A STUDY OF INDUSTRIAL ARTS IN ADULT
EDUCATION PROGRAMS IN OHIO

A Thesis Presented for the
Degree of Master of Arts

By

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The Ohio State University
1946

Approved by:

[Signature]
ACKNOWLEDGEMENTS

The writer wishes to express his sincere gratitude to all those persons who have contributed to the accomplishment of this thesis.

Foremost on this list is Dr. Robert E. Smith who, with a sincere appreciation of the difficulties and delays involved, has been ever patient, understanding and a wise counselor-friend.

To Professor Herschel Nisonger, whose class in adult education gave inspiration for the problem, and who offered many valuable suggestions in the preparation of the "Inquiry Blank."

Grateful acknowledgement is made to those superintendents and directors of adult education in Ohio who answered letters, sent programs and courses of study, filled out and returned "Inquiry Blanks."

To Miss Imogene Stutz who mimeographed the "Inquiry Blanks" and performed other very helpful services; to the typist, Mrs. Helen Rankin, whose interest, cooperation and tireless efforts were sincerely appreciated; to Miss Louise Edmondson and her capable assistants for their cheerful and helpful cooperation; to Mr. Robert W. Haws
who on numerous occasions assumed some of the writer's work in order that he might give more attention to this thesis, and who offered many helpful suggestions.

To my wife, Bernice E. Mansfield, without whose help, encouragement, and tireless efforts the culmination of this aspiration would not have been possible.
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STATEMENT OF PROBLEM

Both educators and laymen are realizing more and more that education should not, and does not, cease on the last day of formal schooling. It continues on through life either purposefully or haphazardly, constructively or in a disorganized fashion. In view of the complexity of modern life, constructive, purposeful adult education is becoming more and more necessary.

Most people make their greatest contributions to the society in which they live through their daily occupation. By far the greatest number of people are engaged in some form of the production, the distribution and the consumption of goods.

Industrial arts deals with the production, distribution and consumption of goods. Countless adults are but vaguely aware of even a few of the economic and social aspects and implications of these three phases of our way of life. It is vitally important that all adults become more intelligent about them. A number of the more progressive cities of Ohio have adult education programs of an industrial nature. One purpose of this thesis will be to show that the greater proportion of each adult education program in Ohio is constructed around this theme.

A second purpose will be to show how teachers trained in industrial arts are employed as teachers and are in an
excellent position to augment, or if necessary, provide their entire income by teaching in adult education programs.

A third purpose will be to attempt to draw some implications for the teacher training institutions and their present and future programs.
CHAPTER I

NEEDS, DESIRES, AND ACTIVITIES OF ADULTS

Motives

There are a number of powerful motives that cause people to act. All people will not agree upon all of these motives nor will they agree upon the order of their importance. Be that as it may, most people will agree that the motives for self-preservation, the acquisition of property, the wielding of power, the obtaining of a good reputation, and responses to our emotions, sentiments and tastes are among the driving forces in our lives. This would appear to be reason for giving considerable weight to the work and leisure activities of people everywhere.

It is through daily work that a person will acquire, or hope to acquire, the necessary means for self-preservation, property, a defensible modicum of power, a reputation within his own circle at least, and sufficient means to satisfy in part his avocational interests, his desires and tastes.

These statements would seem to have some weight added to them by a study of the United States Census Reports for 1940.¹ According to these reports, in

almost every instance, the people employed had more schooling than the persons seeking employment, and the proportion of those seeking employment was always in inverse ratio to the amount of training possessed. This of course is not evidence per se that more education will mean less unemployment. It may mean, simply, that the law of supply and demand is operating. However, the preference apparently given to those who have the better education seems to justify a somewhat common belief, that the better trained and educated a person is, the less liable he is to be unemployed.

It would seem to the writer that skillful use of these motives could be wisely employed to influence people to enroll in adult schools.

Appeals Made by Correspondence Schools

If the advertising of the correspondence schools of the nation is analyzed, it is found to contain powerful appeals to these motives. The appeals are usually based upon the making of more money; and they point out that through the increased earnings the rest of the things most people desire are attained: property, power, reputation, more leisure, greater advantages, and more opportunities for their families.

While many of the appeals and methods used by at
least some correspondence schools cannot be condoned, the fact remains that through the study of correspondence courses many persons have advanced in their chosen fields. The adult school might do well to utilize those techniques of the correspondence schools that are, at one and the same time, wholesome and efficacious.

The Appeal of Subjects Having Bearing Upon Earnings

It is the writer's contention that the greater proportion of people are vitally interested in pursuing those curricula that have a direct bearing upon their earning a living and the spending of their leisure time. Hence, these have greater appeal than have other subjects or activities.

This point is supported by a rather comprehensive survey conducted by A. A. Kaplan and associates among 5001 adults in Springfield, Massachusetts in 1941. It was found that those interviewed would participate in the activities listed in Table I if neighborhood centers were established which offered them such opportunity. Examination of these activities shows many which have bearing upon the meeting and solving of life problems.

---

1 Kaplan, Abraham Abbott, Socio-Economic Circumstances and Adult Participation in Certain Cultural and Educational Activities, pp. 150-152.
TABLE I

THE KINDS OF ACTIVITIES THAT INTERVIEWEES WOULD PARTICIPATE IN IF NEIGHBORHOOD CENTERS WERE ESTABLISHED

<table>
<thead>
<tr>
<th>Kinds of activities</th>
<th>Number and per cent of interviewees</th>
<th>Kinds of activities</th>
<th>Number and per cent of interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Crafts, Hobbies</td>
<td>545 14%</td>
<td>Literature, Drama, Speech, Foreign Language</td>
<td>483 11%</td>
</tr>
<tr>
<td>Art appreciation</td>
<td>52</td>
<td>Bible</td>
<td>15</td>
</tr>
<tr>
<td>Arts &amp; Crafts</td>
<td>8</td>
<td>Book reviews</td>
<td>36</td>
</tr>
<tr>
<td>Drawing</td>
<td>20</td>
<td>Creative writing</td>
<td>11</td>
</tr>
<tr>
<td>Gardening</td>
<td>12</td>
<td>Drama</td>
<td>19</td>
</tr>
<tr>
<td>Handicrafts</td>
<td>45</td>
<td>Dramatics</td>
<td>78</td>
</tr>
<tr>
<td>Metalcraft</td>
<td>114</td>
<td>English composition</td>
<td>21</td>
</tr>
<tr>
<td>Needlecraft</td>
<td>18</td>
<td>European literature</td>
<td>9</td>
</tr>
<tr>
<td>Photography</td>
<td>103</td>
<td>Languages, foreign</td>
<td>33</td>
</tr>
<tr>
<td>Stamp club</td>
<td>54</td>
<td>Literature, English</td>
<td>69</td>
</tr>
<tr>
<td>Woodcarving</td>
<td>12</td>
<td>Modern novel</td>
<td>11</td>
</tr>
<tr>
<td>Cabinet making</td>
<td>37</td>
<td>Oral English</td>
<td>21</td>
</tr>
<tr>
<td>Domestic Science and Household Arts</td>
<td>699 15%</td>
<td>Science, Psychology, and Mathematics</td>
<td>259 5 4/5%</td>
</tr>
<tr>
<td>Cooking</td>
<td>181</td>
<td>Arithmetic</td>
<td>10</td>
</tr>
<tr>
<td>Crocheting</td>
<td>37</td>
<td>Beauty culture (non-vocational)</td>
<td>27</td>
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<tr>
<td>Dressmaking</td>
<td>43</td>
<td>Chemistry</td>
<td>9</td>
</tr>
<tr>
<td>Embroidery</td>
<td>9</td>
<td>Child psychology</td>
<td>73</td>
</tr>
<tr>
<td>Home Economics</td>
<td>44</td>
<td>First aid</td>
<td>11</td>
</tr>
<tr>
<td>Knitting</td>
<td>59</td>
<td>Hygiene</td>
<td>12</td>
</tr>
<tr>
<td>Needlework</td>
<td>45</td>
<td>Mathematics</td>
<td>18</td>
</tr>
<tr>
<td>Sewing</td>
<td>276</td>
<td>Nature study</td>
<td>9</td>
</tr>
<tr>
<td>Music</td>
<td>329 7%</td>
<td>Physical education</td>
<td>31</td>
</tr>
<tr>
<td>Chamber music</td>
<td>11</td>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Choral music</td>
<td>27</td>
<td>Social Science, Current Problems</td>
<td>548 12%</td>
</tr>
<tr>
<td>Concerts</td>
<td>18</td>
<td>Americanization</td>
<td>14</td>
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<tr>
<td>Group singing</td>
<td>15</td>
<td>Civics</td>
<td>11</td>
</tr>
<tr>
<td>Music</td>
<td>139</td>
<td>Current events</td>
<td>83</td>
</tr>
<tr>
<td>Music appreciation</td>
<td>59</td>
<td>Debates</td>
<td>8</td>
</tr>
<tr>
<td>Piano instruction</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>String instruments</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal instruction</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinds of activities</td>
<td>Number and per cent of interviewees</td>
<td>Kinds of activities</td>
<td>Number and per cent of interviewees</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Social Science, (Continued)</td>
<td></td>
<td>Machinist course</td>
<td>30</td>
</tr>
<tr>
<td>Current Problems (Continued)</td>
<td></td>
<td>Mechanics</td>
<td>48</td>
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<tr>
<td>Discussions and lectures on current problems</td>
<td>103</td>
<td>Mechanics, auto</td>
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<tr>
<td>Economics</td>
<td>14</td>
<td>Nursing</td>
<td>46</td>
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<tr>
<td>History</td>
<td>39</td>
<td>Salesmanship</td>
<td>30</td>
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<tr>
<td>International affairs</td>
<td>27</td>
<td>Shop mathematics</td>
<td>10</td>
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<tr>
<td>Lectures</td>
<td>182</td>
<td>Stenography</td>
<td>28</td>
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<tr>
<td>Negro problems</td>
<td>15</td>
<td>Trade courses</td>
<td>12</td>
</tr>
<tr>
<td>Politics</td>
<td>19</td>
<td>Typing</td>
<td>37</td>
</tr>
<tr>
<td>Vocational Subjects</td>
<td>683 15%</td>
<td>Recreational Activities</td>
<td>891 20%</td>
</tr>
<tr>
<td>Accounting</td>
<td>19</td>
<td>Baseball</td>
<td>10</td>
</tr>
<tr>
<td>Aviation courses</td>
<td>21</td>
<td>Bridge</td>
<td>13</td>
</tr>
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<td>Blue-print reading</td>
<td>13</td>
<td>Card games</td>
<td>29</td>
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<td>Bookkeeping</td>
<td>16</td>
<td>Dancing</td>
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<tr>
<td>Business course</td>
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<td>Games (indoor)</td>
<td>51</td>
</tr>
<tr>
<td>Carpentry</td>
<td>20</td>
<td>Gym</td>
<td>55</td>
</tr>
<tr>
<td>Civil service course</td>
<td>14</td>
<td>Plays</td>
<td>11</td>
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<tr>
<td>Electrical course</td>
<td>24</td>
<td>Recreational activities</td>
<td>49</td>
</tr>
<tr>
<td>Engineering</td>
<td>12</td>
<td>Social groups</td>
<td>44</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>9</td>
<td>Sports (outdoor)</td>
<td>267</td>
</tr>
<tr>
<td>Interior decorating</td>
<td>23</td>
<td>Swimming</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tennis</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requests for</td>
<td>branch public</td>
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<tr>
<td></td>
<td></td>
<td>library</td>
<td>74</td>
</tr>
</tbody>
</table>
Table I is reproduced in part so far as the sub-topics are concerned. The main headings are reproduced as they appeared in the original table. The writer deemed it inadvisable to include any subject for which there were less than eight (8) requests as it would have made the table too long.

A perusal of this table will show that if Arts and Crafts, Hobbies, Domestic Science and Household Arts, Vocational Subjects, and Recreational Activities are added together, they will constitute 65 per cent of the total requests. This would seem to indicate that more people are interested in such subjects than in others having less immediate value to them. This would seem to lend weight to the contention that there is a place now for teachers of industrial arts, and possibilities of greater opportunities in the future in adult programs.

The people interviewed were engaged in a great many different occupations ranging all the way from unskilled workers to professional people. Table II lists the occupations of the 5001 people interviewed.
## TABLE II
OCCUPATIONS OF THE 5001 PERSONS INTERVIEWED

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
<th>Occupation</th>
<th>Number</th>
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</thead>
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<tr>
<td>Homemaker</td>
<td>2274</td>
<td>Personal Service</td>
<td>116</td>
</tr>
<tr>
<td>Semi-Skilled Assembler</td>
<td>216</td>
<td>Attendant, children</td>
<td>8</td>
</tr>
<tr>
<td>Chauffer</td>
<td>32</td>
<td>Beautician and hairdresser</td>
<td>17</td>
</tr>
<tr>
<td>Machine operator</td>
<td>25</td>
<td>General domestic worker</td>
<td>72</td>
</tr>
<tr>
<td>Semi-skilled production worker</td>
<td>25</td>
<td>Cook</td>
<td>8</td>
</tr>
<tr>
<td>Truck driver</td>
<td>38</td>
<td>Waitress</td>
<td>7</td>
</tr>
<tr>
<td>Winder</td>
<td>9</td>
<td>Clerical - Sales</td>
<td></td>
</tr>
<tr>
<td>Unskilled Elevator operator</td>
<td>8</td>
<td>Bookkeeper</td>
<td>25</td>
</tr>
<tr>
<td>Help</td>
<td>15</td>
<td>Clerk, office</td>
<td>158</td>
</tr>
<tr>
<td>Janitor</td>
<td>44</td>
<td>Gas station attendant</td>
<td>10</td>
</tr>
<tr>
<td>Laborer</td>
<td>141</td>
<td>Insurance agent</td>
<td>10</td>
</tr>
<tr>
<td>Porter</td>
<td>13</td>
<td>Salesgirl</td>
<td>44</td>
</tr>
<tr>
<td>Unskilled production worker</td>
<td>33</td>
<td>Secretary</td>
<td>35</td>
</tr>
<tr>
<td>Watchman</td>
<td>15</td>
<td>Stenographer</td>
<td>16</td>
</tr>
<tr>
<td>Skilled</td>
<td>561</td>
<td>Timekeeper</td>
<td>10</td>
</tr>
<tr>
<td>Baker</td>
<td>20</td>
<td>Typist</td>
<td>48</td>
</tr>
<tr>
<td>Barber</td>
<td>26</td>
<td>Petty Shop</td>
<td>115</td>
</tr>
<tr>
<td>Cabinet maker</td>
<td>9</td>
<td>Government Service</td>
<td>54</td>
</tr>
<tr>
<td>Carpenter</td>
<td>20</td>
<td>Fireman</td>
<td>27</td>
</tr>
<tr>
<td>Draftsman</td>
<td>10</td>
<td>Mail clerk</td>
<td>7</td>
</tr>
<tr>
<td>Electrician</td>
<td>8</td>
<td>Policeman</td>
<td>13</td>
</tr>
<tr>
<td>Engineer (locomotive, stationary, etc.)</td>
<td>10</td>
<td>Business Executive</td>
<td>15</td>
</tr>
<tr>
<td>Inspectors</td>
<td>30</td>
<td>Business Executive</td>
<td></td>
</tr>
<tr>
<td>Machinist</td>
<td>93</td>
<td>Foreman - Supervisory</td>
<td>124</td>
</tr>
<tr>
<td>Mechanic</td>
<td>29</td>
<td>Foreman</td>
<td>24</td>
</tr>
<tr>
<td>Painter, paper hanger</td>
<td>26</td>
<td>Manager</td>
<td>44</td>
</tr>
<tr>
<td>Patternmaker</td>
<td>8</td>
<td>Superintendent</td>
<td>10</td>
</tr>
<tr>
<td>Plumber</td>
<td>17</td>
<td>Supervisor</td>
<td>17</td>
</tr>
<tr>
<td>Printer</td>
<td>24</td>
<td>Professional</td>
<td>156</td>
</tr>
<tr>
<td>Seamstress</td>
<td>35</td>
<td>Accountant</td>
<td>21</td>
</tr>
<tr>
<td>Service and repairman</td>
<td>22</td>
<td>Attorney</td>
<td>11</td>
</tr>
<tr>
<td>Sheetmetal worker</td>
<td>11</td>
<td>Pharmacist</td>
<td>10</td>
</tr>
<tr>
<td>Shoemaker</td>
<td>9</td>
<td>Teacher</td>
<td>47</td>
</tr>
<tr>
<td>Steamfitter</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailor</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toolmaker</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welder</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table II, as was Table I, is reproduced in part only. All the main headings with the total number after each are listed. In the subheadings no occupation with less than seven people was shown. Seven was chosen in this table since there were several cases where it occurred. The next lower number represented too few people to be included.

Of the people interviewed the Homemakers comprised nearly half of the total while Business Executives constituted only fifteen (15) of the total. According to the author, the survey was carefully planned to give a representative cross section of the city of Springfield. It is also his contention that the conditions that obtain in Springfield, Massachusetts, would not be too different from other American cities.

No data were given to show which of the people interviewed preferred certain subjects, classes or courses. This does not alter the statement previously made by the writer that there is, or appears to be, opportunity for teachers of industrial arts in adult schools. It would seem, too, that the foregoing tables indicate that the major interests and activities of the adults interviewed are vocational, avocational, or recreational.

The writer, now fortified with this information, is confronted with the problem of demonstrating how an adult
program constructed around vocations and avocations might be made to function.

Prime Essentials

Since time immemorial man's life has revolved around the three prime essentials of life: food, housing and clothing. In civilized countries, to these three, have been added the problems of transportation, communication, and recreation. Around these six main objectives of living now revolve nearly all of man's activities and thinking.

Granting that the above is true it would seem that a comprehensive program of adult activities, education, training, and recreation might, with justification, be constructed around them.

One might trace the stories of man's procedures in the acquisition of food from the earliest records down to the present. This would no doubt be interesting and might conceivably be a worth while unit in an adult educational program. But people live in the here and now. Thus present procedures in the acquisition of food are of primary concern.

Production of Food

The growing of food in the United States is such a
tremendous industry and has so many ramifications that the writer will not attempt a comprehensive treatment of the subject but rather a suggestive method of approach.

The production of food on farms, large and small, is already fairly well taken care of through the activities of the county agents, home demonstration agents, agriculture extension classes, the Future Farmers of America organization, the Farm Bureau, Farmer's Week at state universities and many others. This is not to say that there is not a great deal yet to be done, but rather that the programs of adult education in rural areas are already fairly well established. To initiate others would not likely warrant the time and expense involved.

It is rather with the urban and semi-urban production of food in gardens and small plots with which the writer is concerned. The experiences of adult educators and that gained from observation and conversation with adults definitely shows that adults prefer doing to theorizing. It follows then that adult classes concerned with the home production of foods would need to be organized along lines that would put the major emphasis upon manual activities of one type or another. To achieve this end courses would probably need to be so organized that they would keep pace with the gardening season from planting through harvesting, canning, and
winter storage. As an illustration see Cleveland's Home Planning and Gardening Program.¹

Many thousands of people know little or nothing about gardening and its benefits: physical, mental, and financial. If even a small proportion of such people could be enrolled in, and derive benefit from such courses, it would be of inestimable value to them, their families, and the nation as a whole.

Continuing discussion of the home gardening activities it becomes evident that many opportunities for skill in the use of tools would be present. One trained in industrial arts would be more capable of making and keeping in good repair the tools that are needed. He would be able to replace broken handles, weld broken castings, make repairs with strap or angle iron and rivets, recondition the lawn mower, the seeder, the planter or most any other tools that he might have occasion to use. In addition to keeping his tools repaired he would also have the skill needed to sharpen his hoes, sickles, pruning shears, spades, shovels and other tools.

Many people are not content just to have a good garden. They delight in having a beautiful garden as well. Their tastes demand ornamental trellises, garden

¹This thesis, Chapter III.
seats of wood or concrete, bird baths, feeders and houses, grape arbors, arbor seats and nooks, Adirondack chairs and settees and many other attractive garden furnishings.

For a man skilled in industrial arts such things as the foregoing items would be easily constructed and maintained. Those not skilled and those desiring to become more skilled would provide opportunities for a teacher of an adult school. No adult seems more helpless than a helpless man and such men are frequently much concerned about their helplessness. They would be willing, in most cases, to inconvenience themselves for one or two nights a week if they felt sure that by the time the course was over they would be able to point with pride to some piece or pieces of garden equipment they had made or repaired, or to some piece of garden or yard furniture they had made.

Shelter

Probably the second most important of man's necessities is shelter of some type. No doubt the seeking of shelter and the utilization of it was a very necessary part of primitive man's life. After seeking and finding a sufficient quantity of food, his next concern was to provide for himself a suitable abode where he would be reasonably safe from marauding animals, hostile human
beings and the rigors of the elements. Even before the need for a suitable body covering became apparent to him, he realized that he must have shelter of some type if he were to survive. The tremendous number of styles and types that have been utilized from the earliest times does not too much concern us at this time although a number of courses could well be organized around this theme. Such courses would be historical or cultural or both and would therefore appeal to a limited number of adults. It is conceivable, however, that in some localities such offerings would be highly desirable.

However, the immediate problem of concern is with the types and styles of shelter that people now use. As all purposeful, profitable, and progressive human endeavor begins with planning, this discussion will emanate therefrom. The logical beginning for the study of shelter or housing is with the plan or architecture thereof. Many courses ranging from very elemental house planning to advanced architecture could be offered. Such courses would need to be organized to fit the group or groups that the adult teacher found enrolled in his community. He might find some who were planning to build a small house of modest design, some one who wishes to build a house trailer, a few who were interested in remodeling, others who wanted blueprint reading or architectural
drawing. To meet the needs of such a group whose interests and needs were so diversified, the teacher would have to be a versatile person. He might have to enlist some help from skilled mechanics who were either in the class or the neighborhood or teaching somewhere else in the city. Any one or all of these desires might be present in some situations depending upon the size of the group. The person teaching such a group would need to be well versed in architecture.

In another class one might find some who are planning to build a house for themselves at some future date. Perhaps some of the members of the planning class have this in mind. Clearly no one would be able to acquire the necessary knowledge and skill in one or two classes but it is not beyond the realms of possibility in long range planning. As he goes along he will construct his home as a concrete demonstration of his newly acquired skills. In the planning classes the plans for that future home will be drawn and perfected. The planning class now sees but little of him except as an occasional visitor seeking advice and help on some contemplated change or changes. Now he is enrolled in the carpentry and concrete classes. Here the knowledge of how to build forms, mix, pour, reinforce, waterproof and finish concrete will be acquired. In addition he learns to put his
knowledge to practical use by building the foundation of his own home.

In the carpentry class he learns to frame his home, learning as he builds. One day the frame is completed, the house roofed and sided and ready for the inside finishings. At this point the amateur needs further skill so he enters the more advanced carpentry courses. Here he learns door framing, how to hang doors, lay hardwood flooring, install baseboard, construct staircases, frame windows and so on. Thus he puts his knowledge to practical application.

Of course, before he has gone this far with the carpentry work, he will of necessity have detoured long enough to learn how to wire his home, install the ducts for heating, put in the plumbing and have learned to plaster walls and ceilings.

All this has taken time and much physical and mental effort, but there is his home, planned and constructed through his own efforts and now standing as a testimonial to his labors, a monument perhaps modest rather than pretentious, but a monument nevertheless that is a real part of its creator.

Next, one can visualize the student in a class studying landscaping and gardening. Here he gets the fundamentals of good practice in landscaping and gardening and
his home has now become home indeed with a carpet of grass, skillfully placed shrubbery, and a productive garden surrounding the habitation.

The preceding description illustrates what one might accomplish through skills and information acquired in adult classes. Such achievement would probably apply in but a few cases. Nevertheless the opportunity is there for alert and persevering individuals. For the majority of people a course in home maintenance would be the point of departure. The great variety of things that need to be done about the average home challenges the ingenuity of most of us. Beginning with the basement and proceeding to the attic there is in most homes sufficient possibilities for the application of skills to challenge the efforts of the home owner or user.

Perhaps a section of the floor has gone bad, the water is seeping through the walls, or the furnace needs repairing or cleaning. Shelves and bins are needed for fruit and vegetable storage, a game room is desired, a ping pong table will fill a recreational need. The walls and floor need painting. These are but a few of the many tasks that need to be done that require the application of knowledge and skill to solve and execute.

In other parts of the home there are many and varied "emergencies" to be met. Here may be a leaky faucet, a
sticking door, window or drawer, a pane of glass to be replaced, a broken sash cord, a squeaky board on the stairway, a sagging floor, a leaking roof, a burned out fuse, a dangerous light cord, a poorly functioning gas stove, scarred floors and dingy wood work need refinishing. The outside of the home is in need of paint and repair, furniture is in need of repair, there are storm doors or windows to be installed, or the attic needs to be insulated. There is a shade to be replaced on a roller, paper to be hung, minor plumbing to do, and a host of other jobs that every householder must be able to do for himself or hire done. It is with this type of home problems that the course in home mechanics would deal. It would seem to the writer that such a course or courses would prove attractive to many men and no doubt to some women.

Continuing the discussion of home maintenance, one might suggest courses dealing with interior decorating which would include such things as color harmony of walls, floors, ceilings, and woodwork. This information should be supplemented with knowledge about different types of paints and varnishes. Experiences in the application and care of these materials would be necessary to achieve the purpose of home maintenance.
Clothing

Few people will question the statement that clothing ranks at least third on the list of the necessities of life. In exploring the ramifications of this necessity it soon becomes apparent that they are almost legion.

Beginning with the production of the raw materials of which clothing is made and proceeding to the worn out garments (and their disposition) a rather thorough and complete series of classes or courses might be developed.

As a point of departure the "Story of Wool" will serve as an example. The production of wool will involve the teaching of ranching, or stock farming, or general farming, or more specifically the raising of sheep. Courses organized around one of these activities would probably have as their locale, rural or semi-rural areas although they might conceivably be taught in urban areas. The ramifications that such courses might, would, or should take is not the burden of this paper. That should be left to the people who are experts in these fields, with adaptations to the local situations.

In the same areas where the classes just suggested were established, classes dealing with grading, sorting, packing, and shipping could be organized.

Shipping of the wool, either as the raw or finished product, from producer to consumer involves a great many
ress of human endeavor. Since this would enter the field of transportation, it will be reserved for that area.

Many of the problems faced by the producers of the raw materials from which clothing is made are vastly different. The producers of cotton must consider conserving and maintaining the fertility of the soil, battle against insects, droughts and other ravages of the elements. Those who produce our wool have diseases and parasites of the sheep to control, production of feed and pasturage, and many other problems to consider. The flax growers have their own peculiar problems as do the producers of hides and skins from which leather goods are made.

But, no matter how diverse these problems of production may be, they all have at least one thing in common. This common denominator is the fact that all require tools and equipment of one type or another. This equipment must be either purchased or constructed and must be kept in repair. Thus the man who produces cotton will need the skills to keep machinery of different kinds in repair. The producer of wool will need feeding racks, lambing pens, troughs, dipping tanks, stock racks for trucks, loading chutes and many other devices. He will need the knowledge necessary to keep his shearing machine, grinders, motors and other equipment in repair.

The flax grower has problems similar to the cotton
grower's to solve in keeping his machinery of production in repair.

The producers of hides need all or nearly all the skills that the wool grower faces. He, too, uses racks, chutes, trailers, feed racks and so on. Many probably have some skills, but most, if not all welcome opportunities to acquire additional manual dexterity. This is evidenced by the attendance of farmers and stock raisers at the many school buildings throughout the state of Ohio where such courses have been held.

THREE "SECONDARY" ESSENTIALS

Transportation

The field of transportation is as wide as the civilized world itself. The principle methods of transportation are, as we know, land (railroad, auto and truck), water (river, lake and ocean), and air. Each of these in turn is subdivided into freight and passenger traffic and each has its own peculiar problems as well as problems in common.

In the field of transportation by rail, the adult school is somewhat limited since so many of the skilled employees of the railroads are, and of necessity must be, trained in service.

There are jobs, however, that the adult school can
train people for. Such jobs as general mechanic and machinist, for example, would fall in this category. These jobs would equip men to work in the roundhouses and repair shops of the steam railroads.

More and more railroads are becoming electrified or being equipped with Diesel locomotives. In these two fields are many opportunities for skilled men. Men who can build and repair electrical equipment, Diesel motor mechanics, maintenance crews, welders, fabricators, draftsmen, foremen, and many others. In these fields the adult schools, by utilizing the equipment already in the public schools, could train many men to do their jobs better or to train them for better jobs. The number of persons who now attend adult classes is sufficient evidence of interest, and likewise of need, to warrant providing opportunities for men and women to upgrade themselves by acquiring new skills or improving and expanding those already acquired.

In preceding paragraphs the use of the public schools was mentioned. In the writer's opinion the public schools should be just what the name implies: Public Schools. The public supports the schools and it should, therefore, be entitled to use any and all of its facilities for the erudition development and welfare of both young people and adults. The schools should be available to youth and
adults alike at any and all times so long as the optimum interests of both groups and the larger interests of society in general are served.

Motor transportation offers a great many possibilities for courses in adult schools. There is need for courses in motor mechanics (gasoline and Diesel), for maintenance and service men, machinists and foremen; also courses for fleet superintendents, traffic managers, designers of highways, bridges, and clover leaf crossings. If the far reaching tenacles of motor transportation were traced back, they would reach into the tire, coal, iron, copper, cotton, chemical, tungsten, plastics and a great many other industries. Indeed a complete adult curriculum could be built around the motor transport industry alone.

In the realm of water transportation the writer can envision classes ranging from planning the ships, i. e., the engineers and designers, draftsmen, superintendents of construction, foremen, welders, electricians, plumbers, carpenters, riveters, and all others whose labors enter into the building of the ships that carry the world's cargoes; to the training of the men who sail them, from deck hands and oilers to the captain himself.

The myriad opportunities that are unfolding in the realm of air transportation almost staggers the imagina-
tion. The pace at which air transportation has developed in the past few years indicates, that this method of transportation will offer innumerable opportunities for jobs and positions. In this field too, will be many men who will want to do their job better or to advance to better positions.

Many of the men now in the air corps of the armed service will be the first to man the air transport services. Many of these men will wish to advance in their chosen fields, many will want refresher courses, and some may want to change to another type of position in air transport. Too, as time passes, other men will be needed to replace those who, for one reason or another, leave the air transport services. Thus it becomes apparent that the training of personnel for air transportation is a never ending process. In air transportation, as in motor transportation, positions and jobs range all the way from the head engineer down to the men who change the tires and sweep the hangers. All these jobs and positions must be filled. Many of them will be filled by high school graduates, graduates from technical schools and junior colleges and vocational schools. But whether they stem from one source or another some of them will be in need of training that must be supplied through adult education classes.
COMMUNICATION

The statement has been made that the steel and copper threads, and more recently the ether waves, are the slender and invisible sinews that bind a nation of people together. Whether or not this statement is accepted literally, few people will question the fact that if our systems of communication failed to function our nation's business and transportation systems would be paralyzed.

In the field of communications lie opportunities by the thousand. The people who produce the raw materials, the manufacturers, the distributors, the service crews, all these must be trained in some school or other and some must be retrained or further trained.

From the fields of telephony, telegraphy and radio consider the great number of processes involved in finding and producing the raw materials -- processes that provide work for mining, metallurgical, chemical, civil and mechanical engineers, to mention but a few. These will be mostly college men but they will need assistants of all types who may not be college men but who are in need of training for advancement, or to keep pace with ever changing times.

In producing the instruments of radio, telegraphy and telephony similar conditions exist; similar types of men are needed. The factories need engineers, superin-
tendents, general managers, personnel directors, foremen, machinists, machine operators, maintenance men and a host of others. Thus, so long as the spirit of desire for achievement permeates the American workman, so long will adult education be needed.

After these instruments of communication have been made, they must be marketed and serviced. Here again will be needed college trained people and many others not so trained. The men who manage wholesale and retail sales; sales managers, bookkeepers, stenographers, salesmen, servicemen, repairmen and a multitude of others are involved. Many of these people may have received their formal education before entering their chosen field of activity, but many will not have done so. Some members of both groups will be seeking further education, additional training, greater development, and more skill in order that they may improve their positions and increase their incomes. These people will be adults and will be in need of the services which the adult school can render.

Recreation

W. Pangburn Weaver in Chapter XXII, page 188 of the Handbook of Adult Education in the United States, writing under the title of "The Place of Recreation in Adult Education," has the following to say:
Because of the monotonous nature of much present day employment and the decrease of working time, recreation is progressively regarded as activity for self-expression as well as mere refreshment.\(^1\)

Taking as a point of departure the phrase "activity for self-expression as well as mere refreshment," an attempt will be made to show contributions that activities of an industrial arts nature may make toward development of interests and skills having as their aims stimulation of interest and activity in wholesome recreational endeavors.

Self-expression and recreation are in many cases so interrelated and intertwined that they become almost synonymous terms. For example, if a carpenter, working eight or more hours a day making a living, turns to wood carving, cabinet making, toy making, pattern making or any one of a variety of activities in the medium of wood, he is at the same time finding a means of self-expression and recreation. True, his daily activities are concerned with working in wood, but it is work and not recreation. He does it because he must make a living. And while, in general he may enjoy his work, nevertheless there are

\(^1\)Weaver, W. Pangburn, "The Place of Recreation in Adult Education," *Handbook of Adult Education in the United States*, (1936).
times when he becomes bored with his vocation, because it is his vocation and he must of necessity work at it.

The carpenter is skilled in this medium and so it is a natural medium for an avocation. He turns his skill to the doing of those things that he wants to do. He is under no nervous tension learning to use new and different tools and processes. He works purely for the love of the doing and finds a means of self-expression and refreshment.

The carpenter is only an example. The same things are true of the machinist, the architect, the molder, the railroader, jeweler, the shoemaker, the tailor, to mention but a few. Each may pursue an avocation along the lines of his vocation or a related activity and find a means of self-expression and refreshment.

If persons in the categories discussed, desire to develop an avocation related to their vocation, are they in need of instruction or the services of an instructor? Returning again to the carpenter it may be pointed out that although he has tool skills he may not, and probably does not, have many other skills and techniques necessary for success in related fields. For example, suppose he wishes to take up cabinet making as an avocation. He will need to learn design, new forms of construction, suitability of material, wood turning perhaps, sketching
and drawing, finishing, and a number of other things. Many of his tool skills will need some refining as cabinet work differs in fineness from carpentry but basically they are the same.

All the vocations that require manual dexterity, visualization acuity, related skills and knowledge lend themselves admirably as offerings in adult education taught by adequately prepared instructors of industrial arts.

There are many other people who are interested in other types of recreation. These too should be provided in a well rounded program of recreation for adults.

Table I, page 4, shows that baseball, bridge, card games, dancing, indoor games, gymnasium, plays, recreational activities, social groups, outdoor sports, swimming, tennis, and library facilities were the most frequently requested. A perusal of these requests will show many places where an industrial arts teacher could contribute toward development of a well balanced program of education. In games and sports of all kinds there is equipment to be made and repaired. A fishing rod, a canoe or boat, a log cabin or cottage, or a bow and arrows may be purchased, but these items take on new meaning to the owner if they have been made or constructed through application of his own ingenuity, planning and
skill.

The types of recreation suggested so far would be those types that would be conducive to wholesome living and a finer type of manhood and womanhood. Someone has said, "Tell me how the people spend their leisure time and I'll tell you what they are." He may have been boasting a bit and yet if one examines data furnished by history, he will find that many of the "great" nations of the past have deteriorated and succumbed from internal rot. In all cases because of having become too greatly engrossed in pleasure for pleasure's sake, and as a result they soon were involved in a maelstrom from which there was no escape.

Too many people in this nation are seeking pleasure and "recreation" in ways and places that do not re-create, but rather destroy body, mind, ambition and ability. If the recreation program of adult schools is to be effective, it must be made so attractive that many of the adults now engaged in "wreck-reation" will wish to substitute activities which will provide wholesome re-creation.
CHAPTER II

TEACHERS FOR ADULTS

Probably one of the most difficult teaching positions extant is that of the teacher of adults. His students are there because they wish to be there; they are under no compulsion to stay. Upon him rests the burden of stimulating and retaining the interest and the respect of the class or classes that he may teach. Let him fail in either retaining their interest or commanding their respect, then, they "like the Arabs will silently steal away." Thus the teacher of adults has the double burden of arousing and retaining interest and maintaining the respect of each individual in his class. How shall he acquit himself nobly of this dual task?

The first task that he faces is to arouse the interest of the people of the community in which he is to teach. Their interest must be kindled sufficiently that they will come in and tarry at least long enough to hear the story and enroll. How shall this leader or teacher of adults proceed to accomplish this task? He will need to recognize that what he has to offer will be competing with a great many other activities that lay claim to the leisure time of adults. If these adults are to stay in
his classes he must provide a motive or motives strong enough to win over other interests.\textsuperscript{1} As an approach to the arousal of interest psychologists and educators offer these suggestions:

1. Contiguity - anything may be made interesting by putting it with interesting people, locale, or things.

2. Suggestions - suggestions have potency by influencing a situation, connection, or after-effect. Suggestions cause certain connections to occur and then reward them.

3. Imitation - we tend to imitate our elders, "superiors," the rich, the scholarly, our parents and those whom we admire. (Imitation can overcome only a moderate amount of resistance.)

4. Associative shifting - interest in new things by shift from some closely connected condition or circumstance.

5. Rewards - if reward is sufficient and not too long delayed.

Summarizing the suggestions for cultivating adult interests in some subject or subjects the recommendation is made that a connection be made between the interest and the subject and the connection be rewarded.

He will need to make a survey of the community in which he expects to teach. This is imperative because communities, being made up of people, will differ as much as individuals differ.

\textsuperscript{1} See Page 1 of Chapter I.
No type of adult education wisdom, we believe, is snowballing more rapidly than wisdom about community relationships. And no folly will so promptly lead to disaster as an attempt on the part of an adult educator as to believe as if he were operating in either a social vacuum or a community exactly like any other community....

The writer is in whole hearted agreement with this statement by the Overstreets. Having lived in a number of different communities during the past three decades his observations and experiences have convinced him of the pertinence of the foregoing statement. It is his belief, however, that every community will respond to the right appeal. This appeal must come, or at least seem to come, from the community itself. This point is substantiated by the Overstreets who wrote:

Part of the wisdom of any genuine adult educator is the ability to resist the temptation to bustle in and start organizing people who have no wish to be organized. The real work of organizing the community must be lodged in the people of the community.

The adult educator is not likely to have much success unless he has sufficient community sensitivity to find out what people want and then work to satisfy their wants. Adult education is not set up to do things to

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1 Overstreet, Harry A. and Bonaro W., Leaders for Adult Education, p. 60.
2 Ibid., p. 56.
people, but to give people a chance to do the things they want to do and learn the things they want to learn. Or to put this thought in other words; adult education is to provide adults with opportunities for entering groups where they can satisfy their private desires and acquire skill in social graces. The successful teacher will be one who recognizes these conditions and acts accordingly.

**Characteristics of Leaders**

What are some of the distinguishing characteristics of a leader or teacher of adults? In what way or ways must he differ from the teacher of elementary or secondary schools? Must he be a specialist, a generalist, or both? Shall he be a teacher or a fellow learner, humble or proud, apathetic or zealous? These questions and perhaps many others come to mind when the qualities of successful teachers of adults are considered. No one seems to know exactly what qualities make a successful teacher of adults. According to the Overstreets, even the successful teachers themselves are somewhat at a loss when asked to enumerate the qualities that have made them successful.

Whether or not teachers can be certain as to the answer, they do agree upon some things that seem to stand out. These leaders agree that the traditional classroom
attitude must be eliminated when dealing with adults. The teacher must possess a desire for learning and strive constantly to learn more and more about his chosen field, and about related fields. He must also broaden his general knowledge. Nothing will cause adults to lose respect for a teacher more quickly than to discover that he doesn’t know his field thoroughly. In addition they expect him to possess pertinent related knowledge, also a fund of general knowledge. But to be caught short in his own field is fatal. Usually teachers who have stopped growing give themselves away by timidity or an air of superiority.

Summing up this paragraph it seems apparent that the teacher of adults must be a learner, an adult among adults, a specialist and a generalist.

The teacher of adults must be filled with enthusiasm and a zeal for his work and for the cause and importance of adult education. He must be able to inspire people to attempt new and strange things. He must be the dynamo that furnishes the current which gets people going under their own power. He must be a crusader, a missionary, a zealot for the cause of adult education.

The adult educator should be one who can provide people with growth producing or inducing experiences, mental, emotional and social -- experiences that are
necessary to their well being and ones which they do not get as normal products of modern living. There are deficiencies peculiar to certain localities and to certain peoples. They are in a sense "fenced in." Among such people mental and emotional undernourishment are far more prevalent and widespread than most people realize. The adult educator must be one who can think of men and women in terms of the full range of their wants and powers. He should be one who can introduce an individual to the lost half of himself.

These characteristics seem to be necessary components of the real, the successful teacher or leader of adults. A summary of the qualifications of the successful teacher would read somewhat as follows:

1. he must be a person among people -- one who by his training, background, experience, tact, sensitivity, and adaptability can fit himself into any adult situation, feel at ease, and make the group in which he finds himself, feel at home.

2. he must himself want and continue to learn

3. he must have that touch that gives "backbone" to what he says and does

4. he must have a sense of relationships broad enough to keep him from narrow specializations

5. he must have a sense of community - a power to think and act in terms of the real problems and resources of the places and the people with whom he is associated.
6. he needs the wisdom of Solomon, the patience of Job, and the faith of St. Paul

7. he needs to be one who can fit the description of the men described in the poem "God Give Us Men" and to have the aspirations voiced in the last stanza of "The Chambered Nautilus."

Truly the tasks of the adult educator are Herculean in nature. Only those of great mental, social, ethical, and visual acuity will be able to raise the standard of adult education to the level on which it should attain the heights it must reach if the projected goals of adult education are to be achieved.
CHAPTER III
ADULT EDUCATION PROGRAMS IN OHIO

To obtain the material for this chapter, personal letters\textsuperscript{1} were written to the superintendents of all the cities of Ohio having more than 10,000 population.\textsuperscript{2} A total of twenty-eight letters were sent out and fifteen replies were received.

In addition to the letters mentioned previously, "Inquiry Blanks" were sent to the same superintendents or to the directors of adult education in those cities that had directors.

Cities of less than 10,000 population were not contacted because few are known to have programs in adult education. This does not mean that a city of this size does not offer work in adult education. Indeed, there may be some very excellent programs in some such cities but, if such exist, they have not come to the writer's attention. In fact, of the twenty-nine cities sent an "Inquiry Blank"\textsuperscript{3} only nine sent outlines of programs and/or courses of study which now are obtained in Ohio. One city sent a brief outline in response to the first

\begin{quote}
\textsuperscript{1}\textit{Copy of letter in Appendix.}
\textsuperscript{2}\textit{U. S. Census for 1940.}
\textsuperscript{3}\textit{Bedford, Ohio was sent an inquiry blank but was not contacted when the first letter was sent.}
\end{quote}
letter but did not reply to the second inquiry. Three
sent statements that they were planning a veteran's
program to be started at an early date. Eight had no
program and gave no indication that they planned to
start one. Eight made no reply which can probably be
interpreted to mean that they do not have a program
nor do they contemplate starting one in the near future.

Some of the programs now being offered in Ohio
cities are quite elaborate and comprehensive, while some
present only a few courses. In those cities have a sub-
stantial offering the array of subjects offered indi-
cates a considerable interest in adult education. Typewritten copies of the programs received are included in
this chapter. By careful analysis and comparisons,
similarities and differences have been isolated and are
shown in the tables which follow copies of respective
programs.

Examination of these programs shows that industrial
arts, vocational subjects, recreational activities and
closely allied courses and/or activities constitute the
major portion of these offerings designed to serve adults.

The enrollment figures presented in Table VII show
a large majority of those persons participating in adult
education programs are enrolled in the previously men-
tioned areas. This would seem to indicate that anyone
thoroughly trained in the industrial arts field has excellent opportunities to augment his income or even to secure full time employment in the industrial arts areas of adult programs.

The writer feels that the foregoing statement can be sustained by calling the reader's attention to Table V which gives the facts and figures of the remuneration received by teachers in the various cities. A careful study of data this table will show that by devoting about the same amount of time to teaching adults as one would to teaching in a regular day school, his earnings would nearly equal, equal, or even surpass those of most day school teachers of industrial arts.

There is also the added possibility of making, in one's free time, articles of furniture, sports goods, novelties and so on that can be sold at very excellent prices. An instructor in an adult school situation would be more at liberty to devote his spare time to this type of activity than would a regular teacher. Furthermore he would enhance his standing in the community by thus demonstrating his skill. Certainly the people of the community would not object to it to the extent common in the case of a full time regular teacher.

As programs in adult education develop and expand, as they are likely to do, there would be an increasing
demand for teachers competent to teach a wide variety of industrial arts subjects. This in turn should present a challenge to teacher training institutions to see that persons interested in becoming teachers in adult programs are thoroughly and broadly trained. Unlike daytime students, adults are not compelled to attend classes and it is a well established fact that if the teacher cannot stimulate, interest and serve his students he will not long have a class.
On the succeeding pages of this chapter will be given the programs of adult education of nine Ohio cities, tables analyzing those programs and the findings obtained from the Inquiry Blanks, and the general conclusions based upon the data contained in Chapter III.
BEDFORD, OHIO, PUBLIC SCHOOL PROGRAM
FOR YOUNG PEOPLE AND ADULTS
1945 - 1946

Graphic Arts
Fine Arts
Public Speaking
CANTON PUBLIC EVENING SCHOOL
FOR ADULT EDUCATION
1945 - 1946

Courses Offered

General Business:
Banking
Bookkeeping
Business English
Business Law
Cost Accounting
Office Machines
Beginning Shorthand
and Typing

Advanced Shorthand and Typing

Pure and Applied Science and Science Hobbies:
Aviation Ground School
Chemistry
Metallurgy of Steel
Physics
Astronomy
The World of Nature

Social Studies:
American History and Civics
Problems in American Democracy
Psychology
Sociology

Mathematics:
Algebra I, III, IV
Business Arithmetic
Shop Mathematics
Plane Geometry
Solid Geometry
Plane Trigonometry

English and Speech:
English I, II
Public Speaking and Parliamentary Law
Poetry Writing

Foreign Language:
Spanish I
French I
Courses Offered

Fine Art: Art Show Card Writing

Home Economics: Dressmaking
Home Decoration and
Furnishings
Plain Sewing

Shop and Mechanical Drawing:

Auto Mechanics
Blueprint Reading,
Construction Trades
Mechanical Trades
Electric Shop
Machine Drafting
Machine Shop
Mechanical Drawing
Radio
Welding
Woodworking

Radio Broadcasting

Physical Education

Immigrant Education:

Beginning English
Advanced English
Citizenship
CANTON, OHIO

Examination of Canton's course of study shows a total of fifty-two courses. Twenty of these courses are academic and thirty-two are either vocational or avocational. Computation of these figures shows that the greater proportion of the Canton course of study deals with courses designed to further vocational or avocational needs.

If the other courses of study are examined, they will be found to bear out the findings of the programs in Cleveland, Cincinnati and Canton.
CINCINNATI PUBLIC SCHOOLS

Division of Adult Classes and Evening Schools

1945 - 1946

Courses Offered

Mathematics: Algebra, Intermediate and Advanced
Plane Geometry and Solid Geometry
Plane Trigonometry
Practical Mathematics

Sciences: Astronomy Geology
Biology Physics
Botany Physiology
Chemistry Zoology
General Science

Social Studies: Advanced Civics
United States History
World History
Problems of Democracy

Mechanical Drawing

English (Literature and composition)

Foreign Languages: French, German, Latin and Spanish

Commercial Subjects:

Adding Machines
Advertising
Bookkeeping
Business Administration
Business Arithmetic
Business English
Business Law
Comptometer
Cost Accounting
Dictaphone
Junior Business Training
Monroe calculating machines
Salesmanship
Shorthand
Shorthand Review
Typewriting
CINCINNATI PUBLIC SCHOOLS
(Continued)

Courses Offered: Vocational

Aeronautics: Pilot Courses
Mechanic Courses
Special Courses (Communication, Aircraft Radio, and General Aeronautics)

Allied Construction:
Carpentry
Cabinet making
Sheet Metal Work
Special Courses

Automotive: Beginning and Advanced
Special Courses

Electrical: Installation
Refrigeration and Radio
Air Conditioning Maintenance and Repair

Machine

Marine

Graphic Arts and Printing
Hand Composition
Presswork
Linotype - Intertype
Lithography
Photography
Monotype
Ludlow
Layout and Design

Homemaking Classes
Cooking
Drapery and Slip Cover Tailoring
Making
Dressmaking Household Mechanics
Millinery Art Needle
Power Machine Operation Interior Decoration
Woodworking and Cabinet Making
CINCINNATI

Cincinnati offers 175 courses in addition to those offered for foreign born and the courses in elementary school subjects. These categories are not included in the computations which follow.

Of the 175 courses, 25 are classified as academic, six are classified as avocational, and 144 are classified as vocational. It is, of course, obvious that a person could take a course classified as vocational for purely avocational purposes. He could do likewise with a course previously designed to satisfy an avocational interest. Academic subjects could be taken for either of the reasons mentioned.

Reducing the above figures to percentage one finds that only 14.29 per cent of all the subjects offered are classified as academic. The remaining 85.61 per cent are listed as vocational or avocational. These data definitely indicate that the vast majority of the adults who enroll in the program in Cincinnati are more interested in those subjects that will either advance them in, or permit them to enter, a chosen work or profession.
CLEVELAND PUBLIC SCHOOLS
ADULT EDUCATION PROGRAM
1945 - 1946

**Academic Subjects Leading to a High School Diploma**

- English
- Mathematics
- Social Studies
- Science

**Commercial Courses**

- Accounting
- Addressograph
- Advertising
- Arithmetic
- Art -- Showcard Writing
- Bookkeeping (Machine)
- Bookkeeping (Pen)
- Bookkeeping (For Business Men)
- Business Principles (Veterans)
- Civil Service Preparation
- Comptometry
- Dictaphone
- English -- Business Diction --
  - Vocabulary Building -- Letter Writing -- Grammar Review
- Filing
- Income Tax
- Law -- Business
- Life Insurance
- Mimeograph
- Office Appliances
- Office Production
- Penmanship
- Psychology -- Business
- Retail Selling
- Salesmanship -- General
- Shorthand -- Beginning
  - Advanced -- Speed -- Refresher
- Speech for Salespeople
- Typewriting -- Beginning
  - Advanced -- Speed -- Refresher
CLEVELAND PUBLIC SCHOOLS
(Continued)

Technical Courses

Aeronautics -- Aircraft Service -- Operation
Aircraft Engines
Civil Air Regulations
Meteorology
Navigation

Automotive -- Auto Theory
Auto Repair
Body and Fender Refinishing
Emergency Repair (Women)
Tune-Up Methods

Radio -- Electronics --
Radio Theory (Beginning)
Radio Theory (Intermediate
Radio Repair
Radio Code

Refrigeration -- Chemistry and Physics
Electrical Controls
Maintenance -- Repair I and II
Business Seminar

Other Technical Trade-Shop and Theory Courses

Air Conditioning
Architectural Drawing
Blue Print Reading
Carpentry
Cam Design
Commercial Art -- Lettering

Diesel -- Shop and
Theory
Drafting
Electrical -- Theory
and Construction
Foreman Training

Foundry Practice and Theory
Industrial Chemistry
Jigs and Fixtures
Machine Design
Machine Shop Theory and
Practice

Mechanical Drawing
Metallurgy
Pattermakin
Pattern Drafting and
Designing of
Clothing

Plastics -- Fundamentals
and Crafts
Power Machine (Sewing)
Printing - Composition
and Presswork
Precision Inspection
Production Planning
Pumps and Engines
Welding (Gas and Electric)

Shop Mathematics--
Slide Rule
Sheet Metal -- Pattern
Drafting
Sign Painting
Time and Motion Study
Tool and Die Design
Tool and Die Making
Wallwork (Painters)
Homemaking Courses

Clothing
Foods
Home

Personal
Red Cross (Free)
Day Classes by Special Arrangement

Avocational and Cultural Interests

Art Metalry and Jewelry
Cabinet Making -- Woodworking
Gardening -- Amateur and Landscape
Graphic Arts -- Printing
Language (Convs.)
Music (Choral)
Music (Appreciation)
Plastics (Crafts)
Photography (Beginning and Motion Picture)
Play Writing and Acting
Pottery

Courses in Home Planning and Gardening

Planning Your Home -- Beginning and Advanced
Planning Your Home Grounds
Making Your Flower Containers and Accessories
Growing Your Garden Specialities
Arranging Your Flowers
Making Your Garden
Growing Your Vegetables
In the Cleveland program of adult education one finds a total of 138 specifically named courses offered. An analysis of this program reveals that of the 138 courses, 113 are technical, vocational or avocational.

The number of courses and classes in other areas is not readily seen by an examination of the list of courses. However, it is evident that courses in elementary subjects, citizenship, and distributive education\(^1\) are available and that interested persons can attend free public forums.

If computations are restricted to the specifically named courses, one finds that approximately 85 per cent are vocational or avocational. The remaining 15 per cent are listed as academic subjects. These figures are very nearly the same as those found for Cincinnati. This would indicate that the desires, interests and probably the needs of the people in the two largest cities of Ohio are quite similar. Apparently adult students enroll for those subjects or courses which will enhance their opportunities and/or utilize their leisure time most advantageously. Furthermore these data indicate clearly that adult students are far more willing to "pay the price" for courses that are meaningful to them, and which serve felt needs.

\(^1\)Generally vocational, but for purposes of this study is not so classified because it falls outside the main field of interest and would be taught by a specialist in that field.
HAMILTON PUBLIC SCHOOL PROGRAM
FOR YOUNG PEOPLE AND ADULTS
1945 - 1946

Courses Offered:

Aeronautics
Automotives
Distributive Education

Electrical
Home Economics
Mechanical Drawing

Academic

Algebra I
English, 9
English, 10
English, 11
English, 12
United States History
Plane Geometry
Shop Mathematics
LORAIN PUBLIC SCHOOL PROGRAM
FOR YOUNG PEOPLE AND ADULTS
1945 - 1946

Courses Offered:
Commercial
Electrical
Graphic Arts
Home Economics

Machine Shop
Welding
Marine - Steam Engns.
Woodworking

Blueprint Reading

Academic
United States History
English
Advanced Mathematics
Middletown Public School Program
For Young People and Adults
1945 - 1946

Courses Offered:

Chemistry
American History
Present Day Governments
Current History
Bible
English

Sewing
Business Arithmetic
Business English
Business Law
Citizenship
Public Speaking

Shorthand (Beginning or advanced)
Typewriting (Beginning or advanced)
Comptometry (Beginning or advanced)
Bookkeeping (Beginning or advanced)
Spanish (Beginning or advanced)
TOLEDO PUBLIC SCHOOL PROGRAM

FOR YOUNG PEOPLE AND ADULTS

1945 - 1946

Courses Offered

Auto Electricity
Auto Mechanics
Blueprint Reading
Cabinet Making
Collision Service
Commercial Art
Electricity
Machine Shop

Mechanical Drafting and Machine Design
Office Practice
Pattern Making
Refrigeration
Shop Mathematics
Printing
Tool and Die Design
Welding

Academic

English
Algebra
Chemistry
Pre-flight Aeronautics
Physics
American History
Commercial Law
Sociology
Modern European History
Typing

Shorthand
Biology
General Science
Geometry
Trigonometry
Business English
Blue Print Reading
Economics
Spanish
Citizenship

Commercial Geography or Bookkeeping

Homemaking

Dressmaking
Food Preparation and Service
Glove Manufacture
Office Machines
Retail Problems
Shorthand
Typing
Textile Information

Power Machines:
Button hole machine
Darning machine
Double-needle machine
Embroidery machine
Glove machine
Monogram machine
One-needle hem stitcher
Electric sewing machine
Zigzag machine
WARREN PUBLIC SCHOOL PROGRAM
FOR YOUNG PEOPLE AND ADULTS
1945 - 1946

Courses Offered

Machine Shop
Mechanical Drawing
Beginning Algebra
Advanced Mathematics:
    Geometry
    Advanced Algebra
    Trigonometry

English
<table>
<thead>
<tr>
<th>Name of City</th>
<th>Regular Courses/Term</th>
<th>Laboratory Fees/Term</th>
<th>Book Deposit/Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Residents</td>
<td>Residents</td>
<td>Non-Residents</td>
</tr>
<tr>
<td></td>
<td>$1.00</td>
<td>Pub. 16</td>
<td>Fees are charged</td>
</tr>
<tr>
<td>Canton</td>
<td>1 hr. per week</td>
<td>$1.00 per week</td>
<td>drawing, typing &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Office machines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Amt. not stated)</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>No charge</td>
<td>Pub. 16</td>
<td>To cover</td>
</tr>
<tr>
<td></td>
<td>$.50*</td>
<td>Laws 346</td>
<td>cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td>$5.00</td>
<td>Pub. 16</td>
<td>Lab up to $2.00</td>
</tr>
<tr>
<td></td>
<td>$7.50</td>
<td>Laws 346</td>
<td>346</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>$5.00</td>
<td>Pub. 16</td>
<td>cover</td>
</tr>
<tr>
<td></td>
<td>$7.50</td>
<td>Laws 346</td>
<td>cover</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$8.50 1st subject</td>
<td>$200 welding</td>
<td>Pub. 16</td>
</tr>
<tr>
<td></td>
<td>$5.00 each additional</td>
<td>student furnishes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>subject</td>
<td>rod S. $1.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>other $.50 Chem.</td>
<td></td>
</tr>
<tr>
<td>Middletown</td>
<td>No charge</td>
<td>No charge</td>
<td>No charge</td>
</tr>
<tr>
<td>Toledo</td>
<td>Fees to pay teachers</td>
<td>Pub. 16</td>
<td>$200 welding</td>
</tr>
<tr>
<td></td>
<td>Board furnishes bldg.</td>
<td>Laws 346</td>
<td>student furnishes</td>
</tr>
<tr>
<td></td>
<td>equipments, etc.</td>
<td></td>
<td>rod S. $1.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>other $.50 Chem.</td>
</tr>
<tr>
<td>Warren</td>
<td>$7.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This is the charge/month for one night/week/subject.
**Refunded when book is returned in good condition.
<table>
<thead>
<tr>
<th>Name of City</th>
<th>Elementary Subjects</th>
<th>Citizenship and Visual, Hearing</th>
<th>Civic Education and Forums</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Residents</td>
<td>Non-Veterans</td>
<td>Non-Residents</td>
</tr>
<tr>
<td>Bedford</td>
<td>Not offered at present</td>
<td>Not offered at present</td>
<td>Not offered at present</td>
</tr>
<tr>
<td>Canton</td>
<td>Not offered</td>
<td>Not specified</td>
<td>Not offered</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>$0.50* Charge</td>
<td>In re.to Res. or Non-res. Charge</td>
<td>In re.to Res. or Non-res.</td>
</tr>
<tr>
<td>Cleveland</td>
<td>$3.00/term Charge</td>
<td>In re.to Res. or Non-res. Charge</td>
<td>In re.to Res. or Non-res.</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Not specified</td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
<tr>
<td>Lorain</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
<tr>
<td>Middletown</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
<tr>
<td>Toledo</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
<tr>
<td>Warren</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
</tbody>
</table>
ANALYSIS OF TABLE III

An analysis of Table III shows that there is considerable uniformity of practice in the adult schools of Ohio. Cincinnati and Middletown are the only cities that do not require a fee for residents. All other cities require a fee (nominal in all cases) for residents, and a slightly higher fee (again very nominal) for non-residents.

Laboratory fees are in all cases, very reasonable. The fees are just large enough to cover the actual cost of the materials and supplies used.

Book deposits are kept at a minimum and the deposit is returned upon surrender of the book in good condition. Some of the cities require the students to furnish their own books.

The general practice in all the cities is to make no charge for elementary courses, citizenship courses, or civic education forums or lectures.

Examination of Table III will show that the cost of the fees will not deter ambitious adults from securing more education or training for themselves.
<table>
<thead>
<tr>
<th>Name of City</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford</td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
<tr>
<td>Canton</td>
<td>12 weeks</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>24 weeks</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Cleveland</td>
<td>17 weeks</td>
<td>17 weeks</td>
</tr>
<tr>
<td>Hamilton</td>
<td>15 weeks</td>
<td>15 weeks</td>
</tr>
<tr>
<td>Lorain</td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
<tr>
<td>Middletown</td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
<tr>
<td>Toledo</td>
<td>12 or 16 weeks</td>
<td>12 or 16 weeks</td>
</tr>
<tr>
<td>Warren</td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
</tbody>
</table>
Table IV shows that the length of terms for adult classes is (with the exception of the fall term at Cincinnati) shorter than the regular school semesters. In Cincinnati sessions are held twice a week during the fall term of twenty-four weeks, but four times per week during the spring term. Thus it is seen that the same number of class meetings is held in both terms.

Cleveland has the next longest terms with seventeen weeks each, Hamilton ranks third with fifteen weeks in each term, and Canton is fourth with twelve weeks in each term.

Most of the classes in the cities listed meet either two or three nights a week throughout the length of the term.
TABLE V

REMUNERATION OF TEACHERS, PRINCIPALS AND SUPERVISORS

<table>
<thead>
<tr>
<th>City</th>
<th>Hourly rates</th>
<th>Daily rates</th>
<th>Weekly rates</th>
<th>Per term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min-</td>
<td>Max-</td>
<td>Min-</td>
<td>Max-</td>
</tr>
<tr>
<td></td>
<td>mum</td>
<td>mum</td>
<td>mum</td>
<td>mum</td>
</tr>
<tr>
<td>Bedford</td>
<td>$1.50</td>
<td>$1.50</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Canton</td>
<td>#</td>
<td>$2.00</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>$2.00</td>
<td>$2.50</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Teachers</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Ele. &amp; Voc.</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Principals</td>
<td>2.50</td>
<td>3.00</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>High School</td>
<td>2.50</td>
<td>3.00</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Principals</td>
<td>3.00</td>
<td>3.50</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Supervisors*</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Cleveland</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$4.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Hamilton</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Lorain</td>
<td>2.50</td>
<td>2.50</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Middletown</td>
<td>2.00</td>
<td>2.00</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Toledo</td>
<td>1.75</td>
<td>1.75</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Warren</td>
<td>2.00</td>
<td>2.00</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Youngstown**</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

*Six ($6.00) dollars, for a two hour evening.

**Not available in time.

#Not specified.
Examination of Table V shows that the hourly rates for teachers of adult classes range from a minimum of $1.50 per hour to a maximum of $2.50 per hour. Thus a teacher in an adult teaching situation would be able to earn in a six hour day a minimum of $9.00 and a maximum of $15.00. In a five day week a teacher's earnings would vary from a minimum of $45.00 to a maximum of $75.00. If he taught a total of 36 weeks per year, his earnings would vary from a minimum of $1620 to a maximum of $2700.
<table>
<thead>
<tr>
<th>Areas</th>
<th>Bedford</th>
<th>Canton</th>
<th>Cincinnati</th>
<th>Cleveland</th>
<th>Hamilton</th>
<th>Lorain</th>
<th>Middletown</th>
<th>Toledo</th>
<th>Warren</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Avocational</td>
<td>x</td>
<td></td>
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<td></td>
<td>x</td>
<td></td>
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<tr>
<td>Citizenship</td>
<td>x</td>
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<td></td>
<td>x</td>
<td></td>
<td>x</td>
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<tr>
<td>Commercial</td>
<td>x</td>
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<td>x</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correspondence Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling and Testing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Cultural</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Education</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Elementary Subjects</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension (College Courses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Forums</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Languages</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and/or Vocational</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Hearing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
### TABLE VII

**ENROLLMENT IN THE AREAS LISTED ON THE INQUIRY BLANKS**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Bedford</th>
<th>Canton</th>
<th>Cincinnati</th>
<th>Cleveland</th>
<th>Hamilton</th>
<th>Lorain</th>
<th>Middletown</th>
<th>Toledo</th>
<th>Warren</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeronautics</td>
<td>0</td>
<td>8</td>
<td>102</td>
<td>12</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Air Conditioning</td>
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<td>0</td>
<td>74</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Automotives</td>
<td>0</td>
<td>24</td>
<td>101</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Avocational Areas (Arts and Crafts)</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Commercial</td>
<td>0</td>
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<td>117</td>
<td>0</td>
<td>130</td>
<td>125</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Edu.</td>
<td>0</td>
<td>34</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
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<td>Electrical</td>
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<td>31</td>
<td>319</td>
<td>15</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>17</td>
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<td>121</td>
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<td>20</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Home Economics (All phases)</td>
<td>0</td>
<td>42</td>
<td>975</td>
<td>32</td>
<td>24</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine Shop</td>
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<td>39</td>
<td>23</td>
<td>0</td>
<td>27</td>
<td>0</td>
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<td></td>
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<td>Other Metal Areas</td>
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<td>47</td>
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<td>Marine (Eng. and navigation)</td>
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<td>0</td>
<td>27</td>
<td>0</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Mechanical Draw. (all phases)</td>
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<td>91</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
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<td>190</td>
<td>0</td>
<td>18</td>
<td>0</td>
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</tr>
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<td>Americanization</td>
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<td>77</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Elementary Subj.</td>
<td>0</td>
<td>403</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High School Academic</td>
<td>111</td>
<td>1361</td>
<td>116</td>
<td>53</td>
<td>36</td>
<td>104</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Psychology and Sociology</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>41</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Review for Veterans</td>
<td>43</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Visual Hearing</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**TABLE VIII**

**TYPES OF TEACHERS AND PERCENTAGE OF EACH TYPE**

<table>
<thead>
<tr>
<th>Name of City</th>
<th>Day School teacher (Regularly certificated)</th>
<th>Special Instructors (Temporary or special certificates)</th>
<th>Skilled Artisans (not certificated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Canton</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>52%</td>
<td>48%</td>
<td>0%</td>
</tr>
<tr>
<td>Cleveland*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Lorain</td>
<td>61.5%</td>
<td>28.5%</td>
<td>0%</td>
</tr>
<tr>
<td>Middletown</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Toledo</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Warren</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Information was not supplied.*
Table VIII shows that the greatest percentage of teachers in adult schools are drawn from the ranks of the regularly certificated teachers. This is due, in part at least, to the fact that many courses are academic in nature and are given for credit toward graduation.

However, in Canton and Lorain, both industrial cities, 25 per cent and 28.5 per cent, respectively, are persons who hold special or temporary certificates. They have found it necessary to augment their staff in this way because of their many technical and vocational offerings.

Cincinnati has the oldest adult education program in Ohio and is also an industrial city. In order to properly staff their adult program they have found it necessary to employ teachers with special and/or temporary certificates.
### TABLE IX

**AVERAGE SIZE OF CLASSES**

<table>
<thead>
<tr>
<th>Name of City</th>
<th>The Number of Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 or less</td>
</tr>
<tr>
<td>Bedford</td>
<td>x</td>
</tr>
<tr>
<td>Canton</td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>x</td>
</tr>
<tr>
<td>Lorain</td>
<td></td>
</tr>
<tr>
<td>Middletown</td>
<td>x</td>
</tr>
<tr>
<td>Toledo</td>
<td>x</td>
</tr>
<tr>
<td>Warren</td>
<td>x</td>
</tr>
</tbody>
</table>
It will be noted from Table IX that classes in adult programs are in most cases smaller than classes in regular day school.

Most cities in Ohio require at least ten members before a class for adults will be started. They do not, as a rule, find it necessary to place an upper limit on the enrollment. However, Hamilton places an upper limit of 30 per class in their Veteran's program. No other city indicated that they had an upper limit.

Let it be noted that the figures are for the average size of classes.
CONCLUSION FOR CHAPTER III

In Chapter III the writer has reviewed the methods by which he obtained the information contained in the chapter. It has also been shown that many educators are interested in and realize the need for adult education. Hence, the prospects are that more and more programs will be started in Ohio.

Copies of the programs now being carried on in Ohio have been given. In addition to the copies of the programs, tables analyzing these programs and the findings obtained from Inquiry Blanks have been included. Careful study of these programs and tables should prove helpful to anyone interested in adult education.
CHAPTER IV

IMPLICATIONS FOR TEACHER TRAINING INSTITUTIONS

That the problem of adult education is engaging the attention of an increasing number of educators is attested by the frequency of mention in the literature and as a topic among discussion groups. An example of which is seen in a meeting of the Ohio Vocational Association, school administrators and teacher trainers at which speakers of national reputation emphasized the need and demand for adult education, not only to meet the needs of the moment but as a continuing enterprise designed to assist adults to adjust to a democratic social-economic environment of which the outstanding characteristic is change.

Speaking on this topic Dr. L. H. Dennis, Executive Secretary of the American Vocational Association made the following statement:

I predict that there is and will be a very great demand for adult education in the immediate future to meet the demands for further education by returning veterans and war workers, and in the more remote future to enable workers to adjust to a changing technology.

Superintendent W. Howard Pillsbury, Superintendent of Schools, Schenectady, New York, addressing the Ohio Superintendents Association of the Ohio Education Association in Columbus, Ohio, on January 18, 1946, declared:
The need for expansion of adult education is a vital issue if we, as Americans, are to make decisions in the next few years which will determine the course of the world in the next 1,000 years.

Additional statements made by Superintendent Pillsbury were:

The recently ended conflict has made men realize more than ever that man must learn to live in peace and harmony if he is going to live at all; that's where education comes in. Lack of education makes for wrong decisions which can be as destructive to democracy as the atomic bomb was to Hiroshima and Nagasaki.

Continuing his address Mr. Pillsbury further stated:

Adult vocational education must of necessity come to the foreground, despite the fact that it will prove more expensive to support than the currently accepted system.

The previous statements and quotations by leading educators definitely indicate the trend of educational thought that is present in the United States today. They present a challenge to the teacher training institutions in the United States and, more specifically for the purposes of this study, to the teacher training institutions in Ohio.

The three principle criticisms of teachers in adult programs which superintendents and/or directors of adult programs in Ohio made were:

1. Teachers tend to maintain a formal or class room attitude and atmosphere.
2. Teachers are not enthusiastic.

3. Teachers are not thoroughly trained, technically. These criticisms by people who are in daily contact with those seeking further education have or should have particular significance for the teachers in training institutions. These deficiencies noted by school administrators in teachers of adult classes are qualities one would assume necessary in any teacher. Obviously in the minds of administrators they seem more important in teachers of adult classes than in other teachers. Perhaps the fact that these teachers were unable to hold those who registered, drew the administrator's attention to a weakness of the teachers concerned. Similar weaknesses might be found in day school teachers were the students permitted to withdraw when they concluded that the work in a particular subject or subjects was not of interest or benefit to them.

When young people come to Lyman Bryson at Teacher's College, Columbia University, and state their wish to major in adult education, he gives them the following advice:

Don't do that. Don't major in adult education. Get your major in some other field: sociology, history, agriculture, the speech arts, or whatnot. Adult education is not basically a subject field. It has content, of course, and if you'll give us some of your time, we'll try to put that content at your disposal.
But adult education is, most of all, a way of putting subject matter to work. Make yourself a specialist able to command a body of useful knowledge. Then take courses with us to equip yourself with methods of putting that knowledge at the disposal of our adult population.¹

Taking the suggestions of Dr. Bryson and the criticisms of the administrators of adult education in Ohio as a point of departure, certain implications are apparent. Dr. Bryson recommends that those who would become adult educators first become expert in some field and then take courses in methods of adult education in order that they may better know how to teach what they know.

Similarly one of the most frequent criticisms of the administrators of adult programs in Ohio was that the teachers were not thoroughly enough trained in the mechanics of their own field. Presumably they have learned that adults have little or no patience with one whose ideas are characteristically immature -- one who is never sure of anything.

In many instances investigators have discovered that the best teachers of adult classes are skilled artisans who have also learned how to teach. Ordinarily such persons are engaged as workers in their field of specialization and are conversant with the problems of the

¹Harry A. Overstreet and Bonaro W. Overstreet, Leaders For Adult Education, p. 22.
occupation, thus they tend to deal with adults in adult fashion. As a result of his experience with adults he is able to avoid the pitfall of formalism which experienced teachers frequently seem unable to achieve. The people in this type of class are aware that the instructor is a person who knows his field and they respect and follow his suggestions.

The average class in adult education is not a typical cross-section of the public. They are above the average in ability, ambition, social consciousness, vision and zeal. Motivation is not the problem it is with adolescents. Adults are in class to learn how to do their present job better, advance in their present situation, train for another job, or for purposes of recreation. And whether it be one or another of these motives they want to get on with the undertaking and achieve results as quickly as possible.

Mr. T. E. Dunshee, writing in the California Quarterly of Secondary Education said:

1. Adults prefer to acquire those things upon which they are able to react (use)

2. They prefer to avoid irrelevant material.

3. They prefer to pursue a line of study that will contribute to their own personal welfare.

1Parentheses are the writer's.
4. Adults prefer learning new things when they need to know them.

5. Adults like to have their reading assignments voluntary as much as possible (in so far as practicable)

6. Adults are anxious to make as much progress as possible.

The previous statement and quotations indicate that the teacher of adults must be thoroughly trained.

In addition to being well trained he must be enthusiastic, he must believe wholeheartedly in his cause. He must be able and willing to give members of his class a helping hand, particularly when there is evidence of discouragement. His enthusiasm and his zeal must never flag. One of the great problems in every phase of adult education is to induce the students to persevere in his work. The element of independence which is priceless in spontaneous effort toward self-education is also one of its great dangers. The latter is evidenced in the large percentage of those who withdraw without finishing the course.

As evidence of the effects of enthusiasm the record of the "Sandusky Wood Butcher's Club" is presented. This club was organized more than six years ago with twenty-seven members. It still has fourteen charter members and six long term members.

The effect an inspired teacher has is reflected in the following quotation by Secretary-Treasurer of the
Club, Milton Zerbe:

Each problem is given personal attention and to those of us who have attended since the beginning, it is a wonder, and a topic of discussion, how a teacher can show so much genuine interest in each problem and in the class as a whole. This instructor's interest, help, and friendliness has not decreased over the years, in spite of the fact that the class is made up of machinists, salesmen, doctors, lawyers, bankers, teachers, factory workers and managers, draftsmen, etc., all working together.

In another part of his letter Mr. Zerbe says the following:

Class work or lectures, as such are out.

This statement clearly implies that adults do not care for a formal classroom attitude.

Training institutions preparing teachers who anticipate teaching adult classes must provide opportunities for such students to acquire a high degree of skill in those subject matter areas usually included under the caption of industrial arts. Opportunities should also be provided for specialization in one or more of the above areas. Achievement in this respect should be comparable to that of a competent artisan. The professional training of prospective teachers of adults should include one or more courses in adult psychology. In the methods courses, emphasis should be given to a consideration of the problems of adults and to appropriate teaching procedures. Student teaching should be done in adult classes.

In writing this chapter an attempt has been made to point out clearly and strongly that adults want a leader or teacher who is an expert in his field, has unbounded and never flagging zeal, and conducts his classes in an informal manner.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Orientation for this study was obtained through a somewhat comprehensive survey of the professional literature and current magazines. Data were secured through personal letters and "Inquiry Blanks." The letters and "Inquiry Blanks" were sent to superintendents and/or directors of adult education in the cities of Ohio having 10,000 or more population. Replies to the personal letters were received from fifteen superintendents or directors. Inquiry blanks were returned by the majority of those persons to whom they were sent but only nine were filled in since the other cities did not have adult education programs.

The "Inquiry Blanks" and programs of adult education were carefully studied and the results recorded in a series of tables. The information obtained showed that nearly all the cities which had programs charged residents a nominal enrollment fee; the only exceptions were Cincinnati and Middletown. All cities charge non-residents fees in excess of those charged to a resident student. All cities having adult programs have made arrangements to accommodate ex-servicemen and women under Public Laws 16 and 346. Three cities are planning to start programs in the immediate future. Such programs are designed to
meet the needs of ex-service people. Table V shows that the remuneration of teachers varies from $1.50 per hour to $2.50 per hour which is proportionate to the incomes of day school teachers.

Data also show that by far the greatest percentage of the courses offered were those that presented an opportunity to the student to improve his position and/or income. The conclusions reached are:

1. Only two of the cities in Ohio having a population of 200,000 or over report an adult education program. Some of the other large cities offer evening classes but do not claim an adult program.

2. Only one city in the 100,000 to 200,000 population group reports an adult education program.

3. Of the twenty-one cities in Ohio having a population of 10,000 to 100,000 only four report a program of adult education.

4. Data show that adults are interested principally in those subjects that have a definite and concrete vocational, professional or recreational bearing. Enrollment in such classes constitutes approximately 85 per cent of the total enrollment reported in adult classes.
5. Comments on the returned blanks indicate that mastery of subject matter by the teacher is considered of primary importance. Another requisite is enthusiasm for the work and interest in people. Still another requirement is ability of the teacher to conduct his class in an informal manner.

6. Data indicate that in the opinion of administrators some of the most successful teachers of adult classes are artisans who are masters of subject matter and who have had no professional training.

7. A number of experienced teachers have proven successful teachers of adults. In the main these have been persons with a good command of subject matter and who have demonstrated enthusiasm and ability to conduct their classes in an informal manner.

Implications for teacher training institutions:

Weaknesses of teachers reported by administrators were (1) teachers not well-trained, (2) teachers were not enthusiastic, (3) teachers maintained a formal classroom attitude. If lack of the first two of these qualities and maintenance of the third differentiated unsuccessful
teachers from successful ones, then possession of the first two and ability to conduct a class informally should be potentials making for success.

Assuming this to be the case the teacher training institutions then have the responsibility of:

1. Aid students to develop outstanding mastery of subject matter.
2. Show the need for enthusiasm.
3. Conduct classes in an informal manner then the trainees will form the habit of informality and so teach when they assume the roll of teachers.
4. On a professional basis, provide opportunities and credit for work done in industry.
5. Provide opportunities for prospective teacher of adult classes to participate as student teachers under adequate supervision.
6. Provide opportunities for craftsman to receive instruction in teaching methods and procedures adaptable to their needs.
APPENDIX
221 Industrial Engineering Building
Ohio State University
Columbus 10, Ohio

August 15, 1945

Dear Mr. 

The leading educators of the United States are aware of the fact that Adult Education is more and more becoming a problem that should and does concern them.

Many superintendents of Ohio are fully alive to this very important development in our educational system. Knowing this to be true, I am writing to representative superintendents in Ohio requesting information about the programs of Adult Education now in progress in their cities.

This information will be used in a study I am making which will, I feel, help to further the cause of Adult Education in Ohio.

Any information, programs, courses of study, outlines of courses, or suggestions that may be embodied in this study will be deeply appreciated.

Were it possible to obtain this information by any other means I would not ask you to give the time necessary to furnish it.

If you wish an abstract of this study, it will be furnished to you free of charge.

Sincerely yours,

R. T. Mansfield
My dear Superintendent:

If you have started a program in adult education since my previous communication to you, will you fill in the enclosed inquiry blank and return it to me? If you do not, as yet, have such a program, will you return the inquiry blank?

Should you know of any programs of adult education in cities of Ohio whose population is less than 10,000 persons, will you send me their name(s)?

Thank you for your consideration and cooperation.

Sincerely yours,

R. T. Mansfield
221 Industrial Engineering Building
Ohio State University
Columbus 10, Ohio

January 28, 1946

My dear Mr. ______:

Information has reached me that you have a very good adult education program in your city.

I am making a study of the adult education programs in Ohio. I trust that the findings of this study will prove to be of value to communities now conducting, or planning to inaugurate, adult education programs.

The enclosed inquiry blank is brief and can be answered, for the most part, simply by checking.

Any additional comments you care to make will be greatly appreciated.

I shall be grateful, too, for a copy of your adult education or evening school program.

Sincerely yours,

R. T. Mansfield

RTW:hr
221 Industrial Engineering Building
Ohio State University
Columbus 10, Ohio

January 28, 1946

Mr. ____________
__________________
__________________

My dear Mr. ____________:

I am making a study of the adult education programs in Ohio. I trust that the findings of this study will prove to be of value to communities now conducting, or planning to inaugurate, adult education programs.

The enclosed inquiry blank is brief and can be answered for the most part, simply by checking.

Any additional comments you care to make will be greatly appreciated.

I shall be grateful, too, for a copy of your adult education or evening school program.

Sincerely yours,

R. T. Mansfield

RTM: hr
221 Industrial Engineering Building
Ohio State University
Columbus 10, Ohio

January 28, 1946

My dear Mr. _____:

Some time ago I wrote you a letter inquiring about your adult education program. You very graciously sent me the information for which I asked. I am deeply grateful for this service.

I should appreciate it very much if, in addition to the previous information you would fill in the enclosed inquiry blank, and return it to me. The data sought will enable me to make a much more accurate and complete study of programs in adult education in the principle cities of Ohio.

If, since sending me the previous material, you have added, improved or significantly changed any courses, introduced noteworthy and/or workable innovations or in any wise greatly altered your program, would you include same in your reply?

Thanking you for past favors and also for this one, I am,

Gratefully yours,

R. T. Mansfield

RTN: hr
INQUIRY CONCERNING YOUR PUBLIC SCHOOL PROGRAM
FOR YOUNG PEOPLE AND ADULTS

I. How many persons are enrolled in the following areas of your above mentioned classes:

<table>
<thead>
<tr>
<th>AREA</th>
<th>Number Enrolled</th>
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<tbody>
<tr>
<td>1. Aeronautics</td>
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<td>2. Air Conditioning</td>
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<tr>
<td>3. Automotives</td>
<td></td>
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<tr>
<td>4. Avocational Areas (arts and crafts)</td>
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<td>5. Commercial</td>
<td></td>
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<tr>
<td>6. Distributive Education</td>
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<td>7. Electrical (all phases except as per question #2)</td>
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<tr>
<td>8. Graphic Arts</td>
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<td>9. Home Economics (all phases)</td>
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<td>10. Machine Shop</td>
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<td>11. Other Metal Areas</td>
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<td>12. Marine (engines and navigation)</td>
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<td>13. Mechanical Drawing</td>
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<tr>
<td>14. Woodworking (all phases)</td>
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</tbody>
</table>

II. Academic, or courses other than those enumerated in #1, being taught and enrollment in each.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Number Enrolled</th>
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Note: If additional space is needed, please use back of this sheet.
III. By whom are the courses taught, and the approximate percentage of each type of teacher. Please check.

( ) 1. Day school teacher (regularly certificated) __________

( ) 2. Special instructors (temporary or special certificate). __________

( ) 3. Skilled artisans (not certificated) __________

Comments:

IV. What is the average size of classes? Please check.

1. ( ) 15 or less 3. ( ) 20 - 25 5. ( ) 30 or more

2. ( ) 15 - 20 4. ( ) 25 - 30

V. How are the classes financed? Please check.

( ) 1. Completely by the Board of Education

( ) 2. Fees and the Board of Education

( ) 3. Fees only.

Comment:

VI. Method and amount of compensation. Please insert in appropriate column(s)

<table>
<thead>
<tr>
<th>Included in</th>
<th>Per hr.</th>
<th>Per Day</th>
<th>Per Wk.</th>
<th>Per Class</th>
<th>Regular</th>
<th>Salary</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td></td>
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<td></td>
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<td>Maximum</td>
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</table>

Comments:
VII. Please check. Are courses given for:

( ) 1. Credit toward graduation.
( ) 2. Self-improvement (non-credit)
( ) 3. Avocational
( ) 4. Combination of 1, 2, and 3.

Comments:

VIII. Does your program include connections with correspondence schools? Please check.

( ) Yes ( ) No

Names of such schools

<table>
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<tr>
<th>Methods Employed:</th>
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<tbody>
<tr>
<td>1. Supervised study</td>
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<tr>
<td>2. Unsupervised</td>
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</table>

IX. Select and check, from the items listed below, those which you have found to constitute the greatest handicaps to your teachers.

( ) Inadequate technical skill
( ) Inadequate teaching skill
( ) Insufficient knowledge of subject matter
( ) Not tactful
( ) Deficient in leadership ability
( ) Lacking in sensitiveness to class and community needs and interests.
( ) Not enthusiastic
( ) Little or no evidence of growth in his own and related fields; also in general knowledge.
( ) Does not deal impartially with students
( ) Unwilling to recognize contributions of others.
( ) Lacking in sympathetic understanding of people's problems
( ) Inability to get along with all types of people.
( ) Unwilling to accept suggestions
( ) Lack of confidence
( ) Conducts classes too formally
( ) Self-satisfied
( ) Egotistical

Comments:

X. If you care to, will you offer suggestions as to implications for teacher training institutions?

XI. In your program have you found the layman ( ) or the professionally trained teacher ( ) to be the more satisfactory.

Comments:

XII. If you know of any programs in cities of Ohio with less than 10,000 population, will you list their names below?
BIBLIOGRAPHY


Kaplan, Abraham Abbott, Socio-Economic Circumstances and Adult Participation in Certain Cultural and Educational Activities, Teachers College, Columbia University, 1943, 152 pp.

Nisonger, Herschel W., The Role of the School in Community Education: A Suggested Plan in Study and Action, Bureau of Special and Adult Education, Ohio State University, 1940


Rowden, Dorothy (editor), Handbook of Adult Education in the United States, American Association for Adult Education, 1936, New York, 386 pp.

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