A SURVEY OF THE CITIZENS AND CIVIC LEADERS OF SELECTED MICHIGAN COMMUNITIES TO DETERMINE NEED, INTERESTS, AND MOTIVES RELATED TO ADULT EDUCATION

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY

Helen Marie Evans

1957

THESIS

This is to certify that the

thesis entitled

A SURVEY OF THECITIZENS AND CIVIC LEADERS OF SELECTED MICHIGAN COMMUNITIES TO DETERMINE NEED, INTEREST AND MOTIVES RELATED TO ADULT EDUCATION

presented by

HELEN MARIE EVANS

has been accepted towards fulfillment
of the requirements for

Ph. D. degree in Teacher Education

Major professor

Date Dec. 2, 1957

O-169

A SURVEY OF THE CITIZENS AND CIVIC LEADERS OF SELECTED MICHIGAN COMMUNITIES TO DETERMINE NEED, INTERESTS, AND MOTIVES RELATED TO ADULT EDUCATION

By
Helen Marie Evans

A THESIS

Submitted to the College of Education
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF PHILOSOPHY

Department of Teacher Education

1957

7-8-58
B-5973

ABSTRACT OF THESIS

Study was made, using civic leaders and occupational cross sections of citizens or random samples, from five selected Michigan communities to determine need, interests, and motives related to adult education. Questionnaires and personal interviews were employed.

Need for adult education as expressed by the per cent of responses made by people who had an opportunity to respond varied from 28.5% in one community predominantly rural in composition to 75.1% in a suburban community, with need in three communities ranging from 34.3% to 50.5%. Need seemed to be related to the type of community, with least expression of need in rural areas where the Farm Bureau, the Grange, and television may have been providing satisfaction to a great extent and where preoccupation with work activities seemed to be great, according to interpretations given by civic leaders. The greatest expression of need was indicated in a suburban community which was not highly organized from the standpoint of number of clubs and organizations and which wished to centralize its activities in order to maintain its identity from the city to which it is contiguous.

With respect to interests, subjects most frequently selected by all communities, both from the standpoint of interest and projected

attendance if courses were to be offered, were those related to homemaking, recreation, personality development and understanding, economy of money, home beautification, creative arts, and business and commerce. Although men and women expressed many interests in common, men expressed greater interest in areas technical in nature, in those economically oriented, and in those related to the larger community of affairs. Women gave more emphasis to personality development, homemaking efficiency, and creative pursuits.

Investigation was made to determine preference for 21 non-vocational subjects, cultural in nature, vs 21 vocational or business subjects. Interest expressed was greater for the vocational and business subjects than for non-vocational subjects. Considering the extent of their interest in each category, men and women projected attendance in courses cultural in nature to the same extent as those vocational, with the exception of the community most rural in composition, where despite interest in cultural subjects, attendance in this area was not anticipated by men to as great a degree as in the vocational.

Professional or occupational advancement, as a reason for taking courses, was first in rank by men of all communities. Improving their personal relations also ranked high among motives of all. Men in the classification of others--service, skilled, semi-skilled, and unskilled--ranked a desire "to change my vocation" very

high.

The motive given first place by women of all communities was "to learn to make myself interesting to others." Developing creative expression, improving personal relations, and learning ways to economize were among the most frequently considered.

There were no consistent differences among communities in expressed motives of men thirty-five and under for taking courses and men over thirty-five with respect to occupational and educational advancement. Taking the men compositely, the difference which did exist lay in the direction of the male thirty-five and under being more strongly motivated to attend courses for these reasons, particularly with respect to educational advancement.

Likewise, there were no consistent differences among communities in expressed motives of women thirty-five and under and those above thirty-five for taking courses for occupational and educational reasons. Taken in total, women under thirty-five expressed a motive to take courses in order to advance professionally to a greater extent than did the older women, but it was the older woman who had the greater interest in taking courses for credit or to change her vocation.

With respect to financing adult education, most people expressed a willingness to share the cost of a program of adult education.

In considering satisfactions persons had gained from taking

courses in the past and the reasons for which they believed others take courses, emphasis was placed by men on professional and economic advancement, social companionship, the development of knowledge and skills, keeping up with a fast-moving technological world, and making up for lost opportunity. Women tended to emphasize the development of knowledge and skills, social companionship and sharing experiences with people of like interests, preparation in a vocation for security in case of emergency, and getting away from the home routine.

Community leaders, in assessing need, believed their communities needed adult education "just as any other community world," but their chief concern was the time factor. A formal adult education program was seen by many as a potential for further disintegration and fragmentation of the community by its increasing the multiple forms of adult education in existence. Great need was seen to integrate, to coordinate, and to be instrumental in raising the quality of the educational services present.

Areas which were believed to need development in the communities related primarily to civic and interpersonal areas. Need was also indicated for leadership training; wholesome recreational activities; creative arts; training in business, salesmanship, and technical areas; community planning; and home landscaping.

The adult educator or superintendent who was among the

civic leaders interviewed, in addition to laying stress on the people's need for greater civic and interpersonal competence, which might be developed through an adult education program, emphasized the need of a program of adult education to integrate the community. It was seen as a potential for bringing the diverse elements, factions, and ages into a kind of working relationship and understanding, thus developing true community unity.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
CHAPTER I. THE PROBLEM	1
Introduction	1
Statement of the Problem	2
Background and Need for This Study	3
Basic Assumptions	10
The Scope and Limitations of This Study	11
The Hypotheses	14
Definitions	17
Importance of This Study	19
Plan of Organization	21
CHAPTER II. REVIEW OF THE LITERATURE	23
Part I. Review of Theories of Motivation and Needs	24
Part II. Review of Studies Reporting the Degree of Need for Adult Education	35
Part III. An Evaluation of Various Tools and Techniques for Identifying Needs and Interests of Adults	36
Part IV. A Sample of Programs That Suggest Interests	39
Part V. Goals in Adult Education as Perceived by Adult Educators	42
Part VI. Needed Extension to Adult Education Programs as Perceived by Selected Community Groups	43
CHAPTER III. THE METHOD OF INVESTIGATION	46
The Instrument of Measurement	46
The Sample	47
The Procedure for Analysis of the Data	50
CHAPTER IV. ANALYSIS OF THE DATA FROM THE QUESTIONNAIRE	53
Part I. The Need for Adult Education	53

TABLE OF CONTENTS - Continued

		Page
Part II.	Findings with Respect to Hypotheses Related to Interest.....	55
Part III.	Findings with Respect to Hypotheses Related to Expressed Motives.....	82
Part IV.	Findings with Respect to Hypotheses Related to Financing Adult Education...	90
Part V.	Expressions of Respondents with Respect to Satisfactions and Benefits They Received from Taking Courses for Adults in the Past and Their Opinions of Why Others Take Courses.....	96
CHAPTER V.	THE REPORT FROM THE COMMUNITY LEADERS.....	105
Part I.	The Need for Adult Education and the Area of Need.....	105
Part II.	An Analysis of Attendance Problems of Adults as Seen by Civic Leaders and Means Suggested for Promoting Attendance	120
Part III.	A Comparison of the Civic Leaders' Report in Relation to Data from the Questionnaire.....	132
Part IV.	An Assessment and Interpretation of the Findings from the Civic Leaders.....	135
CHAPTER VI.	SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH.....	140
Part I.	The Need for Adult Education.....	140
Part II.	Data Relating to Specific Interests of People.....	141
Part III.	Summary of Data and Conclusions Concerning Expressed Motives.....	150
Part IV.	Summary and Conclusions Related to Financing Adult Education.....	156
Part V.	Summary and Conclusions Related to Satisfactions and Benefits from Taking Courses in Adult Education in the Past and Opinions of Why Others Take Courses	157
Part VI.	Summary and Conclusions from the Report of the Community Leaders.....	162
Part VII.	Implications for Further Research.....	165

TABLE OF CONTENTS - Continued

		Page
CHAPTER VII.	IMPLICATIONS FROM THE DATA FOR THE PUBLIC SCHOOL ADULT EDUCATOR.	169
Part I.	Considerations with Respect to Need and Interests	169
Part II.	Implications for Promotion	173
Part III.	Considerations for Financing a Program	175
Part IV.	Implications Concerning the Relation of an Adult Education Program to the Community and Its Evaluation	177
APPENDIX		184
	An Adult Education Survey	185
	Description of the Adult Education Survey for Promotional Use	190
	General Suggestions for Conducting the Survey	192
	Random Sampling	195
	Random Numbers	198
	Sampling Report Sheet	201
	Letter of Appreciation	203
	The Composition of the Samples	204
	Subjects of Interest to Men	210
	Subjects of Interest to Women	212
BIBLIOGRAPHY		214

LIST OF TABLES

		Page
TABLE 1.	THE NEED FOR ADULT EDUCATION.....	53
TABLE 2.	SUBJECTS PREFERRED BY COMMUNITIES..	56
TABLE 3.	SUBJECTS PREFERRED FOR ATTENDANCE BY COMMUNITIES.....	58
TABLE 4.	THE PREFERRED INTERESTS OF MEN.....	62
TABLE 5.	THE PREFERRED INTERESTS OF WOMEN...	64
TABLE 6.	INTERESTS OF MEN IN THE RELATIONAL AREA.....	68
TABLE 7.	INTERESTS OF WOMEN IN THE RELATIONAL AREA.....	68
TABLE 8.	INTERESTS OF RESPONDENTS IN 21 VOCATIONAL OR BUSINESS SUBJECTS VS 21 NON-VOCATIONAL SUBJECTS.....	70
TABLE 9.	PROJECTED ATTENDANCE OF RESPONDENTS IN 21 VOCATIONAL OR BUSINESS SUBJECTS VS 21 NON-VOCATIONAL SUBJECTS.....	71
TABLE 10.	INTERESTS OF MEN IN NON-VOCATIONAL SUBJECTS.....	73
TABLE 11.	INTERESTS OF WOMEN IN NON-VOCATIONAL SUBJECTS.....	74
TABLE 12.	PROJECTED ATTENDANCE OF NON-VOCATIONAL COURSES BY MALE RESPONDENTS	75
TABLE 13.	PROJECTED ATTENDANCE OF NON-VOCATIONAL COURSES BY FEMALE RESPONDENTS.....	76
TABLE 14.	RATIO OF INTEREST IN 21 NON-VOCATIONAL SUBJECTS TO PROPOSED ATTENDANCE.....	78

LIST OF TABLES-Continued

		Page
TABLE 15.	INTEREST OF MEN OF VARYING OCCUPATIONAL CATEGORIES IN 21 NON-VOCATIONAL SUBJECTS.....	81
TABLE 16.	INTEREST OF MEN OF VARYING OCCUPATIONAL CATEGORIES IN 5 RELATIONAL SUBJECTS.....	81
TABLE 17.	INTEREST OF MEN OF VARYING OCCUPATIONAL CATEGORIES IN 21 VOCATIONAL AND BUSINESS SUBJECTS.....	81
TABLE 18.	EXPRESSED MOTIVES OF MEN.....	83
TABLE 19.	EXPRESSED MOTIVES OF WOMEN.....	84
TABLE 20.	EXPRESSED MOTIVES OF MEN 35 AND UNDER FOR EDUCATIONAL OR PROFESSIONAL ADVANCEMENT.....	87
TABLE 21.	EXPRESSED MOTIVES OF MEN OVER 35 FOR EDUCATIONAL OR PROFESSIONAL ADVANCEMENT.....	87
TABLE 22.	EXPRESSED MOTIVES OF WOMEN 35 AND UNDER FOR EDUCATIONAL OR PROFESSIONAL ADVANCEMENT.....	91
TABLE 23.	EXPRESSED MOTIVES OF WOMEN OVER 35 FOR EDUCATIONAL OR PROFESSIONAL ADVANCEMENT.....	91
TABLE 24.	EXPRESSED MOTIVES OF MEN IN VARYING OCCUPATIONAL CATEGORIES.....	92
TABLE 25.	RESPONSES OF RESPONDENTS RELATED TO FINANCING ADULT EDUCATION.....	93
TABLE 26.	COMPOSITION OF SAMPLES BY SEX.....	205
TABLE 27.	COMPOSITION OF SAMPLES BY PLACE.....	205

LIST OF TABLES - Continued

		Page
TABLE 28.	COMPOSITION OF SAMPLES BY OCCUPATION OF MALES	206
TABLE 29.	COMPOSITION OF SAMPLES BY OCCUPATION OF FEMALES	206
TABLE 30.	COMPOSITION OF SAMPLES BY AGE OF MALES	207
TABLE 31.	COMPOSITION OF SAMPLES BY AGE OF FEMALES	207
TABLE 32.	COMPOSITION OF SAMPLES BY EDUCATION OF MALES	208
TABLE 33.	COMPOSITION OF SAMPLES BY EDUCATION OF FEMALES	208
TABLE 34.	CLUB MEMBERSHIP OF MALES	209
TABLE 35.	CLUB MEMBERSHIP OF FEMALES	209
TABLE 36.	RANK ORDER OF SUBJECTS OF INTEREST TO MEN	210
TABLE 37.	RANK ORDER OF SUBJECTS OF INTEREST TO WOMEN	212

CHAPTER I

THE PROBLEM

Introduction

Within the last quarter century adult education has become familiar to the American public. The literature, both of popular periodicals and professional ones, attests to the emergence of adult education as a phenomenon of our culture by citing impressive numerical increases in adults' participating. Illustrative of this increase, The American Institute of Public Opinion reported in March of 1950 that "One phenomenon of life in the United States these days is the tremendous and growing interest in adult education courses. More than 45 million people are taking, have taken, or would take such courses . . . This is approximately half of the total number of adults in the country."[1]

Educators in communities of varying populations may be influenced either to develop an adult education program as a result of reacting to "band-wagon" pressure and/or as a consequence of an educational philosophy which leads them to wish to improve or to be

---

[1] Kempfer, Homer, Adult Education, New York: McGraw-Hill Book Company, Inc., 1955, p. 4.

of service to their communities. The smaller community under 5000 in population may have peculiar problems related to developing an adult education program. The determination of whether to develop a program and of what content to offer becomes a problem to many communities, and particularly so to the educator interested in adult education.

Statement of the Problem

This thesis is concerned with the need for, the interests in, and the expressed motives for participating in adult education by citizens in selected Michigan communities. The responses of citizens and civic leaders with respect to areas considered significant to the public school adult educator are reported with implications the data would seem to suggest.

The problem can be further defined as a determination of

a) the extent to which adults in the selected communities express interest in or need for adult education

b) the subjects of greatest interest to them

c) their reasons for participating in adult education, and in addition

   1) any benefits or satisfactions they may have derived from attending adult education courses in the past.

   2) their opinions of why others take courses in adult education.

d) their opinions with respect to how they think an adult education program should be financed

e) the perception of selected citizens of the communities, the civic leaders, regarding their communities' need for adult education, the areas in course offerings most vitally needed, the willingness of the communities to support these offerings in programs by voluntarily attending them, and the role the adult educator must play if his program is to be realized.

Background and Need for This Study

Of the multiple roles an adult educator plays, those of interpreter and translator are among the most significant. He must find some way to interpret the needs and interests[2] of the people of the

---

[2] Needs and interests were used interchangably with respect to the questionnaire as it was devised to ask the respondent to indicate the subjects in which he has "interest" with the thought that to have him state his "needs" might create some resistance to respond.

Wilbur C. Hallenbeck in his article "A Sociologist Looks at Adult Education", appearing in the spring issue of Adult Education, 1957, Vol. VII, No. 3., page 140, adds meaning to this by stating:

"The terms problem, need, interest each has a distinct connotation; but in the realm of adult education they indicate degrees of intensity of awareness rather than differences in kind of approach to study. They are dealt with consequently in essentially the same way. The basic principle of selection would seem to be usefulness or, if this is too strong a word, understanding. In either case the point of reference is the student and his perception of what he wants or needs."

Since these terms are used throughout this thesis the writer feels further definition to be helpful. A distinction is drawn between the two by Beals and Brody in Literature of Adult Education, pp. 65-66, in which they state:

". . . an individual's interests may be thought of as his preferred activities--going to the theatre, listening to the radio, playing a musical instrument, studying history, writing short stories, reading fiction, playing bridge, or engaging in outdoor sports. . .

That interests and needs are related concepts is evident.

community, and he must translate these needs and interests into a program for which he develops promotion, obtains staff, assigns classrooms, and assumes all the other organizational responsibilities.

As an educator of adults, he is both follower and leader. In no other area of educational activity as this "fourth level" must the educator be so responsive to the needs and desires of the community. Traditional curricula of study do not exist; committees for program evaluation can play some part, but upon the adult educator usually rests the final resolution of the problem of what to offer.

He is dependent upon the people; he must follow their interests and needs to a greater degree than in any other level of educational endeavor or he will find himself without a student body. He must be willing to take education as the people see it--to find where their inclinations lie. He has need to develop sensitivity to the pulse of the community--a sensitivity which can only be gained through the use of various media of measurement.

Taken from this point of identification of needs and interests, he then assumes more fully a role of overt directness. He must

---

Needs have frequently been considered either as unmet desires--unsatisfied interests--or as activities not preferred by any individual or group but deemed by educators to be unrecognized interests."

Further exploration of the concepts need and interest will be found in Chapter II, Review of the Literature.

organize and promote the program that has devolved in order to make the people aware that their wants and desires can be met through adult education. This latter activity becomes as significant and integral a part of his total activity as the earlier exploration of needs and interests.

But even this changing of roles from the more "other-directed" in determining needs to the more aggressive in launching the program is an oversimplification of his functions. The role he plays is further complicated by the fact that the educator, through his training and educational experience, may not be satisfied with giving the people what they want when they want it.[3] The educator who subscribes to a pragmatic philosophy of education seeks to impose purpose upon his activity, to make it meaningful from his point of view. He thinks in terms of progress, of community betterment, of goals and ideals, of the "good society." He realizes that progress is not necessarily inherent in the nature of things--it can be brought about only by planned and purposeful activity with progress as an objective and with the development of appropriate means to make it a reality.

A curriculum dominated by such offerings as cake decorating, square dancing, dog training, and typing and shorthand, despite their recognized value, leaves the trained educator in a state of anomie.

---

[3] See James, Bernard J., "Can Needs Define Educational Goals?", Adult Education, Autumn 1956, p. 19 ff.

He feels impelled to move the members of the community, at least in part, from the immediacy of their interests and needs to the larger scope of interest in community, state, national, and international welfare.

His movement in this direction may be further obstructed by the fact that if much of his program is fee-supported, financed primarily by the clientele it serves, his program may tend to be dominated largely by courses from which people will realize immediate personal gain vocationally. Consequently, to find support for and to sustain his program, he may find himself promoting in this direction even further against his own inclination to develop a program balanced with humanizing or civic content.

This diversity of roles that the adult educator must play and the diversity between his purposes and those of the populace he serves may lead to ambivalence and lack of security on his part. Many other factors are operative which tend to create uncertainty. The very unpredictability inherent in the nature of adult education with its student body of part-time consumers, unlike those on other educational levels where the design provides for full time attendance; the consumers themselves who may find the facing of the immediate responsibilities in their daily lives a deterrent to regular attendance, or to attendance at all; the time of day for which the bulk of curricula is offered with potential concomitants of fatigue from the day's work

and a desire for relaxation: all these and others militate against a satisfying degree of predictability and security of operation.[4]

It is with an awareness of these problems that this study was undertaken in a hope that if the perceptual field of the participant is more fully realized by the adult educator, a greater degree of predictability or some meaningful insights might be developed to provide him with a greater sense of direction and a greater degree of security in his operation. It is recognized that experimentation will always be a necessary ingredient of his activity, but this thesis proposes giving a firmer basis for that experimentation.

---

[4] The ideas expressed through this section are those which have been gained by the investigator through discussions with educators reflecting their ambivalences with respect to fulfilling the demands of their roles. The ideas expressed are also implicit in the tenor of much of the literature.

They are pointedly brought out in these selections: Francis H. Horn's "International Understanding: The Lament of a Discouraged Adult Educator," Adult Education, July 1950, pp. 109-115; in Bernard J. James' "Can Needs Define Educational Goals?" op. cit.; and in Burton R. Clark's Adult Education in Transition: A Study of Institutional Insecurity, University of California Press, Berkeley and Los Angeles, 1956.

Mr. Clark, in his sociological study, penetrates the areas of insecurity in adult education and their derivation. However, his presentation is from the generalized standpoint of an institution. He takes little recognition of the individual adult educator as an operating force with an educational philosophy, except as he presents adult education as "service-oriented." Influenced by the "enrollment economy," adult education becomes completely market-directed, makes no attempts at leadership, follows only where the public takes it, creates nothing of its own. His position is: "The pressures of marginality and the enrollment economy force administrative action to be guided by situational imperatives and to be little affected by codes directly related to educational ends."

The need for such a study is supported by the literature. The dictum "try to see with your clients as they see"--the phenomenological approach--is advice current in any standard text in adult education. For instance, Homer Kempfer in his Adult Education[5] states:

> The voluntary nature of adult education forces every program director to be his own curriculum expert. Because adults do not have to go to school, programs must be based on needs and interests which they themselves feel or can be led to recognize. They will accept organized instruction, even arduous curricula, provided they can thereby fulfill an ambition or satisfy a felt need. The educator's first task is to identify these needs. (The italics are those of the writer.)

Of like import is that of the Department of Public Instruction of the State of Michigan which in its bulletin Initiating a Community Adult Education Program states in its "practices that have been found generally acceptable in initiating a community adult education program."

> (3) A committee to advise. Arrange for some type of formal or informal advisory body to advise in such matters as courses to be offered, length of courses, acceptable fees, etc. Represented on the committee should be such organizations as the P. T. A., Child Study Clubs, churches, labor, farm and veterans' groups, public officials, etc.
>
> (4) Discovering Needs and Interest. Find out what community groups are doing and what other types of courses and activities the community think they want and need by contacting such organizations and groups as are mentioned in No. 3 above. Consult with chief employers and their employees. Interest groups such as recent high school graduates, newly married set, and the aged should not be overlooked.

---

[5] Kempfer, Homer, Adult Education, op. cit., p. 161.

Since all programs involve both initial and continuous identification, it would seem that the literature should provide findings in this area. The writer has been able to find very limited reports of this nature, particularly relating to needs and interests as stated or expressed by the participants themselves prior to enrollment in a course. The literature is dominated by the reports of educators looking at adult education and its clientele, attempting to diagnose and interpret from the external point of view while descrying the perennial need to see from the inside out--to see how people themselves perceive their needs and interests. The very existence of the role and profession of adult educator depends to a large degree upon the success of this analysis.[6]

That the need for studies in the smaller community is particularly pronounced is indicated by Homer Kempfer who states:[7]

> Examinations of published surveys of other communities and similar literature are almost as revealing of educational need as are original surveys. Obviously directors find those surveys most useful that have been conducted in communities similar to their own. The value of this tool is limited by the difficulty of finding wholly

---

[6] Burton, op. cit., p. 62, confirms this statement with "Adult schools must create clienteles. To survive and prosper they must so adapt to the environment that they are reasonably guaranteed an aggregate of students at any one time."

[7] Kempfer, Homer, Adult Education, op. cit., p. 69.

> comparable communities. The shortage of competently made and thoroughgoing surveys in small and middle-sized communities is a serious handicap which is another reason why directors should conduct their own studies.

It has seemed logical to the writer to make a concerted study in this direction.

Basic Assumptions

1. a) that response to a questionnaire which provides for opportunity to reflect interest can be taken to be an indicator of interest.

b) that responding to a questionnaire by filling it out will be more indicative of interest than failure to respond.

2. that the respondents will be cognizant of their own interests and motives for participation in adult education to a degree which can be meaningful.

3. that the printed questionnaire can be a means to communicate with persons who are potential consumers of adult education. (Validation for this assumption is provided in the chapter of methodology, p. 46.)

4. that the needs, interests, and motives of the adult as expressed by written response to items of the questionnaire, when considered in point of view of aggregate numbers of responses, will provide information which can be of value for consideration by the adult educator.

5. that the expressed attitudes of the majority of the respondents will be typical rather than atypical or idiosyncratic.

6. that civic leaders are better qualified to assess a community's need for adult education than non-civic leaders.

7. that the views of civic leaders relative to adult education will provide information which can be of value for consideration by the adult educator.

8. that the expressed needs, interests, and motives of the adults will perseverate over a sufficient period of time for knowledge of them to be of value to the educator.

The Scope and Limitations of This Study

The Questionnaire

This study attempted to essay the needs, interests, and motives for participation in adult education by adults as expressed in response to items of a questionnaire. It was recognized that interests and needs and motives are part of a total Gestalt which is not static but changes with the constant experiencing of the adult into ever newly forming patterns of potential response. Reliability is greatest at the time of response and tends to diminish over extended periods of time. Particularly is this true in a highly dynamic society such as ours. It follows that such an appraisal of need, interests, and motives of adults must always tend to be viewed in the matrix of its derivation.

To confine the non-rigid, non-readily definable areas of interest and motivation to the greater rigidity of a questionnaire is difficult. Nor does the writer believe that a personal interview by a casual interviewer would produce more satisfactory response since the respondent would not be protected by the greater impersonality and anonymity of writing.[8]

The Communities

Five communities were selected for this study: Davison, St. Johns, Portland, Stoner School District, and the villages in the Big Rapids area--Hesperia, St. Cloud, Remus, Mecosta, Morley, Stanwood, Barryton, and LeRoy.

The data in this study are limited to the degree that all communities surveyed were under 5000 in population; all were located in south-central Michigan. They could be described as more homogeneous than heterogeneous in their ethnic, economic, and social composition with the exception of the Big Rapids area in which the community was more rural than urban.

All communities were alike in that they were contiguous to a metropolitan or to an industrial center which provided both cultural

---

[8] In those questionnaires filled out in the presence of a person doing face-to-face interviewing in this study, the answers to open-ended questions relating to satisfactions, benefits, and motivation tended to be fewer and those obtained were characterized by greater sketchiness and less depth than those procured through greater anonymity.

or occupational opportunities outside the limits of the community of residence. All were within commuting range of adult programs providing outlets for continuing education, but at the cost of convenience, expense, and time.

In describing their communities, all leaders stated they had no recognizable element of the population in the lower socio-economic group.

The Sample

The sample which was obtainable in varying communities imposed certain limits. Working in cooperation with planning committees of leaders selected to discuss sampling possible in their areas, it was the general consensus of opinion in some communities that an advocated way adult educators determine needs and interests, through the recommended channels of organizations--churches, factories, P. T. A.'s, women's groups, men's groups, etc.--would provide a sampling of those members who would be most likely to be potential consumers of adult education. In the Big Rapids area where the population was dominated by the rural and "bus students," superintendents felt that P. T. A.'s and the adult populations in the homes of school children would constitute their most significant clientele for adult education, as well as being their only practical means of getting the questionnaires to potential respondents.

In this sampling, newly graduated seniors, eldest senior members, and families with children in the lower grades only might be the ones less fully represented.

Two communities, Davison and Stoner School District, were sampled by random procedure as described in the chapter of methodology, p. 49. Data from communities are reported separately.

A description of the samples according to sex, occupation, place of residence, age, education, and club membership is provided in the Appendix.

The Methodology

To carry this study to completion, the services and cooperation of others were needed. Although printed directions were provided to reinforce verbal discussions of method, variables in terms of differing personalities were present.

The Hypotheses

In projecting hypotheses for this study, the investigator was motivated by the following considerations:

1) that if the adult educator has a knowledge of communities' needs, he is better prepared to determine needed program content and needed services adult education can offer.

2) that with an awareness of the people's motives for participating in adult education, promotion can be made more effective.

3) that knowledge of their attitudes toward financing a program can give him direction with respect to financing his program.

4) that knowledge of civic leaders' opinions regarding aspects of adult education significant to the adult educator can increase his understanding of the relationship of an adult education program to the community.

The hypotheses are as follows:

1. In relation to interest:

a) Although there will be variation from community to community in courses which interest the people, there will tend to be subjects common to all communities which rank among the first ten preferred.

b) The interests of men will differ from the interests of women in the first ten preferred.

c) Women will indicate more interest in personality or relational areas than men.

2. In relation to the selection of non-vocational vs vocational subjects:

a) Persons who check the questionnaire will not show as much

preference for 21 non-vocational subjects as they will for 21 vocational and business subjects.

b) In 21 subjects of non-vocational nature, men will express as much interest as women (indicated by the per cent of checks made indicating interest in these subjects related to the total number of checks possible to be made), but the ratio of interest to projected attendance if classes were organized in the near future will be less.

c) Men in the professional and managerial classification of the Dictionary of Occupational Titles will show greater preference for 21 subjects non-vocational in nature than men in other categories, with the latter showing more interest in 21 subjects vocational and business in nature.

3. In relation to expressed motives:

a) There will tend to be expressed motives common to men and expressed motives common to women in the various communities as indicated on the check list of "reasons I would like to take courses" with the preference of men being for occupational advancement and the preference of women being related to social or personality benefits.

b) Men and women 35 and under will show more preference for educational and vocational reasons than will men and women over 35.

c) Men in the professional and managerial classification as

determined by the Dictionary of Occupational Titles will see their motives for attending courses to be in the personality and social areas rather than those related to occupational or educational advancement, whereas other occupational groups will favor the latter.

4. In their opinions of how adult education should be financed, similarities of response will predominate among the communities with most persons expressing a willingness to contribute financially to support an educational program.

5. Community leaders in assessing need and interest for adult education in their communities will tend to see adult education in their communities

a) as needed

b) as necessary in civic and relational areas

c) as doubtful in attendance or support on the part of the people in these areas but more highly supported in others.

Definitions

Adult: an individual 16 years or older who is not attending high school.

Adult education: the expansion of adult experience into purposeful and planned activities with the aim of constructive change.

Public school adult education: that adult education which is organized by the administration of public schools.

Motivation: that which moves people to activity.

Interest or need: Definition has been established in footnote 2, page 3. In addition, further clarification of these constructs is provided in Chapter II. Operationally defined for testing the hypotheses, interest or need is that motivation which causes a person to check some item on the questionnaire.

Vocational subjects: the definition of these is taken from the Instructional Areas in Adult Education, devised by the Department of Public Instruction of the State of Michigan. They include those "courses in agricultural, trade, industrial, distributive, technical education and other courses given primarily for the purpose of learning an occupation or improving occupational skills." Although this definition includes purpose, the writer used the designation without determining the purpose involved.

Specific subjects which the writer defined as vocational for testing the hypotheses were: House Construction, Mechanical Drawing, Woodworking, Machine Shop, Radio and Television Repair, Home Landscaping, Home Freezing, Animal Production, Poultry Production, Crop Production, Conservation, Farm Shop, Salesmanship, Clothing Construction, Home Decorating, and Food Preparation.

Business and commercial subjects: Business Letter Writing, Accounting, Shorthand and Typing, Bookkeeping, and The Use of Business Machines.

Relational subjects: those subjects primarily involving

interpersonal relations. Subjects used for testing the hypotheses included: Improving My Personality, Marriage and Family Relations, Understanding the Teenager, Child Care, and Human Development.

Non-vocational subjects: all subjects not defined as vocational such as those included in the Instructional Areas in Adult Education stated by the Department of Public Instruction of the State of Michigan: General Academic Education, Parent and Family Life Education, Civic and Public Affairs Education, Drama and Fine Arts, etc.

For the purpose of testing the hypotheses the writer attempted to select those subjects, equal in number to the combined subjects used in the vocational and business and commercial areas, which would have no bias either in the direction of feminine appeal or masculine appeal. Selection was further limited in that the writer was interested in employing those which are popularly conceived as "cultural". The subjects selected included: News and Civic Affairs; Great Books Discussion; World Affairs; Music Appreciation; Art Appreciation; French or German or Spanish; Our Historical Heritage; Public Speaking; Creative Dramatics; Creative Writing; How to Judge Good Radio, Television, Movies, etc.; Photography; Oil or Water Color Painting; Ceramics; Jewelry Making; Creative Thinking; Travel Adventure; Philosophy for Living; American Culture and Society; Drama Reading; and People of Other Lands.

Importance of This Study

The educator interested in adult education in the smaller community faces the problem of whether to offer a program of adult education, and secondly of determining what content such a program should include. He works in a realm of unknowns and uncertainties. This study is an attempt in the direction of greater predictability.

His chief human resources in the community to help in this exploration are the people themselves and the leaders of the community. Through the use of the questionnaire and personal interviews the writer has secured information from the responses of five communities as seen through the perspective of the individual citizen and the leader looking at a community and its educational program. Since the adult educator must become an expert of "seeing through other people's eyes" this study reflects some of the reactions of these people, and considerations that might evolve for the adult educator.

It attempts at finding what common ground exists between communities--what normative conditions would seem to be suggested.

The writer has found evidence of limited research in this area. The intangibility of such constructs as "interest", "need", and "motivation" may be discouraging to the research worker who is prompted toward study where precision of measurement is more securely indicated. The writer sees this study as of value in stimulating further research in an area that needs study and attention. Though it may produce no refined or final answers, it explores an

area of great relevance to the adult educator. It may be motivational for other related research.

Plan of Organization

The nature of the study and the data obtained suggest the following format for the remainder of this thesis:

Chapter II. Review of the Literature. A. H. Maslow's theory of human motivation, W. I. Thomas' theory of needs, and Carl R. Roger's concept of motivation are reviewed since they provide a basis for ordering human experience and help in its interpretation. Other research and literature related to the problem of this thesis are included.

Chapter III. The Method of Investigation. The development of an instrument for measurement, of the sample and sampling processes employed, and of the procedures for analyzing the data are presented.

Chapter IV. Analysis of the Data from the Questionnaire. The findings from the questionnaire are reported. The hypotheses are accepted or rejected on the basis of the data. Interpretations are suggested.

Chapter V. The Report from the Community Leaders. A report is given on the basis of hypothesis 5. In addition, other reflections of civic leaders with respect to adult education in their communities which the investigator considered of value for an understanding of the community's need for adult education are

reported.

Chapter VI. Summary, Conclusions, and Implications for Further Research.

Chapter VII. Implications From the Data for the Public School Adult Educator. In the light of the findings, the investigator suggests considerations that seem relevant.

CHAPTER II

REVIEW OF THE LITERATURE

Very limited research has been reported related to needs, interests, and motivation of adults from the point of view of the participant in the smaller community. However, a review of the literature peripherally related to this problem will help place it in more total perspective.

The investigator has found no research bearing on that of the smaller community. Insofar as one can assume some common motivation and interest patterns among people from all communities when assessed quantitatively in numbers large enough to represent interest or occupational groups found in all communities--housewives, laborers, professional people, sales and clerical, those in service occupations, etc.--and since the communities studied were composed of the same occupational elements as those to be found in the larger community with the exception of a greater predominance of the rural, the investigator assumes some relevancy of literature from the larger community to the smaller.

In order to obtain a framework in which to order experiences related to need and motivation, the investigator includes first a review of A. H. Maslow's "theory of motivation" and W. I. Thomas'

"the four wishes" since human goal-directed behavior is relatable to these.

Reports from surveys estimating the degree of interest in adult education by adults in the nation and in individual communities is reported.

A report of the assessment of the interest survey and the discussion-with-community-leader technique as tools for determining interests of adults is seen to be of relevancy.

Programs which have been realized and reported cast some light on interests of adults who are sufficiently motivated to enroll in classes offered.

A study made of responses by adult educators themselves of what they perceive the goals of adult education to be, and a report from community groups of what extensions to adult education programs they see as most necessary is included.

Part I. Review of Theories of Motivation and Needs

A. H. Maslow and W. I. Thomas have each developed theories which the investigator considers valuable as aids to the interpretation of human response. Maslow presents a theory of motivation as a suggested framework for the study of motivation, not as validated data.[1] W. I. Thomas proposes four wishes as meaningful

---

[1] Maslow, A. H., "A Theory of Human Motivation", Psychological Review, Vol. 50, 1943, pp. 370-396.

constructs which "permit the observer to order human experience and help in its interpretation."[2] Maslow's theory will be reviewed first.

He sees man as a "perpetually wanting animal." His wants are always in a state of partial satisfaction. He is motivated or driven to raise his satisfaction level to the optimum. When his satisfactions are at an optimum, his needs realized, need itself no longer exists except in the metaphysical sense that a sated man has hunger, or a filled bottle has emptiness. A satisfied need is not a motivator. "The perfectly healthy, normal, fortunate man has no sex needs or hunger need, or needs for safety, or for love, or for prestige, or self-esteem, except in stray moments of quickly passing threat."[3] Maslow postulates this statement for the person whose needs are satisfied, recognizing that such an individual is rare.

Gratification obviously plays a decided role in motivation theory. Man cannot be in a state of complete gratification to experience need.

Needs themselves can be arranged on a hierarchical scale of potency, with the physiological needs--hunger, thirst, and sex--

---

[2] Social Behavior and Personality: Contributions of W. I. Thomas to Theory and Social Research. Edited by Edmund H. Volkart, New York: Social Science Research Council, 1951, pp. 111-144.

[3] Maslow, op. cit., p. 393.

tending to be prepotent over needs for security, love, and esteem when the individual is in a state of extreme deprivation.

In such an extreme circumstance any other needs may cease to exist completely.

> The urge to write poetry--the desire to acquire an automobile, the interest in American history, the desire for a new pair of shoes are, in the extreme sense, of secondary importance. For the man who is extremely and dangerously hungry, no other interests exist but food. He dreams food, he remembers food, he thinks about food, he emotes only about food, he perceives only food, and he wants only food. 4

Need also influences one's philosophy of life and values. The person who suffers from hunger may think the summum bonum of life is to be guaranteed sufficient food for the rest of his life. He perceives himself as potentially and continuously happy if such a condition could prevail, wanting little or nothing else from life but this assurance. His definition of life and motivation in life centers around this goal. "Freedom, love, community feeling, respect, philosophy, may all be waved aside as fripperies which are useless since they fail to fill the stomach. Such a man may fairly be said to live by bread alone."[5]

---

[4] Ibid., pp. 373-374.

[5] Ibid., p. 374.

"But what happens to man's desires when there is plenty of food and when his belly is chronically filled?"[6]--a condition which might be said to describe contemporary America. Then other "'higher' needs emerge and these, rather than the physiological, dominate the organism."[7] With the satisfaction of these, still higher needs enter the field, with social and esteem and self actualizing goals at the polar end of the continuum and with the physiological needs at the opposite end, the lowest. Gratification of physiological needs releases the organism for the emergence of other goals. Behavior is organized in terms of unsatisfied needs.

Safety needs follow next on the continuum. Although in contemporary America the average American is relatively secure from danger, evidence of the dominance of safety needs is seen in the neurotic or near neurotic individual who continues to respond to dangers experienced in the past as though they were actually operative in the present. Those who are economically depressed also experience safety needs. The average healthy individual expresses his need for safety by preference for a job with tenure, for a savings account, and for insurance of various kinds. The desire for the familiar and known, for a religion or world philosophy that makes for coherence,

---

[6] Ibid., p. 374-375.

[7] Ibid., p. 375.

motivations for knowledge of science, philosophy, or for understanding the world about us are likewise expressions of the individual's safety needs, his need to predict so he can accommodate his behavior accordingly.

The love needs follow next on the continuum. These needs can dominate with the same intensity as the safety needs and the physiological needs. The individual will strive to realize love, affection, belongingness, and relatedness to a person or persons or groups with the same drive and relentlessness as characterized the lack of the former. He may even forget that once when he experienced hunger and lack of safety and was solely motivated toward their gratification, he "sneered at love."

Other needs at the height of the continuum are the "esteem" needs consisting of

> a) the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom
> b) the desire for reputation and prestige, recognition, attention, importance, or appreciation. . . . 'Satisfaction of esteem needs' leads to a feeling of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world. 8

Thwarting leads to the opposite--to compensatory behavior and to resultant neurosis.

The need for self-actualization and its emergence depends

---

8 Ibid., p. 382.

upon the prior satisfaction of the physiological, safety, love, and esteem needs according to Maslow. Even if all the other needs are satisfied, if the individual is not doing what he is "fitted for" he will feel discontent and restless. Man has a tendency to become actualized toward what he could be potentially. "This tendency might be phrased as the desire to become more and more what one is, to become everything one is capable of becoming."[9] Or stated another way: "What a man can be, he must be!"[10]

Maslow believes that greatest creativity comes from people who are satisfied in all these needs, from those who are released for creativity.

He further states: ". . . any act is psychologically important as it contributes directly to satisfactions of basic needs. . . . Any conscious desires (partial goals) are more or less important as they are more or less close to the basic needs."[11] On the basis of this, the writer sees that as long as these needs are unrealized, there will always be need for adult education as an avenue making possible their gratification.

The cognitive needs--the desire to know and to understand--

---

[9] Ibid., p. 382.

[10] Ibid., p. 382.

[11] Ibid., p. 384.

are essentially techniques for achievement of basic needs in this world. They are safety needs for some men, and for intelligent men they may be expressions of self-actualization.

Man is curious, exploratory, desirous of facts. He possesses a drive toward what may be called a "search for meaning." He must understand, systematize, organize, analyze, look for relations and meanings.

Preconditions for the achievement or realization of need are freedom of inquiry and expression for without these--without freedom to speak, to do what one wishes so long as the integrity of others is preserved, to express oneself, to investigate, to seek information, to defend oneself--one will react to threats to this freedom in the same emergency fashion as toward threat of a basic need. The basic needs are the ends; freedoms are necessary as means to achieve them.

There are exceptions to this hierarchical approach to an understanding of basic needs. Among them is that the individual who is best equipped to tolerate deprivation in the present tends to be the individual who has experienced fulfillment of basic needs in childhood or in the past. Creativity may appear, not as self-actualization released by basic satisfactions, but in spite of lack of basic satisfactions. The level of aspiration of an individual may become so deadened or lowered that some goals no longer seem operative--a person chronically unemployed may become satisfied the remainder

of his life by simply having the assurance of sufficient food. In the same way persons who were starved for love in the earliest months of their lives may lose the desire and ability to give affection. Persons with high ideals may become martyrs for that ideal, ignoring basic needs that would be experienced by others not so motivated. Maslow proposes these are the persons who have been satisfied in their basic needs through their former years of living who develop into "strong people," who can with stand denial, hatred, rejection, or persecution. Persons also become habituated to deprivation which increases frustration tolerance.

Moreover a need may be only partially realized before the emergence of another. Needs may be unconsciously expressed as well as being in awareness.

The four wishes of W. I. Thomas[12] tend to be counterparts of Maslow's system of motivation. Dewey and Humber state that despite the fact that these wishes have been criticized by social psychologists they have been able to find no more meaningful ordering for human behavior and must in discussing social behavior of the organism resort to them both in teaching and in doing research in the field of social psychology.[13]

---

[12]Social Behavior and Personality: Contributions of W. I. Thomas to Theory and Social Research, op. cit., pp. 111-144.

[13]Dewey, Richard and Humber, W. J., The Development of Human Behavior, New York: The MacMillan Co., 1951, p. 177.

These four wishes are

1. the desire for new experience
2. the desire for security
3. the desire for response
4. the desire for recognition

The desire for new experience

Man tends to crave new experiences and to seek out experiences which resemble the pursuit, flight, capture, escape, and death which characterized the earlier life of mankind. Man has a hunting pattern of interest. The young boy pursues adventure; dog fights attract crowds; courtship involves the element of "pursuit"; man seeks out new knowledge.

> Modern occupations and pursuits are interesting or irksome to the degree that they have or have not a problematical element. The craftsman, the artist, the scientist, the professional man, and to some extent the business man make new experience the basis of organized activity, or work, and produce thereby social values. The division of labor which removes the problematic from the various operations of the work makes the task totally unstimulating. 14

The desire for knowledge becomes one with the wish for new experience.

The desire for security

---

[14] Social Behavior and Personality, op. cit., p. 125.

This desire is antithetical to the drive for new experience. It corresponds to Maslow's "safety" need. It is based on fear, and leads to avoidance, cautiousness, conservatism, "philistinism vs bohemianism," the accumulation of property, and an overwhelming desire for the familiar and ordered. It is conjectured by Thomas that religion may have its derivation in the fear of death, the need for security, with the promise of everlasting security that religion can offer.

The desire for response

The desire for response corresponds to Maslow's love and esteem needs. It is the most social of the wishes. It shows itself in the tendency to seek and to give signs of appreciation in connection with other individuals.

The desire for recognition

> This wish is expressed in the general struggle of men for position in their social group, in devices for securing a recognized enviable and advantageous social status. Among girls, dress is now the favorite means of securing distinction and showing class. A Bohemian immigrant girl expressed her philosophy in these words: 'After all, life is mostly what you wear.'" 15

Thomas considers the need for status in the group and recognition by the society very important. Not only does the individual want them, but he needs them for the development of his personality.

---

[15] Ibid., p. 138.

Never obtaining them may lead to pathological disturbance. Since only society can grant these, it makes man dependent upon the values of the society, necessarily compelling him to conform to a great degree.

Carl Rogers, in his theoretical system of client-centeredness,[16] postulates only one motive for the human organism---that of maintaining and enhancing the self. The organism, he believes, has a basic inherent tendency to develop all of its capacities. He concurs with Angyal who states:[17]

> Life is an autonomous event which takes place between the organism and the environment. Life processes do not merely tend to preserve life but transcend the momentary status quo of the organism, expanding itself continually and imposing its autonomous determination upon an ever increasing realm of events.

In this single concept of motivation are included such concepts as need-reduction, tension-reduction, and drive-reduction. But he goes beyond these in including growth motivations such as the seeking of pleasurable tensions, the tendency to be creative, and the tendency to learn difficult physical feats when mimimal accomplishments would

---

[16] Rogers, Carl R., A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework, University of Chicago, 1956, p. 17.

[17] Angyal, A., Foundations for a Science of Personality, New York: Commonwealth Fund, 1941, p. 48.

suffice.[18]

Part II. Review of Studies Reporting the Degree of Need for Adult Education

Homer Kempfer in Adult Education[19] reports the growth of interest in adult education which is typical of many reports regarding increases of enrollment in classes of adult education.

The American Institute of Public Opinion, taking a representative sample of adult interest in education in 1944, found 34 per cent of the people in the United States desiring to enroll in adult education courses. In 1947 a similar sample was taken reporting 41 per cent interested.

A poll of adults in New Jersey in 1948 by the Princeton Research Service reports 44 per cent of the people as indicating they would like to attend and take courses for adults in some school or college. Forty-two per cent of a representative sample of adults in the state of Washington said they would take part in evening classes if they were available, and 36 per cent of the adults in Erie County, New York, expressed such a desire. These statistics show that adults interested in further education outnumber all the children and youth now enrolled in schools of all kinds. New York state officials have announced that if their enrollments increase as they

---

[18] Rogers, op. cit.

[19] Kempfer, op. cit., pp. 4-6.

are at the present rate, public schools will be serving more adults than children in the next decade.[20]

In 1952 the Division of Adult Education of the National Education Association made a comprehensive survey of public school adult education programs. The estimated enrollment in 1951 was 4,744,256. The study reports that in the four years from 1947 to 1951 enrollment in public school sponsored adult classes increased 51.2%.[21]

Part III. An Evaluation of Various Tools and Techniques for Identifying Needs and Interests of Adults

Although this thesis is concerned with an analysis of the findings from a survey of the responses of citizens to discover if any normative approaches are suggested for the community under 5000, the assessment of the population-survey technique and the consultation-with-citizen-leaders technique by authorities in the field may be of interest to the reader, since data for this thesis were obtained by these two means.

Mr. Kempfer has studied the responses of adult educators themselves as to who can best determine educational needs and interests.

---

[20] Kempfer, op. cit., 4-6.

[21] A Study of Urban Public School Adult Education Programs of the United States, Division of Adult Education Service, National Education Association, September 1952, p. 7.

It was the judgment of a sample of twenty professional people in adult education that these can best identify needs in the order named:

1. Local directors of adult education or their equivalent.
2. Area or specific field advisory committees.
3. Temporary advisory committees appointed to consider a definite problem, need, course, or sub-field.
4. Guidance officials.
5. A joint committee of faculty and laymen.
6. The board of education or other board of control.
7. A faculty committee.
8. An over-all lay advisory committee or council.
9. Individual members of the lay community.
10. Individual faculty members.
11. The superintendent, day school principal, or other general administrator. 22

A study of the relative merits of thirteen methods of identifying educational needs and interests of adults was made.[23] A panel of professional workers in adult education helped develop a list of nine criteria which were taken to be indices of the effectiveness of methods used in identifying educational needs and interests of adults. Data were gathered on these indices from 530 public school adult education programs, including 40 junior and community colleges, to permit testing the relationships among the indices by the Pearson correlation. Interrelationships between size of program, number of educational approaches used, number of coordinating practices, and number of

---

[22] Kempfer, Homer, Identifying Educational Needs and Interests of Adults, U. S. Office of Education, Circular 330, 1951, pp. 31-39.

[23] Ibid., pp. 40-63.

cooperative activities were all positive and significant although low.

Thirty-seven common practices were measured against each of these six indices. Each administrator rated each practice according to use in his program: 0 is seldom or never used, 1 if occasionally or sometimes used, and 2 if ordinarily or usually used. Mean index scores were computed for each rating for each practice reflected against each index. The best ways of identifying educational needs and interests of adults employing this methodology were these in rank order of merit:

1. Cultivation of 'coordinators' or liason people in industry, business, and community organizations who watch for opportunities for education to perform a service.
2. Receiving requests from business, industrial, labor, and community groups.
3. Study of deficiencies of adults.
4. Maintenance of extensive personal acquaintance with community leaders and groups.
5. Examination of Census and similar data.
6. Making systematic surveys of industrial, business, civic, and industrial life of the community.
7. Examination of published surveys of other communities and similar literature.
8. Examination of catalogs, schedules, publicity materials and programs of comparable institutions.
9. Acting on hunch.
10. Being sensitive to civic, personal, and social problems of people which can be alleviated by education.
11. Checking on known interests of people.
12. Utilizations of checklists and other interest finders.
13. Receiving individual requests. 24

---

[24] Ibid., p. 63.

Mr. Kempfer sees the questionnaire and check lists as utilized more by the newly appointed director than by the experienced program builder. The latter more frequently depends on community coordinators in industry, business, and other community organizations who act in a sense as his privy-council to help determine direction and offerings of his program.

He believes educational needs and interests are best discovered through a variety of means--none without some value--but with greater reliability of analysis for needs and interests of the people being done in conjunction with the qualified community leader.[25] The survey of the responses of the people is one useful tool in a battery of many which is meritorious to the degree that it is secured in a qualified manner.

Part IV. A Sample of Programs That Suggest Interests

Programs that have existed in the past may be indicators of interests and needs to the extent that adults have indicated sufficient interest to enroll and attend courses offered. They cannot be taken as conclusive reflections of the interests of people in a community inasmuch as intervening variables such as limited budgets which curtail course offerings, faculty available to teach the courses, the interpretations of the adult educator and others of what is academically

---

[25] Kempfer, Adult Education, op. cit., 67-70.

respectable to offer, room and equipment in which to hold the class, a convenient day of the week on which the course can be offered, and the interpretation of the educator or his advisory committee of what the public needs--all these are among the factors that determine programs offered. But to the extent that they do reflect areas valued sufficiently to merit participation, two breakdowns of program content are presented.

In the survey of public school adult education in the United States in February of 1953,[26] program content in the schools in the United States showed the following percentages of reported enrollments:

Commercial and distributive education	17.0%
Non-agricultural vocational and technical education	17.0%
General academic education	13.7%
Homemaking education	13.7%

Almost two-thirds of the total reported enrollment was in these four fields. Other areas include:

Americanization and elementary education each	8.6%
Practical arts and crafts each	6.0%
Civic and public affairs activities	4.6%
Parent and family life education	4.6%

[26] A Study of Urban Public School Adult Education Programs in the United States, op. cit., pp. 8-14.

Other areas including fine arts, agriculture, personal improvement, recreational skills, safety and driver education, remedial and special education, and miscellaneous activities each had of the total enrollment 4.0%.

The areas of adult study in the Michigan Public Schools in 1955 and 1956 exclusive of vocational adult classes[27] in terms of percentage of class attendance include:

Business and commercial education	30.4%
General academic, high school subjects	18.5%
Practical arts and crafts	16.6%
Americanization and elementary subjects	10.5%

Two thirds of the total reported enrollment was in these four fields. Other areas include:

Recreational skills	5.6%
Drama and fine Arts	4.3%
Parent education	4.1%
Safety and driver education	3.9%
Others (including programs for aging, health education, special education, counseling, leadership training, and civic and public affairs)	6.1%

In general, the percentages between the state of Michigan and

---

[27] Areas of Adult Study, Michigan Public Schools, 1955-1956, Department of Public Instruction, Lansing, Michigan.

the nation seem to coincide. In the analysis of content offered in Michigan, homemaking was evidently considered a vocational content area so it was not reported among the percentages nor was non-agricultural vocational and technical education classified separately, as it was in the national study. But it still remains clear that business and commercial subjects, general academic subjects, practical arts and crafts, and subjects in Americanization and elementary education are outstanding in areas supported by adults.

In both the state of Michigan and on the national scene parent education, drama and fine arts, safety and driver education, health education, special education, counseling and personal improvement, leadership training, and civic and public affairs rank lowest in attendance.

Part V. Goals in Adult Education as Perceived by Adult Educators

In the survey of public school adult education in the United States[28] questionnaires were given to superintendents of schools in all communities of 30,000 and over and in every fifth community of 2,500 to 30,000. Superintendents were asked to state the major goals of their programs of adult education, and to indicate the one major goal.

---

[28] A Study of Urban Public School Adult Education Programs, op. cit., pp. 29-30.

Thirty per cent of the superintendents rated "enrichment of life" as the major goal of adult education, while two-thirds listed this among the three most important aims.

Vocational competence and economic efficiency were rated as one of the three most important goals by 76 per cent of the respondents, this goal taking precedence over all others. It ranked second as the one major goal, being so listed by 27 per cent of the respondents.

The major goals of adult education in the judgment of public school adult educators are clearly enrichment of life, vocational competence, and civic participation.

The other goals ranked in order of preference included: "to supplement and broaden educational backgrounds," "to improve understanding of and adjustment to socio-economic trends," and "to promote physical and mental health."

Other aims reported include: to acquaint parents with personnel and school program; to complete areas of interrupted education; self-realization; homemaking skills; high-school diploma; to reduce illiteracy; worthy use of leisure time; and to release nervous tension.

Part VI. Needed Extension to Adult Education Programs As Perceived by Selected Community Groups

In the study of urban public school programs,[29] self surveys were conducted by local committees interested in public school education. Directors of adult education asked representative community leaders interested in adult education to meet with them as a committee to survey the local public school adult education program in light of community needs and resources.

The report from the groups indicates that there was considerable feeling among the groups that education is needed in civic and public affairs and current issues. Concern was expressed that these areas do not invite public interest. Means to enlist interest were proposed. Most groups felt that to increase interest promotion was needed, but further than this area need not be self-supporting fiscally. Speakers with great appeal and of repute from outside the city environs might enlist increased attendance.

All of the groups responding mentioned a needed extension of their public school adult education program in some area. The greatest needs expressed occurred in the areas of homemaking--in parent and family-life education; in vocational areas, including the commercial and distributive; in civic and public affairs education; in general academic and secondary education; in citizenship and Americanization; and in elementary education. Areas of need which

---

[29] A Study of Urban Public School Adult Education Programs, op. cit., pp. 80-89.

followed included promotion and publicity, guidance and counseling, and cultural offerings.

The groups needing program extensions to the greatest extent were seen to be young adults; young mothers; the aged and the aging; the illiterate; and the unskilled and the semi-skilled.

CHAPTER III

THE METHOD OF INVESTIGATION

The instrument of measurement

In determining need, interests, and motives related to adult education, the first problem considered was that of finding a satisfactory instrument of measurement.

The problem was presented in two classes in adult education at Michigan State University, a survey class and a class in research methods. Two components of the problem were a) a means of reaching the public and b) being able to communicate with that public concerning what adult education is.

Before determining interest, it was thought possible to educate the public in each community to an understanding of adult education by means of radio, television, movies, and newspapers. However, since this would add the variable of possible differences in educating the communities concerning adult education, it was considered more uniform to attempt to assess interest by a questionnaire which would spell out adult education in terms of what can be offered in adult education programs in language simple enough for comprehension by adults. Such a questionnaire would simultaneously provide an opportunity to reflect interests.

The questionnaire was devised and presented for evaluation by the class in research methods. Changes were made in it on the basis of their criticism.

It was shown to three members of the investigator's doctoral committee, to three additional faculty members, and to coordinators in three of the communities to be surveyed. Those suggestions considered relevant and meaningful for this study were incorporated.

The investigator submitted the questionnaire to a class in adult education in the Lansing public school system in order to time their completion and to note their reactions. No responses were made at that time which would indicate to the investigator a need for further revision.

The investigator checked on validity further by consulting with the interviewer in the Stoner School District who held face-to-face interviews with 86 persons in that area and who was available to be questioned by the respondent concerning any content of the questionnaire which might be confusing. She stated no questions were asked related to directions for responding or to vocabulary used in the questionnaire. With regard to financing adult education, a few did inquire how much an individual's paying for his own education might be.

The sample

Five communities with populations under 5000 were selected

for this study on the basis of an adult educator or superintendent expressing interest and willingness to cooperate and act as local coordinator in making the survey. The communities selected were: Davison, the Stoner School District, St. Johns, Portland, and the Big Rapids area comprising the villages of Mecosta, Remus, Hesperia, White Cloud, Stanwood, Morley, Barryton, and LeRoy.

In each community selected for the survey, a representative of the Teacher Education Department and the investigator met with the local coordinator to discuss the project and to propose a plan of action. It was decided the local coordinator would form a guiding committee from leaders of representative organizations--civic, church, industry, Chamber of Commerce, etc.--to meet with the local coordinator and investigator to help determine how to survey the community.

In the Big Rapids areas the investigator met with the local coordinator and the eight superintendents cooperating in making the survey. Various methods of sampling were discussed with random sampling presented as being the most representative. Given the rural environs of their communities and the human resources available for making the survey, the superintendents preferred to sample populations in the homes of school children, and those attending Parent Teachers' Associations. They believed such a sampling would provide an occupational cross section of the persons

most likely to participate in adult education. To sample the populations in homes, the questionnaires could be given to the upper grade students (seventh grade and above) whom they considered most responsible.

In two communities, St. Johns and Portland, it was thought possible to take a sample of various organizations including farm groups, church groups, factory workers, women's civic groups, men's civic groups, Parent Teachers Associations, and with some supplementation of populations in the homes of children in the upper grades. The planning committee believed these groups would provide a cross section of interests and occupations.

In the Stoner School District a random sample of 10% of the population was taken by a personal interviewer.[1] In Davison the sample was based upon the adult population in every third household, with questionnaires being left for adults in these households and collected within a two day period.[2]

In making the survey each community was provided with a description of the project which could be used as a basis for publicity, a summary of decisions made at planning sessions with

---

[1] It was reported by the surveyor that six persons could not be contacted.

[2] It was reported by the local coordinator that six families not at home received no questionnaires and eight families were not at home for collection of the questionnaires.

suggestions for conducting the survey, directions for random sampling with a table of random numbers, and a data report sheet. (See Appendix, pages 185-213.)

In the Appendix, pages 205-209, the investigator provides a more intensive description of the samples secured from each community on the basis of number, sex, age, occupation, and rural vs non-rural composition.

In assessing the need for adult education by community leaders, the investigator obtained lists of community leaders from the local coordinator of the survey. Interviews with them lasted from fifteen minutes to an hour and a half depending upon the time of the leader and the productiveness of the interview. Although certain guide questions were included related to the hypothesis, the investigator was interested in the civic leaders' total responses to adult education and so conducted the interviews as non-directively as the limits of each particular situation and the personalities involved would permit.

The procedure for analysis of the data

In analysis of the data, the hypotheses projected and the instruments used to make the investigation suggested a counting compilation--a summary of data in terms of either percentages of populations responding to particular items, or rank order analysis, or content analysis.

In determining the composition of vocational subjects for testing hypotheses, it should be stated that content of adult education does not readily lend itself to strict areas of delimitation, and that consensus of subject content or delineation of subject categories does not tend to exist among adult educators. Even the Department of Public Instruction[3] of the State of Michigan defines its instructional areas in adult education with the qualification of "experimental statement" and with this further statement:

> It is recognized that adult education classes and related group learning situations can be so varied as to almost defy enumeration and definition. Some classification of activities seems desirable, however, as a guide in approving programs for community schools, for keeping records, granting state aid and other administrative purposes. Moreover some organizational pattern is desirable as a working basis for gathering statistics, analyzing and evaluating programs and communicating in general.

Part of the difficulty lies in the fact that the Smith-Hughes Act of 1917 provides federal renumeration to states on the basis of vocational subjects taught--in agriculture, trade, industry, distributive services, and homemaking. These same subjects not taught for the student's purpose of increased proficiency in his chosen vocation become non-reimbursable, and call for different classification, and so content becomes still unwieldier to classify since

---

[3] Instructional Areas in Adult Education, Department of Public Instruction, State of Michigan.

purpose is involved. The subjects selected by the investigator for testing the hypotheses were considered as their content suggested vocational or utilitarian purposes but purpose was not determined.

In subjects considered non-vocational, the investigator is trying to measure so-called "cultural" against "vocational and utilitarian" interests, but it is realized that any subject might be pursued vocationally with utilitarian purposes predominantly in mind. In testing the hypotheses, it is assumed that purpose is non-utilitarian from the standpoint of being related to one's employment or possible employment.

CHAPTER IV

ANALYSIS OF THE DATA FROM THE QUESTIONNAIRE

Part I. The Need for Adult Education

One of the problems of this study was to determine the extent of interest in adult education in the five selected communities.

Varying percentages of interest were secured as indicated in the following table.

TABLE I

THE NEED FOR ADULT EDUCATION

	Number of persons for whom questionnaires were provided	Number of persons expressing interest by completing one	Per cent of interest
Stoner School District	113	86	75.1
Davison	297	111	37.4
St. Johns	1045	373	34.3
Portland	309	156	50.5
Big Rapids Area	947	270	28.5

The range of interest in courses in adult education as determined by this study extends from 28.5% in the Big Rapids area to 75.1% in the Stoner District with three communities ranging from

34.3% to 50.5%. In interpreting the differences in these findings the investigator, on the basis both of the reports from the personal interviewer in the Stoner School District and of the civic leaders, believes the interest in the Stoner School District to be much more pronounced than in the other communities surveyed. However, part of the difference may be attributed to the fact that response to the questionnaire tended to be greater where surveying was done in face-to-face situations.

The population of the Big Rapids area, being more predominantly rural than urban or suburban, differentiating it from the other communities as seen in Table 27, page 205, the Appendix, may account for the lesser response in that area. Civic leaders in that community perceived the rural persons as tending to be too busy to engage in adult education. (For further analysis, see Chapter V: The Report of the Civic Leaders.)

In the Stoner School District, greater interest may be attributed to the lack of competing organizations in that area unlike other communities described by civic leaders as so "overly-organized" that they have neither time for adult education nor interest in any program that suggests additional demands might be made upon the time and energy of the individual.

In the remaining three communities--Davison, St. Johns, and Portland--findings in this study related to need seem to support

studies made of the need for adult education in other communities as reported in the Introduction, page 1, and in the Review of the Literature, pages 37-38, where the range of interest also extended from 34% to 50%.

Part II. Findings with Respect to Hypotheses Related to Interest

Hypothesis 1 (a): Although there will be variation from community to community in courses which interest the people, there will tend to be subjects common to all communities which rank among the first ten preferred. Table II presents findings in this area.

Subjects which were among the first ten preferred in all communities were Stretching My Money, Home Decoration, Understanding the Teenager, and Home Landscaping.

Additional subjects of interest to at least four communities in the first ten preferred included Organized Sports, Square Dancing, Improving My Personality, and Clothing Construction.

Subjects of interest to at least three communities were Food Preparation, Typing and Shorthand, and Public Speaking.

These choices seem to reflect homemaking interests, a condition which may be partly attributed to the samples, in total, being composed of more women than men. (See Table 26, p.205, the Appendix). However, in checking Table 36, Rank Order of Interests of Men, the Appendix, p.210, all subjects selected except Home Decoration, Food Preparation, Clothing Construction, and Typing and

TABLE 2

SUBJECTS PREFERRED BY COMMUNITIES

	Stoner		Davison		St. Johns		Portland		Big Rapids Area	
	N	R	N	R	N	R	N	R	N	R
Radio and Television Repair	12	7								
Stretching My Money	10	9	33	4	95	4	33	2	74	2
Organized Sports	13	5	37	2	74	5	32	3		
Square Dancing	14	4			64	8	33	2	54	8
Home Landscaping	11	8	40	1	111	1	32	3	66	4
Clothing Construction	22	1	26	6			27	6	62	5
Food Preparation	9	10					24	8	60	6
Home Decoration	10	9	34	3	102	3	30	4	86	1
Improving My Personality	9	10	23	8	70	6	33	2		
Marriage and Family Relations	12	7								
Understanding the Teenager	11	8	20	10	107	2	34	1	67	3
Making Income Tax Returns	11	8							57	7
Photography	13	6			68	7				
Ceramics	19	2								
Flower Arrangement	11	8	24	7						
Shorthand and Typing	17	3					23	9	53	9
The Use of Business Machines	9	10								
Investing Money Wisely			32	5			23	9		
Civic Defense			24	7					52	10
Public Speaking			22	9	63	9	27	5		
World Affairs					62	10				
Woodworking							26	6		
House Construction					63	9			53	9
Social Dancing							25	7		
Planning for Retirement							34	8		
Social Security							22	10		

Shorthand also ranked high in priority among men.

Table 3 shows findings related to prcjected attendance if classes were made available.

Subjects tended to be the same as those selected for interest but with some juxtaposition of rank and some additional subjects ranking high among the first ten selected.

All communities projected attending courses in Organized Sports, Square Dancing, Home Landscaping, Clothing Construction, Home Decoration, and Understanding the Teenager.

Four communities projected attending courses in Stretching My Money, Food Preparation, Improving My Personality, and Typing and Shorthand.

Three communities projected attending courses in Photography, Oil and Water Color Painting, The Use of Business Machines, Public Speaking, and Social Dancing.

Subjects highest in priority among most communities both with respect to interest and potential attendance seemed to be related to homemaking (Food Preparation, Clothing Construction, etc.); to recreation (Organized Sports, Square Dancing, Social Dancing); to personality development (Improving My Personality, Understanding the Teenager); to economy of money (Stretching My Money); to communication (Public Speaking); to home beautification (Home Landscaping and Home Decoration); to creative arts (Photography, Oil and

TABLE 3

SUBJECTS PREFERRED FOR ATTENDANCE BY COMMUNITIES

	Stoner		Davison		St. Johns		Portland		Big Rapids Area	
	N	R	N	R	N	R	N	R	N	R
Woodworking	5	9	10	8			14	7		
Stretching My Money	5	9	11	7			12	8	26	7
Organized Sports	9	5	21	2	35	4	20	3	24	8
Square Dancing	10	4	14	5	27	9	16	5	31	4
Bridge	5	9			28	8				
Home Landscaping	8	6	16	4	47	2	15	6	29	6
Clothing Construction	17	1	12	6	30	7	16	5	41	2
Food Preparation	7	7	9	9	30	7			23	10
Home Decoration	7	7	22	1	51	1	18	4	44	1
Improving My Personality	5	9	10	8	30	7	21	2		
Understanding the Teenager	5	9	9	9	40	3	22	1	30	5
Social Security	6	8					15	6		
Making Income Tax Returns	9	5	9	9						
Photography	10	4			34	5	11	9		
Oil and Water Color Painting	6	8	10	8			10	10		
Ceramics	16	2					10	10		
Flower Arranging	11	3								
Creative Thinking	7	7								
Shorthand and Typing	16	2			30	6	18	14	33	3
The Use of Business Machines	7	7	8	10	27	9				
Driver Training	6	8								
Investing My Money Wisely			18	3			15	6		
Civil Defense			11	7					24	8

TABLE 3--Continued

	Stoner		Davison		St. Johns		Portland		Big Rapids Area	
	N	R	N	R	N	R	N	R	N	R
Public Speaking			10	8	28	8	18	4		
Radio and Television Repair	4	10	9	9						
Home Freezing			8	10					26	9
Philosophy for Living			8	10						
Salesmanship			8	10						
House Construction					26	10	14	7		
Social Dancing					27	9	12	8	29	6
World Affairs							10	10		
Music Appreciation									24	8
Machine Shop							15	6		
Planning for Retirement							12	8		
Business Letter Writing							10	10		
Bookkeeping							14	7		

Water Color Painting); and to business and commerce (Typing and Shorthand, The Use of Business Machines.)

Interest in some of these areas takes priority over those which are reported in Review of the Literature, as being best attended in public schools in the United States and in the state of Michigan. These studies report non-agricultural vocational and technical education, general academic education, and Americanization and elementary education among the highest in attendance. Except for men's preference for vocational and technical subjects as indicated in Table 4, The Preferred Interests of Men, these areas ranked low in interest in this study.

These differences may be a function of the samples for the national and state studies being taken in larger communities where the foreign-born were greater in numbers, and/or where men have attended or expressed interest in greater numbers. Or it may be that despite interest in these areas, in the competition for individuals' time, attendance tends to be based more on practical need, with greater attendance of vocational or technical subjects which will result in occupational advancement, greater financial benefit, or achievement of a status goal. That this might be so was indicated by some civic leaders, who saw their communities supporting education in vocational areas to a greater extent than in non-vocational ones. Some stated that despite their own interests in certain areas they

felt that they, themselves, would not be as motivated to enroll and to attend to completion classes in non-vocational subjects as they would be if their occupational advancement was concerned or if they needed certain subjects in order to achieve ends more pressing in nature.

The foregoing suggests reasons why an adult educator may find disappointment in his program's development when he bases it too exclusively on the responses to check lists of interest.

Hypothesis 1 (b): The interests of men will differ from the interests of women in the first ten preferred.

Subjects preferred by men in all communities, as indicated by Table 4, include House Construction, Woodworking, Stretching My Money, Investing My Money Wisely, Organized Sports, Home Landscaping, Public Speaking, Photography, Salesmanship, and Radio and Television Repair.

Additional subjects preferred by four communities include Square Dancing, Improving My Personality, World Affairs, and Planning for Retirement.

Additional subjects preferred by three communities include Mechanical Drawing, Machine Shop, Understanding the Teenager, and Civil Defense.

Subjects preferred by women in all communities, as indicated by Table 5, include Home Decoration, Clothing Construction, Flower Arrangement, Food Preparation, and Understanding the Teenager.

TABLE 4

THE PREFERRED INTERESTS OF MEN

	Stoner		Davison		St. Johns		Portland		Big Rapids Area	
	N	R	N	R	N	R	N	R	N	R
House Construction	6	1	12	6	17	4	43	3	30	1
Mechanical Drawing	2	5			17	4			15	9
Woodworking	6	1	13	5	13	5	39	5	20	4
Machine Shop	2	5			23	1			30	1
Crop Production	1	6							15	9
Conservation	2	5								
Stretching My Money	4	3	9	9	11	8	35	6	23	2
Investing Money Wisely	2	5	20	1	11	8	34	7	21	3
The Law and Me	1	6								
News and Civic Affairs	3	4								
Organized Sports	4	3	16	3	12	7	47	2	16	8
Choral Singing	1	6								
Square Dancing	4	3	9	9	10	9			19	5
Bridge	1	6								
Home Landscaping	6	1	19	2	18	3	53	1	21	3
Clothing Construction	1	6								
Improving My Personality	1	6	11	7	11	9			14	10
Marriage and Family Relations	2	5								
Understanding the Teenagers	3	4			12	7			19	5
Social Security	4	3			13	6				
Civil Defense	2	5	9	9					17	7
Making Income Tax Returns	5	2								
World Affairs	2	5			9	10	31	9	20	4

TABLE 4--Continued

	Stoner		Davison		St. Johns		Portland		Big Rapids Area	
	N	R	N	R	N	R	N	R	N	R
Music Appreciation	1	6								
French, German, or Spanish	1	6								
Public Speaking	4	3	13	5	19	2	42	4	14	10
Speech Correction	1	6								
Photography	6	1	8	10	10	9	42	4	15	9
Ceramics	1	6								
Flower Arrangement	1	6								
Planning for Retirement	1	6	10	8			39	5	18	6
Creative Thinking	2	5	9	9			33	8		
Travel Adventures	1	6								
Philosophy for Living	2	5								
Salesmanship	2	5	14	4	10	9	30	10	17	7
Accounting	1	6								
Business Machines	1	6								
High School English	4	3								
High School Mathematics	4	3							14	10
American History	1	6								
Driver Training	1	6							15	10
Radio and Television Repair	4	3	10	8	15	5	33	8	17	7
Social Dancing									14	10

TABLE 5

THE PREFERRED INTERESTS OF WOMEN

	Stoner		Davison		Portland		St. Johns		Big Rapids Area	
	N	R	N	R	N	R	N	R	N	R
Home Decoration	10	4	30	1	27	1	78	1	74	1
Clothing Construction	21	1	25	2	27	1	46	4	55	2
Flower Arranging	10	4	24	3	21	4	39	6	49	4
Organized Sports	8	6	21	4	15	9	31	8		
Stretching My Money			20	5	19	6	37	7	46	6
Home Landscaping	4	10	19	6			46	4	40	9
Home Freezing			16	7					41	8
Investing Money Wisely			16	7			29	9		
Food Preparation	9	5	15	8	20	5	46	4	50	3
Improving My Personality	8	6	15	8	19	6	48	3		
Understanding the Teenager	9	5	14	9	22	3	69	2	48	5
Shorthand and Typing	15	3	14	9			37	7	44	7
Civil Defense			14	9						
Great Books Discussion			12	10						
The Use of Business Machines	7	7								
Ceramics	17	2	12	10	14	10				
Child Care			12	10						
Marriage	9	5								
Square Dancing	9	5			25	2	41	5		
Oil Painting	8	6	14	9						
Driver Training	6	8								
Photography	6	8								
Creative Thinking	5	9								

TABLE 5--Continued

-	Stoner		Davison		Portland		St. Johns		Big Rapids Area	
	N	R	N	R	N	R	N	R	N	R
Philosophy for Living	9	5								
Bookkeeping	9	5			17	7	36	8	36	10
Nutrition	9	3								
Making Income Tax Returns	9	5								
Social Dancing	9	5			19	6				
Bridge	10	4								
Social Security	10	4			25	10				
Volunteer Community Service	10	4								
Music Appreciation	10	4								
People of Other Lands	10	4								
Travel Adventures	10	4								
Jewelry Making	10	4								
Weaving	9	5								
Choral Singing					16	8				

Additional subjects preferred by women in four communities include Organized Sports, Stretching My Money, Home Landscaping, Improving My Personality, Shorthand and Typing, and Bookkeeping.

Additional subjects selected by three communities include Ceramics and Square Dancing.

Areas of greatest common interest for men and women include personality improvement, organized sports, economy of money, home landscaping, and understanding the teenager.

The response of men seem to be indicative of more interest in subjects technical in nature, those economically oriented, and those related to the larger community (World Affairs, Civic Defense). Their preoccupation with retirement is much more pronounced than for women.

Some of these differences are also noticeable in the subjects which were written in under "Other courses I would like." Additional subjects not included on the questionnaire which men wrote in include the following: anything electronical; home wiring; police work; radio and television building; appliance repair; greenhouse operation; dairy production; small business operation; labor relations; Diesel; sheet metal layout; display management; blueprint reading--both commercia and industrial; mechanical engineering (2)[1]; reforestation; and

---

[1] The numeral indicates the number of persons writing in this subject.

horticulture. Other subjects indicated were judo, other social activities for the aged, philately, first aid, Michigan history, other card games, outdoor knowledge (nature study), and outdoor living.

Women wrote in the following: religions; family budgeting; refinishing and upholstering (3); draperies and slip covers (2); sculpture; cake decorating (3); knitting; speed writing; general household repair--plumbing, electrical, etc. (2); a course in exercise for overweight people; tailoring (3); switch board operation; leathercraft (2); china painting (2); modern time-savers; altering houseplans to meet needs; remodeling old places; gift wrapping; and exercise and game classes.

Write-in subjects of men were predominantly technical and occupational in nature. Write-in subjects for women tended to be in the direction of more efficient homemaking. In the sense that homemaking is a woman's vocation, write in subjects for both men and women were largely vocational in nature.

Hypothesis 1 (c): Women will indicate more interest in relational areas than men.

Tables 6 and 7 indicate findings regarding this hypothesis. The hypothesis is accepted inasmuch as in all communities the percentage of checks made by men indicating interest in these subjects in relation to the total number of checks possible to have made was less than the percentage of checks made by women.

TABLE 6

INTERESTS OF MEN IN THE RELATIONAL AREA

	Stoner N: 31	Davison N: 38	St. Johns N: 161	Portland N: 84	Big Rapids Area N: 90
Improving My Personality	1	11	26	11	14
Marriage and Family Relations	2	2	21	6	9
Understanding the Teenager	3	6	27	12	19
Child Care		3	4	2	5
Human Development		3	10	5	8
a)Total number of checks made in this area	6	25	88	36	55
b)Total number of checks possible to have made	155	190	805	420	450
Percent of a in relation to b	3.8	13.1	10.9	8.5	12.2

TABLE 7

INTERESTS OF WOMEN IN THE RELATIONAL AREA

	Stoner N: 55	Davison N: 72	St. Johns N: 173	Portland N: 72	Big Rapids Area N: 180
Improving My Personality	8	15	48	19	31
Marriage and Family Relations	9	8	20	11	29
Understanding the Teenager	9	14	69	22	48
Child Care	3	12	8	12	22
Human Development		4	7	8	21
a)Total number of checks made in this area	29	53	152	72	151
b)Total number of checks possible to have made	275	360	865	360	900
Percent of a in relation to b	10.5	14.7	17.5	20.0	16.7

This datum would seem to reflect woman's greater occupation with the personal care and development of the child. Interests of men in the relational area seem greatest with respect to understanding the teenager and in personal improvement, followed by an interest in marriage and family relations.

Hypothesis 2 (a): Persons who check the questionnaire will not show as much preference for 21 non-vocational subjects as they will for 21 vocational and business subjects.

Table 8 provides data for this hypothesis. Of all 996 respondents, the total number of checks made to indicate interest in 21 vocational and business subjects was 2393. This is 11.4% of all checks it would have been possible to make in the combined 21 subjects.

The total number of checks made in 21 non-vocational subjects was 1628, 7.7% of all checks it would have been possible to make. On the basis of this, it would seem interest is greater in the vocational and business subjects than in non-vocational subjects with "cultural" connotations.

Table 9 shows the respondents' projected attendance in courses if they were to be offered in the near future. Checks indicating projected attendance of 21 vocational subjects number 1229, 5.8% of all checks it would have been possible to make. Seven hundred and ninety-six checks were made in the non-vocational subjects, 3.8% of the number possible to make. Anticipated attendance

TABLE 8

INTERESTS OF RESPONDENTS IN 21 VOCATIONAL OR BUSINESS SUBJECTS VS 21 NON-VOCATIONAL SUBJECTS

	N		
House Construction	155	News and Civic Affairs	83
Mechanical Drawing	67	Great Books Discussion	72
Woodworking	126	World Affairs	96
Machine Shop	101	Art Appreciation	54
Radio and Television Repair	111	French, German, Spanish	91
Animal Production	34	Our Historical Heritage	56
Poultry Production	41	Public Speaking	156
Crop Production	45	Creative Dramatics	23
Conservation	65	Creative Writing	55
Farm Shop	64	How to Judge Good Radio	53
Home Landscaping	249	Television, Movies, etc.	
Clothing Construction	193	Oil or Water Color Painting	94
Food Preparation	166	Ceramics	108
Home Decoration	261	Jewelry Making	60
Home Freezing	98	Creative Thinking	78
Salesmanship	97	Travel Adventures	112
Business Letter Writing	67	Philosophy for Living	82
Accounting	63	Music Appreciation	96
Shorthand and Typing	160	American Culture and Society	32
Bookkeeping	133	Drama Reading	20
The Use of Business Machines	97	People of Other Lands	50
a. Total number of checks made	2393	a. Total number of checks made	1628
b. Total number of checks possible to have made	20,916	b. Total number of checks possible to have made	20,916
Per cent of a in relation to b	11.4	Per cent of a in relation to b	7.7

TABLE 9

PROJECTED ATTENDANCE OF RESPONDENTS
IN 21 VOCATIONAL OR BUSINESS SUBJECTS
VS 21 NON-VOCATIONAL SUBJECTS

	N		N
House Construction	72	News and Civic Affairs	28
Mechanical Drawing	37	Great Books Discussion	46
Woodworking	66	World Affairs	46
Machine Shop	46	Art Appreciation	29
Radio and Television Repair	59	French, German, Spanish	49
Animal Production	15	Our Historical Heritage	24
Poultry Production	18	Public Speaking	76
Crop Production	22	Creative Dramatics	18
Conservation	24	Creative Writing	23
Farm Shop	34	How to Judge Good Radio	
Home Landscaping	115	Television, Movies, etc.	12
Clothing Construction	116	Photography	76
Food Preparation	76	Oil or Water Color Painting	66
Home Decoration	142	Ceramics	67
Home Freezing	52	Jewelry Making	29
Salesmanship	46	Creative Thinking	38
Business Letter Writing	38	Travel Adventure	42
Accounting	32	Philosophy for Living	34
Shorthand and Typing	104	Music Appreciation	49
Bookkeeping	52	American Culture and Society	9
The Use of Business Machines	63	Drama Reading	12
		People of Other Lands	23
a. Total number of checks made	1229	a. Total number of checks made	796
b. Total number of checks possible to have made	20,916	b. Total number of checks possible to have made	20,916
Per cent of a in relation to b	5.8	Per cent of a in relation to b	3.8

is less for the non-vocational subjects than for the vocational.

The ratio of interest in these courses (indicated by the per cent of subjects checked in relation to the total number that could have been checked) to the anticipated attendance in these courses is about two to one--11.4% to 5.8% for vocational subjects and 7.7% to 3.8% for the non-vocational. Taken quantitatively, it would seem that on a check list of interests, people see themselves as attending only about one-half of the courses they check.

It is relevant that in the sample there were 148 more identifiable women than men, most of whom are housewives (See Table 26, the Appendix, p.205), each of which tends to check homemaking subjects which are vocational in nature. Were it not for this difference, selections might have totalled differently.

Hypothesis 2 (b): In 21 subjects of non-vocational nature, men will express as much interest as women (indicated by the per cent of checks made expressing interest in these subjects related to the total number of checks possible to be made), but the ratio of interest to projected attendance if classes were organized in the near future will be less.

Data in regard to this hypothesis are recorded in Tables 10, 11, 12, and 13.

In two communities, Davison and St. Johns, the interests of women as indicated by the per cent of checks made for the 21 non-

TABLE 10

INTERESTS OF MEN IN NON-VOCATIONAL SUBJECTS

	Stoner N: 31	Davison N: 38	St. Johns N: 161	Portland N: 84	Big Rapids Area N: 90
News and Civic Affairs	3	4	21	5	10
Great Books Discussion	0	0	13	5	3
World Affairs	2	6	31	9	20
Music Appreciation	1	2	7	2	12
Art Appreciation	0	0	3	1	5
French, German, Spanish	1	4	18	1	9
Our Historical Heritage	0	2	10	5	1
Public Speaking	4	13	42	19	14
Creative Dramatics	0	1	3	0	2
Creative Writing	1	1	6	0	5
How to Judge Good Radio, Television, Movies, etc.	0	1	7	1	13
Photography	6	8	42	10	15
Oil or Water Color Painting	0	3	8	2	4
Ceramics	1	1	12	1	3
Jewelry Making	0	1	4	0	0
Creative Writing	2	9	9	5	7
Travel Adventures	1	7	33	8	10
Philosophy for Living	2	4	16	8	4
American Culture and Society	0	1	7	2	5
Drama Reading	0	0	1	0	1
People of Other Lands	0	1	10	3	3
a. Total number of checks made	24	69	303	87	146
b. Total number of checks possible to have made	651	798	3381	1764	1890
Per cent of a in relation to b	3.6	8.6	8.9	4.9	7.7

TABLE 11

INTERESTS OF WOMEN IN NON-VOCATIONAL SUBJECTS

	Stoner N: 55	Davison N: 72	St. Johns N: 173	Portland N: 72	Big Rapids Area N: 180
News and Civic Affairs	1	1	16	1	16
Great Books Discussion	3	12	15	8	10
World Affairs	2	4	20	7	24
Music Appreciation	4	3	21	12	29
Art Appreciation	3	6	17	7	10
French, German, Spanish	2	7	19	5	19
Our Historical Heritage		5	17	4	8
Public Speaking	1	9	13	9	24
Creative Dramatics	1	2	5	4	4
Creative Writing		6	15	6	11
How to Judge Good Radio, Television, Movies, etc.	1	5	10	1	13
Photography	6	8	23	9	26
Oil or Water Color Painting	8	14	22	13	15
Ceramics	17	12	23	14	20
Jewelry Making	4	10	17	6	15
Creative Writing	5	4	12	4	19
Travel Adventure	4	5	24	5	13
Philosophy for Living	5	6	11	5	13
American Culture and Society	1	2	1	2	9
Drama Reading	1	1	6	3	7
People of Other Lands	4	6	11	4	8
a. Total number of checks made	73	128	318	129	313
b. Total number of checks possible to have made	1155	1512	3633	1512	3780
Per cent of a in relation to b	6.3	8.4	8.7	8.5	8.2

TABLE 12

PROJECTED ATTENDANCE OF NON-VOCATIONAL COURSES BY MALE RESPONDENTS

	Stoner N: 31	Davison N: 38	St. Johns N: 161	Portland N: 84	Big Rapids Area N: 90
News and Civic Affairs	2	1	5	4	5
Great Books Discussion	1	0	5	3	1
World Affairs	2	1	8	7	3
Music Appreciation	1	1	3	2	4
Art Appreciation	1	0	3	1	1
French, German, Spanish	2	3	8	1	3
Our Historical Heritage	0	0	5	5	1
Public Speaking	2	7	16	13	6
Creative Dramatics	0	0	1	0	1
Creative Writing	1	0	2	0	1
How to Judge Good Radio, Television, Movies, etc.	4	3	25	4	5
Photography	4	3	25	4	5
Oil or Water Color Painting	0	2	6	1	1
Ceramics	1	1	6	2	1
Jewelry Making	0	1	3	0	0
Creative Writing	3	6	7	4	0
Travel Adventure	1	5	12	4	1
Philosophy for Living	1	4	5	4	0
American Culture and Society	1	0	1	1	1
Drama Reading	0	0	1	0	0
People of Other Lands	0	1	4	2	1
a. Total number of checks made	23	37	129	59	38
b. Total number of checks possible to have made	651	798	3381	1764	1890
Per cent of a in relation to b	3.5	4.6	3.8	3.3	2.0

TABLE 13

PROJECTED ATTENDANCE OF NON-VOCATIONAL COURSES BY FEMALE RESPONDENTS

	Stoner N: 55	Davison N: 72	St. Johns N: 173	Portland N: 72	Big Rapids Area N: 180
News and Civic Affairs	0	0	0	0	5
Great Books Discussion	2	5	7	5	10
World Affairs	0	0	9	2	8
Music Appreciation	3	2	8	7	15
Art Appreciation	2	1	8	4	9
French, German, Spanish	2	2	10	3	11
Our Historical Heritage	0	1	8	1	4
Public Speaking	1	3	8	4	11
Creative Dramatics	1	0	1	3	3
Creative Writing	0	1	6	3	6
How to Judge Good Radio, Television, Movies, etc.	0	2	2	0	5
Photography	5	2	10	7	11
Oil or Water Color Painting	8	9	17	8	14
Ceramics	14	9	15	10	14
Jewelry Making	4	2	5	2	7
Creative Writing	3	1	7	3	7
Travel Adventures	1	1	8	2	3
Philosophy for Living	3	5	7	2	5
American Culture and Society	1	0	0	1	4
Drama Reading	1	0	3	3	3
People of Other Lands	2	1	3	1	5
a. Total number of checks made	53	47	142	71	160
b. Total number of checks possible to have made	1155	1512	3633	1512	3780
Per cent of a in relation to b	4.5	3.1	3.9	4.6	4.2

vocational subjects related to the total number possible to have made was 8.4% and 8.7% respectively, slightly less than for the men who expressed interest of 8.6% and 8.9% respectively. The per cent of interest of women in three communities--Stoner (6.3%), Portland (8.5%), and the Big Rapids area (8.2%) is more than for the men with 3.6% in the Stoner School District, 4.9% in Portland, and 7.7% in the Big Rapids area.

In only two communities is there much expressed difference in interest between men and women, in the Stoner School District and in Portland, with the women indicating more interest.

Taking all the communities compositely, one finds the per cent of interest as indicated by the number of checks made with respect to these subjects in comparison to the total possible to have been made to be 7.3% for the men and 8% for the women. The difference is not great.

With respect to the ratio of interest to projected attendance, Tables 12 and 13, the investigator rejects the hypothesis that males' projected attendance in relation to their interest will be less than that of women. Very little difference existed between the two. Table 14 shows the ratio of projected attendance to interest to be approximately the same in Davison and St. Johns for both men and women; in Stoner School District and Portland it shows men to project attendance to a slightly greater extent; and in the Big Rapids area, the men anticipate

TABLE 14

RATIO OF INTEREST IN 21 NON-VOCATIONAL SUBJECTS
TO PROPOSED ATTENDANCE

	Stoner		Davison		St. Johns		Portland		Big Rapids A.	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
a) Per cent of checks made indicating interest in relation to total possible	3.6	6.3	8.6	6.3	8.9	8.7	4.9	8.5	7.7	8.2
b) Per cent of checks made for projected attendance in relation to total possible	3.5	4.5	4.6	3.1	3.8	3.9	3.3	4.6	2.0	4.2
Ratio of a to b	1-1	1.4-1	1.9-1	2-1	2.4-1	2.5-1	1.5-1	2.4-1	3.9-1	2-1

attendance despite interest only half as often as women.

Taking the average of the percentages of interest indicated in relation to the percentages indicated for proposed attendance, for both men and women the ratio is about the same--7.3% to 3.4% for men and 8.3% to 4.1% for women, in each case approximately 2 to 1.

It had been thought that although men may be interested in non-vocational subjects, they will not see themselves as attending courses of this nature inasmuch as the male is seen by the investigator to be the more practical-minded of the sexes, and the more reluctant to indulge personal non-utilitarian interests. However, in this study he shows almost as much interest in non-vocational subjects as do women and projects possible attendance of courses in the near future to the same extent. It may be that being so vocationally occupied during most of the day, he sees adult education in subjects non-vocational in nature as an opportunity to fill needs not satisfied through work.

The exception to this is the male in the Big Rapids area. Since the rural male outnumbered the non-rural almost 2 to 1, it may be that the rural man is too occupied during all hours of the day to be able to plan attendance even as was stated in the analysis made by the civic leaders interviewed for this study.

Hypothesis 2 (c): Men in the professional and managerial classification as defined by Dictionary of Occupational Titles will show

greater preference for 21 subjects non-vocational and business in nature than will men in other categories, with the latter showing more interest in 21 subjects vocational and business in nature.

Tables 14, 15, and 16 summarize the data related to this hypothesis. Men in the professional class showed less interest in the 21 non-vocational subjects (6.7%) than did men in sales and clerical (11.3%) and others (8.4%), thereby nullifying part of the hypothesis.

They did show greatest interest, 12.5% in comparison to other groups with respect to relational areas, with 4.8% for sales and clerical and 4.7% for others.

Men in other categories (service, skilled, semi-skilled, etc.) did show greater interest in vocational subjects (15.9%) than did men in sales and clerical (10%) and professional men (8.3%).

It is possible that men in professional and managerial categories obtain greater satisfactions on the job and through their associations than do non-professional men, that their needs are more fully satisfied in this respect, whereas other men have fewer opportunities for expression of their interests in non-vocational areas.

The men in sales and other categories may be wishing to advance vocationally, and see one means to be through attending classes in adult education, whereas the professional may see himself as already having achieved his occupational goals to a greater extent

TABLE 15

INTEREST OF MEN OF VARYING OCCUPATIONAL CATEGORIES IN 21 NON-VOCATIONAL SUBJECTS

	Professional or Managerial N: 91	Sales and Clerical N: 45	Other N: 189
a)Total checks made	133	107	335
b)Total number of checks possible to have made	1981	945	3969
Per cent a is in relation to b	6.7	11.3	8.4

TABLE 16

INTEREST OF MEN OF VARYING OCCUPATIONAL CATEGORIES IN FIVE RELATIONAL SUBJECTS

	Professional or Managerial N: 91	Sales and Clerical N: 45	Other N: 189
a)Total checks made	57	33	88
b)Total number of checks possible to have made	455	675	1848
Per cent a is in relation to b	12.5	4.8	4.7

TABLE 17

INTEREST OF MEN OF VARYING OCCUPATIONAL CATEGORIES IN 21 VOCATIONAL AND BUSINESS SUBJECTS

	Professional or Managerial N: 91	Sales and Clerical N: 45	Other N: 189
a)Total number of checks made	165	95	633
b)Total number of checks possible to have made	1981	945	3969
Per cent of a in relation to b	8.3	10.0	15.9

and so expresses less need in this respect.

PART III. Findings with Respect to Hypotheses Related to Expressed Motives

Hypothesis 3 (a): There will tend to be expressed motives common to men and expressed motives common to women in the various communities as indicated on the check list of "reasons I would like to take courses" with the preference of men being for occupational advancement and the preference of women being related to social or personality benefits.

Tables 18 and 19 summarize findings related to the hypothesis.

First choice among men in all communities among reasons they would like to take courses was "to advance professionally."

Among the first five reasons selected by communities, all expressed an interest in learning to express themselves creatively. In four communities, interest among the first five reasons selected was "to improve my personal relations", "to be of service to my community," and "to learn how to be at ease with others." Three communities expressed preferred reasons to be "to make friends and find social companionship," and "to learn how to make myself interesting to others."

Taking all communities compositely, the reason given first by the greatest number of men was to advance professionally; second, to improve their personal relations; third, to express themselves

TABLE 18

EXPRESSED MOTIVES OF MEN

	Stoner N[a]:21		Davison N:32		St. Johns N:78		Portland N:65		Big Rapids Area N: 57		Grand Total N:253	
	n[b]	r[c]	n	r	n	r	n	r	n	r	n	r
To occupy my leisure time	4	4	6	6	12	5	5	9	7	6	34	10
To make friends and find social companionship	2	6	9	3	9	8	5	9	12	4	37	8
To learn to express myself creatively	4	4	11	2	23	2	15	2	11	5	64	3
To improve my personal relations	5	3	14	1	20	3	11	6	16	2	66	2
To get away from home for an evening	2	6	0	9	1	10	1	11	3	8	7	13
To earn credits toward a diploma	5	3	0	9	6	9	5	10	7	6	23	12
To learn to be of service in my community	6	6	7	5	16	4	13	4	11	5	53	4
To advance professionally	8	1	14	1	25	1	17	1	18	1	82	1
To learn a new occupation	7	2	3	8	16	4	11	6	7	6	44	7
To learn ways to economize	3	5	5	7	10	7	6	8	11	5	35	9
To obtain leadership training	2	6	6	6	9	8	8	7	5	7	30	11
To learn how to be at ease with others	3	5	8	4	11	6	12	5	14	3	48	5
To learn how to make myself interesting to others	2	6	9	3	11	6	14	3	11	5	47	6

a N: Number who checked reasons for taking courses.

b n: Number checking specific reason.

c r: Rank order of reasons in terms of total checks made for each reason.

TABLE 19

EXPRESSED MOTIVES OF WOMEN

	Stoner N[a]:37		Davison N:57		St. Johns N:111		Portland N:50		Big Rapids Area N:131		Grand Total N:386	
	n[b]	r[c]	n	r	n	r	n	r	n	r	n	r
To occupy my leisure time	3	8	11	6	9	10	9	9	16	8	48	10
To make friends and find social companionship	9	2	12	5	20	6	10	8	25	4	76	8
To learn to express myself creatively	4	7	17	1	36	1	14	5	29	2	100	2
To improve my personal relations	8	3	13	4	16	8	16	4	29	2	82	6
To get away from home for an evening	4	7	8	7	9	10	4	12	8	9	33	12
To earn credits toward a diploma	3	8	3	10	10	9	8	10	21	6	45	11
To learn to be of service to my community	5	8	4	9	31	3	13	6	35	1	88	4
To advance professionally	6	5	4	9	19	7	7	7	20	7	56	9
To learn a new occupation	13	1	7	8	23	5	6	11	28	3	77	7
To learn ways to conomize	9	2	15	2	20	6	17	3	35	1	96	3
To obtain leadership training	0	9	1	11	4	11	3	13	8	9	16	13
To learn how to be at ease with others	4	7	11	6	28	4	18	2	24	5	85	5
To learn how to make myself interesting to others	7	4	14	3	34	2	20	1	29	2	104	1

a N: Number who checked reasons for taking courses.

b n: Number checking specific reasons.

c r: Rank order of reasons in terms of total checks made for each reason.

creatively; fourth, to be of service to the community; and fifth, to learn how to be at ease with others.

Considering women, all five communities, among the first five choices given as their reasons for taking courses, selected "to learn how to make myself interesting to others." Four communities indicated "to learn how to express myself creatively," "to improve my personal relations", and "to learn ways to economize." Three communities selected "to make friends and find social companionship," "to learn a new occupation", and "to learn how to be at ease with others."

Taking all communities compositely, the greatest number of persons expressed interest in making themselves interesting to others; second, learning how to express themselves creatively; third, learning ways to economize; fourth, being of service to the community; and fifth, learning how to be at ease with others.

Taken in relation to each other, both men and women showed great interest in taking courses in order to learn how to express themselves creatively, how to be of service to the community, how to be at ease with others, how to improve their personal relations, and in order to make friends and find social companionship.

Women showed more interest than men in making themselves interesting to others and in learning ways to economize. Men were more interested in advancing professionally.

Both men and women, although interested in learning how to be of service to their community, did not indicate much interest in taking courses to learn leadership training. Among both men and women this reason ranked among the least checked. Nor is their interest in being of service to their community supported by checking the subject "Volunteer Community Service" as among their interests, since it ranked 37th among subjects of interest to men and 30th among subjects that interest women. (See Table 36, Rank Order of Subjects of Interest to Men, and Table 37, Rank Order of Subjects of Interest to Women, pages 210-212.)

Taken in total, women expressed slightly more interest in changing their vocation than did men, with 19.7% of the women expressing dissatisfaction, and 17% of the men checking this reason for taking courses.

Hypothesis 3 (b): Men and women thirty-five and under will show more preference for educational and vocational reasons than will men and women over thirty-five. Numerical data are presented in Tables 20 and 21.

In three communities, Stoner School District, St. Johns, and the Big Rapids area, the hypothesis is accepted, since more men thirty-five and under checked the reasons for attending courses to be "to learn a new occupation" than do older men. In Portland the hypothesis is rejected. In Davison it is accepted with respect to the male

TABLE 20

EXPRESSED MOTIVES OF MEN 35 AND UNDER
FOR EDUCATIONAL OR PROFESSIONAL ADVANCEMENT

	Stoner N[a]:4		Davison N:23		St. Johns N:19		Portland N:21		Big Rapids Area N:25		Total N:92	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
To earn credits toward a diploma	3	75	0	0	4	21.1	1	4.8	6	24	14	15.2
To advance professionally	4	100	11	47.6	7	36.8	5	23.8	9	36.4	36	39.1
To learn a new occupation	1	25	1	4.4	4	21.1	3	14.3	4	16	13	14.1

a N: Number of men checking this age category
b n: Number of men stating this specific reason
c %: Per cent of b in relation to a

TABLE 21

EXPRESSED MOTIVES OF MEN OVER 35 FOR
EDUCATIONAL OR PROFESSIONAL ADVANCEMENT

	Stoner N[a]:9		Davison N:8		St. Johns N:59		Portland N:38		Big Rapids Area N:31		Total N:142	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
To earn credits toward a diploma	1	11.1	0		2	3.4	3	7.9	1	3.2	7	4.9
To advance professionally	3	33.3	3	33.8	18	30.5	10	26.1	11	35.5	45	31.7
To learn a new occupation	2	22.2	2	25.	12	20.3	7	18.4	3	9.7	26	11.3

a N: Number of men checking this age category
b n: Number of men stating this specific reason
c %: Per cent of b in relation to a

thirty-five and under stating his reasons to be to advance professionally to a greater extent than the male over thirty-five, but it is rejected with respect to learning a new occupation.

Taking the total of all men in the communities, the hypothesis is accepted inasmuch as percentages of persons indicating interest in categories related to professional or educational advancement is greater for the male thirty-five and under than for the one over thirty-five in all cases. However, it should be noted that the difference is only appreciably greater with respect to earning credits for a diploma. Only in the educational area is the difference in the motives of younger vs older men more pronounced.

Considering the women, the hypothesis is rejected for Davison and St. Johns, accepted for Stoner, accepted in St. Johns for advancing professionally but rejected with respect to obtaining credits for a diploma and learning a new occupation. In Big Rapids it is accepted for earning credits for a diploma and advancing professionally but rejected for learning a new occupation.

Taking the total of all the women in the communities, it is accepted with respect to advancing professionally, but rejected in regard to earning credits and learning a new occupation.

Since the differences are neither great nor consistent with respect to earning credits and advancing professionally, on the basis of these data it would seem women of various ages tend to be equally

motivated for these reasons. The difference between the younger and the older woman is more pronounced with respect to learning a new occupation, with the older woman indicating greater interest. This may be attributed to the fact that with her family reaching maturity she may be freer to consider a change of vocation from the home to the environment outside, whereas the younger woman may be largely preoccupied with the immediacy of her family's needs.

Hypothesis 3 (c): Men in the professional and managerial classification as determined by the Dictionary of Occupational Titles will see their motives for attending courses to be for personality and social benefits more than for occupational or educational advancement, whereas other occupational groups will favor the latter.

Table 21 indicates findings with respect to the hypothesis.

The hypothesis is rejected in part inasmuch as professional men checked their motives for attending classes if they were to be offered in the near future more frequently to be for professional advancement than for any other reason, as did men in both other categories, except that men in sales and clerical gave greater preference to reasons "to improve my personal relations" and "to learn to be at ease with others", with "to advance professionally" falling in second place. All men expressed interest in personality areas with "to improve my personal relations" being checked by all groups in the first three reasons selected and with "to learn to express myself

creatively" being checked by all groups in the first five reasons selected.

It should be noted that men in vocations categorized as "Others" did express interest in learning a new occupation, thus supporting the hypothesis. This reason for taking courses ranked second among their choices, whereas men in professional and managerial and in sales and clerical classifications expressed little dissatisfaction.

PART IV. Findings with Respect to Hypothesis Related to Financing Adult Education

Hypothesis 4: In their opinions of how adult education should be financed, similarities of response will predominate among the communities with most persons expressing a willingness to contribute financially to support an educational program.

Table 22 shows support for the hypothesis. The response from all communities with respect to financing adult education was approximately the same, with the majority indicating the individual, the local board of education, and the state should share the cost, and with the next largest percentage indicating the individual should pay for all the cost. Taken compositely, 67.6% of all the respondents indicated "all of the above should share the cost," 24% indicated "you should pay for all the cost", 5% checked "the local board of education and the state should pay the cost," 2.6% checked "the state should pay the cost," and .8% indicated "the local board of education should pay

TABLE 22

EXPRESSED MOTIVES OF WOMEN 35 AND UNDER
FOR EDUCATIONAL OR PROFESSIONAL ADVANCEMENT

	Stoner N[a]:13		Davison N:35		St. Johns N:25		Portland N:12		Big Rapids Area N:42		Total N:127	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
To earn credits toward a diploma	2	15	2	6	1	4	1	8	8	19	14	11.0
To advance professionally	2	15	2	6	6	24	1	8	9	21	20	15.7
To learn a new occupation	5	38	4	11	3	12	1	8	8	19	21	16.5

a N: Number of women checking this age category
b n: Number of women stating this specific reason
c %: Per cent of b in relation to a

TABLE 23

EXPRESSED MOTIVES OF WOMEN OVER 35 FOR
EDUCATIONAL OR PROFESSIONAL ADVANCEMENT

	Stoner N[a]:22		Davison N:14		St. Johns N:86		Portland N:35		Big Rapids Area N:65		Total N:222	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
To earn credits toward a diploma	2	9	1	7	9	10	6	17	11	16	29	13.1
To advance professionally	3	14	1	7	13	15	5	14	8	12	30	13.5
To learn a new occupation	8	36	2	14	20	23	6	17	17	26	53	23.9

a N: Number of women checking this age category
b n: Number of women stating this specific reason
c %: Per cent of b in relation to a

TABLE 24
EXPRESSED MOTIVES OF MEN IN VARYING OCCUPATIONAL CATEGORIES

	Professional and Managerial N:[a] 91		Sales and Clerical N:45		Others N:189	
	n[b]	r[c]	n	r	n	r
To occupy my leisure time	5	6	4	7	17	9
To make friends and find social companionship	5	6	8	4	12	11
To learn to express myself creatively	16	2	9	3	24	5
To improve my personal relations	16	2	13	1	33	3
To get away from home for an evening	1	9	2	9	4	12
To earn credits toward a degree	6	5	3	8	14	10
To learn to be of service in my community	13	3	8	4	25	4
To advance professionally	28	1	11	2	44	1
To learn a new occupation	4	7	1	10	36	2
To learn ways to economize	2	8	3	8	18	8
To obtain leadership training	9	4	5	6	18	8
To learn how to be at ease with others	4	7	13	1	21	7
To learn how to make myself interesting to others	9	4	7	5	23	6

a N: Number of men responding to item who fall in this category.
b n: Number of men indicating this specific reason.
c r: Rank order of reasons in terms of total checks made for each reason.

TABLE 25

RESPONSES OF RESPONDENTS RELATED TO FINANCING ADULT EDUCATION

	Stoner N[a]:67		Davison N:97		St. Johns N:296		Portland N:115		Big Rapids Area N:204		Total N:779	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
You should pay for all the cost	13	19.4	20	20.6	87	32.0	22	19.1	45	22.1	187	24.0
The local board of education should pay the cost	0		0		2	.7	0		4	1.9	6	.8
The state should pay the cost	2	2.0	4	4.1	7	2.4	1	.1	6	2.9	20	2.6
The local board of education and the state should pay the cost	4	6.0	7	7.2	10	3.3	3	2.5	15	7.4	39	5.0
All of the above should share the cost	48	71.6	66	68.1	190	64.6	89	77.4	134	65.7	527	67.6

a N: Number of respondents stating a preference related to financing adult education.

b n: Number of responses to each item.

c %: Per cent b is in relation to a.

the cost."

Groups which expressed to the greatest extent the opinion that the individual should pay the cost were civic men's groups. Of a Kiwanis group of fifteen persons responding to this item, 53.3% believed the individual should pay for all the cost vs 40% indicating "all of the above should share the cost." A Rotary and an Exchange Club, comprising twenty-four respondents, favored the individual should pay the cost with 54.1% expressing this opinion against 45.9% stating all should share the cost. Men in the professional and managerial category (N:77) expressed the opinion that people should bear the cost alone against sharing the cost in a ratio of 1 to 1.2. Men in sales and clerical (N:33) responded to these items in a ratio of 1 to 1.5. Men in the category "others" (N:140) saw the individual paying the cost in relation to all sharing the cost in a ratio of 1 to 3.

Write-in answers by respondents indicate some qualification of their answers. These included:

"All of the above should share the cost but no more than $6.00 each or less if possible."

"Depending upon the cost."

"Part of the cost only."

"If a person can help share expenses I think he should; if not my check is the above," the local board and state should pay the cost.

"All of the above should share the cost if possible--but sometimes it is not possible for a person to pay the tuition if he is not earning a salary."

"I feel the person should pay most of the cost but feel that if all the above paid, perhaps more courses could be given or the people needing it the most might receive it."

"All should share the cost providing the courses are worthwhile."

"The local board and state should pay the cost. The reason for this being the ones who need the education most may not be able to afford even a small amount from their budget--especially those who can't economize."

"If the courses are toward a diploma the cost should be shared, but if it is just for the person taking, it should be paid by the person taking it."

"I think there should be a fee for each course."

The individual should pay the cost himself. "I'd rather pay directly than indirectly."

"Adults wishing to obtain additional training in their chosen field should be willing to pay for it. Let's not carry this welfare state any farther."

You should pay for all the costs. "I have been asked aren't you sorry you didn't get more education. The answer is

still no. In my opinion education costs too much for what you get. It's just one more way to spend the other guy's money."

Respondents in their statements seemed to be indicating they were willing to share the cost provided it was not too excessive, and depending upon the nature of the courses. However, where the individual might not be able to pay even the amount sharing would entail, they felt it should be made possible for him to attend. Individuals expressing negative statements seemed to be indicating an unwillingness to help pay for education in which they have no interest or will not derive personal benefit.

PART V. Expressions of Respondents with Respect to Satisfactions and Benefits They Received from Taking Courses for Adults in the Past, and Their Opinions of Why Others Take Courses

Two questions were asked the respondents to which they could write in answers; "If you have taken courses in adult education, what do you consider were the greatest satisfactions or benefits you gained from them?" and "In your opinion, why do you think others take courses in adult education?" The investigator included these inasmuch as she felt that they might be a means whereby the respondents would state indirectly what their needs had been in the past which they had attempted to fill through adult education, and that it might be easier for them to state their real reasons for taking courses if they could project themselves through others.

The investigator will include direct expressions of the

respondents in reply to these questions, since these provide some qualitative assessment of their response to adult education.

Approximately one third of the sixty-two men responding to the question concerning their satisfactions or benefits obtained from classes in the past indicated professional or occupational gains. Their answers were expressed as "learned a trade," "a better job in industry," "better job opportunities," "the chance to advance myself," and "welding helped me in repairing my own working equipment."

About one sixth indicated social benefits with such comments: "I made more friends," "enjoyed contact with people of similar interests," "sociability."

Approximately one tenth specified increased knowledge of the development of skills with "stimulated my ability to do other things," "opened new avenues of interest," and "learning subjects not offered in school."

Other satisfactions or benefits mentioned include a wide variety of experiences indicated by these expressions: "became a better parent"; "became a more mature adult"; "a night out a week"; "reviving mental alertness"; "broader understanding of life"; "the challenge of doing things difficult at times"; "being naturalized"; "self-improvement"; "personal achievement"; "developed a hobby"; "recreation"; "relaxation"; and "enjoyment."

One hundred eight women responded to this question. Approximately one half of them indicated benefit from increased knowledge or the development of skills. The qualify of their responses is indicated by these expressions: "I learned skills I couldn't teach myself"; "a chance to learn something when you had time to do it and then a chance to put this knowledge to use"; "learning to do things I would never do otherwise"; "satisfaction of learning"; "feeling of accomplishment"; "it was just wonderful to learn to do something new and to enjoy it besides"; "mastering a new subject"; "to learn things I like to do, which I could never do without the courses being given in Davison. I learned to sew, knit, play bridge, and square dance "; "I took driver training two years ago, and it changed my whole life."

Approximately one fifth stated their satisfactions as being social. They expressed these as "satisfaction of being with other people"; "talked to and met people"; "gained much from being with others and hearing others discuss problems"; "enjoyment of working with others and sharing an evening with others of like interest "; "made more friends."

About one fifth also expressed their benefits as being occupational or professional with "I took bookkeeping and it has enabled me to help in our business"; "helped advance my career"; "helped in gaining employment"; "increased my earning ability";

"now I can always work and earn a living"; "if the time ever came that I should have to go to work, I would be prepared for it."

Economy was mentioned by a small number, particularly related to sewing for one's family.

Among the variety of other satisfactions and benefits named were physical benefits--"helped me keep in good physical condition"; improved home living--"better homemaking," "increased standard of living"; self-improvement and personality development--"increased self-confidence"; "gave me a measure of social confidence"; "improved my personal relations"; diversion--"getting away from the home routine"; "getting away from the views of only a few people and finding outside expression for thoughts"; relaxation and enjoyment; worthy use of leisure; recreation; benefit from further education--"I got a diploma"; and developing mental alertness--"the feeling I was keeping my mind active."

One hundred twenty men responded to the question of why they think others take courses in adult education.

Approximately one-third mentioned they think others take courses for occupational or professional advancement, the same proportion as had indicated their own satisfactions and benefits to lie in this area. They saw other people as taking courses "to get ahead," "to take up new occupational sidelines," "to learn a trade," "to learn a better trade," and "mostly to advance economically and

professionally."

Approximately one sixth indicated they thought others take courses to further or improve their education with such phrases as "for credit", "to clear up the cobwebs of former education", "speaking for myself, there are defects in my background which could only be corrected by such a program."

Approximately one sixth also believed others take courses for increased knowledge or the development of skills or interests. They saw other people as taking courses "to broaden their viewpoint", "to gain greater knowledge of how other people live and work", and as "an economical way to learn new subjects."

About one tenth saw others taking courses for self-improvement; one tenth also indicated others may take courses for their own betterment or personal gain.

Some interpreted others' motivation as being to help meet change with these expressions: "improve understanding and keep up with current modernized living"; "to keep abreast of things"; "finding a need for more education in this day and age"; "to better equip themselves for the constant changes taking place in our present level; they find by actual experience and observation they are not equipped to cope with present-day methods."

Some indicated others were trying to make up for lost opportunity with "to capture something that they were not able to

have in earlier days, or maybe just to bring themselves up to date"; "to complete an ambition that was not completed in high school"; and "they didn't realize they didn't make the best of it when in school and are now trying to make it up."

Other expressions indicate the variety of motives they see others having which include "to enable one to fully utilize his potential talents"; "to learn to be better able to get along with others"; "to keep the mind alert"; and "to serve others, their community, and their country better."

Two hundred sixty two women responded to the question of what they saw others motives for taking adult education to be. About one half mentioned reasons for others' taking courses to be for increased knowledge or the development of skills and interests--the same proportion as had indicated their own satisfactions and benefits lay in this area. Some expressions included "Young mothers should take courses to have an interest outside their home"; "to learn to do things required of them with greater ease and skill such as homemakers taking courses in sewing"; "to broaden themselves"; and "satisfaction and pleasure of learning something new." (In connection with the responses of both men and women, it is noticeable that respondents tended to answer the questions in terms of their own sex's motives.)

About one fifty of the female respondents stated others may

take courses for professional or occupational reasons with "to help support the family," "to prepare for future job needs when and if they have to work," and "to continue work they were interested in until family ties hindered them."

Two fifths of the number answering indicated interest for social reasons: "association with adults"; "to fill in the gaps in their social life"; "seeing and talking to others"; and "socialization with groups that give new outlooks."

Other reasons given relate to the same areas as indicated by their own satisfactions and benefits from taking courses. The qualify of some of their expression is illustrated by these:

"Many adults look forward to the time when their children will grow up--then they need other interests to fill their time out--to find other outlets for their endeavors."

"to acquaint themselves with missing portions of their life."

"The older people never had the advantages the children of today have. Now they can have them."

"I think it swell. It gives people an opportunity to learn things they couldn't learn before and that can be of use to them in the future."

"to make a better world to live in."

"to keep a person from becoming rusty in mind."

"Many women try to kill two birds with one stone--get away

from it all for an evening and learn about something new."

"Anyone interested in bettering themselves is foolish not to take advantage of an adult education."

"To have an interesting evening out once a week."

"To give them new things to think about."

"Many of us feel we are in a well-worn rut and could contribute more to this life for ourselves and others."

In summary it might be said that both men and women see their benefits and satisfactions as covering a wide range of experiences, but most of them are related to occupational, economic, educational, and social benefits. These same areas of benefit are also projected by them when they analyze why others take courses. Men tend to place more emphasis on occupational benefits whereas women stress intellectual or skill benefits. Women particularly express themselves as finding in adult education an opportunity to "escape" from the home for a change of environment and an opportunity to be exposed to a broader point of view, while at the same time learning skills that are practicable to them in their daily lives and that benefit their families. The need for women to utilize adult education as a means to satisfy their unmet needs seems more intense in nature than that expressed by the men. The investigator suggests that since woman may find her work more confining in the home and her breadth of communication more limited that the man

who operates in a public environment, adult education can play a very meaningful part in her life.

It would seem from the data of these two questions that for those persons who did respond, their need for adult education was real and that qualitatively it was of depth and significance.

CHAPTER V

THE REPORT FROM THE COMMUNITY LEADERS

This chapter expresses findings with respect to the hypothesis: Community leaders in assessing need and interest for adult education will tend to see adult education in their communities

a) as needed

b) as necessary in civic and interpersonal areas

c) as doubtful in attendance or support on the part of the people in these areas but more highly supported in others.

The latter part of the chapter deals with the reasons the civic leaders gave for the doubtful support of an educational program by the community and the proposals they made which might increase attendance. Also the community leaders' reports are compared with data from the people's responses to the questionnaire.

Finally, an assessment and interpretation of the findings from the communities' civic leaders is included.

PART I. The Need for Adult Education and the Areas of Need

This report is based upon discussion held with fifty one community leaders in the five communities investigated, including the superintendent or the adult educator in the community who would be responsible for the directorship of a program. Two communities,

Davison and St. Johns, had adult education programs. Hesperia had had a program in the past --had discontinued it, and was planning to initiate another. The Stoner School District and Portland had never had programs but were interested in developing one.

What was the feeling regarding the need for an adult education program in the communities? It is perhaps well to isolate the adult educator or superintendent who plans to direct the program from the civic leaders he suggested for consultation since the responses of the directing personnel are qualitatively different from those of other civic leaders.

The prevailing attitude of community leaders in four communities was: "Sure, the community needs adult education, but no more so than any other community. Any community can stand some adult education." Very few thought it was badly needed. The majority endorsed a program of adult education in their community, but without enthusiasm or fervor.

The personnel interviewed in the Stoner School District responded with greater animation. The responses on the part of some of the women civic leaders were expressed like this: "We have nothing in our community, and we cannot get into the Lansing adult program unless there's room after their own citizens are taken care of first." One civic leader indicated that after three attempts to register in a course in ceramics in the Lansing system, she had

falsified her residence in order to be accepted, and was now organizing a local class in ceramics whether there would be an adult education program in the Stoner District or not. There was decided feeling that without the school as a community center they would have nothing, and with the exception of one, they did not wish to identify with the city of Lansing.

One civic leader felt the opposite. He felt the resources of Lansing so superior to anything the Stoner School could duplicate, and the additional tax burden so unnecessary if the Stoner School District could be annexed to the city as he favored, that an adult education program in the local district would be unnecessary. However, he felt that if it were not annexed, it would then need a community center with an adult education program to help the community establish its own identity.

A few civic leaders in other communities saw no need for an adult education program. This was not because they were opposed to adult education, but because they viewed it as another competing force for the time of the citizen of a community. In their words, the activities are already "bewildering," and people are "cluttering up their lives with endless activities." Women particularly "take on and take on" until there is not time for the self. The husband of one of the civic leaders who was president of the P. T. A. had finally urged his wife, according to her, to try to eliminate some of her

activity after she had experienced a physical breakdown from excessive participation, but having once become implicated in the round of community affairs, she could not very well extricate herself. Furthermore, all the activities were positive and desirable--she did not feel she could refuse participation. Adult education was seen as another worthwhile community project, making its demands upon the citizens for support, but simultaneously by adding pressures of attendance and time conflicts, it was seen, in a sense, as potentially a disintegrative force to the individual. This kind of response was much more typical among the women civic leaders than the men.

Summarily, on the whole, the civic leaders of the community favored an adult education program. However, their responses were dispassionate and in many cases qualified.

What of the adult educator, whether he be a particularly designated adult educator or a superintendent organizing the program? Five persons in the five communities operating in this capacity were interviewed. In all cases the educator responsible for directing a program felt the community needed an adult education program, and in most of the communities the educator had a zealous determination to make such a program a reality.

The chief reason given for the need of a program was to develop community integration. An adult education program was seen by all as that integrative force in a community, the only possible one,

which could make the community a true community. If persons from all walks of life, of all age groups, of all religions and political beliefs, of all socio-economic strata can intermingle in discussion groups, in recreational activities, in creative expression, and in planning common activities, they will begin to communicate and move toward understanding of each other. In so doing they may become more unified with all humanity.

This was seen as particularly needed in one community where the superintendent described his community as completely split between Protestant and Catholic activities, and with extremely limited intercommunication between the two in all other area activities. In another community the superintendent saw the cleavage between the more elderly conservative entrenched group and the rising generations with ideas for community change and improvement as possible for resolution in adult educational activities fostering discussion and understanding of each other's position. In another the superintendent saw a community school serving all age groups as the only force in the community which could lend it some organization and unity and solidarity, and which could give a "feeling of belonging-ness" to the people.

In the two remaining communities the adult educator saw the program as needed, as providing cohesion between the various generations and promoting general community understanding and

rapport. However, it was felt by the adult educators that where an adult education program is merely permitted to exist by the superintendent and school board instead of being not only enthusiastically endorsed but also promoted as part of the educational philosophy of a school system interested in providing education and services for inhabitants of all ages, the adult educator is severely handicapped in developing his program. A program needs to be supported by unity of purpose. Adult education, they felt, cannot be merely tolerated--it requires the support of all educators, but particularly of superintendents and boards of education. The adult educator who does not have this necessary support has added problems to those already inherent in the nature of adult education itself.

In what areas were the communities in need of adult education? No distinction is made here between the responses of the civic leaders and the adult educators as their reactions tend to coincide.

The two areas in which the communities saw adult education as needed most were those hypothesized as needed--in civic responsibility and participation, and in interpersonal relationships. Organized sports and "wholesome" recreational activities, creative arts, money management areas, parliamentary law and public speaking, community planning and landscaping, leadership training, and salesmanship and business training were also emphasized as needs in their communities. Coordination of community activities and

information regarding available resources were seen as needed by some.

Almost all community leaders pointed up the lethargy of the average citizen to involvement in civic affairs. Evidence was given in one community by the fact that forty trailers are "just parked anywhere willy-nilly around the town and no one cares. Two trailers are parked on one house lot and nobody is excited." Another civic leader indicated he had dredged a pond for a community swimming pool for the community's children but he could not find enough interested citizens to even "do something for themselves" and help in its completion. Another indicated he had sent invitations to 1000 persons regarding a proposed civic improvement and only six persons had responded by attending the proposed meeting for its consideration. And others indicated the desperate need for community planning and for the reservation of parks within the expanding city limits for recreational purposes. They were dismayed by the reluctance of the people to support such measures because of the additional cost in millage to the city's taxation which appeared formidable to the populace.

In this connection even the proposal of an adult education program as a civic enterprise was seen by some civic leaders as resisted by the people because of the extra millage it would involve. In the opinion of one superintendent: "The average person doesn't

know what the increase in one mill in taxation means in dollars and cents but he has one universal response to it--panic!" Another indicated the people's response to increasing the millage for adult education by stating: "Mills pull at their heartstrings."

Civic mindedness, understanding their community's government, "civic pride," developing leadership in order to promote civic mindedness or to take responsibility for civic projects--almost all leaders saw these as needed in their communities. All likewise saw them as difficult to realize in an adult education program, either because of the lethargy of the people or because they do not have immediate economic or vocational significance to them.

Only in one community was interest in civic affairs considered sufficiently great to make attendance in courses related to it possible in adult education, but even this interest was economically oriented. In one community moving in the direction of becoming incorporated as a city rather than a village, it was felt the concern of the people could be capitalized upon in a course in civic government to be offered in adult education. The issue was largely monetary. One community leader saw the community as benefiting locally by remaining a village since the township taxes would help support the village; another saw advantage in becoming a city so that the city would not have to pay both township and village taxes.

In summary, civic education was stressed as needed by

civic leaders but was assessed as being low on the scale of realized needs of adults, so low that attendance in this area of adult education seemed most doubtful of all areas. The most positive statement in this connection was that perhaps such a class would be attended if it were "talked up and talked up."

Another area seen to be of great need for improvement in the community was that of interpersonal relations. Not only did many community leaders state a need in this area for the community, but in many instances they reflected their own needs. The greatest single area of concentration of expressed need was in connection with understanding the child and understanding the teenager, with most emphasis on the latter.

People are looking for answers. The superintendents indicated a prime need on the part of people for understanding young people. The citizens come to the schools for answers, to ask why do children do what they do.

Two community leaders addressed the investigator with: "Maybe you can tell me what it is all about. I don't know."

Their concern was with the changing attitudes of the younger generations which they don't comprehend, and since the views of one civic leader were expressed or suggested in all other communities and illustrate the disparity of understanding between the generations, they are included in greater detail.

The prime need she felt was parent education, an education in responsibility. She saw "children getting married" who have never "played"--and so they must play after marriage, and both must work in order to achieve the material needs considered standard in our culture, leaving their children to the care of baby sitters. But baby sitters do not have the same involvement, nor do they take any responsibility for personality development. According to her, "The baby sitter sits watching television, while juvenile delinquency is being made." They do not take the same solicitous care when opportunities arise for training in character development as did the parent in times past whose work was centered in the home. And when the parents come home they wish to relax, not to engage in situations that might mean concentration in education of their children in positive interpersonal relations.

There was a concern in two communities that a girl today can have a child without marriage and appear in the high school as a "heroine" among girls.

And further concern that with the bulk of present day housing providing limited space and privacy, young people must leave home if they are to realize any climate of independence from their elders--but away from home they are given total self-responsibility for which they are unprepared.

There is need for development of a philosophy of life, some

leaders felt, but with parents themselves so dominated by material strivings, other values are not explored. The need for exploration of values was pointed up in one community where the leader stated adolescents make premature decisions--"they don't know what they're doing." These may irrevocably change the direction of their lives.

Other community leaders felt that adults not only need education in helping the child to understand himself, but also in regard to self-understanding. One saw the parents of the community dominated by the report card, a report card that must be high in all areas of study irrespective of the child's interest in those subjects. They have no appreciation of the child's total mental and emotional growth, she felt, nor of his individual worth, but exert pressures upon him to get A's, to go to college, to be conforming to the parents' goals which disrespect the essential nature of the child.

Community leaders expressing reactions in these areas tended to take a questionable view of child study clubs. A civic leader, who was a young mother, said she wished to take a course where she could really receive academic information regarding child care, that the child study clubs to which she has belonged always deteriorate into "gab" sessions of mere exchange of personal experiences, revolting to the person who desires more qualified information. Another saw child study clubs as relieving the mother of her guilt feelings in regard to the care of her children by her

expression of interest and attendance and application of some of the techniques learned. She doubted that the person attending these developed any real understanding of the dynamics involved in child care, or any understanding of her own personality needs which influenced her decision making and methods of rearing her children.

Another saw the child study clubs as futile attempts in really promoting good human development inasmuch as trained leadership was lacking in her community and a planned course of study non-existent. Qualified resource people--doctors, mental health specialists, psychologists, social workers--these were seen as necessary personnel to help individuals to develop insights.

Whether courses in these subjects or related to them would be attended by the community was considered questionable. Some thought they might be if they would have outstanding speakers; others that young mothers are too busy or too circumvented with baby-sitting problems. Others saw the discussion of personal problems too intimate to discuss in one's home community. It is easier to go into a large city like Flint, said one, where one can remain anonymous, or as another indicated: "In Jackson, where we lived before, I would take such a class myself, but not here in Portland. People have to work hard to maintain any degree of privacy in a small community." This was seen as particularly true in the areas of marriage and family relations. The leaders saw this as a serious

handicap to attendance on the part of other community members.

In areas of wholesome recreation for adults and in creative art expression such as crafts, the civic leaders saw the citizens as participating much more readily providing other resources were not available in the community which already filled their need. Most leaders saw women as very interested in homemaking subjects, particularly clothing construction, and as attending if they could find the time.

In money management the civic leaders felt the citizens were less concerned. Two civic leaders felt each family could save at least $200.00 a year if books were kept, but that the average person is too resistant to planning.

Leadership training was considered to be very much needed. One community leader deplored that not only do the adults in her community not take any responsibility for leadership but that when she takes over the responsibility for Cub Scouts, the other mothers refuse to share any leadership and regard her as a "baby-sitter" for their children. Without a change of attitude, she felt she herself would no longer be willing to assume the role.

Others saw persons placed in leadership positions with no preparation in public speaking or in parliamentary practice, causing the chairmanship to embarrass the group with ineptness. Others saw great need for developing leaders for den mothers, for Sunday school

teachers, and for all the activities which formerly were supervised by parents but in the increased division of labor is freeing the parent and leaving the children with parent surrogates. Relief was seen as needed for the overworked civic leader.

Business men were concerned with needs for business letter writing, salesmanship, and commercial abilities. One said the need for trained secretaries is so great that he must often rewrite letters himself that his stenographer types if he is not to be embarrassed or feel that the standard of work is reflective of his business, but that the community provides no better choice of employee. Another deplored that the members of his sales staff "don't know that they don't know."

Another, an appliance proprietor, felt that the need for trained appliance repairmen and radio and television repairmen is deplorable. Appliance repair is not as complicated as radio and television repair, but a study of electronics is necessary. Few realize the prerequisites necessary for work in this field. A knowledge of electronics, engineering, the reading of schematics for repair, mathematics--these are necessary for good repair work, and unless an adult education program provides a course of study concentrating on these areas, the teaching of an end course of appliance repair or television and radio repair is impossible.

Community planning and home landscaping were seen as

needed in all communities. Most leaders saw persons with new homes as vitally interested in the latter, but not envisaging themselves as permanent residents of the community to the extent that community planning is their concern. There was some feeling on the part of some leaders that community planning should be enforced by some means, with or without the democratic consent of the citizens, since faulty planning or failure to make provision for needed services in community areas would eventually make for acute problems which preplanning could prevent.

Other areas or need suggested included: budgeting time, planning one's life, the need for a coordinated community log of events to relieve duplication of activity and to provide better regulation of nights for scheduling events or classes, and an information bureau or center of the community's resources and services--recreational, health, guidance, civic, church, educational, medical, etc.--for the making of referrals. Some leaders saw the community's need as a realization on the part of the people of what they do need.

In summary, the chief needs of the community as expressed by the civic leaders centered around civic participation and development and understanding in human relationships. These were seen as difficult, however, to invite attendance for their further study. Leadership training, wholesome recreational activities, areas of creative expression, training in business and salesmanship and

specialized technical areas, community planning and home landscaping, coordination of community events and services, and a referral department to aid the citizen in finding where he can satisfy his needs were also pointed up. Attendance in homemaking, creative arts, recreational activity, home landscaping, and specialized technical training for occupational advancement was predicted as potential. Pronounced doubt of attendance in other areas was indicated.

PART II. An Analysis of Attendance Problems of Adults as Seen by Civic Leaders and Means Suggested for Promoting Attendance

Since almost all civic leaders, except the adult educator who would direct the program, perceived an adult education program as not well attended or as questionably supported by the community, the reasons they gave for their doubt will be stated.

The factor mentioned most frequently was time. These are typical responses given:

"A lot want to improve but don't want to sacrifice the time to do it."

"The big problem is time."

"I've heard so many rural women say: 'I'd like to go and take this and that but I don't have time.'"

"Time: that counts a whole lot."

"Small town people do not have leisure. They only have time for their children and enjoyment, not for adult education."

"I myself signed many things I was interested in taking once at a meeting at the school. But I didn't take any. Time is the factor."

"One's time is his most valuable possession. He has to guard it."

"We're overly organized with clubs. Our clubs keep us in a continual rat race. There are no free nights in our community for adult education." (This was common expression in all communities except Stoner.)

Community leaders felt that there was desperate need of taking out the overlap in community activities. The need was to integrate the existing activities and take out the duplication, not to add new ones. And all saw adult education as a competing new force.

In determining where in the competition for their time their first loyalties lay, many women civic leaders indicated that their first duties were with their children and their church. In rural communities they were with their family, their church, and their Farm Bureau. Many felt that extension courses filled all their needs and all their available time for outside educational activity.

No civic leader indicated any need for adult education to provide leisure time activity.

Common difficulty seemed to be that, despite their own interest in certain courses, they were prevented from attending

adult education courses because the class fell on "church nights" or "P. T. A. nights." They felt the adult educator would have to co-ordinate his program with the church, the school, and with the community's events if he wished his program attended. However, in order to do this, it was realized by many that adult education's greatest need is "more days in the week."

The factor mentioned next most frequently was the competition from television. Civic leaders saw it not only as making serious inroads on any potential attendance in adult education program, but as already substantially reducing attendance in P. T. A.'s, and school plays, and other events. One superintendent felt that the only way he could get parents to attend P. T. A. meetings was to include their children in the program; he was so embarrassed by poor attendance that he had given up getting outside speakers. He felt that television was responsible.

Particularly in the more rural areas television was seen as the answer to the busy farmer's day where he could relax and re-create from the arduous physical strain of the day in his own living room. One civic leader saw her husband as comfortably seated watching his favorite program after a busy day in industrial management: "At twenty he might have attended an evening class, but at forty five he won't move out of his slippers and away from his favorite program."

Most adult educators, then, considered time and television as the two greatest depressants of adult attendance. Many other factors that might be operating were also pointed up.

A number felt that lethargy, indifference, and a lack of realization of their own needs would prevent attendance. Statements were made to this effect: "Ninety per cent of people are satisfied with their lot"; "They don't want to be bothered"; "It's hard to offer courses for them when they don't realize how much they need."

Particularly in the field of human relations, civic leaders saw other people as not recognizing the effects of their own attitudes and behavior, and therefore being unapproachable or disinterested in preventitive courses. They felt that those who need help the worst would not attend. Only when serious difficulty arises is there the possibility of sufficient motivation for action.

Another reason already suggested was the number of organizations flourishing in the community that provide services similar to those proposed by an adult education program. Community leaders, where programs were already in existence, called it to the attention of the investigator that the adult educator should not regret attendance in some of his courses offered because already extension and other agencies were excellently supplying the demand. In one community where no program exists a young community leader felt the community already adequately served educationwise by the

extension departments of two centers of higher education. Another community leader said: "All up and down the line, people who would be interested in adult education are already active in other things or getting adult education through other avenues."

He also felt that the smaller community, the community under 5000, was seriously handicapped in sustaining an extensive program because of the lack of volume of inhabitants. Once a course has been offered it is not self-sustaining because the need for that particular course is exhausted until a later date. In a large metropolitan area he felt that the very numbers of inhabitants, and the greater degree of transiency, would permit courses to become sustaining.

Related to this idea, in a few communities the civic leaders saw the composition of the community as militating against any great support of adult education. The older well-established or retired citizen had developed friends through the years, had established "cliques" and families, had developed routine activities, etc.--all of which were satisfying his needs. The younger citizen, moving in, had had more educational opportunities and advantages, making him self-resourceful with less dependency upon organized activities for need satisfaction. And the younger citizen was seen as too absorbed with family rearing to find time or opportunity for adult education.

The character of the smaller community, it was felt, also

influenced response to adult education. A civic leader who had lived in a larger metropolitan area said that the citizen was "freer" there; he was more anonymous so he could choose the kinds of activities he wished to participate in to a greater degree. In the smaller more intimate community, one had to assume certain responsibilities which came with the proximity of living whether one wished to or not, and this left the individual less time to devote to more structured situations such as adult education.

The husband of one civic leader also stated that his wife preferred to go to a larger center for adult educational activities because there she could meet people who were more stimulating than the familiar in her own community. It was also "more fun." She and her friends looked forward to getting away from their home community. They also felt the instruction was better in a larger center, since there were more resource people available from which the adult educator could draw.

With respect to special interest groups such as mothers, the elderly, and the rural, particular problems were seen to be involved.

Young mothers with baby sitter problems have difficulty with getting sitters and frequently are reluctant to bear this expense, particularly if the course is not tailor-made for their own individual needs. When young people can get away from their children,

according to the young civic leader, they prefer their own companionship of young friends, and they prefer recreation to education. Many are buying homes and cannot feel comfortable in spending money for additional education unless it is related to occupational advancement. They might attend a program, according to another, if it were held "not too often, once a month, when it could be an occasion rather than a burden."

The older adult may have difficulty in getting to an adult education center. He may lack needed transportation, and in winter he is hesitant to get out in inclement weather. He may not be habituated to school attendance or despite his interest, he may not conceptualize himself in a class situation.

The rural attendant has his own particular problems. The working day of the farm woman and man is from sun-up to sun-down, and in many instances beyond. One civic leader noted lights on tractors running late at night in his community. Many farmers work in factories by day or night and on the farm after factory hours. They are too tired for attendance. Nor do classes have any meaning to them vocationally, according to one civic leader. The farmer will attend a class in tractor operation if it lasts only a full day, but no longer. However, in another community the superintendent stated than an adult farmers' group is the most successful of any attempts at adult education in his community. Meetings are held at night;

resource persons are brought in; and attendance is always high with enthusiasm and support pronounced.

Another civic leader saw the farm woman also as too fatigued for attendance in night classes. She must prepare a family's meal in the evening. Often it is after 8 o'clock when family chores are ended. Evening classes are difficult for her to attend, and she may be too tired to take the time to dress and to travel to town; moreover, she must return alone in darkness if she cannot find a companion. Afternoon hours are her best for adult education. Extension and Farm Bureau fill many of her needs and accommodate programs to her schedule of activities; furthermore, they localize the program in her immediate home vicinity.

The adult educator who had no program in his community felt that the community would support his program, and the adult educator who did have a program but which was not supported in some areas felt challenged to realize it--he thought that there must be some approach that would produce results. No adult educator saw the situation as hopeless as did the civic leaders. Perhaps this was because as an educator his business is changing attitudes, so he merely saw the community response as defining the job to be done, whereas the civic leader tended to accept the situation as regrettable and almost irremediable.

Apropos of this, one superintendent, in hearing the report

from the civic leaders as reported by the investigator, felt all the more determined that the school itself must assume leadership--"If we don't, who will." He was disappointed in the tenor of the views held by the community's leaders he had suggested for consultation, but these only served as indicative to him that the educator must lead his community toward the realization of democratic goals, and that he, of all persons, cannot afford to "give up."

Moreover, in the educator's interpretation of responses from the people he might differ substantially from the civic leader. For instance, one civic leader saw the community as most unresponsive and hopeless because only eight persons had attended a meeting to discuss a summer recreational program for the children. The superintendent, on the other hand, saw this degree of attendance as a very positive indication of embryonic interest in civic affairs that could be developed.

In review, the community leader saw the lack of time, the impact of television, the competition from other organizations, both civic and educational, the indifference or lethargy of the people, the limited number of inhabitants and the social composition of those inhabitants contributing to depressed interest in attending adult educational activities in the community under 5000.

Did they have any suggestions for increasing support for adult education activities?

Many responded negatively. Given a number of factors that militated against adult education in their community, they thought any adult educator would have a difficult time to realize a program.

Others saw some possibility, with increased promotion and publicity being most often recommended. They felt the adult educator would just have to keep "talking it up" like advertising on a television station until the consciousness of the adult was penetrated. The value of publicity was pointed up by the superintendent of one community where a new gymnasium had been built with the specification that it be used by all members of the community. One of the civic leaders expressed some resentment that it had been used only for school sports, but she supposed the reason was that "with a new floor they wouldn't want to take a chance of getting it marred by adults without gym shoes on." The superintendent stated it had been used for several adult functions and was being planned for more but with no newspaper to publicize adult activities, the community makes its own interpretation based on lack of information.

Others indicated strongly the need for "letting the people know"--they can't even consider attending if they are not aware of offerings.

Although increased promotion and publicity was the usual response as a possibility of increasing attendance, in one community where a program existed, a civic leader took a position questionning

the value of this means. He stated the adult educator had done everything in his community that he thought could be done. The newspaper had advertised the program; reminders had been sent home with school children; the program had been announced at school events; expressed desires on the part of the people for courses had been recorded and courses based on these had been developed; telephone calls had been made to people that had indicated interest--"What more can you do but go out and get them?" he said. And yet the community had not responded. He felt that the lack of response was not due to poor or inadequate publicity but to the involvement of people in too many other things.

Another leader felt that attendance could be increased by personal contacts. Persons who had taken courses and were enthusiastic about their achievements could be enlisted by the adult educator as publicity agents to take the responsibility for developing a core of persons interested in a certain areas. She felt that the allegiance the group would have to the organizor as a personal friend would be greater than to the adult educator with whom the group might have a casual and impersonal relationship, and this allegiance would be reflected in increased enrollment and better attendance. Those who wish to continue study in a certain area already have a certain degree of involvement, and would be good candidates to enlist others to attend so that the class itself could be perpetuated.

Others saw providing limited offerings that people would be most certain to attend, such as ceramics, square dancing, and clothing construction, and then extending the program from there after the adults had become oriented to the opportunities in adult education and had satisfied their more pressing needs as a means of increasing attendance. According to Maslow's theory of motivation, this is a sound procedure. After prepotent needs are satisfied or met, other needs emerge. The individual is then motivated to search out opportunity for the satisfaction of the newly emerging needs. The adult educator who would explore the emerging needs of the clientele he already has participating in his program would get valuable clues for other courses that the people are ready to support.

Civic leaders, who were young mothers saw that if afternoon instruction could be given and baby sitter service provided by some means, the young adults' attendance would be increased as there are many areas with which they need help.

Others saw that if transportation could be provided for the older citizen (as it is provided for the school child), the aging would attend to a much greater degree.

In review, the citizens tended to question adult attendance in educational activities because of other competing activities. But they felt that with increased and relentless promotion and publicity, with the use of interested leaders in the community to help in the

organizing of classes, by satisfying immediate needs of adults in the classroom and then discovering and exploring their other emerging needs for which they are ready to find realization, by providing afternoon classes for the young adult with children and arranging some organized baby-sitter service, and with the provision of transportation for the older adult, attendance would be increased. In all of these suggestions, another was emphasized which would become part of each--as much direct contact and personal intercommunication with all adults as is possible.

PART III. A Comparison of the Civic Leaders' Reports in Relation to Data from the Questionnaire

Taken compositely, the findings from the community leaders reflected much of the data from the questionnaire. They saw their communities needs as realized by the people themselves to be, in the words of some, "elementary"--that is, primarily vocational, creative, and recreative, and they believed that in these areas the populace might support an adult education program. People did respond with interest to subjects related to these areas.

Civic leaders believed the people might attend courses for social benefits--the people ranked sociability high as a motive for attending.

But on the whole, the civic leaders perceived the people as being too busy to seriously attend classes in adult education, or as already filling their needs through other channels.

A few write-in answers by respondents to the questionnaire would seem to confirm their statements. One woman wrote: "Because I have grown children and young children and my time for classes would be too uncertain and my children need any spare time I have, I would not like to take courses, although I try to keep abreast of new things through papers and magazines and television." Another wrote in after "to occupy my leisure time"--"Who ever heard of it?" Others simply indicated "too busy" on the questionnaire. "To occupy my leisure time" as a motive for taking courses in adult education was checked by only very few respondents.

In this connection it might be noted that although civic leaders saw the citizens as already being "over-clubbed," from Tables 34 and 35, the Appendix, indicating club membership of respondents, one notes that 65% of all the women who responded to this item belonged to one or no clubs and 61% of all men who responded belonged to one or no clubs.

Civic leaders, on the whole, were doubtful that citizens would express much interest in or attend classes of civic nature, or those with cultural connotations, or those involving a study of interpersonal relations.

In contradiction to their analysis, men in four communities indicated an interest in taking a course in World Affairs among the first ten choices of subjects made. Civil Defense ranked 17th of

seventy three choices they could make, and News and Civic Affairs ranked 23rd. Civil Defense ranked 16th among women's choices.

Both men and women expressed decided interest in courses involving interpersonal relations, particularly Improving My Personality and Understanding the Teenager.

With respect to subjects vocational vs non-vocational or "cultural" the total number of checks made indicating interest in 21 non-vocational subjects with cultural connotations was 7.7% of all checks it would have been possible to make, against 11.4% in vocational or business subjects. This ratio of approximately 7 to 11 the investigator considers as a fairly high index of interest in subjects non-vocational in nature.

The citizens saw the people as possibly attending courses that were vocational, recreative, or creative in nature to a much greater extent than subjects cultural. They felt that people were motivated by economic and vocational demands that might press them into attendance. The people themselves projected their interests in relation to proposed attendance (indicated by the per cent of subjects checked in relation to the total number that could have been checked) to be 11.4% for interest to 5.8% for attendance of subjects vocational in nature opposed to 7.7% of interest indicated for non-vocational subjects of cultural nature to 3.8% for their attendance. In each case the ratio is approximately 2 to 1--which would seem to indicate that

they perceive themselves as attending subjects of cultural nature to the same extent as subjects that are vocational.

Certainly civic leaders saw the people as needing courses or training in leadership to a greater extent than the people, who ranked it among the least of their reasons for attending courses. Nor would the civic leader confirm the citizen's motive to attend courses to be from a desire to be of service to his community, which ranked high among reasons checked by people of all communities.

PART IV. An Assessment and Interpretation of the Findings from the Civic Leaders

The investigator includes an assessment and interpretation of the findings from the civic leader as a potential designer of adult education programs, since the recommendation is often made in the literature that he is one of the most valuable aids to the adult educator in helping determine a program.

It must be realized that this report reflects the thinking of leaders in five communities under 5000 in population.

Based upon experience in this survey, the investigator questions the role of the community leader in the smaller community as qualified to help in determining program content to the degree often ascribed him. The investigator sees him as having extremely significant functions but not primarily in determining content areas.

Reasons for these statements follow.

The civic leader as recommended by the adult educator or

superintendent often had great difficulty thinking in educational terms. It is possible that a highly selected committee of leaders with time for thought, discussion, and investigation would be much more serviceable in this capacity. The investigator found that the most qualified leader to discuss educational needs was another educator. Those who were not had difficulty orienting to the problem and tended to respond in terms of their own personal needs rather than discussing needs of the community. It required much more effort to bring them around to the discussion of the community, and their responses did not tend to be as productive. This was true both in communities with existing programs as well as those without.

For instance, an appliance dealer saw the sole needs of the community as being salesmanship and appliance repair. The only need a nurse saw in the community was the need for a service bureau where parents with children could get needed information about health resources in the community. This response was based upon her recent experience of finding that some parents weren't even aware of preventitive shots for any diseases, much less polio. A community leader who had been defeated in running for political office was concerned only with the need for educating his opponents in civic progressivism. Four named community leaders were so non-oriented to needs that could be satisfied through education that they suggested other community members that might be more resourceful.

In no case except with those who had some experience with education, either in church or school, was the investigator impressed with their ability to discuss and handle the issues suggested. Their responses in many cases, though contributing to the total findings, were often individual reports, rather than necessarily reflective of the community's needs. It is possible that even their interpretation of the time factor and the pressures from being "overly-clubbed" and "overly-organized" reflects their own state of business, and the real need of the community to make all of its citizens leaders so that the few will not be in such demand.

What then does the investigator see as the civic leaders' chief role? This investigator sees their chief role as being a liason between the adult educational activities and the people. Although the investigator feels than many stated their own needs, inasmuch as their needs are human needs common to others in the community, leaders, when are polled in sufficient numbers, may become valuable indices.

The adult educator needs to establish a relationship with his community, and since the community membership is many, he cannot communicate with all. So he selects the community leaders. These give him the sense he is communicating with the people. They also give him moral support, and can "talk up his program"--even as they suggested the necessity of doing. They help him share the

responsibility of planning a program--and these psychological and promotional supports are much needed and much valued by him. They may tend to have greater vision than the average citizen and be concerned with larger issues than those expressed by other citizens. But what if fifty average citizens were asked for their interpretation concerning their community's needs? How would they compare with those of the "leaders?" Research in this direction would be interesting, and research regarding the role of the civic leader in adult education is also indicated.

Another function the civic leader can fill that is of great benefit to the adult educator is that of interpreting his community. The civic leaders interviewed tended to be very authoritative with respect to the sociology of their areas. Their interpretations of the social and occupational structure of their communities may be just as valuable as their suggestions with respect to program content needed.

Although all communities tended to make similar analyses, a meaningful configuration from one single community would be difficult to establish because of the limited number of people in each sample. Therefore, in using civic leaders as prognosticators of content needed, it would seem that either these should be utilized in as large a numerical quantity as possible or that those chosen to form a committee be very qualitatively selected for their abilities

in this area and for their access to and communication with many others in the community.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

This study was concerned with a determination of various factors related to adult education in communities under 5000: namely;

a) the need for adult education

b) the specific interests of people in subject matter content

c) their opinions with regard to financing a program

d) their expressed motives for attending courses

e) the opinions of civic leaders in the communities related to need and interests in adult education in their areas.

This chapter summarizes the data from Chapters IV and V relative to the above factors. Conclusions are drawn, and implications for further research are suggested.

PART I. The Need for Adult Education

Statistics related to the need for adult education are based upon the per cent of responses made by people who were given an opportunity to respond. On this basis, need varied from 28.5% in one community predominantly rural in composition to 75.1% in a suburban community, with need in three communities ranging from 34.3% to 50.5%. Need seemed to be related to the type of

community with least expression of need in rural areas where the Farm Bureau, the Grange, and television may have been providing satisfactions to a great extent and where preoccupation with work activities seemed to be great according to interpretations given by civic leaders. The greatest expression of need was indicated in a suburban community which was not highly organized from the standpoint of number of clubs and activities and which wished to centralize its activities in order to maintain its separate identity from the city to which it is contiguous. In three communities, findings related to need generally seemed to support data from studies made of the need for adult education in other communities as reported on page one and in The Review of the Literature, pages 37 and 38, where the range of interest extended from 34% to 50%.

PART II. Data Relating to Specific Interests of People

An attempt was made to see if any commonality of interest would be suggested among communities. Areas of both common and differing interests were found to exist in priorities expressed.

Subjects which were among the first ten preferred in all communities were Stretching My Money, Home Decoration, Understanding the Teenager, and Home Landscaping.

Additional subjects of interest to at least four communities in the first ten preferred included Organized Sports, Square Dancing, Improving My Personality, and Clothing Construction.

Subjects of interest to at least three communities were Food Preparation, Typing and Shorthand, and Public Speaking.

When respondents were given an opportunity to project whether they would attend courses if they were to be offered in the near future, the subjects which they proposed they would attend tended to be the same as those selected for interest but with some juxtaposition of rank and with some additional subjects ranking high among the first ten selected.

All communities anticipated attending courses in Organized Sports, Square Dancing, Home Landscaping, Clothing Construction, Home Decoration, and Understanding the Teenager.

Four communities anticipated attending courses in Stretching My Money, Food Preparation, Improving My Personality, and Typing and Shorthand.

Three communities anticipated attending courses in Photography, Oil and Water Color Painting, The Use of Business Machines, Public Speaking, and Social Dancing.

This data would seem to suggest that in the community under 5000 where a range of occupations is present, subjects highest in priority among people both from the standpoint of interest and projected attendance might be those related to homemaking, to recreation, to personality development and understanding, to the economy of money, to home beautification, to creative arts, and to

business and commerce.

Further with respect to interests, it was found that the interests of men tended to differ from the interests of women in the first ten subjects preferred by each.

Subjects preferred by men in all communities included House Construction, Woodworking, Stretching My Money, Investing My Money Wisely, Organized Sports, Home Landscaping, Public Speaking, Photography, Salesmanship, and Radio and Television Repair.

Additional subjects preferred by four communities included Square Dancing, Improving My Personality, World Affairs, and Planning for Retirement.

Additional subjects preferred by three communities included Mechanical Drawing, Machine Shop, Understanding the Teenager, and Civic Defense.

Subjects preferred by women in all communities included Home Decoration, Clothing Construction, Flower Arrangement, Food Preparation, and Understanding the Teenager.

Additional subjects preferred by women in four communities included Organized Sports, Stretching My Money, Home Landscaping, Improving My Personality, Typing and Shorthand, and Bookkeeping.

Additional subjects selected by three communities included Ceramics and Square Dancing.

Areas of greatest common interest for men and women

included personality development and understanding, recreational activities, economy of money, and home beautification.

The responses of men tended to be expressive of greater interest in subjects technical in nature, in those more economically oriented, and in those related to the larger community.

Subjects which men wrote in were by majority related to occupational preparation. Subjects which women wrote in as being desired were largely related to greater efficiency in homemaking and to creative pursuits. In the sense that homemaking is a woman's vocation, write-in subjects for both men and women were largely vocational in nature.

On the basis of this research, it would seem that these things might be true:

a) Both men and women will be interested in subjects related to occupational preparation, but differences will exist because of their particular specialization. Men will express more interest in preparation for an occupation or in advancing in their occupation whereas women seem more devoted to increasing their efficiency in their vocation of homemaking.

b) Both men and women would be much interested in the economy of money, but with men tending to go beyond women's interest in their further desire to invest their money wisely.

They also seem more interested in planning for retirement.

c) Women will tend toward an interest of greater primacy in beautifying the home inside, and then outside--with men primarily interested in beautifying it outside.

d) Both men and women will be interested in organized sports and in square dancing.

e) Both men and women will be interested in courses related to personality understanding and development, but women will show greater interest it would seem inasmuch as higher priority is given this category among choices made by women.

f) The interests of men will be less confined to the home than those of women, with greater preference being given by them for such subjects as World Affairs, Public Speaking, and Civic Defense. (Further support for this statement is found by noting Tables 36 and 37, rank order of subjects of interest to men and women, the Appendix, where interest in News and Civic Affairs ranks 23rd among men in their choices, and 37th among women in their preference.)

Investigation was made of the respondents' preference for 21 non-vocational subjects vs their preference for 21 vocational and business subjects. Non-vocational subjects were selected on the basis of having "cultural" connotations.

Of all 996 respondents, the total number of checks made to indicate interest for 21 vocational and business subjects was 2393.

This is 11.4% of all checks it would have been possible to make to indicate interest in the combined 21 subjects.

The total number of checks made to indicate interest in 21 non-vocational subjects was 1628, 7.7% of all checks it would have been possible to make. On the basis of these data, it would seem interest is greater in the vocational and business subjects than in non-vocational subjects with "cultural" connotations. However, the ratio of interest in each category--approximately 11 to 7--suggests considerable interest in both areas. It is also noteworthy to mention that the sample contained an imbalance between the number of men and women, with 148 more identificable women than men responding, most of whom specified their occupation as housewife and who tended to check homemaking subjects which are vocational in nature.

The respondents' projected attendance in courses if they were to be offered in the near future was also explored. Checks indicating projected attendance of 21 vocational subjects number 1229, 5.8% of all checks it would have been possible to make. Seven hundred ninety six checks were made in the non-vocational subjects, 3.8% of the number possible to make. It would seem that anticipated attendance in non-vocational subjects would be less than attendance in vocational subjects.

However, when one determines the ratio of interest in courses (indicated by the per cent of subjects checked in relation to

the total number that could have been checked) to the anticipated attendance in these courses, it comes out approximately the same for both vocational subjects and non-vocational subjects. The ratio of interest to proposed attendance is 11.4% to 5.8% for vocational subjects and 7.7% to 3.8% for the non-vocational. Taken quantitatively, on a check list of interests, it would seem people will see themselves as attending about one-half of the courses they check, irrespective of the category of vocational or non-vocational.

The investigator attempted to determine whether there would be a difference in the interests of men and in the interests of women in subjects non-vocational in nature with cultural connotations.

In only two communities was there much expressed difference in interest between men and women, with the women indicating more interest.

Taking all the communities compositely, one finds the per cent of interest as indicated by the number of checks made with respect to these subjects in comparison to the total possible to have been made to be 7.3% for the men and 8% for the women. The difference is not great. These statistics seem to suggest that differences between the interests of men and women in subjects non-vocational and cultural in nature are very slight when spread over a variety of subjects. They become greater as one specifies individual subjects, as has already been indicated by man's greater interest in

photography, world affairs, and public speaking vs woman's greater interest in ceramics, great books' discussion, and oil or water color painting, as can be noted in Tables 36 and 37 in the Appendix.

The investigator had projected that men, despite their interest in cultural subjects, would foresee themselves as not attending courses reflecting the cultural to the same extent as women, inasmuch as it was thought men would be more practically and economically oriented to life to seriously contemplate attendance in these areas. Very little difference was found to exist, and no consistent pattern of difference was found among communities. When taking the average of the percentages of interest indicated in relation to the percentages averaged among the communities for projected attending of courses, the ratio of interest to projected attendance was about the same--7.3% to 3.4% for men, and 8.3% to 4.1% for women; in each case approximately 2 to 1. On the basis of this, it would seem that men not only are as interested in the general area of cultural subjects but they also perceive themselves as attending courses of this nature to the same extent as do women.

The greatest disparity between interest and projected attendance was indicated by the male in the Big Rapids area, where the rural male outnumbered the non-rural male almost 2 to 1, and where the ratio of interest to proposed attendance was approximately 4 to 1. This statistic might seem to indicate that the rural male may

not perceive himself as attending as frequently, despite his interest. Civic leaders, in the analysis of their community, indicated the rural male would be too busy or tired to attend. The statistic suggests some support for their opinion.

Investigation was made to determine if men in varying occupations would show different preferences for subjects in vocational, relational, and non-vocational areas. It was thought that men in professional and managerial categories as defined by the Dictionary of Occupational Titles would differ in their interests from men in other classifications. It was found that men in the professional and managerial category showed less interest in 21 subjects non-vocational and cultural in nature (6.7%) than did men in sales and clerical (11.3%) and others (8.4%). (Based on the per cent of checks made to indicate interest in relation to the total checks possible to have made.)

They showed greatest interest, 12.5%, in comparison to other groups for relational areas, with 4.8% for sales and clerical and 4.7% for others.

Men in the category "Others"--service, skilled, semi-skilled, and unskilled workers--showed greater interest in vocational subjects (15.9%) than did men in sales and clerical (10%) and professional men (8.3%).

On the basis of these data, it would seem professional men

are interested in taking courses in non-vocational or cultural subjects less than men in other categories. Their interest in courses in interpersonal relations seems greater than that of other men. Men in the service categories, skilled, semi-skilled, etc., would seem more interested in subjects vocational in nature.

PART III. Summary of Data and Conclusions Concerning Expressed Motives

A study was made of the expressed motives of men and of the expressed motives of women for attending courses in adult education. It was thought the preference of men would be for reasons related to occupational advancement, and that the preference of women would be related to social or personality benefits.

It was found that among men in all communities, on the check list of motives for attending courses, the reason stated first as motivation for attending courses was "to advance professionally."

Among the first five reasons selected by communities, all expressed an interest in learning to express themselves creatively. In four communities, interest among the first five reasons selected was "to improve my personal relations," "to be of service to my community," and "to learn how to be at ease with others." Three communities expressed preferred reasons "to make friends and find social companionship," and "to learn how to make myself interesting to others."

Taking all communities compositely, the reason given first

by the greatest number of men was to advance professionally; second, to improve their personal relations; third, to express themselves creatively; fourth, to be of service to the community; and fifth, to learn how to be at ease with others.

Considering women, among the first five choices given as their reasons for taking courses, all five communities selected "to learn how to make myself interesting to others." Four communities indicated "to learn how to express myself creatively," "to improve my personal relations," and "to learn ways to economize." Three communities selected "to make friends and find social companionship," "to learn a new occupation," and "to learn how to be at ease with others."

Taking all communities compositely, the greatest number of persons expressed interest in making themselves interesting to others; second, in learning how to express themselves creatively; third, in learning ways to economize; fourth, in learning to be of service to the community; and fifth, learning how to be at ease with others.

Taken in relation to each other, both men and women showed great interest in taking courses in order to learn how to express themselves creatively, how to be of service to the community, how to be at ease with others, how to improve their personal relations, and in order to make friends and find social companionship.

Both men and women, although interested in learning how to be of service to their community, indicated very little interest in taking courses to learn leadership training. Among both men and women this reason ranks among the least checked. Nor is their interest in being of service to their community supported by checking the subject "Volunteer Community Service" since it ranked 37th among subjects of interest to men and 31st among subjects that interest women. (See Tables 36 and 37, the Appendix.)

Taken in total, women expressed slightly more interest in changing their vocation than did men, with 19.7% of the women expressing dissatisfaction, and 17% of the men checking this reason for taking courses.

These data seem to suggest that motives for men and women are both high in areas related to personality development and social benefits. Women would seem to have more interest than men in making themselves interesting to others and in learning ways to economize. Men are more interested in advancing professionally. Although both men and women express interest in being of service to their community, it would seem that they are not as likely to fulfill this perception of themselves by actually taking courses or engaging in activities that would make it possible for them to realize this goal.

An exploration was made to find out if men and women thirty-five and under have expressed motives for taking courses

different from those over thirty-five years of age. It was thought the younger individual of both sexes would be more interested in educational and vocational benefits to be gained from adult education than would the older adult.

Among communities, no consistent pattern was discernable to differentiate between the older and the younger men concerning these motives. However, taking the total of all the men in the communities, the percentage of persons indicating interest in categories related to professional or educational advancement is greater for the male thirty-five and under than for the one over thirty-five with 15.2% of ninety-two males thirty-five years or under interested in earning credits for a diploma, 39.1% interested in advancing professionally, and 14.1% interested in learning a new occupation, contrasted with 4.9% of 142 men over thirty-five interested in earning credits for a diploma, 31.7% interested in advancing professionally and 11.3% desirous of learning a new occupation. The male thirty-five and under is also more interested in learning a new vocation. But it should be noted that the difference is only appreciably greater with respect to educational advancement.

These data would seem to suggest that there may be little difference between the motives of men thirty-five and under and those over thirty-five with respect to occupational benefits or educational advancement. The difference which does exist would seem to be in

the direction of the male thirty-five and under having greater motivation in these areas, particularly with respect to educational advancement.

Nor is a consistent pattern established among communities with respect to women's motives for attending courses related to occupational and educational advancement.

Taking the total of all the women in the communities, the woman thirty-five years and under does express more desire to take courses in order to advance professionally, (15.7% compared to 13.5%), but it is the older woman who to the greater extent wishes to attend courses in order to earn credits for a diploma (13.1% compared to 11.0%) or to learn a new occupation (23.9% compared to 16.5%).

The investigator concludes that it would seem women under thirty-five may be motivated to take courses to a greater extent than the older woman for reasons related to professional advancement, but that it is the older woman who has the greater interest in taking courses for credit or who has greater interest in changing her vocation. But except for the latter, these differences are slight.

It was projected by the investigator that men in differing occupational groups would differ in the motives they express for attending courses in adult education, with the professional and managerial groups primarily interested in social or personality benefits, and with other occupational groups chiefly interested in

professional advancement.

Actually men in all occupational categories were primarily interested in taking courses for professional or occupational advancement, with the exception of men in sales and clerical who expressed their motives to be in first place "to learn to be at ease with others" and "to improve my personal relations," with "to advance professionally" falling in second place. All men expressed interest in personality areas with "to improve my personal relations" being checked by all groups among the first three reasons given, and with "to learn to express myself creatively" being checked by all groups in the first five reasons given.

Men in vocations categorized as "Others" did express interest in learning a new occupation, this reason for taking courses falling second in rank among choices, whereas men in professional and managerial, and sales and clerical categories expressed little dissatisfaction.

It would seem, considering these findings, that all men tend to see adult education as a means of improving themselves occupationally, regardless of their vocation. All groups are interested in personality improvement and creative endeavors. Men in service, skilled, semi-skilled, or unskilled classifications would seem to be more dissatisfied with their occupations as indicated by checking the motive of "to change my occupation" more

frequently than do other men.

PART IV. Summary and Conclusions Related to Financing Adult Education

The response from all communities with respect to financing adult education was approximately the same, with the majority indicating the individual, the local board of education, and the state should share the cost and the next largest percentage indicating the individual should pay for all the cost. Taken compositely, 67.6% of all the respondents indicated "all of the above should share the cost," 24.0% indicated "you should pay for all the cost," 5% stated the local board of education and the state should pay the cost, 2.6% believed the state should pay the cost, and .6% indicated the local board of education should pay the cost.

Groups which expressed, to the greatest extent, the opinion that the individual should pay the cost were men's civic groups. From a Kiwanis group of fifteen persons responding to this item, 15.3% believed the individual should pay for all the cost vs 40% indicating "all of the above should share the cost." A Rotary and Exchange Club, comprising twenty-four respondents, favored the individual should pay the cost with 54.1% expressing this opinion against 45% preferring all should share the cost. Seventy-seven men in the professional and managerial categories expressed the opinion that people should bear the cost alone against sharing the cost in a ratio of 1 to 1.2. Thirty-three men in sales and clerical responded

to these items in a ratio of 1 to 1.5. One hundred forty men in the category "others" saw the individual paying the cost in relation to all sharing the cost in a ratio of 1 to 3.

In statements which a few respondents wrote in, some seemed to be indicating they were willing to share the cost provided it was not too excessive, and depending upon the nature of the courses, with courses which were being taken for a diploma being requested to be tuition-free. Some thought that were the individual not able to pay even the amount sharing would entail, it should be made possible for him to attend without contributing. Those individuals who expressed negative statements toward paying for an educational program seemed to be indicating an unwillingness to help pay for an education in which they have no interest and from which they will derive no personal benefit.

The investigator concludes that it would seem most people are willing to share the cost of a program of adult education, but with some qualification of the amount they are willing to contribute. Those persons who tend to see the individual as paying for all the cost himself, could be isolated in part, as belonging to men's fraternal business organizations, or as being in a professional and managerial classification.

PART V. Summary and Conclusions Related to Satisfactions and Benefits Received from Taking Courses in Adult Education in the Past and Opinions of Why Others Take Courses

Two questions were asked the respondents to which they could write in answers: "If you have taken courses in adult education, what do you consider were the greatest satisfactions or benefits you gained from them?" and "In your opinion, why do you think others take courses in adult education?" These were included as an attempt to determine indirectly the needs of individuals which they had tried to find satisfaction for in the past, and with the thought in mind that it might be easier for respondents to state their real reasons for taking courses if they could project themselves through others.

Approximately one third of sixty-two men responding to the question relating to their satisfactions and benefits gained from taking courses in the past indicated professional or occupational benefits. About one sixth indicated social benefits, and approximately one tenth specified increased knowledge or the development of skills.

Other satisfactions or benefits mentioned included a wide variety of experiences such as being naturalized, recreation, self-improvement, relaxation, enjoyment, recreation, greater maturity, better parenthood, mental alertness, a broader understanding of life, personal achievement, and the challenge of doing things difficult at times.

From these replies, it would seem men derive their greatest benefits from adult education along vocational lines. Social benefits, increased knowledge and the development of skills also seem to play

a large part in their satisfactions.

About one half of 108 women indicated their greatest satisfactions to be from increased knowledge or the development of skills. Approximately one fifth expressed their satisfactions as being social and an equal proportion expressed their benefits as being occupational or professional.

Economy was named by some, particularly related to sewing for the family. Others included physical benefit, improved home living, self-improvement and personality development, diversion, relaxation, enjoyment, worthy use of leisure, recreation, benefit from further education, and developing mental alertness.

It would seem women as well as men derive a variety of benefits and satisfactions from adult education, but that women's greatest satisfactions, as they see them, are from increased knowledge and the development of skills. While achieving these, women also gain social benefits, and some benefits related to economy of money.

Of 120 men responding to the question of why they think others take courses in adult education, approximately one third mentioned they think others take courses for occupational advancement, the same proportion as had indicated their own satisfactions and benefits to be related to this area.

Approximately one sixth indicated they thought others take

courses to further or improve their education and the same proportion believed others take courses for increased knowledge or the development of skills or interests. About one twelfth indicated social reasons. Other conspicuously named motives were to keep up with our fast moving society and with industrial change, and to make up for lost opportunities or the lack of former opportunity. Otherwise, motives for others tended to duplicate their own named satisfactions and benefits.

Of 262 women who responded to the questions of what they thought others' motives are for taking courses, one half mentioned increased knowledge or the development of skills and interests--the same proportion as indicated their own satisfactions and benefits lay in this area. About one fifth of the respondents stated others may take courses for occupational reasons outside of homemaking--to help support the family, or to be prepared to help support themselves or the family if needed in the future. About two fifths indicated interest for social reasons. Other reasons given paralleled their own expressed satisfactions and benefits from taking courses.

From the totality of the responses to these two questions related to satisfactions and benefits and the projected motives of others for taking courses, both men and women reflected benefits or motivation related to occupational gains. Their approach differed somewhat in character. Men believed they

could improve themselves vocationally or learn new vocations through taking courses, and women thought courses related to occupational preparation could provide them with security in case they need to supplement the family income or be self-supporting in the future.

Men expressed satisfactions and motives related to increased knowledge and the development of skills, but for women this area ranked much more significantly. Particularly through the development of homemaking skills, women gained great satisfaction--not only from learning something new, but from the social benefits gained concomitantly, often from the benefits of economy which resulted from applying their skills to the home, and from the satisfactions gained by increasing the family's standard of living. In this connection women seemed to be expressing a need to "escape" from the home for a change of point of view, "just to talk to other adults," and also a need to be exposed to a less confining environment. Their need for adult education as a means to satisfy unmet needs seems more intense in nature than that expressed by men.

Men, being more a part of the world at large, were more aware of a need to keep up with this changing world, to keep abreast of the times, and to utilize an education in order to relate more successfully to contemporary life.

In conclusion, it seemed that to those persons who responded

to these questions, their need for adult education was real and deep and that qualitatively adult education had much significance to them. Benefits and motives, though predominantly related to occupational, educational, intellectual, social, and economic benefits extended over a wide and comprehensive range of human experiences with particular meaning for various individuals. It would seem that, on the basis of these data, one could state people will find a vast diversity of satisfactions and benefits from adult education, and that their motives will be likewise varied.

PART VI. Summary and Conclusions from the Report of the Community Leaders

Investigation was made of the opinions of the civic leaders with respect to need for adult education in their community, areas of content most needed, the willingness of the citizens to support a program by attending, and methods to employ that might increase participation.

Discussion was held with fifty-one community leaders in the five communities surveyed, including the superintendent or the adult educator in the community who would be responsible for the program.

Taken as a whole, the civic leaders of the community favored an adult education program in their communities. They felt any community can benefit from such a program. However, response tended to be without enthusiasm and with some qualification.

The need for having a program was greatest in a suburban community wishing to develop its own autonomy and where there was a noticeable lack of other civic organizations. In the well-organized community, the leaders felt their community might benefit, but it had no more need than any other.

The leader who was director of the program or to be the director of the program felt adult education was needed. Particularly was it needed to give integration and unity to the community where the older, more conservative elements and the younger, more progressive elements need an understanding of each other's points of view, where sectarian loyalties divide the community, and where the community lacks any focal point or center of activity to unify it and provide real communication among the citizens.

With respect to attending a program, most leaders felt the citizen might possibly attend courses related to social, creative, vocational, and recreational benefits, but in the areas most needed--more civic and relational competence--they felt the people would not respond. They saw citizens as governed by their more immediate and personal needs, with little concern for the larger community of interest.

Among other areas of need indicated by community leaders were leadership training; wholesome recreational activities; avenues for creative expression; training in business, salesmanship,

and specialized technical areas; community planning; home landscaping; coordination of community events and services; and a referral department to aid the citizen in finding where he can satisfy his needs. Attendance in homemaking, creative arts, recreational activity, home landscaping, and specialized technical training for occupational advancement was predicted as potential. Pronounced doubt of attendance was indicated in other areas.

The leaders provided several reasons for citizens' not attending courses in adult education, but chief among them was the lack of time and the competition from television. Other reasons stated were the existence of adult education in the form of clubs, extension, church, and Farm Bureau. It was felt the citizen cannot give loyalty to his family, his church, and particular clubs and still find time for taking courses in adult education. Need was seen to take out the duplication of activity in a community--not to add still further sources for distributing one's interests and energy. Civic leaders tended to see adult education as a competing organization in the community, one more added to many already existing. Leaders indicated the lethargy of the people, the limited number of inhabitants, and the special problems centering around the social composition of the inhabitants (young mothers need baby-sitters, older people may not have transportation, etc.) are depressants to participation in adult educational activities.

The adult educator, in contrast to other civic leaders, saw attendance in courses of adult education as possible if he could find the proper approach or if sufficient leadership should come from the school and the board of education. These latter should set the ideals for the rest of the community, and through their enthusiasm motivate citizens to realize their greater potential.

With respect to methods whereby participation might be increased, civic leaders for the most part felt that increased and relentless promotion and publicity are needed. Other means that might be effective included the following: the use of interested leaders in the community to help in the organizing of classes; enrolling adults in classes to satisfy their immediate needs and then discovering and exploring their other emerging needs for which they are ready to try to find realization; afternoon classes for the younger adult with children and with some organized baby-sitter service; and provision of transportation for the older adult. Personal contacts with the community members were seen as very vital.

In conclusion, the civic leaders as a whole did not see the future as particularly bright for adult education in their communities. Though it might be needed, this need would not be keenly felt by the people themselves.

PART VII. Implications for Further Study

In doing this research, questions arose in the mind of the

investigator which would seem to indicate need for further investigation.

One area that suggested itself related to the sociology of the community. It seemed that civic leaders and the responses of the people in a community were pointing to an interpretation of need in terms of the sociology of the community--its institutions, its social, occupational, and its power structure.

It is possible that need for and interests in adult education could be measured in terms of the sociological composition of communities. Even in this study, differing sociologies seemed to be indicating differing degrees of need and different emphasis in subject matter content. It would be helpful if some measuring device for a community's sociology were constructed and validated for use in other communities to determine need for adult education and content areas of greatest relevancy.

Somewhat related to this, the investigator began to sense that there was possibly an element of "non-educable" adults in the community. Although the adult educator tends to see all adults as potential students, without a reconstruction of their attitudes or of their environment, some may never participate in activities related to adult education. If the community contains a sizable proportion of these, he may have some difficulty in realizing his goals. Women who wrote in they were interested in adult education but have too many

children to participate, a person who returned the questionnaire with "Nuts" on it, a respondent who indicated "What community wants it?", and others who returned the questionnaire with "too busy," or "costs too much," or "can't be bothered," would suggest a lack of recognizable need. The civic leaders seemed to indicate that those persons who belong to church and club groups which foster adult education are not available for attendance in a program offered by the public schools. A determination of need for adult education and interest areas adult education could provide might be approached from a study of the factors relative to the individual's life which determine whether he is a potential candidate for adult education. If such an instrument could be devised on the basis of factors which seem to invite attendance or discourage it, the adult educator could possibly be spared the lengthier analysis.

The investigator has already suggested in The Report from the Community Leaders, page 105 , the seeming need for further analysis of the role of the civic leader in relation to adult educational activities.

Very limited research exists in the literature of studies made of need for and interests in adult education. The investigator believes more research is need in this area which is either more intensive or different in approach which would help to clarify this area. Research which is done in other kinds of communities, with

differing ethnic, social, and geographical factors present is indicated. Research done with respect to larger communities would be helpful. The investigator would have appreciated being able to relate findings more frequently to other studies. It would seem further refinement is needed in this area in order to gain a greater degree of consensual validation, which is difficult to establish because the paucity of research extant. Although the literature abounds with interpretations relative to this field, there is actually little formal research done which is supportive.

A comparative study of successful vs unsuccessful programs to determine factors which are contributive might prove fruitful.

CHAPTER VII

IMPLICATIONS FROM THE DATA FOR THE PUBLIC SCHOOL ADULT EDUCATOR

Investigation into certain areas was made in this study with these considerations in mind:

1) that if the adult educator has a knowledge of communities' needs, he is better prepared to determine needed program content and services adult education can offer.

2) that with an awareness of the people's motives for participation in adult education, promotion can be made more effective.

3) that knowledge of attitudes toward paying for adult education can give him direction with respect to financing his program.

4) that knowledge of civic leaders' opinions regarding significant aspects of adult education can help him understand the relation of an adult education program to the community.

This chapter is an elaboration of these in light of the data obtained.

PART I. Considerations With Respect to Need and Interests

Considering first the need of the smaller community for an adult education program, the percentage of returns from interested people (their projected attendance in the program), and the

interpretation given by the civic leaders with respect to their communities' needs would seem to suggest that the public school adult educator can look forward to experiencing a certain "marginality" of operation, even as is indicated by Burton Clark with respect to the larger community.[1] This marginality may be even greater for adult education in the smaller community if the analysis of the civic leaders is correct, inasmuch as they point out the smaller community lacks the needed volume and the transiency of inhabitants which make a program sustaining and course offerings perpetuating. Moreover, the very nature of the smaller community itself was seen to militate against supporting adult educational activities, since the individual, as they saw him, lives more intimately here and must take on certain responsibilities which are not as pressing in the larger community where greater anonymity is possible. Further, his needs for social contacts and association are more readily filled in the smaller vicinity. His need was sometimes seen as a need to escape from the smaller area to the larger where contacts are new and more stimulating.

On the basis of this study, it would seem that the public school adult educator, whose community is composed of a cross-section of persons in all vocational categories, can be fairly well assured of the public's interest in certain courses as were indicated

---

[1] Clark, Burton R., op. cit., pp. 57-66.

to be preferred choices in this study--Organized Sports, Clothing Construction, Shorthand and Typing, Public Speaking, Home Landscaping, Photography, Square Dancing, etc.--provided opportunities to satisfy needs in these areas are not already available in the community. These might become a standard core of subjects that he could propose to offer without much hesitancy or without a great deal of preliminary surveying. As he moves away from this core, more energy and ingenuity will be required to develop responses from the citizens--and it is in developing areas beyond these more immediate ones that he will find opportunity to utilize his particular professional aptness as a trained adult educator to secure additional goals.

With respect to goals of adult education, the Adult Education Association through the Adult Education's Committee on Social Philosophy has given direction to the educator. This committee has emphasized that it is the philosophy of adult education to recognize needs as its first task. These needs the Committee sees as falling in three areas; namely,[2]

> Persistent needs of self
> 1) Extension of self (new activities and experience; seeking information; acquisition of skills and adaptation to technological change)

---

[2]"Social Philosophy of Adult Education," Report of a Committee at the Adult Education Association's Convention, Adult Education, April 1952, p. 129.

2) Social competence and status (participation in social recreation; seeking and achieving status)
3) Individual needs for expression of creative powers
4) Solution of conflicts within the individual

Persistent needs of family
1) To meet practical, material, and domestic needs.

Persistent needs of community, nation, and world
1) Development of awareness and understanding of community needs, and relationship to individual.
2) Need for information and skills to meet community problems.
3) Understanding and meeting social and technological changes in order to make an effective adjustment without conflict (supplementing for new skills to earn a living; problems of old age created by changing conditions; problems related to confusion regarding male and female roles in society.)

The data obtained in the study made by this investigator would seem to indicate that citizens in a community are very aware of their needs in those areas described as the "persistent needs of self" and the "persistent needs of family," but that they tend to be less aware of and much less concerned with the "persistent needs of community, nation, and world."

It would seem that if the adult educator is to take the leadership with which his position is vested, it is with respect to the latter area of need he must take more initiative if he is not merely to give the people what they want when they want it. That his role requires doing more than this is pointedly brought out by Bernard J. James who states with respect to the question "Can needs define educational

goals?"

> The further the educator moves from narrowly "practical" training programs to "cultural," "informative," or community-wide activity, the greater becomes the problem. Every "want," of course, is not of equal merit. Moreover, the values which go along with a "want" are not intrinsic to it but added to it by the instrumental considerations involved. A weighing of the merit puts most of the responsibility for value decisions, for goal definitions (in education) right back on the educator.
>
> Since the instrumental values of "wants" are decided by the values of the larger society, it is imperative that the educator accept his role as one of the chief spokesmen and interpreters (he is not the only one) of social values. . . .
>
> The role requires, indeed presumes, that educators not only follow the public, but lead it. The educator cannot be content just to go about sleuthing for "needs" in the belief that these "needs" when "discovered" will relieve him of the leadership task. 3

If the adult educator subscribes to the same beliefs with respect to his role, the data would seem to suggest that his unique leadership as an educator will be needed in the area of need related to the "persistent needs of community, nation, and world."

PART II. Implications for Promotion

With respect to promotion of educational programs, the data would seem to imply that there are certain very definite areas of need which can, if capitalized upon, suggest ideas that give effectiveness to promotion and publicity utilized with respect to offerings

---

[3] James, Bernard J., op. cit., pp. 10-24.

and services. Moreover, since motives seem to be specific for certain groups, appeals can be directed specifically for the groups whose interest the adult educator is desirous of enlisting for participation in educational activities. In communities where civic leaders stated that conventional means of promotion and publicizing adult educational activities had failed, it is possible that the means used was not consonant with the motives of the people. Russell Becker, discussing promotion through services, states:

> It may well be that promotional ventures which are based on a mimicry of the antics of the business community will not promote educational programs for adults. They represent a kind of institutional-need promotion which is several furlongs distant from the felt needs of individuals. Promotion which is oriented to the needs which individuals feel is preferable to promotion designed to keep adult education enterprises rolling. . . .
>
> This does not mean elimination of the other conventional means but alerts us to the value of spending a greater part of our total promotional time and energy on activities which meet felt needs of adults while also meeting the needs of an institution to keep going. . . .
>
> Instead of devising ever more clever and catchy news stories and copy for direct-mail use, perhaps we ought to initiate more programs of promotional action which are more truly congruous with the educational programs we provide for the growth and development of adult personalities. 4

It may be that just "promotion and publicity" are not sufficient to motivate people toward participation, but that a very

---

4 Becker, Russell, "Promotion Through Service," Adult Education, June 1951, pp. 190-194.

specialized kind of promotion is needed--one directly related to realizations of psychological, educational, and vocational needs of people. Moreover, it would seem that in some areas where need is outstanding, very little promotion would be indicated: where the adult educator interprets the need of a community according to educational goals more familiar to him than to the clientele he serves, promotion may need to be more intensive and he will have need to be much more ingenious in enlisting the involvement of people.

PART III. Considerations for Financing a Program

The question of whether to charge fees for adult education or whether it should be fully publicly supported is a controversial one. The data in this study would seem to suggest the fee is not objectionable to adults provided it is not excessive. Some educators believe that charging a fee, whether needed or not to help finance a program, is desirable--the fee becomes known as an "incentive" fee, so named for its allegedly psychological effect upon the individual who tries to realize value for money spent by attending more regularly. The investigator knows of no research to support this hypothesis. In one study done by Edward B. Olds[5] it was found that fee

[5] Olds, Edward B., "Adult Students and Their Teachers," Adult Education, Spring 1955, pp. 210-219.

charging had some small effect in reducing participation of low income people, but that this depression was not pronounced. Students' motives in low fee-supported schools were more pronouncedly for educational advancement, public affairs training, and Americanization than in schools supported by fees, where the students' motives were related more to skill and recreational benefits than in the low-fee schools.

In this investigator's study, willingness to share the expense was indicated so unanimously by the respondents that it would seem the adult educator need experience no hesitancy in charging a fee--his consideration would seem to be that of how much to charge. It is interesting to note in this connection that the business and professional man, who is likely to be selected by the educator as a civic leader to interpret adult education to the people of the community, tends to see the individual bearing all the cost of adult education himself, a method of financing which is recognized nationally as a depressant to the development and sustainance of adult education programs.[6]

---

[6] See Report of the Michigan White House Conference on Education, Published by Clair L. Taylor, Superintendent of Public Instruction and Executive Vice-Chairman, Michigan White House Conference on Education, Lansing, Michigan, 1955, pp. 39-40; and Mumms, Richard A., "Barriers to the Development of an Adult Education Program, Adult Education, February 1951, pp. 106-113.

PART IV. Implications Concerning the Relation of an Adult Education Program to the Community and Its Evaluation

The analysis of their communities' needs for adult education by the civic leaders and the substantiation of their positions have definite implications for the public school adult educator. The findings from this study reinforce some strongly stated points of view of John Thather with respect to public school adult education. Because they are so relative to the report as given by the civic leaders interviewed for this study, quotations are included:

> The director must be one who by training and experience has come to think in terms of the community rather than the school. He must not try to institutionalize adult education. He must not aim for a school full of students. Rather, he must aim for a community full of educational opportunities and activities. His school is the community and his students the adult public and their organizations. This implies a knowledge of the intricate structure of community life and acceptance of the existing pattern. . . .
>
> An adult educator who sets out to meet the educational needs of adults by simply offering a set of classes in a school building misses the potential value of adult education and neglects to take into account the important fact that more adult education is taking place outside of the public school than in it.
>
> Consequently the adult educator must first lift himself out of the groove of traditional thinking that all education occurs in a school building and in a class pattern. He must return to basic questions. He must ask, "What are the educational needs of the adults of this community? How are these needs being met at present by all agencies and organizations?" He is then better prepared to answer the question, "What can the public school do?" "What should our relationship be to this adult education by other agencies and organizations. . . .

> He must realize that adult education exists in quantity and quality all about him, that it is inextricably woven into the stream of adult life, and that the public school had better remain in that stream or lose its right to leadership." 7

The community leaders interviewed in this study tended to see adult education as another competing force in the community for the time and energy of the citizen. Indication was made that adult education might have a place if it could take out the duplication from all the already mushrooming organizations, but if it were to be just one more additive source of educational activity, it would tend to be further disintegrative to the individual. Moreover, it was pointed up several times by leaders that adult education already existed in many forms, and that if the adult educator experienced disappointment in his program it might be because adults were already being served by other media. If adult education is to be a force for integration of the individual, rather than potentially for disintegration by its further fragmenting community life, it would seem that cooperation with all community organizations providing adult education is not only necessary but imperative.

Further, leaders suggested that the qualify of some of the education being received by certain organizations, such as child study clubs, was neither of sufficient depth nor quality to be truly

---

[7] Thatcher, John, "The Public School, Adult Education, and Community Groups," Adult Education, Spring 1955, pp.-163-165.

effective. It would seem that the adult educator, from his unique position in the community, would be in a position to help organizations in developing their programs. His services could be of an advisory, consultative, and contributive nature in helping existing organizations meet their needs.

Data would also suggest that the adult educator in the smaller community must see his opportunities with respect to referrals not confined to the opportunities in his community. Some civic leaders pointed out that certain equipment for the learning of complex shop skills, repair skills, and business skills would involve an investment the smaller community can neither afford nor utilize fully. The adult educator needs to be a liason between his program and the programs in other communities which can provide the kinds of service needed at a non-prohibitive cost. Wherever he can localize offerings to meet needs, it is to the community's advantage to do so since time, cost, and inconvenience are involved in commuting. But recognition must be given to need in areas others can better fill, and a knowledge of those neighboring resources should be made known to his community. Cooperation between educators is needed to serve citizens' needs. Where no larger center provides services for citizens in the smaller communities which they cannot fill themselves, the smaller communities could cooperate in concentrating certain activities in particular centers without trying either to offer all

courses in one community unsuccessfully or not filling the need at all.

Evaluation would not be by counting the number of people participating in public school programs, but in terms of fulfillment of people's needs through various agencies whose purpose is educative. The adult educator, it seems, must refrain from evaluating his program in terms of "hose-counting." The number of persons attending his program and increments in attendance need not necessarily reflect growth. True evaluation can come only in terms of how well the community is served. His program would become a supplement to the community's adult education in areas not already being provided, or being inadequately provided.

Attendance is needed for certain requirements set by the state if reimbursement is involved, but apart from this forced consideration, it should also be noted that respondents to the questionnaire in expressing their benefits and satisfactions received from participating in adult education in the past indicated certain qualitative considerations. They seemed to be stating that the quality of their experiences was significant. The value that adult education is to those who participate indicates that qualitative aspects of adult education are worthy of as much consideration as are the quantitative. Too much emphasis on quantitative support for adult education may not only frustrate the adult educator who finds it

difficult to build large enrollments, but it has been already noted this emphasis may also work toward frustrating the community.

It would also seem, that since civic leaders are not aware of the true function and role of the adult educator, or of what adult education purports to do, he has as much need to publicize what adult education is and what services it can offer as he has to publicize information concerning courses to be offered. No civic leader interviewed by the investigator expressed any indication of knowledge that the adult educator can offer educational, vocational, and personal guidance to individuals or that he can be an agent for referral to those resources in the community where these are provided. Very few people would know what his goals are as an educator, and unless his goals and those of the people he serves have some unanimity, it is not likely that any progress can be made toward their realization. He may have need to interpret and editorialize concerning adult education. And he may have to promote projects related to civic improvement in which citizens can actively participate and become involved or find other media or opportunities to enlist their activity if he is to realize his goals as an educator with respect to the "persistent needs of community, nation, and world."

Clearly, data in this study seem to imply that the adult educator must assume the role of coordinator of adult education activities in the community and that he must be instrumental in

providing services for adults related to their recognized needs. He must find ways to help his community become aware that these are his functions. Mere indication of course offerings is not enough.

Beyond this, as an educator and as a creative adult, he must find ways to realize and to interpret his ideals with respect to the development of a democratic society. He cannot rely too strongly either on the citizens or the civic leaders to determine his goals. They can give some direction, but generally they lack an overall philosophical orientation to education which unifies, integrates, and strengthens adult education so that it can become a dynamic force in a community. He has need to synthesize the narrower, localized, and specific objectives of his clientele into a community of purpose, in which each begins to realize his contribution in relation to the whole, and where his interest in the advancement of the larger group may begin to determine and influence his personal objectives.

Real support for a program can only be won by integrity of purpose and by vigorous leadership on the part of the adult educator. Without these, adult education will remain merely a stop-gap activity, relieving the temporary, fleeting, and transitory interests of adults. The adult educator who has concern with the optimum self-realization of adults, and therefore with the future of adult education, will be dominated by a philosophy which will determine

APPENDIX

AN ADULT EDUCATION SURVEY

The Department of Teacher Education of Michigan State University in cooperation with your local board of education would like to determine community interest in an adult education program. We have prepared a list of subjects that might be of interest to you. Would you kindly place a check ( ) in column A if that subject interests you. Place an additional check in column B if you think you might take such a course if it were offered in the future. List any other courses you would like.

A	B	
___	___	House Construction
___	___	Mechanical Drawing
___	___	Woodworking
___	___	Machine Shop
___	___	Radio and Television Repair

Other trade, industrial, and shop courses I would like

A	B	
___	___	Animal Production
___	___	Poultry Production
___	___	Crop Production
___	___	Conservation
___	___	Farm Shop

Other agricultural courses

A	B	
___	___	Stretching My Money
___	___	Investing Money Wisely
___	___	The Law and Me
___	___	News and Civic Affairs
___	___	Nutrition

Other Consumer courses I would like

A	B	
___	___	Organized Sports (golf, swimming, volley ball, etc.)

A	B	
___	___	Home Landscaping
___	___	Clothing Construction
___	___	Food Preparation
___	___	Home Decoration
___	___	Home Freezing

Other homemaking courses I would like

A	B	
___	___	Improving My Personality
___	___	Marriage and Family Relations
___	___	Understanding the Teen-ager
___	___	Child Care
___	___	Human Development

Other courses in personal relations

A	B	
___	___	Social Security and Me
___	___	Volunteer Community Service
___	___	Civil Defense
___	___	Making Income Tax Returns
___	___	Lip Reading, Braille, etc.

A	B	
___	___	Great Books Discussion

___ ___ Choral Singing
___ ___ Square Dancing
___ ___ Social Dancing
___ ___ Bridge
___ ___ Other social activities

A B
___ ___ Public Speaking
___ ___ Creative Dramatics
___ ___ Speech Correction
___ ___ Creative Writing
___ ___ How to Judge Good Radio, Television, Movies, etc.
Other courses in communication

A B
___ ___ Photography
___ ___ Oil or Water Color Painting
___ ___ Ceramics
___ ___ Jewelry Making
___ ___ Weaving
___ ___ Flower Arranging
___ ___ Other art courses

A B
___ ___ Planning for Retirement
___ ___ Creative Thinking
___ ___ Travel Adventures
___ ___ Philosophy for Living
___ ___ Other miscellaneous courses

___ ___ World Affairs
___ ___ Music Appreciation
___ ___ Art Appreciation
___ ___ French, German, Spanish
___ ___ Our Historical Heritage
___ ___ Other cultural courses

A B
___ ___ Salesmanship
___ ___ Business Letter Writing
___ ___ Accounting
___ ___ Shorthand and Typing
___ ___ Bookkeeping
___ ___ The Use of Business Machines
Other courses in business

A B
___ ___ Citizenship for New Americans
___ ___ High School English
___ ___ High School Science
___ ___ High School Mathematics
___ ___ High School Government
___ ___ American History
___ ___ Other courses

A B
___ ___ American Culture and Society
___ ___ Drama Reading
___ ___ Driver Training
___ ___ People of Other Lands
___ ___ Charm

I would like to take courses:
___ to occupy my leisure time
___ to make friends and find social companionship
___ to learn to express myself creatively
___ to improve my personal relations
___ to get away from home for an evening
___ to earn credits toward a diploma
___ to learn to be of service in my community
___ to advance professionally
___ to learn a new occupation

___ to learn ways to economize
___ to obtain leadership training
___ to learn how to be at ease with others
___ to learn how to make myself interesting to others
Other reasons:

In paying for adult education courses, do you think:

___ you should pay for all the costs
___ the local board of education should pay the cost
___ the state board should pay the cost
___ the local board of education and the state should pay the cost
___ all of the above should share the cost

DO NOT put your name on this paper, but kindly complete the following items:

Name of your community_____Occupation_____

Age_____Sex (M___, F___) Last grade in school completed_____

Place of residence: (town or city___) (Suburban___) (rural____)

Citizenship: (naturalized___) (not naturalized___) (native born___)

Number of clubs to which you belong: (none___) (1__) (2__) (3 or more __)

Are you a wage earner? (yes__) (no__) Retired: (yes__) (no__)

Income you earned this past year ($2999 or below _____)
($3000 to $4999 _____)
($5000 to $7999 _____)
($8000 to more _____)

Single ___ Married ___ Widowed___

Live alone ___ Live with group of 1 to 3 ___

Live with group of 4 or more____

If you have taken courses in adult education, what do you consider were the greatest satisfactions or benefits you gained from them?

In your opinion, why do you think others take courses in adult education?

While information given in this survey will be made available to your community, there is no obligation on the part of the community

to provide such a program.

DESCRIPTION OF THE ADULT EDUCATION SURVEY FOR PROMOTIONAL USE

Increasing numbers of adults are taking advantage of opportunities to increase their knowledge and understanding through local adult education programs. They are taking classes in which they are finding new friends and companions. They are developing their interests and finding new ways to live creatively. They are learning how to better understand themselves and others. Many are increasing their vocational competence by learning new techniques and keeping abreast with developments in industry, business, and agriculture. In a sense, adult education is becoming a national and international movement.

To help local communities identify specific interests in an adult education program Michigan State University is conducting a survey in selected Michigan communities. It is hoped such a survey will identify

1) the extent to which adults desire a program in their community
2) the variety of interests adults have so that programs may be developed around their interests
3) the desires of the people in regard to financing such a program.

Local community groups have been organized to help in this survey. These are Morley, Hesperia, LeRoy, White Cloud,

Barryton, Remus, Stanwood, Mecosta, Davison, St. Johns, Stoner School District, and Portland.

GENERAL SUGGESTIONS FOR CONDUCTING THE SURVEY

In conducting the survey of Michigan State University regarding the needs for adult education in Michigan communities, the following suggestions were made in initial meetings with interested groups.

1. Each community would conduct the survey in a way found most compatible to the investigator and the planning committee, taking into consideration the organization of the community. A final report of the method used would be included by the local coordinator of the survey in order to qualify the interpretation of data.

2. A planning or advisory committee composed of key personnel (education, religion, civic organization, industry, Chamber of Commerce, etc.,) would be helpful in proposing ways of sampling, in advising, and in suggesting ways and means of implementation. This committee could also add support and prestige to the survey.

3. As the survey gets underway, any publicity--newspaper, radio, television--would be helpful in creating a climate for response. A description of the survey for promotional use is provided.

4. Sampling could be decided at the meeting of the planning committee. These points were brought out related to random sampling:

Random sampling would make it possible to generalize from a minimum of 10% of the population to the total population within certain limits of error. Of all methods it would best insure representation from all groups of adults in the community. Directions for random sampling were provided in case the committee decided to use this means. In this connection, it was preferred that contacts be face to face with perhaps a group of responsible students, a boy scout troop, or some other adult organizational group willing to

sponsor the project doing the survey. Since the questionnaire takes about five minutes for completion, they could try for on-the-spot completion. Each person might be assigned ten questionnaires for the completion of which he would be responsible. Since this is a fairly disciplined means of sampling, directions and briefing of the interviewers would be necessary. If students are used, this suggested card of introduction might be helpful:

We wish to present _____, a _____ High School Student, who is helping to make a survey of the interest of adults in _____ for an adult education program.

This survey is conducted jointly by the Department of Teacher Education of Michigan State University and your local school board. Your cooperation would be greatly appreciated.

_____
Superintendent

5. Other means of sampling considered by some communities are through the community's organizations. Questionnaires might be distributed by a responsible representative to all civic organizations, to P. T. A. meetings, to factory workers, to church groups, to civic organizations--to all organized groups available--with the aim to get as many total responses as possible and get as adequate a representation of adults in all walks of life, of all ages, and of as diversified interests as possible.

6. Some superintendents have had success sampling through the school but here it is important to provide sampling also of those adults without school children.

7. After the survey is underway, completion within a two-week period would be desirable in order to capitalize upon the enthusiasm and interest while it is as its height. Occasional checking on the part of the survey director in the community may be necessary to answer questions, to give support to workers, and also to activate them if necessary.

8. The completed questionnaires with a report of the method used and the data sheet will be given to the local coordinator. Summarization of the data will be provided to the community by the general coordinator, Helen Evans.

9. Good luck!

RANDOM SAMPLING

A random sample is based upon the equal opportunity of everyone in the population to be selected for sampling. This smaller part of the population can then be taken as representative of the total population within determined limits of error. It is a means of measuring what the total population might express if it were canvassed.

For it to do what it purports to do, an unbiased listing must be used of all the adults in the population--either singly or by household or other unit. An adult is one sixteen years or over and not attending high school.

A random sample of numbers may be employed. The one enclosed reads from 0 to 99 so inhabitants or household or other units could be numbered from 0 to 99, and then commencing with 0 again. A consistent pattern from the random table of numbers may then be used. A certain number could be drawn from the first block of inhabitants numbered from 0 to 99, the same number from the next block, etc. Using the table, one could take the one numbered 03, then 47, then 43--or one could read down the table--or zig-zag across. One could go from block to block, or all the way across the page, or all the way down the page--any pattern you might choose. The numbers are blocked in groups of 25 simply for ease in

establishing or maintaining patterns.

Substitutions should not be made for persons not at home if it is face-to-face sampling because this might bias the sample in favor of married women at home with children. Such groups as male day laborers or women who work would be excluded and so the sample would not be representative. However, if the person is no longer available in the community for sampling, a substitute name may be drawn.

Face-to-face sampling is preferred since it assures getting a response to a greater degree and the interviewer can add a great deal to the validity of the questionnaire. He could ask, before presenting the checklist, what the person would like in an adult education program. Such responses which come spontaneously may be more valid than the more studied suggestions listed. He could also ask if the person was not interested in checking any, if he would nevertheless wish to have an adult program in his community, since some persons might not wish to check any courses, but might favor a program. These interview responses and others he thinks meaningful could be jotted on the back of the sheet after the interview.

If a random sample of names is chosen and sent instead of being done by interview face to face, if at least 50% of the questionnaires are not returned in the designated time, another questionnaire with kindly request for completion should be sent.

For greater validity, it may be necessary to make a random sampling of the non-returners to see if they differ appreciably from the returners.

03 47 43 73 86	36 96 47 36 61	46 98 63 71 62	33 26 16 80 45
97 74 24 67 62	42 81 14 57 20	42 53 32 37 32	27 02 36 07 51
16 76 62 27 66	56 50 26 71 07	32 90 79 78 53	13 55 38 58 59
12 56 85 99 26	96 96 68 27 31	05 03 72 93 15	57 12 10 14 21
55 59 56 35 64	38 54 82 46 22	31 62 43 09 90	06 18 44 32 53
60 11 14 10 95	16 32 77 94 39	49 54 43 54 82	17 37 93 23 78
24 51 79 89 73	84 42 17 53 31	57 24 55 06 88	77 04 74 47 67
88 97 54 14 10	63 01 63 78 59	16 95 55 67 19	98 10 50 71 75
88 26 49 81 76	33 21 12 34 29	78 64 56 07 82	52 42 07 44 38
23 83 01 30 30	57 60 86 32 44	09 47 27 96 54	49 17 46 09 62
87 35 20 96 43	84 26 34 91 64	18 18 07 92 46	44 17 16 58 09
21 76 33 50 25	83 92 12 06 76	26 62 38 97 75	84 16 07 44 99
12 86 75 38 07	44 39 52 38 79	23 42 40 64 74	82 07 77 77 81
15 51 00 13 42	99 66 02 79 54	52 36 28 19 95	50 92 26 11 97
90 52 84 77 27	08 02 73 43 28	37 85 94 35 12	83 39 50 08 30
79 83 86 19 62	06 76 50 03 10	55 23 64 05 05	55 29 17 12 13
83 11 46 32 24	20 14 85 88 45	10 93 72 88 71	56 62 18 37 35
07 45 52 14 08	32 98 94 07 72	93 85 79 10 75	99 49 57 22 77
00 56 76 31 38	80 22 02 53 53	86 60 52 04 53	16 08 15 04 72
42 34 07 96 88	54 42 06 87 98	35 85 29 48 39	31 16 93 32 43
40 33 20 38 26	13 89 51 03 74	17 46 37 13 04	07 74 21 19 30
96 83 50 87 75	97 12 25 93 47	70 33 24 03 54	97 77 46 44 80
88 42 95 45 72	16 64 36 16 00	04 43 18 66 79	94 77 24 21 90
33 27 89 34 09	20 59 34 68 49	12 72 07 34 45	99 27 72 95 14
50 27 89 87 19	20 15 37 00 49	52 85 66 60 44	38 68 88 11 80
68 34 30 13 70	55 74 30 77 40	44 22 78 84 26	04 33 46 09 52
74 57 25 65 76	58 29 97 68 60	71 91 38 67 54	13 58 18 24 76
27 42 37 86 53	48 55 90 65 72	96 57 69 36 10	96 46 92 42 45
00 39 68 29 61	66 37 32 20 30	77 84 57 03 29	10 45 65 04 26
29 94 98 94 24	68 49 69 10 82	53 75 91 93 30	34 25 20 57 27
68 07 97 06 57	16 90 82 66 59	83 62 11 64 12	67 19 00 71 74
15 54 55 95 52	11 27 94 75 06	06 09 19 74 66	02 94 37 34 02
97 60 49 04 91	35 24 10 16 20	33 32 51 26 38	79 78 45 04 91
11 04 96 67 24	38 23 16 86 38	42 38 97 01 50	87 75 66 81 41
40 48 73 51 92	31 96 25 91 47	96 44 33 49 13	34 86 82 53 91

60 47 21 29 68 02 02 37 03 31 66 67 40 67 14 64 05 71 95 86
76 70 90 30 86 38 45 94 30 38 14 90 84 45 11 75 73 88 05 90
16 92 53 56 16 02 75 50 95 98 68 05 51 18 00 33 96 02 75 19
40 01 74 91 62 48 51 84 08 32 20 46 78 73 90 97 51 40 14 02
00 52 43 48 85 27 55 26 89 62 64 19 58 97 79 15 06 15 83 20

11 05 65 09 68 76 83 20 37 90 57 16 00 11 66 05 26 93 70 60
52 27 41 14 86 22 98 12 32 08 07 52 74 95 80 07 97 10 88 23
07 60 62 93 55 59 33 82 43 90 49 37 38 44 59 68 71 86 85 85
04 02 33 31 08 39 54 16 49 36 47 95 93 13 30 26 99 61 65 53
01 90 10 75 06 40 78 78 89 65 02 67 74 17 33 14 65 52 58 75

22 35 85 15 13 92 03 51 59 77 59 56 78 06 83 52 91 05 70 74
09 98 42 99 64 61 71 62 99 15 06 51 29 16 93 58 05 77 09 51
64 87 66 47 54 73 32 08 11 12 44 95 92 63 16 29 56 24 29 48
58 37 78 80 70 42 10 50 67 42 32 17 55 85 74 94 44 67 16 94
87 59 36 22 41 26 78 63 06 55 13 08 27 01 50 15 29 39 39 43

17 53 77 58 71 71 41 61 50 72 12 41 94 96 26 44 95 27 36 99
90 26 59 21 19 23 52 23 33 12 96 93 02 18 39 07 02 18 36 07
41 23 52 55 99 31 04 49 69 96 10 47 48 45 88 13 41 42 89 20
60 20 50 81 69 31 99 73 68 68 35 81 33 06 76 24 30 12 48 60
91 25 38 05 90 94 58 28 41 36 45 37 59 03 09 90 35 57 29 12

02 96 74 30 83 34 50 57 74 37 98 80 33 00 91 09 77 93 19 82
25 99 32 70 23 85 22 04 39 43 73 81 53 94 79 33 62 46 96 28
97 17 14 49 17 09 79 13 77 48 73 82 97 22 21 05 03 27 24 83
81 99 10 72 34 88 75 80 18 14 22 95 75 42 49 39 32 82 22 49
82 62 54 65 60 90 96 23 70 00 39 00 03 06 90 55 85 78 38 36

74 94 80 04 04 45 07 31 66 49 53 74 23 99 67 61 32 28 69 84
08 31 54 46 31 53 94 13 38 47 63 38 06 86 54 99 00 65 26 94
72 89 44 05 60 35 80 39 94 88 35 30 58 21 46 06 72 17 10 94
02 48 07 70 37 16 04 61 67 87 63 43 36 82 69 65 51 18 37 88
94 37 30 69 32 90 89 00 76 33 98 25 37 55 26 01 91 82 81 46

94 62 67 86 24 98 33 41 19 95 47 53 53 38 09 02 63 21 17 69
02 82 90 23 07 79 62 67 80 60 75 91 12 81 19 64 55 22 21 82
25 21 31 75 96 49 28 24 00 49 55 65 79 78 07 85 07 26 13 89
61 38 44 12 45 32 92 85 88 65 54 34 81 85 35 58 54 16 24 15
74 71 12 94 97 24 02 71 37 07 03 92 18 66 75 34 85 27 84 87

71 50 80 89 56	38 15 70 11 48	43 40 45 86 98	00 83 26 91 03
48 22 28 06 00	61 54 13 43 91	82 78 12 23 29	06 66 24 12 27
01 10 07 82 04	59 63 69 36 03	69 11 15 83 80	13 29 54 19 28
51 54 44 82 00	62 61 65 04 69	38 18 65 18 97	85 72 13 49 31
61 48 64 56 26	90 18 48 13 26	37 70 15 42 57	65 65 80 39 07
03 92 18 27 46	57 99 16 96 56	30 33 72 85 22	84 64 38 56 98
62 95 30 27 59	37 75 41 66 48	86 97 80 61 45	23 53 04 01 63
08 45 93 15 22	60 21 75 46 91	98 77 27 85 42	28 88 61 08 84
07 08 55 18 40	45 44 75 13 90	24 94 96 61 02	57 55 66 83 15
01 85 89 95 66	51 10 19 34 88	15 84 97 19 75	12 76 39 43 78
99 01 30 98 64	72 84 71 14 35	19 11 58 49 26	50 11 17 17 76
45 76 08 64 27	88 78 28 16 84	13 52 53 94 53	75 45 69 30 96
69 42 37 11 61	96 76 28 12 54	22 01 11 94 25	71 96 16 17 88
64 63 91 08 25	43 31 67 72 30	24 02 94 08 63	38 32 36 66 02
86 31 57 20 18	95 60 78 46 75	50 44 66 44 21	66 06 58 05 62
73 89 65 70 31	99 17 43 48 76	22 66 22 15 86	26 63 75 41 99
60 40 60 81 19	24 63 01 61 16	96 24 40 14 51	23 22 30 88 57
68 64 38 25 39	48 03 45 15 22	78 60 73 99 84	43 89 94 36 45

Taken from Fisher, Ronald A. and Yates, Frank, Statistical Tables, New York: Hafner Publishing Company, 1949, pp. 104-105.

SAMPLING REPORT SHEET

BY ORGANIZATION

If done by organization, surveying should be face-to-face and filled out immediately for best results. The questionnaire takes about five minutes to complete. Experience shows it is difficult to get questionnaires returned if they are not filled out on the spot. If they have been filled out otherwise, please indicate.

Information needed to accompany the returned questionnaires:

Name of the group to which the questionnaires were given _____

Number filling out the questionnaire _____

Number rejecting the questionnaire _____

BY RANDOM SAMPLING

If surveying has been done by random sample in a personal interview situation, please indicate:

Number of adults in the population (sixteen years or over and not attending high school) _____

Per cent of the population sampled _____

Number filling out the questionnaire _____

Number of adults who could not be reached after a reasonable number of trials at different times of the day (minimum 3) _____

Grade of pupil or name of organization doing the surveying _____

BY SENDING HOME WITH SCHOOL CHILDREN

If sampling has been done by sending the forms home with the school children to give to adults in their households, please indicate:

The number filling out the questionnaire _____

The number rejecting the questionnaire _____

The classes to whom the questionnaire was given for distribution _____

Department of Teacher Education
Michigan State University
East Lansing, Michigan
July 3, 1957

Dear _____:

The Department of Teacher Education and I would like to thank you for your cooperation and assistance in making the survey of the needs and interests of adults for adult education in your community possible. Without your contribution it would have been difficult to achieve the results we did.

Very sincerely yours,

_____
Coordinator

THE COMPOSITION OF THE SAMPLES

In order to analyze and interpret the data the investigator includes a description of the samples according to sex, occupation, place of residence, age, and education.

The following tables provide that information.

TABLE 26

COMPOSITION OF SAMPLES BY SEX

	Stoner	Davison	St. Johns	Portland	Big Rapids Area	Total
Male	31	38	161	84	90	404
Female	55	72	173	72	180	552
Unidentified	0	1	39	0	0	40
Total	86	111	373	156	270	996

TABLE 27

COMPOSITION OF SAMPLES BY PLACE OF RESIDENCE

	Stoner		Davison		St. Johns		Portland		Big Rapids Area		Total
	M	F	M	F	M	F	M	F	M	F	
Urban or suburban	31	55	38	72	109	91	61	48	31	61	597
Rural	0	0	0	0	52	82	17	24	59	104	338

TABLE 28

COMPOSITION OF SAMPLES BY OCCUPATIONS OF MALES

	Stoner N[a]:31		Davison N:38		St. Johns N:161		Portland N:84		Big Rapids Area N:90		Total N:404	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
Professional or managerial	5	16.1	10	26.3	45	28.0	17	20.2	14	15.6	91	22.5
Clerical or sales	6	19.4	7	18.4	17	10.6	9	10.7	6	6.7	45	11.1
Other	13	41.9	15	39.5	72	44.7	29	34.5	60	66.7	189	46.8
Unidentified	7	22.6	6	15.8	27	16.8	29	34.5	10	11.1	79	19.6

a N: total number of men

b n: number of males in specific classification

c %: per cent in each classification in relation to the total

TABLE 29

COMPOSITION OF SAMPLES BY OCCUPATIONS OF FEMALES

	Stoner N[a]:55		Davison N:72		St. Johns N:173		Portland N:72		Big Rapids Area N:180		Total N:552	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
Professional or managerial	2	3.6	3	4.2	21	12.1	6	8.3	17	9.4	49	8.9
Clerical or sales	5	9.1	1	1.4	19	11.0	12	16.7	11	6.1	48	8.8
Other	3	5.5	3	4.2	6	3.5	3	4.2	16	8.9	31	5.6
Housewife	44	80.0	64	88.9	126	72.5	45	62.5	130	72.2	409	74.1
Unidentified	1	1.8	1	1.4	1	.6	6	8.3	6	3.3	15	2.7

a N: number of females

b n: number of females in specific classification

c %: per cent in each classification in relation to the total

TABLE 30

COMPOSITION OF SAMPLES BY AGE OF MALES

	Stoner N[a]:25		Davison N:36		St. Johns N:162		Portland N:71		Big Rapids Area N:84		Total N:378	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
Age 16-29	4	16.0	10	27.8	16	9.9	14	19.8	15	17.9	59	15.6
Ages 30-44	12	48.0	21	58.3	89	54.9	32	45.1	41	48.8	195	51.6
Ages 45-59	8	32.0	5	13.9	52	32.1	22	30.9	22	26.2	109	28.8
Age 60 or above	1	4.0	0		5	3.1	3	4.2	6	7.1	15	3.9

a N: number of males indicating their age

b n: number of males in specific age category

c %: per cent of males in each age category in relation to total number of men indicating their age.

TABLE 31

COMPOSITION OF SAMPLES BY AGE OF FEMALES

	Stoner N[a]:49		Davison N:67		St. Johns N:156		Portland N:62		Big Rapids Area N:145		Total N:479	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
Ages 16-29	7	14.3	20	29.8	5	3.2	11	17.7	26	17.9	69	14.4
Ages 30-44	28	57.1	38	56.9	110	70.5	29	46.7	77	53.1	282	58.9
Ages 45-59	13	26.5	7	10.5	40	25.7	19	30.8	32	22.1	111	23.2
Age 60 or above	1	2.1	2	2.8	1	.6	3	4.8	10	6.9	17	3.5

a N: number of females indicating their age

b n: number of females in specific age category

c %: per cent of females in each age category in relation to total number of females indicating their age.

TABLE 32

COMPOSITION OF SAMPLES BY EDUCATION OF MALES

	Stoner N[a]:24		Davison N:37		St. Johns N:65		Portland N:60		Big Rapids Area N:171		Total N:357	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
Grade completed												
1-8	2	8.3	3	8.1	4	6.2	9	15.0	49	28.1	67	18.8
9-12	18	75.0	27	73.0	31	47.7	39	65.0	95	55.6	210	58.8
12-16	4	16.7	5	13.5	28	43.1	11	18.3	21	12.2	69	19.3
above 16	0		2	5.4	2	3.1	1	1.7	6	3.5	11	3.1

a N: number of men indicating education completed

b n: number of men completing specific grade category

c %: per cent of men in each grade category in relation to total indicating their education completed.

TABLE 33

COMPOSITION OF SAMPLES BY EDUCATION OF FEMALES

	Stoner N[a]:49		Davison N:67		St. Johns N:172		Portland N:62		Big Rapids Area N:79		Total N:429	
	n[b]	%[c]	n	%	n	%	n	%	n	%	n	%
Grade completed												
1-8	5	10.2	3	4.5	22	12.2	4	6.5	9	11.4	43	10.0
9-12	38	77.6	49	73.1	95	55.2	47	75.8	52	65.8	281	65.5
12-16	6	12.2	15	22.4	53	30.8	11	17.8	17	21.5	102	23.8
above 16	0		0		2	1.2	0		1	1.3	3	.7

a N: number of females indicating education completed

b n: number of females completing specific grade category

c %: per cent of females in each grade category in relation to total indicating their education completed.

TABLE 34

CLUB MEMBERSHIP OF MALES

Belong to	Stoner N[a]:26	Davison N:31	St. Johns N:60	Portland N:54	Big Rapids Area N:155	Total N:326	% of Total
none	10	16	6	15	70	117	35.8
1	9	5	15	17	36	82	25.1
2	5	7	14	6	29	61	18.7
3 or more	2	3	25	16	20	66	20.2

a N: number responding to item of club membership

TABLE 35

CLUB MEMBERSHIP OF FEMALES

Belong to	Stoner N[a]:51	Davison N:66	St. Johns N:162	Portland N:63	Big Rapids Area N:73	Total N:415	% of Total
none	28	23	60	26	27	164	39.5
1	11	19	40	18	18	106	25.5
2	9	15	29	14	19	86	20.7
3 or more	3	9	33	5	9	59	14.2

a N: number responding to item of club membership

TABLE 36

RANK ORDER OF SUBJECTS OF INTEREST TO MEN

	N	Rank		N	Rank
Home Landscaping	117	1	Bookkeeping	41	25
House Construction	108	2	Marriage and Family Relations	40	26
Organized Sports	95	3	Social Dancing	39	27
Public Speaking	92	4	Human Development	39	27
Woodworking	91	5	Crop Production	37	28
Investing Money Wisely	88	6	French, German, Spanish	34	29
Radio and Television Repair	88	6	Home Decoration	34	29
Machine Shop	85	7	Philosophy for Living	34	29
Stretching My Money	82	8	Creative Writing	32	30
Photography	81	9	Business Letter Writing	31	31
Planning for Retirement	78	10	Driver Training	31	31
Salesmanship	73	11	Accounting	29	32
World Affairs	72	12	Typing and Shorthand	29	32
Social Security and Me	69	13	Speech Correction	28	33
Understanding the Teenager	67	14	American History	28	33
Square Dancing	64	15	Bridge	27	34
Improving My Personality	63	16	Animal Production	27	34
Civil Defense	61	17	Music Appreciation	24	35
Conservation	60	18	How to Judge Good Radio, Television, Movies	22	36
Making Income Tax Returns	60	18			
Travel Adventures	59	19	Great Books Discussion	21	37
Farm Shop	56	20	Volunteer Community Service	21	37
Mechanical Drawing	53	21	American Government	21	37
News and Civic Affairs	45	22	Poultry Production	20	38
The Law and Me	43	23	Choral Singing	20	38
High School Mathematics	42	24	Food Preparation	20	38

TABLE 26 - Continued

	N	Rank		N	Rank
Our Cultural Heritage	18	39	Art Appreciation	9	45
Ceramics	18	39	Flower Arrangement	9	45
The Use of Business Machines	18	39	Citizenship for New Americans	8	46
High School English	18	39	High School Science	8	46
Oil and Water Color Painting	17	40	Nutrition	6	47
People of Other Lands	17	40	Lip Reading, etc.	6	47
American Culture and Society	15	41	Charm	6	47
Child Care	14	42	Creative Dramatics	6	47
Creative Writing	12	43	Jewelry Making	5	48
Home Freezing	12	43	Weaving	4	49
Clothing Construction	10	44	Drama Reading	2	50

TABLE 37

RANK ORDER OF SUBJECTS OF INTEREST TO WOMEN

	N	Rank		N	Rank
Home Decoration	219	1	Choral Singing	63	21
Clothing Construction	174	2	Child Care	57	22
Understanding the Teenager	162	3	World Affairs	57	22
Flower Arrangement	143	4	Public Speaking	56	23
Food Preparation	140	5	Planning for Retirement	56	23
Stretching My Money	126	6	Nutrition	56	23
Shorthand and Typing	123	7	Jewelry Making	52	24
Home Landscaping	122	8	French, German, or Spanish	52	24
Improving My Personality	121	9	Travel Adventures	51	25
Square Dancing	116	10	Weaving	50	26
Organized Sports	101	11	Bridge	49	27
Social Dancing	88	12	Great Books Discussion	48	28
Ceramics	86	13	The Law and Me	47	29
Home Freezing	84	14	Volunteer Community Service	44	30
Bookkeeping	84	14	Creative Thinking	44	30
Marriage and Family Relations	77	15	Art Appreciation	43	31
Civil Defense	74	16	Charm	41	32
The Use of Business Machines	73	17	Human Development	40	33
Investing My Money Wisely	73	17	Philosophy for Living	40	33
Photography	72	18	House Construction	39	34
Oil or Water Color Painting	72	18	Creative Writing	38	35
Social Security and Me	72	18	Our Historical Heritage	36	36
Making Income Tax Returns	71	19	News and Civic Affairs	35	37
Music Appreciation	69	20	Business Letter Writing	34	38
Driver Training	63	21	Accounting	33	39

TABLE 37 - Continued

	N	Rank		N	Rank
People of Other Lands	33	39	Drama Reading	18	49
Speech Correction	31	40	Radio and Television Repair	18	49
How to Judge Good Radio, Television, Movies, etc.	30	41	Creative Writing	16	50
			American Culture and Society	15	51
Woodworking	29	42	Machine Shop	14	52
High School Mathematics	28	43	High School Science	14	52
High School English	26	44	Citizenship for New Americans	11	53
Americal History	25	45	Mechanical Drawing	11	53
American Government	24	46	Animal Production	6	54
Lip Reading, etc.	22	47	Crop Production	6	54
Poultry Production	21	48	Farm Shop	4	55
Salesmanship	21	48	Conservation	3	56

BIBLIOGRAPHY

Books

Angyal, A., Foundations for a Science of Personality. New York: Commonwealth Fund, 1941.

Beals, Ralph A. and Brody, Leon, The Literature of Adult Education, American Association for Adult Education, New York, 1941.

Clark, Burton R., Adult Education in Transition: A Study of Institutional Insecurity, Berkeley and Los Angeles: University of California Press, 1956.

Dewey, Richard and Humber, W. J., The Development of Human Behavior, New York: The MacMillan Company, 1951.

Dictionary of Occupational Titles, Part II. Titles and Codes, U. S. Government Printing Office, 1939.

Fisher, Ronald A. and Yates, Frank, Statistical Tables, New York: Hafner Publishing Company, Inc., Third Edition, 1949.

Kempfer, Homer, Adult Education, New York: McGraw-Hill Book Company, Inc., 1955.

Volkart, Edmund H. (ed.), Social Behavior and Personality: Contributions of W. I. Thomas to Theory and Social Research, New York: Social Science Research Council, 1951.

Articles

Becker, Russell, "Promotion Through Service," Adult Education, June, 1951.

Horn, Francis H., "International Understanding: The Lament of a Discouraged Adult Educator," Adult Education Journal, July, 1950.

James, Bernard J., "Can 'Needs' Define Educational Goals?" Adult Education, Autumn, 1956.

Maslow, A. H., "A Theory of Human Motivation," Psychological Review, Vol. 50, 1943, p. 370-396.

Mumma, Richard A., "Barriers to the Development of an Adult Education Program," Adult Education, February, 1951.

Olds, Edward B., "Adult Students and Their Teachers," Adult Education, Spring, 1955.

"Social Philosophy of Adult Education", Report of a Committee at the Adult Education Association's Convention, Adult Education, April, 1952.

Thatcher, John, "The Public School Adult Education, and Community Groups," Adult Education, Spring, 1955.

Reports, Pamphlets, and Bulletins

Areas of Adult Study, Michigan Public Schools, 1955-1956, Department of Public Instruction, Lansing, Michigan.

A Study of Urban Public School Adult Education Programs in the United States, Division of Adult Education Service, National Education Association, September, 1952.

Kempfer, Homer, Identifying Educational Needs and Interests of Adults, U. S. Office of Education, Circular 330, 1951.

Olds, Edward B., Financing Adult Education in America's Public Schools and Community Councils, Adult Education Association, National Commission on Adult Education Finance, Washington, 1954.

Report of the Michigan White House Conference on Education, Published by Clair L. Taylor, Superintendent of Public Instruction and Executive Vice-Chairman, Michigan White House Conference on Education, Lansing, Michigan, 1955.

Unpublished Material

Rogers, Carl R., A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in the Client-Centered Framework, University of Chicago, 1956.

ROOM USE ONLY

ROOM USE ONLY

MAY 23 1960

MICHIGAN STATE UNIVERSITY LIBRARIES
3 1293 03056 2494