facilities and janitor service.
- O-3 Board of Education received \$1,925,000 in state aid for 1956-57.
- P-1 Most of our funds are derived from fees.
- P-2 Fees, light, heat, custodial services provided by local Board of Education. Trend is to seek, in part only, becoming financed. Not a trend.
- P-3 Fifty per cent of our adult school expenses come from fees.
- Q-3 The local source is tuition. If the emphasis is on seeking, I am always asking that at least my salary be paid through tax money. The Board does give us buildings, heat, lights, water and janitor service.
- R-1 Our programs are reimbursed by the State Aid allotment. In that we are paid for the instruction of approved classes. The local school pays the Director's salary, lights, heat, and some supplies. The Federal Government aids in some Industrial Training Classes.
- S-2 We received grants from the Fund for Adult Education for specific projects. These are not considered as a part of the Adult Education budget. The grants are carried as an auxiliary budget. To date, we have received \$58,000 in grants from the Fund for Adult Education.

- S-3 Vocational courses--Federal and State 50 per cent, local 50 per cent. For General Adult Education--Federal and State-4 per cent, local-96 per cent.
- T-1 A movement is underway to help promote Adult Education through State support.

- 2. Using criteria to determine amount in state aid for adult education.

Level of Operation - State

Systems:

- A-2 Instruction in A. C. E.; 50 per cent of maintenance and instruction in Vocational Education.
- B-1 We are working actively to secure state aid for public school sponsored programs of adult education. Our formula will develop to be a classroom unit value in the foundation program. The number of students, nor the classroom unit value has not as yet been determined.
- B-3 No state aid at all.
- C-1 Six cents per pupil hour of attendance, plus one-half of supervisors' salary up to a maximum state payment of twenty-five hundred dollars.
- C-2 Only in adult classes for a high school credit.
- D-1 Teachers' salary in the case of adult vocational classes eligible for reimbursement under the Nevada State plan for vocational education.
- E-1 The state provides an average of \$3400 salary, \$325 current expense (of which \$25 is earmarked for instructional materials), and \$400 capital outlay (earmarked) for each adult instructional unit allocated to a county. An instructional unit.
- E-2 No state aid for Adult Education.
- E-3 No state aid for Adult Education.
- F-3 One-half of amount as paid for instruction and services incidental to instruction, guidance, clerical, etc.

- G-1 No state aid provided for Adult Education.
- G-2 No state aid for adult education. We do not envision any state aid in the foreseeable future.
- G-3 Received \$20,000 as amount spent by city or town for adult school salaries.
- U-3 State aid determined in relation to rate of pay per hour and the number of class hour sessions.

Level of Operation - Local

Systems:

- H-1 Next year an equalization factor will be applied to the present formula.
- H-2 The state aid is based upon teacher hours. The classes are based upon the A. D. A.
- H-3 We have no state aid for adult education in New Jersey. Definite study is underway--proposal soon to come before the legislature.
- I-1 Presently there is no state aid in New Jersey, however, the trend over the country is for state aid.
- J-1 The State Legislature appropriated a special fund of \$200,000 for state for 1957-58, this amount was a cut of \$100,000 from what was appropriated in 1956-57. The formula used is:

$$\frac{\text{Student attendance hours for community}}{\text{Total student attendance hours for state}} \times \$200,000 = \text{Community share.}$$
- J-3 Some special classes are not required to maintain an average A. D. A. of eight students, shown in the New York State Regulations.
- K-1 State aid is based upon instructional costs.
- K-2 State aid in Pennsylvania is based upon the number hours employed. Reimbursement--Vocational Extension Courses - \$2.00 per hour--General Education--none since 1957.

- K-3 Oregon does not pay Basic School Support for Adult Education (changed to non-support) during the last session of the Legislature.
- L-3 We get \$2,500 State aid towards the adult school director's salary--also, we get 6 cents per hour spent in an adult school activity.
- M-2 Academic grades 1 through 12 participate in A. D. A. Vocational participate in State and Federal funds--hours attended in proportion to day school hours. Vocational courses are not based upon A. D. A.
- M-3 The State of Georgia pays on per pupil hour if the average attendance falls below 10 students. (35 cents per pupil hour.
- N-2 We must apply for teaching units in May for the following year; one teaching unit is 900 instruction hours with an A. D. A. of 15 students.
- O-1 No State aid, except for vocational courses which we do not operate as a part of this school.
- O-2 We have no state aid. Adult schools in New Jersey must pay the entire cost from fees.
- P-1 Our state aid is determined by the number of student hours in attendance in reimbursed classes.
- P-2 We have no state aid. Current efforts are for state aid in adult education.
- P-3 Vocational--percentage of instructional costs-General Adult Education--attendance hours.
- Q-2 Our state aid is determined by average daily enrollment.
- Q-3 Local adult school programs in Alabama receive no state aid.
- R-1 Our adult school program is operated under the authority of the Local Board--supervised by a qualified director and conducted by a qualified teacher. We maintain an average attendance of eight or more students. Exception --Americanization classes which is paid as to number of 40 minute periods.
- R-2 Number of instructional hours provided minimum A. D. A. is maintained.

- R-3 Each state aided class must have a minimum enrollment of ten students. There are exceptions--such as: An organization and improvement in English of the foreign born.
- S-1 No state aid except in Distributive Education where the amount is based upon the number of classes.
- S-2 We are reimbursed for Vocational and Industrial courses.
- S-3 State aid is determined by the hours of student attendance.
- T-2 State aid is determined by the minimum number of days and class hours conducted in adult school activities.
- T-3 Local adult school programs do not receive state aid in Montana.
- U-1 Teachers' salaries--however, not over \$10,000 if pay rate of teachers is \$30,000.
- U-2 No state aid for adult education except for agriculture in Illinois.

3. Charging only nominal course fees:

Level of Operation - State

Systems:

- A-2 Fees for non-credit courses are based upon fifty cents per classroom hour of instruction.
- B-1 Fees in Colorado vary from no fee generally for Americanization programs, no in-district fee for any program in the city of Denver to a fee which closely approximates the cost of University programs of extension, \$15.00 to \$18.00. A few special programs such as Driver Training for adults average about \$35.00 per person.
- B-2 Different communities charge different fees. One course may be a larger fee than another.
- C-1 No fees or returnable deposits may be charged in Connecticut public school Adult Education classes by law. Out of town residents may be charged a fee.

- C-3 Elementary students complete a grade in 5 months and pay \$12.00 per month tuition. High school students one high school unit each three months and pay \$12.00 per month tuition.
- D-1 There seems to be a somewhat general opinion, that in light of overall education costs adults should support their own program. Two recent requests to the State Legislature for adult education appropriations have received no action.
- D-2 No course fee is charged. Our state law permits a five dollar deposit fee which must be returned to the individual if in attendance 75 per cent of the class sessions.
- D-3 The amount charged in course fee depends upon local policies.
- E-2 The amount charged in course fees varies with the school.
- F-2 Course fees vary according to Board action from no charge to a dollar or so per course.
- F-3 Only registration fees are allowed in our subsidized programs; otherwise, we have free public adult education.
- G-2 The majority of our fees are under \$5.00. There appears to be a trend to course fees to help defray costs. Generally, non-residents are asked to pay a slightly higher fee than district residents.
- U-3 Fees vary in each local school district or division.

Level of Operation - Local

Systems:

- H-3 Course fees vary with the fee we must pay an instructor. Our people will pay a higher fee in order to study under fully qualified instructors.
- I-1 Our fees range from \$6.00 to \$15.00 per course. Non-residents pay one dollar extra.
- I-3 A \$3.00 fee is refunded at the end of the term if 80 per cent of the class sessions are attended.
- J-1 No charge is made for either residents or non-residents.

Of course, some classes have a fee for materials.

- K-2 Our registration fee is \$4.00 to all enrollees. This fee is returned to the enrollee if he attends 75 per cent of the class sessions of the year. The tuition fee is based upon the formula developed by the State Department using actual expenditures of the previous year for calculations.
- K-3 Excess charges are made for shop fees in jewelry making and for special tests in the Civil Service class.
- L-3 Non-residents are charged a fee on a semester basis--it amounts to twenty-five cents per night.
- M-2 Locally, a nominal fee is charged; non-residents are charged a higher fee.
- M-3 Our adult school fees are as follows: Evening High School \$7.20 per month or \$7.50 books included. Evening Business Education \$5.00 per month. Other classes average registration fee is \$2.50.
- O-1 We charge approximately 50 cents per class hour.
- O-2 Adult schools in New Jersey charge enough in fees to make expenses. They wish to make no profit but if they do not break even, they will go out of business.
- O-3 Some courses are self-sustaining. The community subsidizes the cost of courses when the budget cannot provide the services.
- Q-2 Our Evening High School fees are \$12.00 per month. \$3.00 for local residents; \$8.00 for non-residents. Foreign born students-free regardless of residence. Hobbies-\$8.00 for 8 one evening sessions.
- Q-3 Students meeting classes that meet 5 hours per week are charged \$5.00 per month. Special short term classes cost 25 to 50 cents per hour.
- R-1 About half the state programs charge set fees.
- R-2 A few classes have higher fees up to \$5.00; many classes have no fees.
- S-1 Our average adult school fee is about \$5.00.

- S-3 We are increasing our fees because of tighter school budget and less state support.
- T-1 The fee for each course is determined by the length of the course--\$1.50 for each increment of 12 hours instruction.
- T-2 Each student pays up to \$6.00 per year for tuition.
- U-2 We charge \$7.50 registration fee per year. The number of classes makes no difference.

4. Paying adult school teachers on rate of day school salary schedule.

Level of Operation - State

Systems:

- A-2 We pay \$6.00 per hour for non-credit courses; \$120 per semester hour for college courses.
- B-1 The rate of pay varies between districts from a low of approximately \$2.25 to \$15.00 in certain special areas. Approximately one-half of Denver's teachers are full-time and on the regular salary schedule.
- C-1 The present rate of pay was established at a time it was equal to the rate of pay for day school teachers. Day school teachers' salaries have been raised but adult education teachers have not as yet.
- D-1 When actual teaching time is considered the average adult teacher's salary is approximately the same as day school salaries.
- D-2 The two dollar and fifty cents rate of pay is a State mandate minimum salary. Most school districts pay from \$3.00 to \$5.00 per hour.
- D-3 Rate of pay depends upon local policy and degree of training necessary.
- F-2 Salaries are steadily rising for teachers of adults.

- F-3 At least four dollars per hour is recommended but the rate varies according to decisions of local Boards of Education.
- G-2 We estimate day teachers' salaries to be about \$3.25 per hour. The trend seems to be toward higher pay for part-time adult teachers. Some are paid by the day.
- G-3 Our hourly salary ranges from \$3.00 to \$7.00.
- U-3 The hourly rate of pay for teachers of adults varies among local divisions. Our state reimburses on \$4.00 per hour in Vocational classes and \$3.50 per hour in General Adult Education.

Level of Operation - Local

Systems:

- H-2 We have three scales for teachers' salaries: First 500 hours--\$4.00 per hour; 500-1000 hours--\$4.50 per hour; over 1000 hours--\$4.60 per hour.
- I-J Our minimum rate of pay for adult school teachers is ten dollars per clock hour. We pay as much more as necessary to get the teachers we want.
- J-2 Teacher pay is based on the fifth step of day school salary schedule. The formula is: Daily rate of the fifth step divided by eight times one and one-half equals the hourly part-time rate.
- J-3 Our rate of pay for adult education is about the same as for day school teachers.
- K-3 Our rate of pay for teachers depends upon training and experience.
- M-2 Academic teachers are slightly lower; special teachers are paid higher rates of pay.
- M-3 Day adult class teachers are paid on a salary schedule. They are employed for ten months.
- N-2 Hourly rates of teacher pay are figured in the following manner: The annual salary according to regular salary schedule, divided by 1000.

- N-3 There are nine pay scales depending upon rank and contractual status ranging from \$4.50 to \$6.50 per class hour.
- O-2 Our teacher rate of pay is higher because so few hours are taught. It would not be worth while to travel to school for less than \$5.00. Also, for specialists we pay up to \$15.00 per hour.
- O-3 Our teachers in adult classes are paid more than the salaries of beginning day school teachers but less than experienced day teachers.
- P-2 Hourly rate for teachers in adult education is higher than day school teachers but that is a slight bit of the story.
- R-1 Our State reimburses our program at the rate of \$2.50 for a forty minute period. If we pay more, we must stand the cost.
- R-2 Our rate of teacher pay depends upon rank and length of service.
- R-3 Our rate of pay is based upon a full hour. Day school classes are forty-two minutes each.
- T-1 The rate of pay for teachers in adult education is approximately what a teacher with two years experience, B. S. degree in day school would earn.

5. Cost of adult school program expressed only in terms of salaries and instructional supplies.

Level of Operation - State

Systems:

- B-1 Exact data for the state not available. In building our new reporting forms for the state which the U. S. Office of Education stimulated a common core of educational information and subsequent information will become available.
- D-1 Schools normally refer only to salaries and supplies when considering costs.

- D-3 Adult vocational education in Vermont must be self sufficient on the local program level. Tuitions and State-Federal Aid support the program.
- F-3 The pupils buy their own materials.
- G-2 Almost all of our schools are provided with heat and light, etc. Without any charge to the adult program. The greatest cost is the cost of instruction.
- G-3 The cost varies according to town and city.
- U-3 State reimburses on instructional costs.

Level of Operation - Local

Systems:

- H-2 Our supplies are purchased with a registration fee or a minimum materials fee.
- J-3 This is a rural area and requires more time to arrange classes than would an urban area.
- M-2 Vocational courses require more capital outlay and supplies than do academic.
- M-3 Our break down of costs applies to salaries and instructional costs and does not apply to maintenance and operational expenses.
- O-2 Advertising and office expense make up the remainder of the cost which is not listed.
- O-3 Expense of salaries was \$105,652.25; expense of supplies was \$5,701.52.
- Q-3 Salaries include those of teachers, staff and director.
- R-1 Most groups pay as individuals for supplies.
- R-2 Our cost is shown by total part-time instructional salary 75%; administrative and clerical salaries 25 per cent.
- R-3 Students are requested to furnish all extra supplies; teachers use day school instructional material.

- S-3 Additional adult school costs are: mileage 8 per cent, secretarial 5 per cent, and custodial 4 per cent.
- T-1 The budget for the textbooks for the night high school was included in the break-down figures of expense for instructional supplies. We, however, do not list it as a combined item with other supplies.
- T-2 Administrative costs include salaries of clerks and retirement. Students furnish their own supplies. Building and equipment--operational supplies account for 25 per cent of the costs.
- U-1 Maintenance cost is included with the cost of instructional supplies.
- U-2 The remainder of the cost now shown in the breakdown is for operation of plant and plant employee salaries.

III. Growth and Expansion

1. Increased enrollments in adult education

Level of Operation - State

Systems:

- A-2 Enrollments have increased most in science, mathematics, high school subjects and Safe Driving.
- B-1 Not only has there been a tremendous increase in enrollment, but many communities which have never had a program have developed one since 1955.
- C-3 Our enrollment has remained about the same for the last three and one-half years.
- D-1 Percentage wise non-vocational courses have seen the greatest growth since 1955 because there were extremely few classes at that time.
- D-2 There has been a decrease in enrollment during the past year due to the lack of State reimbursement. However, the trend during the past few years has been for increased enrollment.

- F-1 Most gain in enrollment has been in secondary and academic courses.
- F-3 Preparation for diploma and equivalency examinations is growing.
- G-1 We believe that there is a significant increase in enrollment since 1955.

Level of Operation - Local

Systems:

- H-3 Classes dealing with avocational or recreational nature have had the greatest increase.
- I-1 The national trend is toward increased enrollment. Ours has remained fairly steady. We have a high-level residential community and we successfully maintain a slight increase in liberal studies.
- I-3 Our High School equivalency program is growing rapidly.
- J-3 Our best growth came between 1950-1955. Since then we have about maintained our number.
- M-3 The trend in increased enrollments follows the trend in economic conditions. When jobs are scarce and competition then enrollments go up.
- O-1 Our adult school has had a loss in attendance for the first time--generally speaking.
- O-3 Increased enrollment in homemaking, dancing, music, and bookkeeping.
- P-1 Our greatest enrollment increases have been in high school credit courses; the least gain has been in recreation and leisure time courses.
- P-2 We appear to be at a plateau with 15,000 to 16,000 students. We do not push recreational courses.
- Q-3 Our greatest increases have been in leather craft, wood carving, enameling, etc.
- R-1 Our enrollment has remained about the same since 1955.

- R-2 Vocational courses have been limited due to lack of available facilities.
- T-1 The current recession seems to have some effect on our enrollment.
- U-2 Enrollment has been steady last few years.

2. Reducing the size of classes

Level of Operation - State

Systems:

- B-1 We have not decreased in Colorado since 1955, since most adult education programs were small then.
- D-1 Classes have varied in size depending on the subject. There may be a slight trend toward larger classes.
- G-2 There is no data on the average size class though the minimum number of enrollees is about ten students.
- G-3 Class sizes vary according to subject within cities and towns.

Level of Operation - Local

Systems:

- H-3 Average class size has not varied. Change since 1955 is negligible.
- I-1 Lecture forums run up to 500. Lecture courses run up to 75. Courses requiring limited enrollments range from 10 to 25 students.
- J-2 A twenty person membership has been a class target for many years.
- J-3 We are getting a few more large classes in civic affairs. These larger classes raise the class average.
- K-1 We hold class size to about 14 people.

- K-2 The size of the class is determined mainly by work stations, especially in vocational extension. We operate several sections or groups on different nights. Example, Advanced Sewing Grade A--Tuesday and Thursday-Group B, Monday and Wednesday.
- M-2 Budgets have not increased with the increased costs of operating a school program.
- M-3 Adult classes must in most cases be smaller to take care of individual needs. Where attendance is voluntary, instruction must fit individual needs or drop out rates will be high.
- O-2 If we do not have an enrollment of fifteen students, usually we drop the course. Each course must pay for itself.
- R-1 As we must maintain an ADA of eight students in most classes our average class size tends to be between 12 to 15 students.
- R-2 Classes vary widely in size. General adult education classes must maintain an ADA of 15; vocational classes, an ADA of 10 to 12.
- T-2 Our adult classes tend to be smaller than the usual school--not from choice, but from curriculum problems to meet a wide range of interests.

3. Placing emphasis on courses which relate to the family-life cycle.

Level of Operation - State

Systems:

- C-3 Our present Adult Education program is academic elementary and high school with a trend toward broadening the scope to include the courses enumerated above.
- D-1 Emphasis given to this area by homemaking supervisor.

- E-3 Interest, demand, and teacher supply have been in the manipulative areas of construction of family clothing, furniture refinishing and upholstering and home decoration. Help is given to parent study groups through parent-teacher organization.
- F-3 We have pushed the family-life cycle courses but most programs show no growth.
- G-2 While we have not tabulated the results of last year's survey, we believe there is a trend toward greater emphasis on such courses.

Level of Operation - Local

Systems:

- I-3 Our course for "Expectant Parents" was fair. The course "Growing Emotionally" was exceptionally well received.
- J-2 No particular emphasis is placed on any area of instruction.
- K-2 Very few courses in this area. Enrollment lacking in some.
- N-3 There has been a general increase but not by areas.
- P-3 New projects in this area are being planned.
- Q-2 We have no family-life cycle courses offered.
- R-1 Our Home Bureau does many of the same things adult classes could do. We try not to cross too many organizational lines and I feel these groups appreciate our efforts in this respect.
- R-2 This area has increased very slowly.
- R-3 This course area has been difficult to manage since the younger couples in this area of our rural community seem to leave the area.
- S-2 There had been a particular increase in discussion groups on parenthood in a free Nation.
- S-3 There is still a very low interest among our people in this course area.

- T-1 We have had little success in this course area.
- T-2 This course area is not a strong aspect of our program.
- U-2 We have no classes of this type.

IV. Methods of Instruction:

1. Placing emphasis upon individual needs rather than upon subject-matter content.

Level of Operation - State

Systems:

- B-1 Much activity in the in-service training of public school directors of adult education and their teachers has been devoted to the psychology of adult learning and the group processes.
- D-1 Our aim is to meet the needs of adults.
- E-1 The information contained in this survey pertains to General Adult Education only.
- F-3 Such emphasis is not given except in art courses.
- G-2 While vocational courses receive considerable emphasis, there is a trend toward offering a greater number of general adult education courses.

Level of Operation - Local

Systems:

- H-3 Our school's success is primarily due to the fact that we cater to individual needs as much as possible--always keeping in mind the welfare of the group.
- I-1 Individual needs emphasized in art, painting, sculpture, and psychology, (testing, aptitudes, etc), and in self-improvement courses. Subject emphasis is given in lecture courses.

- I-3 Subject matter contents emphasized in High School Equivalency courses. Vocational courses generally are more popular.
 - J-2 Both need and content is emphasized.
 - K-2 We help individual enrollees start where he or she can and progress on individual instruction basis in most classes.
 - M-2 Vocational courses are based solely on needs of individuals.
 - O-3 Emphasis is focused on community needs be it vocational or subject content courses.
 - P-3 People come for various reasons--content, social help, etc.
 - R-1 Because of our community size we are to a great degree guided by desire rather than conviction on our part. We had a struggle to keep subject matter courses in our program.
 - R-2 The last is true in high school courses; vocational courses determined by objectives and by needs of students.
 - S-3 It appears to embarrass adults, and negatively affect enrollment if too much emphasis is placed upon meeting individual needs.
 - T-1 We attempt to meet individual needs in subject matter areas; homemaking, commercial, personal and civic affairs, and night high school.
 - U-1 We strive to arrange our courses to meet the needs of individuals.
2. Using group discussions, forums, and workshop techniques as effective methods of instruction with adults.

Level of Operation - State

Systems:

- A-2 As yet, we have made no evaluation.
- B-3 The main reason our teachers do not use such teaching techniques is because they do not know how.
- C-2 The most of our teachers use older instructional methods.
- F-3 Most of our instructors are subject matter conscious.

Level of Operation - Local

Systems:

- I-1 The trend is slightly toward these teaching methods. We do it according to the nature of the course.
- J-1 Not sure that these methods are used by a majority of the teachers.
- J-2 Teachers use all instructional techniques. Our instructors do not spend too much time with chatter techniques from which no conclusions are reached.
- K-1 Our teaching methods provide individual instruction.
- K-2 Foremanship, supervisory training classes definitely use these techniques. Practically all other courses use individual instruction.
- O-2 Forum courses have not been accepted too well. We tried several times but each time the enrollment was so small that the course had to be discontinued.
- O-3 Cannot name an estimate--very small percentage.
- P-3 Atmosphere is as informal as possible, depending on the project.
- Q-1 All teachers use this teaching method technique when applicable.
- R-1 The type classes which we conduct do not, generally speaking, lend themselves to this type of instruction.
- R-2 Subject matter more or less dictates the techniques to be used which would be most effective.

- S-2 When the "classroom" method is used, attendance drops, and the teacher eliminates himself. We try to prevent this happening by helping the teacher.
- T-1 Some classes do use this technique, depending upon the type of group and the objective of the particular program.

3. Giving emphasis to moral and spiritual values in the instructional program.

Level of Operation - State

Systems:

- A-2 A state agency leaves this responsibility to private colleges generally.
- B-1 The development of the program in Colorado has not reached the level where it has become concerned with this rather difficult level of instructional materials.
- D-1 More classes are being offered in such areas as child guidance, family relations, marriage relations, and personal adjustment.

Level of Operation - Local

Systems:

- H-3 I don't think we have any courses conducted in this manner.
- J-1 We have talked a lot about conducting courses in this manner--but--.
- J-2 No subject has a corner on the promotion of moral or spiritual values. In some classes, moral values are talked about; in other classes, these values are developed.
- K-3 I attended Union Theological Seminar last summer and discussed this topic for three weeks. It is a difficult one to pin down.
- R-1 We use emphasis of this type in our advisory group and

leader group meetings. We try to stress moral and spiritual values and it may be best exemplified in the character of our leaders whom we screen quite carefully.

- R-3 In our location we let the church handle this, outside of the fact that some moral and spiritual influences are felt in everything we do.
- T-2 There is not a strong moral and spiritual influence but it is present.

V. School-Community Relations:

1. Enlisting support from business and community organizations in the planning and operation of the adult school program.

Level of Operation - State

Systems:

- B-2 Community organization support is necessary to the success of the program. Every agency in the community must get behind the program.
- E-3 We have a state-wide adult council which coordinates and furnishes speakers and consultants.

Level of Operation - Local

Systems:

- H-3 Some advisory committees in this state are very active in adult education programs of their communities. Others are merely a listing of prominent people with little or no real participation obtained from them.
- I-1 We have fairly small support from organizations. Our community is highly organized with many cultural activities. Adult school support is largely that of an individual basis.
- I-3 Most of our support comes from Labor Unions and Business organizations.

- M-3 We use advisory committees to plan segments of our program. Business and industry are invited to submit training requests.
- P-3 We normally have about one hundred organizations that co-sponsor projects with us.
- R-2 We work with those in need of training.
- R-3 The Rotary Club, the Eastern Star, and church groups are helpful.

2. Keeping the public informed concerning the adult school program.

Level of Operation - State

Systems:

- D-1 The public is becoming better informed but we still have much work to do in getting out better information.
- G-2 We do not believe that the public is well informed. Those responsible for the programs are making valiant efforts to promote and publicize the need. However, we need constant interpretation to educators, and to the general public.
- U-3 We consider that the public is only moderately informed concerning the adult school program.

Level of Operation - Local

Systems:

- I-1 Over the country, more effort to inform the public is clearly needed. The cost prevents a greater effort.
- J-2 We want satisfied customers. Department bulletins are taken home by 250,000 children each September, community newspapers, teacher enterprise, lights in the school building during evening school hours serve to inform the public of our adult school program.
- J-3 Our most effective means of keeping the public informed concerning our adult school program is the report of satisfied students.

- M-2 There are still people in our community who know little or nothing about the program.
- M-3 Word of mouth advertising is the best way to keep the public informed. Satisfied students pass the word.
- Q-2 We are not given funds for promotional purposes. All promotion must be of the most inexpensive kind.
- Q-3 We haven't used radio or television to a great extent.
- R-1 Being a firm believer in public relations, good ones that is, every possible media is used to cooperate with our public and let them know that what we are doing is a community effort.
- R-3 Brochures are boxed in every post office in the school district; articles are appearing in seven different newspapers periodically.
- S-3 We found that seventy-eight per cent of our rural people were aware of the Olivet adult school program, and one hundred per cent of our town's people were aware of our program in a recent survey.

VI. Teacher-Pupil Relations:

1. Recognizing need for teachers who have had special training in adult education.

Level of Operation - State

Systems:

- A-2 Many of our instructors are from colleges and private schools.
- D-1 Many of our teachers begin without special training but in-service teacher training is usually provided.
- D-2 Proposed changes in certification would require professional training in adult education.
- E-1 Professional training in adult education is required for full-time personnel with three or more years of service in adult education. In-service training is provided for part-time personnel.

- E-2 We do not have all teachers with special training in adult education but most of them have such training.
- F-1 We try to employ only those teachers with special training in adult education.
- F-3 Such training is offered at colleges only occasionally. This training is not required for certification. Regular teacher certification is required for appropriate courses.
- G-2 The well-established and most effective programs require in-service training and ultimately we believe teachers will aspire to have such special training.

Level of Operation - Local

Systems:

- H-2 We hope to be able to require our teachers to have some adult school training at some future date.
- H-3 I spend a fair amount of time orienting teachers to special training needed. Most of my staff have been with me or in another adult school in the past.
- I-1 We expect teachers to know their subjects and to be able to put it across. We find that good teachers know how to do these things.
- I-3 Vocational teachers have special training. All other teachers are trained teachers but not in adult education.
- J-2 For elementary grades and citizenship classes capable instructors adjust quickly to the methods of instruction that are suitable and pleasing to adults. Any instructor without holding power, whether specially trained or not specially trained cannot be continued in assignment.
- J-3 This does not mean courses in education but rather teaching skill and coaching in working with adults.
- M-1 Such training is not available at this time. Colleges and universities should place more emphasis on adult education training.

- M-2 Vocational teachers are required to take special training.
- N-3 All of our teachers in adult education are given in-service training in this area.
- O-2 There are a very few places that we can get such training in adult education. Experience gives us the only training our teachers have.
- O-3 We utilize teachers with a New York City Board of Education License. We certify persons with experience background.
- P-1 Ours is a small program in which we use part-time teachers.
- P-3 We help teachers through meetings, bulletins, occasional workshops, and personal guidance.
- Q-2 Our only training is that of experience in our adult school program.
- R-1 We do this, however, at least twice a year. We had an in-service meeting with our leaders when discussions and suggestions were heard.
- R-2 Our training consists of an in-service training program.
- S-3 About twenty-five per cent of our staff has taught in college as the only adult education experience.

2. Emphasizing need for teacher-pupil conferences.

Level of Operation - State

Systems:

- A-2 Since we have no regular staff or a record of the centers, this question applies to the local unit.
- B-1 Guidance and counseling of adults by both teachers and those especially trained in this field is one of the essentials which is badly needed and one which is getting a lot of attention through meeting at the state level of local directors of adult education.

- C-3 The reason for the above negative replies to adult school training for teachers is that our program is academic, elementary, and high school with prescribed courses.
- E-2 Many of our teachers have special training in adult education, particularly vocational teachers.
- F-1 In some cases much good comes from this special training; others use it seldom.
- F-3 Our adult courses tend to be cut and dried with the exception of public affairs and family life groups.
- G-2 The percentage of time devoted to such conferences varies with individual schools. The amount of time and the effectiveness depends upon the staff and adequate financing.
- U-3 Such conferences are held but we have no specific data available.

Level of Operation - Local

Systems:

- I-1 There is a definite need for counseling. Teachers are eager though students do not request much. The reason may be that this is a culturally high level community where the majority know what they want and need.
- I-3 Before and after school, pupils who wish conferences talk with the instructors.
- J-1 Counselors are available in all schools. Teachers generally do this on their own time either before or after class.
- J-2 In individual instruction classes, nearly all of our instructor's time is taken by conferences with students.
- K-2 Our highest percentage of teacher-pupil conferences are in the Americanization class and probably lowest in Russian Language class.
- M-2 Pupil conferences are held with vocational teachers.

- O-2 We have had very few if any teacher-pupil conferences. One reason for this is that we do not have the time. At the end of the second class period we must leave the building. So, there is no place for conferences unless they are held in the teacher's or students' homes.
- P-3 Student conferences are held on course content in order to make suggestions for improvement of content and procedures.
- Q-3 We teach a great deal through the individual method, which makes each student confer with his teachers, but I do not know if this is what you have in mind.
- R-1 Again the nature of our program and the fact that most of our persons are well known to each other may discourage this sort of thing.
- R-2 A full-scale guidance program is being initiated in the high school program.
- S-2 Very little adult school teaching time is devoted to teacher-pupil conferences. Most of the conferences are conducted before and after school.
- S-3 Most teacher-pupil conferences are conducted through our vocational courses.
- T-2 Teacher-pupil conferences is a weak point in our program at this time. The director spends about twenty-five per cent of his time in student conferences.
- U-1 Our only teacher-pupil conferences are held with the juvenile group when necessary.

3. Greater pupil freedom in course selection.

Level of Operation - State

Systems:

- C-3 Greater pupil freedom and course selection will develop with a permanent adult education program on a broader scope.
- F-3 Most pupils register for their own selection of courses advertised.

- G-2 The effectiveness of counseling and guidance programs depends upon an adequate staff. There is a variance in our schools, but we believe our adult education directors are well aware of such responsibilities.
- G-3 Use of guidance personnel advocated whenever possible.

Level of Operation - Local

Systems:

- H-3 We do not operate an academic evening adult program.
- I-1 Our program is strictly a leisure-time voluntary program.
- J-2 The amount of freedom of course selection depends upon the purpose of attendance. Students for a high school diploma must complete sequences. Students not desiring high school credit may enroll in subject of their choice.
- J-3 Advice is available to those who ask for it.
- K-1 Our teachers offer course selection guidance.
- K-2 Several classes such as painting and sketching have pre-requisites. All advanced classes require certain skills and experiences for entry.
- M-2 Contacts are made with groups involved but no influence is exerted.
- N-2 In non-credit courses, students are encouraged to suggest course content.
- O-2 We are hoping for an adequate enrollment. It is the only thing that keeps us going.
- R-1 We try to submit offerings that cover areas of interest which our advisory committee feels that coincide with community needs.
- R-2 Pupils can select many courses. High school graduates must take required courses.
- T-1 Students, in general, select the courses they wish to take. Instructors may influence friends and acquaintances to enroll in their class. We do not attempt to influence people to enter one course in preference to another.

APPENDIX C

**Trends Identified Through Comments
by Respondents**

Trends Identified Through Comments

- | <u>System</u> | Level of Operation - State |
|---------------|---|
| C-3 | The one important trend in this state is toward a permanent state financed Adult Education Program on a broader scope. |
| G-2 | The trend is toward state level operation but this has not been accomplished as yet. |
| | Level of Operation - Local |
| L-3 | We have a trend toward recreational and avocational activities. There is a definite trend in Connecticut to charge fees for all activities in adult school programs. This will take a new state law. As each community tightens its economy this thinking is getting stronger. |
| M-1 | The trend is toward Area Trade Schools. |
| O-2 | These have been trends: A movement for state aid; a trend for more cultural subjects; a trend toward higher salaries and fees. |
| Q-2 | Our evening high school has increased tremendously, particularly during the last several months - probably due to the "recession." People are afraid of losing their jobs; many who have lost them need the high school diploma or certificate as a pre-requisite. The economic dip has affected inversely our classes for the foreign born. Foreigners are the first to feel the "pinch" and thus are unable to attend. Costs, variable shifts in working conditions plus transportation problems become definite factors for drop-out increases. |
| R-2 | The demand for high school training is growing since it is almost mandatory to have a high school diploma before getting job promotions, and there is considerable interest on a national scale regarding standardizing adult evening high schools in order to meet this growing need. Our trend is to offer 4 or 5 units of high school work each semester for adults. To have three semesters per twelve month period (the summer semester only offers 2 or 3 units). This arrangement makes it possible for an adult to complete three years of regular high school work in twelve months. |

We require 4 units of English, 3 units of social science, 2 units of science, and 2 units of mathematics for graduation. This leaves 5 electives for a total of 16 units necessary for graduation. L.C.R.

- S-2 The trend is more and more to Liberal Adult Education. We are better known in our community for our Liberal Education than for any other area. Sioux City was the first Test City selected by the Fund for Adult Education. We are still a Test City, with the Fund for Adult Education's Special Services available to us. Our program was selected by Freedoms Foundation, to receive one of their 1956 awards.