

AN INVESTIGATION OF ADULT EDUCATION

NEEDS AND INTERESTS IN TOPEKA

By

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of Kansas in partial fulfillment  
of the requirements for the degree  
of Doctor of Education.

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For the Department

January, 1949

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P.B.G.

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## CHAPTER I

### GENERAL PROBLEM OF ADULT EDUCATION

A school building ablaze with lights, doors swinging back and forth from early dusk until late at night, is a situation which can be seen in many cities and towns throughout the United States. Inside the building are light and warmth, laughter and friendly greetings. Men and women of all ages and conditions pass to classes with obvious enthusiasm, because of a desire to continue learning.

Adult education in the United States has been progressing since early American times starting with the New England town meeting. Various types of adult programs have been growing at a fairly rapid pace down through the years.

One of the early dates to remember in the history of American adult education is 1727. That year Benjamin Franklin organized in Philadelphia, Pennsylvania, a "club for mutual improvement" for ten young friends. One night a week these young men would meet to discuss the important topics of the day. This club became the best school of philosophy, morality and politics that then existed.<sup>1</sup> Another date about one hundred years later

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1. The Junto, Mercantile Library, Philadelphia, Pa., 1948, issue 3.



should be mentioned when in 1826 Joshia Holbrook started the Lyceum Movement. This movement presented the speakers of the day on the main topics of interest to the people. In a period of eight years, there were approximately three thousand Lyceum groups in progress. Then came the Chautauqua movement in 1871, started by Bishop Vincent. This movement grew rapidly into some ten thousand groups traveling over the states to present plays, readings and speakers.

Many other interesting programs were started such as the University Extension program at John Hopkins University and, in 1890, the International Correspondence School was organized. In 1900, the foundations and grants created by Andrew Carnegie to maintain public libraries played an important role in the history and development of Adult Education. The Agriculture Extension service was made possible by the work of Seaman Knapp and the passage of the Federal Smith-Lever Act of 1914. Then came World War I, and as L. R. Alderman says:

"the real program of Adult Education started in this country in 1917, when the council of defense in the various states requested of school officials that classes be established for the foreign born."<sup>1</sup>

An outgrowth of the interest created during the war led to the appointment of committees working in this area of

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1. Alderman, L. R. A Look Into The Future. Ad. Ed. Bulletin, Dec. 1942.

education by national education groups. The opinion of leaders at that time was to place a special representative in the United States Office of Education. In 1925, the United States Commissioner of Education created a division, headed by an adult education specialist, to act as a clearing house for those teaching adults. The impetus created during these years led to the establishment in 1926 of the American Association of Adult Education. For a number of years the American Association of Adult Education was provided research money by the Carnegie Foundation. This program of research and the writings produced have fostered additional interest and made available valuable material for all working in the field of adult education.

One of the recognized studies in the adult area was reported by Thorndike<sup>1</sup> in 1926. This important investigation of the learning ability of adults made a definite imprint on the whole field of adult education. Alderman<sup>2</sup> tells us the Federal Emergency Relief Administration of 1933, which involved some 50,000 teachers, also contributed greatly to the popularity of adult education.

Having passed through World War I, the depression, and World War II, it was late in 1945 when the National Education Association established the Division of Adult Education

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1. Thorndike, E. L. Adult Learning, The MacMillian Co., N. Y., 1932.
  2. Alderman, L. R. A Look Into The Future. Ad. Ed. Bulletin, Dec. 1942.

Services. Leland P. Bradford, director of the division, states:

" . . . this move grew out of the awareness of the N. E. A. that from the turmoil of the war years would grow an ever-expanding program of Adult Education. The N. E. A. realized that the problem of veteran education was an integral part of Adult Education. The N. E. A. believed that as adults had prepared through adult education for war, so must they prepare through Adult Education for peace."<sup>1</sup>

A program very much in the educational news of 1947 and 1948, is the cooperative study on group development by the Division of Adult Education Services and the Research Center for Group Dynamics of The Massachusetts Institute of Technology. These developmental steps in the adult education realm show some of the significant trends in the United States.

#### PHILOSOPHY OF ADULT EDUCATION

The position that the adult education movement holds today has been brought about by growth in many areas, in many directions. The United States has witnessed rapid progress in adult education during the past few years. Many agencies have fallen in line and are now sponsoring

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1. Bradford, Leland P., Report of the Division of Adult Education Services of the N.E.A., Adult Education Bulletin, August, 1947.

adult programs. Kaplan<sup>1</sup> says these programs vary from formal educational patterns to very informal group gatherings. This means different aims and purposes according to the groups contacted or the author read. Beal and Brody state:

" . . . the theory of American Adult Education rests almost entirely upon the pragmatic observation that adults have learned, throughout all recorded history; that they have been learning and learning extensively in our own time; and that they doubtless can learn even more if they choose."<sup>2</sup>

The authors of the 1947 year book<sup>3</sup> of the Association for Supervision and Curriculum Development say America needs citizens who can not only read, but who can think as they read, citizens who can analyze propoganda, and citizens who can read to gather information which will help solve individual and group problems. America needs citizens who can speak correctly, and who can take part in group discussions intelligently. America needs citizens who will think of the welfare of the group before thinking of selfish

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1. Kaplan, Abraham A. Socio-economic circumstances and adult participation in Certain Cultural and Educational Activities. N. Y. Columbia U. Press, 1943.
  2. Beal, Ralph A. and Brody, Leon. The Literature of Ad. Ed., American Association of Adult Education, N. Y. 1941
  3. Association for Supervision and Curriculum Development. Organizing the Elementary School for Living and Learning. (1947 Yearbook) The Association: Washington, 1947.

interests, citizens who make decisions without bias and on the basis of facts and citizens who are willing to assume responsibility in their government.

If one thinks in terms of the above needs for citizens of the United States, how shall adult education be defined? Lyman Bryson says:

" . . . we mean by the term Adult Education, the movement to provide that men and women shall be given every chance to use all their powers and to strengthen them as they go. It is any help in living that can be obtained from the recorded or communicated experience of others, any challenge that will stretch our height and our reach and it is for everybody at all times and in all conditions."<sup>1</sup>

Many other leaders have given definitions and numerous sets of objectives and aims. A Caswell Ellis<sup>2</sup> lists five main aims of adult education: (1) To help adults learn how to conduct an orderly society; (2) To enable adults to discover what they are best qualified to do and also what vocations need their particular talents, and help them prepare for these vocations: (3) To include not only courses in the sciences,

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1. Bryson, Lyman; Urgent? Important? Ad. Ed. Jr., July, 1946, Vol. 5.
  2. Ellis, A. Caswell; The Adult School Movement; Jr. of Ad. Ed., October, 1940, Part II.

but studies in the application of the finding of sciences to the conduct of our society; (4) To include practice in evaluating evidence protecting ourselves against propaganda as well as our own emotions; (5) To meet the needs of recreation and an opportunity for self-expression in the arts and the humanities; also help in the field of guidance and in appreciating the beautiful things that others have created.

The task is great in the field of adult education. It is complicated and is different in every community. Every program, to be effective, must be made with reference to the needs and interests of the people concerned. These needs and interests are difficult to discover and seldom are revealed without constant contact and search by the educators of the community.

It would be difficult to produce a workable program for a community, but certainly we should strive toward certain goals or tasks to be accomplished. J. Elmer Morgan lists eight tasks he thinks adult education should accomplish today in helping humanity:

1. To give to the human body consciously the discipline that formerly came as a by-product of physical labor
2. To maintain the love, stability, and beauty of human life amid conditions that severely handicap this cradle of all life.

3. To preserve intellectual integrity and independence in an age which tends to destroy these virtues.
4. To govern itself in the interest of the common man in the face of selfish corporate aggregates larger and often more powerful even than the political state itself.
5. To earn a living when the opportunity to do so is denied to a fourth of the population by the new conditions which have developed.
6. To buy wisely in the face of a high-powered system of misinformation and misemphasis.
7. To use leisure wisely in spite of the growing effort to debase mankind by turning its weaknesses into profits for a few.
8. To maintain spiritual purpose and poise in the midst of confusion and brutality on every hand.<sup>1</sup>

Other references express the same general idea of adult education. The Regents' Inquiry said:

As a process, adult education may be thought of as that activity which enables a person more efficiently to meet his personal needs, problems, or desires; more effectively to participate as an intelligent functioning member of society; and more understandingly to approach the appreciation and realization of ultimate values.<sup>2</sup>

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1. Morgan, J. Elmer; The Task of Ad. Ed. Today; N.E.A., Dept. of Ad. Ed., Washington, 1934, Vol. 72.
  2. Report of Regents' Inquiry; Adult Education; McGraw-Hill Book Co., New York, 1938.

Usually, adult education is thought of as consisting of those activities in which adults participate of their own free will and volition while engaged in some other major interest. This would ordinarily exclude formal education of the type leading to academic credit.

It has often been said that education should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place in society and use that place to build both himself and society. If it is the purpose of adult education to serve the individual needs and interests of members of society, it is the business of educators to know what those interests and needs are at any given time. The adult educator must have a clear and definite picture of the characteristics of the community in which he works.

James E. Russell said:

The aim of adult education is to inspire grownups to be something more than they are now and to do their work better than they now do it. Its beginning is where one finds oneself; its end only when ambition ceases to function.<sup>1</sup>

The challenge of the adult educator is to ascertain the

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1. Russell, James E. Help to Self Realization, Survey 55:543-6, February 15, 1926.



interests and needs of the people whom he would serve through adult education programs.

Educators must also be aware of the fact that every member of the adult population, in accordance with his inherited nature, and his environment, is constantly subject to influences tending to produce changes in his attitudes, aspirations, abilities, and conduct.<sup>1</sup>

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1. Reeves, F. W., Fansler, T., Houle, C. O. Adult Education, Report of the Regents' Inquiry. 1938.

## CHAPTER II

### SOURCE OF DATA AND METHOD OF PROCEDURE

The purpose of this study was to ascertain, if possible, the educational needs and interests of the adults of a community and to make whatever recommendations seemed advisable. The specific task was to administer a suitable questionnaire (see Appendix A) that would give information on certain questions in the field of adult education from a select group of adults living in the city of Topeka, Kansas.

Topeka, with approximately 100,000 population, is located in the center of the United States, with an average altitude of 940 feet. It is advantageously located in the agricultural valley of the Kansas River. The history of Topeka, as in most any other American city, has had an influence on the people of the community. Today, many new frontiers are unfolding in the fields of culture, education, science, trade, transportation and agriculture which have a part in determining the way of life of the people of Topeka.

Topeka is the capital city of Kansas in which many state and federal offices are located. There are also several industries such as the following: meat packing, egg and poultry processing, tire manufacturing, main offices

and repair shops of The Atchison, Topeka and Santa Fe Railway Company and extensive printing and publishing. The State Hospital and the Boys' Industrial School are two institutions which serve the state population in their special fields.

The Menninger Foundation, a psychiatric center, has extended itself very definitely into the program of Winter Veteran Hospital. It is a recognized center in its specialized work of education.

A school system is maintained from kindergarten through the municipal university. Adult education has a very prominent place in this system. Educational opportunities are provided on many levels for all citizens and veterans are given special attention in both vocational and academic education. Many organizations participate in adult education and provide educational programs for their members. The Topeka Night School offers classes ranging from elementary work in reading and writing for aliens to courses giving college credit. These classes are housed in the Topeka High School building.

The information from this study will give additional data about a select group of people living in this community. It is hoped this material will be of use to adult organizations so they may be better able to meet the needs of the people and serve the community in an effective manner.

After careful consideration and advice received from

others the questionnaire was organized to obtain from respondents information on the following phases: education completed; educational and recreational activities in which they are participating; suggestions for future modification; occupation; any training needed in connection with their occupation; and what feelings they have regarding the value of a high school education. Other personal factors included were sex, age, marital status, number of years living in Topeka and a place for any further comments which they might like to make.

If the results of the survey were to be used, it was necessary to get a representative group of all citizens. The group should include men and women of different ages and varying educational backgrounds. It was also necessary to have some completed questionnaires from all parts of the city. The final decision was to use the junior high school districts as divisions to be surveyed. This would give the necessary coverage of the city because Topeka is divided into six sections, each of which is provided with a junior high school.

The six junior high school districts shall be referred to as Districts B, C, CU, E, H and R. The district symbol is the first letter or two of the name of the junior high school in that district.

Considerable deliberation was given to the problem of

the particular adults to answer the questionnaire in each district. It was decided to survey the parents of the incoming sophomore class of Topeka High School for the fall term of 1947.

The population count of each district is not the same, but the number of junior high school graduates holds about the same proportion to the total population in all the districts.

There were a number of reasons for asking the parents and sophomores to participate in this study. First, during the spring of 1947, a rather comprehensive study was made of this particular sophomore class which involved the parents and home life of the student. There was such complete cooperation on the part of the parents because of the interest in their children it was felt that that relationship between parents and school would help make this project more successful than it might be otherwise. Then, too, if the students could be interested in taking the questionnaire home, that would be the first step in getting it filled out and returned. Another good reason for using the sophomores of 1947 was that they could be contacted in small groups for an explanation of the survey. It was felt this explanation could be made effectively by the homeroom counselor and, therefore, a meeting of the twenty-five sophomore homeroom counselors was called on Monday, November 17,

1947, at which time the plan was discussed.

The importance of and the use that could be made of such a study in Topeka High School and the community was pointed out by E. B. Weaver, Principal of Topeka High School, Don Walter, Vice Principal of Topeka High School in charge of Curriculum, Giles Theilmann, Vice Principal of Topeka High School in charge of Guidance, and Perdue B. Graves, Director of Adult Education. After a general discussion by all present, it was agreed that the idea would be worthwhile and beneficial to the school. The counselors offered to cooperate in explaining and distributing the questionnaires to the students during homeroom period on Wednesday morning, November 19, 1947.

The questionnaires were printed and then prepared for each counselor by writing the name of each student on two forms, one for the student's father and one for his mother. These were handed to the homeroom students after a thorough explanation by the counselors. The students were urged to explain the purpose of the questionnaires to their parents and return the completed copies as soon as possible. The homeroom counselors are to be commended for their splendid cooperation in this part of the investigation. The many returns are due to their efforts. In the twenty-five homerooms six hundred sixteen students received questionnaires. There were a few duplications of brothers and sisters and

a few cases where only one parent was living which tended to reduce the number of questionnaires and the possibility of families represented.

The following bulletin was distributed to the sophomore homeroom counselors on Tuesday, November 25, 1947:

"For your information the questionnaires are coming in fine. One homeroom has 80% of its questionnaires turned in. Other returns are most promising. These results are indicative of the splendid cooperation and interest manifested by sophomore homeroom counselors and sophomore pupils. This cooperation is appreciated."

A final bulletin was sent to the counselors on Thursday, December 3, 1947, which read as follows:

"The questionnaires received now total about 600, which represents more than 50% of the families. All of us know a 50% return of any questionnaire is a very fine return. Let it be emphasized again that we do not want the homeroom counselor to use undue pressure on those whose parents have hesitated to fill out the questionnaire; but if any student has failed to return one already completed we would like to have it. Friday, December 5, has been set as the last day to ask the students for the remaining questionnaires. Again may we express our appreciation to you for a job well done."

Some homerooms had a greater return of completed questionnaires than others due probably to one of two reasons and in some cases both; first, the time spent by the counselor in presenting the importance and value of the study

which would have been influenced by the knowledge and the personal interest of the counselor; and second, the general community mindedness, school spirit and willingness of the individual members of the homeroom to work on projects of this nature.

Table I will give the complete returns from each homeroom showing the number of questionnaires returned as well as the number of families represented.



TABLE I

Number of Completed Questionnaires Received from each Sophomore Homeroom, With the Number of Families the Completed Questionnaires Represent, Topeka High School, 1947-48

Home-room	Number of Students in Each Homeroom	Number of Completed Questionnaires Returned	Number of Families the Questionnaires Represent
220	25	40	21
330	27	35	20
329	21	30	17
231	28	32	18
109	23	31	17
304	22	32	17
333	26	26	17
300	23	29	17
219	19	30	16
210	27	23	14
114	27	26	16
229	26	26	17
213	25	24	13
334	23	24	13
111	27	21	13
328	25	20	11
211	27	20	11
313	24	18	10
123	23	18	10
234	26	18	12
119	23	17	9
223	21	16	9
215	27	15	10
106	27	15	8
<u>124</u>	<u>24</u>	<u>14</u>	<u>8</u>
<u>25</u>	<u>616</u>	<u>600</u>	<u>344</u>

There were some questionnaires not complete; however, only a few answers were missing so they were included. The reader will note in a number of tables the column of "No

Answer" to account for any missing answers. The data of this study will be based upon the six hundred cases. Table II will show the distribution of cases according to the six districts.

TABLE II

Distribution of Questionnaires Used in This Study According to Topeka Junior High School Districts, 1947-48

<u>Districts</u>	<u>Men</u>	<u>Women</u>	<u>Totals</u>
B	87	96	183
C	39	58	97
CU	26	31	57
E	30	39	69
H	34	37	71
R	<u>54</u>	<u>69</u>	<u>123</u>
Totals	<u>270</u>	<u>330</u>	<u>600</u>

As was stated earlier, the population of the district has a great deal to do with the number of questionnaires received from that district. Another factor having considerable influence would be the general educational status of the people living in that district. Certain facts will be pointed out along this line in the next chapter.

The 1940 United States Census shows the native-born white population of Topeka to be 88.2 per cent, negro population 8.4 per cent and the foreign-born population 3.4 per cent.

## CHAPTER III

### PRESENTATION OF DATA

#### ANALYSIS OF DISTRICTS

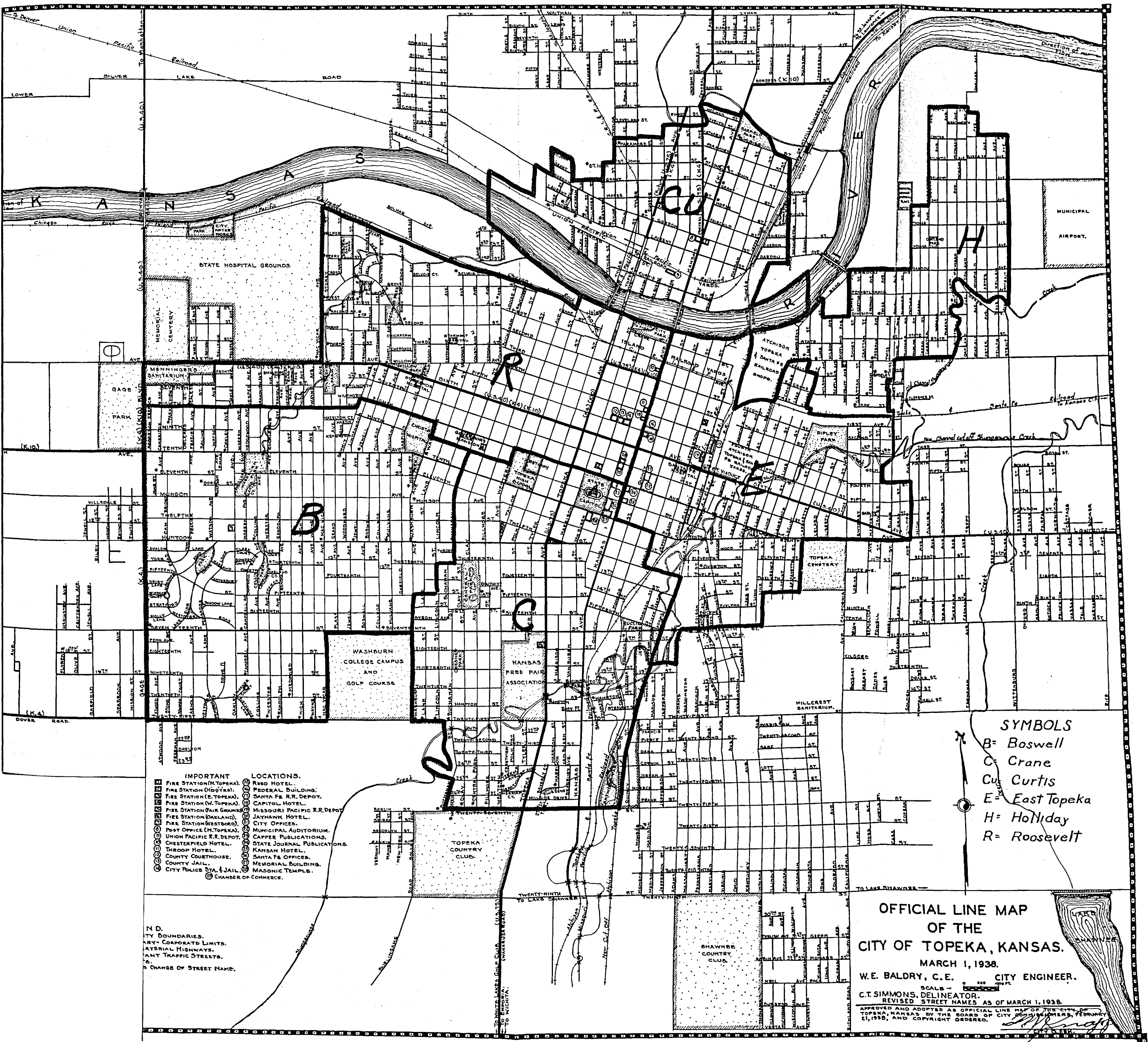
The early settlement along the Kansas River before there was a city of Topeka, was on the north side of the river. As trappers and later travelers went from the east to the west part of the United States, they had to seek a place where they could cross the river. A small settlement started and has grown into what is now called North Topeka. The symbol for this district will be CU for this study. As this early settlement grew it crossed the river and started expanding up the hill to the south. This has resulted in the main business part of Topeka with the residential sections of town moving out in all directions. The building of The Atchison, Topeka and Santa Fe Railway Company Shops and the locating of them in the eastern part of town on the bend of the river gave Topeka another section. The necessary personnel for the shops developed a residential district to the northeast. The symbol for this district is to be H standing for Holliday Junior High School which was named after Cyrus Holliday, the founder of The Atchison, Topeka and Santa Fe Railway Company. Another section of small homes is located in the east and southeast

of Topeka directly south of District H. The majority of people living in this district are from the lower economic brackets. This district will be designated by the symbol E. The early residential section of the city was located south of the river and west of the main street. The largest and more expensive homes were located in this Potwin District which will be known as District R in this study. Directly south along the main street is another section which will carry the symbol of C. As families prospered they moved south and west until today a sixth section exists which is known as Westboro. Many of the families in the higher income brackets live in this section which is in District B. The six districts from which the six hundred cases were secured are indicated on the map which follows and represents the entire city of Topeka.

#### ANALYSIS OF DISTRICTS ACCORDING TO EDUCATION

The vocational and economic conditions of these districts undoubtedly have had an effect upon the data of this study. The degree of schooling has played its part on each individual as to his place in the vocational and economic brackets of this community. Table III presents the number of cases in each district and the average number of years of schooling achieved by persons in the respective districts.

The 1940 United States Census lists the average years



**IMPORTANT LOCATIONS.**

<ul style="list-style-type: none"> <li>☐ FIRE STATION (N. TOPEKA).</li> <li>☐ FIRE STATION (HIGGINS).</li> <li>☐ FIRE STATION (E. TOPEKA).</li> <li>☐ FIRE STATION (N. TOPEKA).</li> <li>☐ FIRE STATION (AIR GROUNDS).</li> <li>☐ FIRE STATION (OAKLAND).</li> <li>☐ FIRE STATION (WESTBOK).</li> <li>☐ POST OFFICE (N. TOPEKA).</li> <li>☐ UNION PACIFIC R.R. DEPOT.</li> <li>☐ CHESTERFIELD HOTEL.</li> <li>☐ THROOP HOTEL.</li> <li>☐ COUNTY COURTHOUSE.</li> <li>☐ COUNTY JAIL.</li> <li>☐ CITY POLICE STATION &amp; JAIL.</li> </ul>	<ul style="list-style-type: none"> <li>☐ REBO HOTEL.</li> <li>☐ FEDERAL BUILDING.</li> <li>☐ SANTA FE R.R. DEPOT.</li> <li>☐ CAPITOL HOTEL.</li> <li>☐ MISSOURI PACIFIC R.R. DEPOT.</li> <li>☐ JAYHAWK HOTEL.</li> <li>☐ CITY OFFICES.</li> <li>☐ MUNICIPAL AUDITORIUM.</li> <li>☐ CAPPER PUBLICATIONS.</li> <li>☐ STATE JOURNAL PUBLICATIONS.</li> <li>☐ KANSAN HOTEL.</li> <li>☐ SANTA FE OFFICES.</li> <li>☐ MEMORIAL BUILDING.</li> <li>☐ MASONIC TEMPLE.</li> <li>☐ CHAMBER OF COMMERCE.</li> </ul>
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**SYMBOLS**

- B= Boswell
- C= Crane
- Cu= Curtis
- E= East Topeka
- H= Holiday
- R= Roosevelt

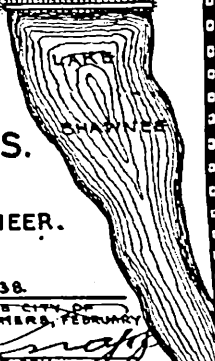
**OFFICIAL LINE MAP  
OF THE  
CITY OF TOPEKA, KANSAS.**

MARCH 1, 1938.  
W.E. BALDRY, C.E. CITY ENGINEER.

C.T. SIMMONS, DELINEATOR.  
REVISED STREET NAMES AS OF MARCH 1, 1938.

APPROVED AND ADOPTED AS OFFICIAL LINE MAP OF THE CITY OF TOPEKA, KANSAS BY THE BOARD OF CITY COMMISSIONERS, FEBRUARY 21, 1938, AND COPYRIGHT ORDERED.

N.D. CITY BOUNDARIES.  
ARY-CORPORATE LIMITS.  
TERIAL HIGHWAYS.  
ANT TRAFFIC STREETS.  
S. CHANGE OF STREET NAME.



of schooling for the adult population of Topeka at 10.1 years. This figure is 1.26 years lower than the data of this report show. The figures of Table III show a rather wide range of educational achievement between the districts. The more detailed breakdown of the educational achievements of the respondents to this questionnaire in tables that follow will reveal these differences.

TABLE III

Average Years of Schooling Completed

<u>Districts*</u>	<u>Number of Cases</u>	<u>Average Years of Schooling</u>
B	183	13.13
C	97	10.93
CU	57	9.91
E	69	8.79
H	71	10.39
R	<u>123</u>	<u>11.73</u>
Totals	<u>600</u>	<u>11.36</u>

Table IV presents the educational achievement of the respondents of each district by numbers as well as by percentages. Generally, the schooling is above average but the differences between districts are widespread. Of the six hundred cases only thirteen, or two per cent did not

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\* Letters denoting districts taken from name of Junior High School.

TABLE IV

DISTRIBUTION OF CASES BY DISTRICTS ACCORDING TO EDUCATIONAL ACHIEVEMENT

DISTRICTS	NO. OF CASES	ELEMEN- TARY	JUNIOR HIGH	SENIOR HIGH	LESS THAN 4 YEARS COLLEGE	COLLEGE	PROFESSIONAL BEYOND COLLEGE
B	183	0	23	72	44	28	16
C	97	1	36	41	10	7	2
CU	57	1	27	25	2	1	1
E	69	10	39	18	1	1	0
H	71	1	27	38	5	0	0
R	123	0	29	65	15	10	4
TOTALS	600	13	181	259	77	47	23

PERCENTAGE OF CASES BY DISTRICTS ACCORDING TO EDUCATIONAL ACHIEVEMENT

B	183	0%	12%	40%	25%	15%	8%
C	97	1	37	43	10	7	2
CU	57	2	47	44	3	2	2
E	69	14	56	26	2	2	0
H	71	1	38	54	7	0	0
R	123	0	24	53	12	8	3
TOTALS	600	2%	30%	43%	13%	8%	4%

go beyond the sixth grade while one hundred forty-seven, or twenty-five per cent, of them attended some school beyond high school graduation. Seventy of the one hundred forty-seven completed college and twenty-three of the seventy continued on in professional training. District B had sixteen of the twenty-three cases as well as twenty-eight that finished college and all respondents of this district completed education beyond the sixth grade. However, District E had ten that did not get beyond the sixth grade, only two that went beyond high school and one of these graduating from college.

The question on education also asked for the number of weeks spent in schools other than elementary, secondary and higher education. These data are presented in Table V.

TABLE V

Weeks Spent in Schools Other Than  
Elementary, High School or Higher  
Education

<u>Schools</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Trade	668	16	684
Business	1426	1830	3256
Art	50	166	216
Music	200	1149	1349
Technical	420	232	652
Others	<u>620</u>	<u>393</u>	<u>1013</u>
Totals	<u>3384</u>	<u>3786</u>	<u>7170</u>



The trade work was taken primarily by the men to provide them with the necessary knowledge to carry on a trade. The study in the field of business was distributed, rather proportionally, over the six districts both for men and women. The school patrons in Districts B and R spent a larger portion of their time in the study of art than did the patrons of the other four districts. District C leads all others in the study of music with Districts B and R coming in for second place. There was no mention of the study of music by men or women in Districts CU, E and H. The same was true of art in Districts CU and E. Considerable technical training was taken by women in the fields of X-ray, nursing and cosmetology. The women have enrolled in four hundred two more weeks of training than the men in these six fields.

#### DEGREES, DIPLOMAS AND CERTIFICATES EARNED

The men have earned seventy-two degrees compared to twenty-eight for the women. District B was responsible for sixty-nine degrees, twenty by the women and forty-nine by the men.

Diplomas and certificates were numerous and quite varied in vocational fields. Twelve diplomas were listed in seven fields while eighty-four certificates were

listed in thirty-one different vocational fields. The women received certificates in twelve different educational programs while the men were receiving twenty-two different kinds of certificates.

One hundred degrees of various types had been earned by the members surveyed. They are as follows:

<u>Degree</u>	<u>Men</u>	<u>Women</u>	<u>Totals</u>
B.S.	28	5	33
A.B.	15	18	33
B.M.	0	1	1
B.D.	2	0	2
LL.B.	8	0	8
M.S.	1	0	1
A.M.	4	3	7
M.E.	1	1	2
M.Ph.	1	0	1
E.E.	1	0	1
LL.D.	1	0	1
M.D.	6	0	6
D.D.	1	0	1
Ph.D.	<u>3</u>	<u>0</u>	<u>3</u>
Totals	<u>72</u>	<u>28</u>	<u>100</u>

Table VI will present material from the standpoint of sex, age and marital status according to the six districts.

In each district there were more women than men and for the entire group the numbers were three hundred thirty to two hundred seventy, or fifty-five per cent against forty-five per cent (Table II). The returns of questionnaires remained close to the fifty-five--forty-five ratio for the entire sampling in each district.

TABLE VI

DISTRIBUTION OF ALL CASES (MEN AND WOMEN) BY DISTRICTS  
 ACCORDING TO AGE AND MARITAL STATUS

DISTRICTS	NUMBER OF CASES	AGE				MARITAL STATUS		
		UNDER 25	25 to 30	30 to 35	OVER 35	MARRIED	DIVORCED	WIDOWED
B	183	2	0	9	172	178	2	3
C	97	0	0	10	87	88	5	4
CU	57	0	0	6	51	55	2	0
E	69	0	0	11	58	66	1	2
H	71	0	0	8	63	69	0	2
R	123	2	0	5	116	118	3	2
<b>TOTALS</b>	<b>600</b>	<b>4</b>	<b>0</b>	<b>49</b>	<b>547</b>	<b>574</b>	<b>13</b>	<b>13</b>

PERCENTAGE OF ALL CASES BY DISTRICTS ACCORDING TO AGE AND MARITAL STATUS

B	183	1%	0%	5%	94%	97%	1%	2%
C	97	0	0	10	90	91	5	4
CU	57	0	0	10	90	96	4	0
E	69	0	0	16	84	96	1	3
H	71	0	0	11	89	97	0	3
R	123	2	0	4	94	95.5	2.5	2
<b>TOTALS</b>	<b>600</b>	<b>1%</b>	<b>0%</b>	<b>8%</b>	<b>91%</b>	<b>96%</b>	<b>2%</b>	<b>2%</b>

Four age brackets were used to group those answering the questionnaires. It is only natural that most of the people would be in the bracket of "over 35" because all but four of the respondents had a son or daughter in the second year of high school. Table VI will show five hundred forty-seven, or ninety-one per cent, in this age group. There were forty-nine parents, or eight per cent in the second age group that of thirty to thirty-five years of age. The reader will note four cases in the bracket of "under 25." These four cases were checked and it was found that neither parent was living; therefore, the questionnaires had been made out by the guardians who happened to be in that age bracket.

The marital status of a select group of this nature was very good as shown by Table VI. This shows ninety-six per cent, or five hundred seventy-four cases, were married with only four per cent divorced or widowed. Of the thirteen, or two per cent divorced, all were women but one. There were no divorces reported from District H.

#### ANALYSIS OF DISTRICTS ACCORDING TO OCCUPATIONS

The Dictionary of Occupational Titles<sup>1</sup> was used to classify the occupations for both men and women. Agencies

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1. U. S. Dept. of Labor. Dictionary of Occupational Titles, Government Printing Office, Washington, 1939.

of the government analyzed 54,189 jobs and from their study they defined 17,452 separate jobs as well as 12,292 alternate titles, making a total of 29,744 titles defined. These titles were classified into seven major occupational groups, six of which were used in this study. Tables VIIA, VIIB and VIIC will present each occupational group by districts for both the men and women. A further detailed breakdown of actual jobs and titles may be found in Appendix B. The fourth division of "Agricultural, fishery, forestry and kindred occupations" was not used because there were no occupations that seemed to fall within this division. It was necessary to add a division for housewives and an unclassified column for the men.

Differences between the areas were considerable. Approximately seventy-four per cent of the women were listed as housewives with the greatest proportion from District B (85.5%), and the lowest from District CU (64%). This would indicate that only fifteen per cent of the mothers of District B are employed outside the home while thirty-six per cent of those in District CU have other employment. Of the twenty-six per cent of women employed, fourteen per cent of them are in the field of clerical and sales, five per cent in service occupations and four per cent in the professional field.

Only two of the men were not employed and they were

TABLE VIIA

OCCUPATIONAL DISTRIBUTION BY DISTRICTS OF 330 WOMEN

(DICTIONARY OF OCCUPATIONAL TITLES)

DISTRICT	NUMBER OF CASES	PROFESSIONAL AND MANAGERIAL	CLERICAL AND SALES	SERVICE OCCUPATIONS	SKILLED	SEMI-SKILLED	UN-SKILLED	HOUSE-WIVES
B	96	6	5	1	1	0	1	82
C	58	1	12	3	1	0	1	40
CU	31	2	3	4	1	1	0	20
E	39	1	7	5	0	0	0	26
H	37	0	8	2	0	0	0	27
R	69	3	12	2	4	0	1	47
<b>TOTALS</b>	<b>330</b>	<b>13</b>	<b>47</b>	<b>17</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>242</b>

PERCENTAGE OF WOMEN ACCORDING TO OCCUPATIONS

B	96	6%	5.5%	1%	1%	0%	1%	85.5%
C	58	1.5	21	5	1.5	0	1.5	69.5
CU	31	6	10	13	3.5	3.5	0	64
E	39	3	18	13	0	0	0	66
H	37	0	22	5	0	0	0	73
R	69	4.5	17	3	6	0	1.5	68
<b>TOTALS</b>	<b>330</b>	<b>4%</b>	<b>14%</b>	<b>5%</b>	<b>2%</b>	<b>.5%</b>	<b>1%</b>	<b>73.5%</b>

TABLE VIIB

OCCUPATIONAL DISTRIBUTION BY DISTRICTS OF 270 MEN

(DICTIONARY OF OCCUPATIONAL TITLES)

DISTRICT	NUMBER OF CASES	PROFESSIONAL AND MANAGERIAL	CLERICAL AND SALES	SERVICE OCCUPATIONS	SEMI-SKILLED	UN-SKILLED	UN-CLASSIFIED	
B	87	49	19	7	6	0	6	0
C	39	9	6	2	12	4	5	1
CU	26	1	3	2	12	2	5	1
E	30	5	1	3	7	5	9	0
H	34	2	2	2	22	2	4	0
R	54	18	15	3	10	3	5	0
TOTALS	270	84	46	19	69	16	34	2

PERCENTAGE OF MEN, ACCORDING TO OCCUPATIONS

B	87	56%	22%	8%	7%	0%	7%	0%
C	39	23	16	5	30	10	13	3
CU	26	4	11	8	46	8	19	4
E	30	17	3	10	23	17	30	0
H	34	6	6	6	64	6	12	0
R	54	33	28	5.5	19	5.5	9	0
TOTALS	270	31%	17%	7%	25.5	6%	13%	.5%

TABLE VIIC

OCCUPATIONAL DISTRIBUTION BY DISTRICTS OF 600 CASES  
(DICTIONARY OF OCCUPATIONAL TITLES)

DISTRICT	NUMBER OF CASES	PROFESSIONAL AND MANAGERIAL	CLERICAL AND SALES	SERVICE OCCUPATIONS	SKILLED	SEMI-SKILLED	UN-SKILLED	HOUSEWIVES	UN-CLASSIFIED
B	183	55	24	8	7	0	7	82	0
C	97	10	18	5	13	4	6	40	1
CU	57	3	6	6	13	3	5	20	1
E	69	6	8	8	7	5	9	26	0
H	71	2	10	4	22	2	4	27	0
R	123	21	27	5	14	3	6	47	0
TOTALS	600	97	93	36	76	17	37	242	2

PERCENTAGE OF ALL CASES, ACCORDING TO OCCUPATION

B	183	30%	13%	4%	4%	0%	4%	45%	0%
C	97	10	19	5	14	4	6	41	1
CU	57	5	11	11	23	5	9	35	1
E	69	9	12	12	10	7	13	37	0
H	71	3	14	5	31	3	5	38	0
R	123	17	22	4	12	2	5	38	0
TOTALS	600	16%	15.5%	6%	13%	3%	6%	40%	.5%



placed in the unclassified column. There is a noticeable difference between the areas with a high educational index and those of less educational achievement. District B with the highest mean average of schooling has fifty-six per cent of its men in the professional and managerial occupations and only seven per cent below the skilled occupations. District E with the lowest average of schooling has seventeen per cent in professional and managerial occupations and forty-seven per cent in the semi-skilled and unskilled occupations. However, Table VIIC shows some employed in every occupational group by each district with the exception of one. District B had no one listed in the semi-skilled group. Of the six hundred cases, forty per cent were listed as housewives with District B having forty-four per cent and District CU having thirty-five per cent.

The second largest occupational group for the total study was professional and managerial with sixteen per cent, varying from thirty per cent in District B to three per cent in District H. The clerical and sales occupations were practically the same with a fifteen and five tenths per cent total, ranging from twenty-two per cent in District R to eleven per cent in District CU. Skilled occupations came next with a total of thirteen per cent

varying from thirty-one per cent in District H to four per cent in District B. The distribution of skilled employees are well scattered in the five districts other than B. Only twelve per cent of the cases of District B are outside the two occupational groups of professional and clerical. With this one exception the occupational distribution of the city is widespread.

#### EDUCATIONAL AND RECREATIONAL ACTIVITIES

This section of the questionnaire was organized in five parts: first, Topeka Night School; second, University or College work; third, Public Library; fourth, Public Forums, Lectures and Concert series; and, fifth, Motion Pictures.

Section A on Topeka Night School shows that seventeen per cent of those answering the questionnaires have attended night school. Approximately twice as many women as men answered "yes" to this question. This figure compares quite favorably to other studies that have been made regarding the enrollees of the night school. Table VIII will give a little clearer picture of those attending and of the districts in which they live.

Table VIII shows approximately eighty per cent of those answering have never attended night school. The

column "No answer" means they failed to check "yes" or "no" on this question. There were nine cases, or one and one-half per cent, failing to answer.

TABLE VIII

Attendance In Night School By District  
For Both Men And Women

Districts	Men			Women			Totals		
	Yes	No	No Ans.	Yes	No	No Ans.	Yes	No	No Ans.
B	6	80	1	20	76	0	26	156	1
C	6	33	0	13	45	0	19	78	0
CU	1	24	1	3	27	1	4	51	2
E	2	27	1	4	34	1	6	61	2
H	8	24	2	6	29	2	14	53	4
R	12	42	0	22	47	0	34	89	0
<b>Totals</b>	<b>35</b>	<b>230</b>	<b>5</b>	<b>68</b>	<b>258</b>	<b>4</b>	<b>103</b>	<b>488</b>	<b>9</b>

The women in District H have had the best record of enrollment in the night school. Table IX will show just how long the one hundred three persons attended classes.

TABLE IXLength Of Time Spent In  
Night School Courses

Time	Districts						Totals
	B	C	CU	E	H	R	
Weeks	168	94	0	33	97	224	616
Months	15	15	32	3	8	15	88
Years	19	13	2	3	6	25	68

The 616 weeks, 88 months (4 weeks) and 68 years (30 weeks) equals 3008 weeks. This would make an average of approximately thirty weeks per person. The men attended 1135 weeks or about the same two to one ratio as the enrollment indicated. Districts R and B have the greatest percentage of attendance and they are the same areas with the highest average of schooling.

Those answering the questionnaire were asked to present a list of courses which they thought should be offered for the general public and a list which they would attend. This list of suggestions was rather long and to be of any value it was necessary to group them into areas. The five developmental areas used for classifying all lists of courses and for the remainder of the study are as follows:

- A. Communication Arts
- B. Home and Family Development
- C. Vocational Advancement
- D. Socio-Economic Relationships
- E. Specialized Knowledge

The classification of courses into developmental areas presents a problem and no one solution can be right for all purposes. This particular division of courses is based on the following line of reasoning. The fundamental basis of a dynamic society is the development of the individual. The individual will live and prosper to the degree that he is able to communicate with society. It is necessary for development in the Communication Arts area for one to communicate more efficiently with other persons or groups. This development will come through the Home and Family and it is here the individual will develop a basis of living. Vocational advancement will play a great part in the development of the individual and in turn the home and the family. This advancement will be conditioned by the Socio-Economic Relationships of the society, the state, the nation and the world. To function in this society it is necessary to have command of specialized knowledge; therefore, the fifth developmental area was added.

Specialized Knowledge goes beyond the normal conditions of just living and might fit into any one or all

of the other four developmental areas. This will give a definite line of communication from person to person, person to group and the relationship with the world in which one lives. It is essential to develop communication arts and to advance vocationally if one is to make a living.

Table X shows the number of courses, by areas, suggested that should be presented to the public. The complete list of courses will be found in Appendix C classified under the five developmental areas.

The table will show the number of courses suggested by geographical district in each of the five developmental areas. It will also divide the total suggestions made by men and women. The men seem to sense the need of communication arts more than do the women and believe more courses should be offered the public. Courses listed in this area probably would help the men more in their field of work than it would help the women. It seems only natural that the women would list more courses in the Home and Family area because of their close relationship with the work of the home.

TABLE X

Number of Courses Which Should Be Offered To The Public  
As Suggested On Questionnaire By Adults

Developmental Areas	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
A. Communication Arts	15	11	1	3	1	13	19	25	44
B. Home and Family Development	21	9	2	3	5	9	38	11	49
C. Vocational Advancement	35	25	7	6	12	42	56	71	127
D. Socio-Economic Relationships	20	4	2	3	6	11	21	25	46
E. Specialized Knowledge	7	6	1	1	1	5	9	12	21
<b>Totals</b>	<b>98</b>	<b>55</b>	<b>13</b>	<b>16</b>	<b>25</b>	<b>80</b>	<b>143</b>	<b>144</b>	<b>287</b>

Table XI will bring the problem a little closer to the individual when it presents the number of courses which would actually be attended if offered. Again, the name of courses as suggested will be found in Appendix D. Table X indicated a greater interest in Communication Arts on the part of the men; but when it comes to taking courses of that nature, they fall far below their interest (Table XI). Only about fifty per cent of those listing courses are willing to take them if offered; however, the women

were willing to attend. Nineteen courses were listed by the women for the public but they listed twenty which they would attend. The attitude and willingness on the part of the men seemed to be about the same for all developmental areas. They suggested one hundred forty-four courses which they thought should be offered, but were willing to attend only eighty, just a little over fifty per cent of their suggestions. They suggested seventy-one courses in the Vocational Advancement area, the area in which they were most interested, and were willing to attend fifty-three if offered. Fifty-three of the eighty courses which they would attend were in the vocational area.

The women suggested one hundred forty-three courses and were willing to attend one hundred four if offered. However, there were two areas in which they were willing to attend more courses than they had suggested. The two areas were Communication Arts and Specialized Knowledge. The women were aware of the needs in the Vocational Advancement area and were willing to attend these courses in about the same proportion as the men.

The two geographical districts of B and R that head the list from the standpoint of average schooling completed have listed one hundred seventy-eight, or sixty-one per cent, of the two hundred eighty-seven suggestions while



the two districts CU and E with the lowest average schooling completed listed only twenty-nine, or ten per cent, of the courses. This might indicate some relationship

TABLE XI

Number Of Courses Which Adults Would Attend If Offered  
As Suggested On Questionnaire By Adults

Developmental Areas	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
A. Communication Arts	9	6	0	6	3	9	20	13	33
B. Home and Family Development	11	5	0	1	6	5	26	2	28
C. Vocational Advancement	18	10	9	16	13	23	36	53	89
D. Socio-Economic Relationships	5	2	0	3	1	7	11	7	18
E. Specialized Knowledge	7	3	0	0	3	3	11	5	16
<b>Totals</b>	<b>50</b>	<b>26</b>	<b>9</b>	<b>26</b>	<b>26</b>	<b>47</b>	<b>104</b>	<b>80</b>	<b>184</b>

between the years of schooling completed and the willingness to suggest courses as well as their desire to attend these if offered. Sixteen courses were suggested from District E, but there was a willingness to take twenty-six different ones which would indicate a situation conducive

to education. District CU was willing to attend only nine courses all of which were listed in the Vocational Advancement area. In each geographical district there were more suggestions made in this developmental area than any other and there was a greater willingness to attend more courses in this area.

#### UNIVERSITY OR COLLEGE NEEDS

The second part of the educational and recreational division of the questionnaire had to do with needs and interests in the field of university and college work. The first question as to whether they are now taking any campus or extension work from any college or university received only eleven "yes" answers. District B had seven and Districts C and R had two each taking work of college level. The eleven taking work either by extension or on the campus listed ten different courses. There were three courses which could be placed in the Communication Arts area and the remainder in Specialized Knowledge. The courses were as follows:

1. Art Methods
2. Comparative Religion
3. Journalism
4. Biology
5. Internal Revenue
6. Medical
7. Neuropsychiatry
8. Psychology
9. College of Life Underwriters
10. A.B. Degree Course

There appears to be considerable interest on the part of adults to take courses on a college level from the number of suggestions mentioned on the questionnaires. These suggestions will be found in Appendix E and Table XII will give the total number of courses in each developmental area. There were thirty mentioned in the field of Communication Arts with twenty-four of them being requested by women. Fourteen of the thirty courses were asked for from District B. The next greatest demand was in the field of vocational work. Eighteen courses were requested by the men and only two by the women. Thirteen courses were listed in the Specialized Knowledge field and all were from District B. Due to the interest in the field of art and literature the women requested a total of forty-one courses to thirty-two for the men. The greatest interest of the men was in vocational courses. Seventy-three courses were mentioned in all with forty-two coming from District B and no interest expressed from District H.

TABLE XII

Number Of Courses Desired On The College Level  
As Suggested By Those Answering Questionnaires

Developmental Areas	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
A. Communication Arts	14	8	1	3	0	4	24	6	30
B. Home and Family Development	0	2	0	0	0	2	4	0	4
C. Vocational Advancement	11	5	1	1	0	2	2	18	20
D. Socio-Economic Relationships	4	1	0	0	0	1	4	2	6
E. Specialized Knowledge	13	0	0	0	0	0	7	6	13
<b>Totals</b>	<b>42</b>	<b>16</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>9</b>	<b>41</b>	<b>32</b>	<b>73</b>

PUBLIC LIBRARY

The third section of educational and recreational activities had to do with the use of the Public Library and approximately how many books were read each year.

Table XIII gives the number using the library.

TABLE XIII

Use Of The Public Library By  
Those Answering The Questionnaire

Answers	Geographical Districts						Totals		
	B	C	CU	E	H	R	Men	Women	Grand
Yes	96	39	9	14	17	59	82	152	234
No	84	58	45	53	54	64	185	173	358
No Answer	3	0	3	2	0	0	3	5	8

The figures in this table show the people using the library most are the ones living in the districts where the educational and economic levels are the highest. District B has fifty-three per cent of its people using the library, which is more than any other district. District CU is the lowest with about sixteen per cent. The women of this study use the library to the extent of forty-six per cent while only thirty per cent of the men use the library. Considering both men and women, there were thirty-nine per cent using the library. Nineteen women and thirty men stated they read books but never use the library. Table XIV will show the number of books read during an average year.

TABLE XIV

Number Of Books Read During A Year  
By Those Answering Questionnaire

Number of Books	Geographical Districts												Totals		
	B		C		CU		E		H		R		Men	Women	Grand
	M	W	M	W	M	W	M	W	M	W	M	W			
0	44	35	26	26	20	21	23	28	24	22	32	27	169	159	328
5	20	13	6	17	3	3	4	3	2	4	7	6	42	46	88
10	15	17	5	7	1	5	3	3	3	5	6	18	33	55	88
20	2	11	0	5	0	0	0	3	2	3	3	5	7	27	34
Over 25	5	20	2	3	2	2	0	2	3	3	6	13	18	43	61
Number Read- ing	42	61	13	32	6	10	7	11	10	15	22	42	100	171	
Total	103		45		16		18		25		64		100	171	271
Per- cent Read- ing	57%		46%		28%		26%		35%		52%		37%	52%	45%

Only forty-five per cent of the members of this study read books. Sixty-three per cent of the men and forty-eight per cent of the women checked they read no books during the year. There are more women (171) reading books than men (100). In no district did the men exceed the women in number of books read. The number of men and women reading five books during the year was about the same but for those reading more than five the number of women exceeded the number of men.

TABLE XV

NUMBER OF RESPONDENTS ATTENDING PUBLIC FORUMS AND  
THOSE WHO WOULD ATTEND NEIGHBORHOOD FORUMS MORE  
OFTEN IF ORGANIZED

DIS- TRICTS	NO.OF CASES	ATTENDANCE AT PUBLIC FORUMS				NO. ANS.	NO.WHO WOULD ATTEND NEIGHBORHOOD FORUMS		
		OFTEN	SELDOM	NEVER	YES		NO	NO ANSWER	
B	183	29	100	52	2	67	106	10	
C	97	11	40	46	0	45	46	6	
CU	57	3	10	38	6	22	27	8	
E	69	4	24	40	1	28	38	3	
H	71	6	33	30	2	38	27	6	
R	123	11	64	47	1	51	67	5	
<b>TOTALS</b>	<b>600</b>	<b>64</b>	<b>271</b>	<b>253</b>	<b>12</b>	<b>251</b>	<b>311</b>	<b>38</b>	

PERCENTAGE OF RESPONDENTS ATTENDING FORUMS

B	183	16%	55%	28%	1%	37%	58%	5%
C	97	11	41	48	0	46	48	6
CU	57	5	18	67	10	39	47	14
E	69	6	35	58	1	41	55	4
H	71	8	47	42	3	54	38	8
R	123	9	52	38	1	42	54	4
<b>TOTALS</b>	<b>600</b>	<b>11%</b>	<b>45%</b>	<b>42%</b>	<b>2%</b>	<b>42%</b>	<b>52%</b>	<b>6%</b>

PUBLIC FORUMS, LECTURES AND CONCERT SERIES

The data for Section D of the educational and recreational activities will be presented in the following tables. One question of interest to this study is not only how many attend forums but how many think they would attend neighborhood forums more often than city-wide forums if they were organized. Of the sixty-four, or eleven per cent, attending forums often twenty-one were men and forty-three were women. One hundred twenty-one men attend forums seldom as compared to one hundred fifty women. Of those never attending there were one hundred twenty-one men and one hundred thirty-two women. Only eleven per cent attend forums often, forty-five per cent seldom and forty-two per cent never, with two per cent not answering. If forums were organized on a neighborhood basis, more respondents would likely attend. To this question forty-two per cent said they would attend more often, fifty-two per cent said no and six per cent gave no answer. If forty-two per cent would attend more often, it would seem advisable to organize neighborhood forums.

If adults are interested in forums, what topics would they like to have presented? In Table XVI the Developmental Areas of interest with the number of responses are shown, while the specific topics are listed in Appendix F.



TABLE XVI

The Number Of Topics For Forum Discussions  
As Suggested By Those Answering Questionnaire

Developmental Areas	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
A. Communication Arts	8	0	0	0	0	2	6	4	10
B. Home and Family Relationships	8	1	2	4	3	3	17	4	21
C. Vocational Advancement	0	1	0	0	3	0	2	2	4
D. Socio-Economic Relationships	50	9	3	8	12	28	42	68	110
E. Specialized Knowledge	2	0	0	1	0	4	3	4	7
<b>Totals</b>	<b>68</b>	<b>11</b>	<b>5</b>	<b>13</b>	<b>18</b>	<b>37</b>	<b>70</b>	<b>82</b>	<b>152</b>

This table indicates a greater interest in Socio-Economic Relationships than any other developmental area. The number of men (68) in this area exceeds that of the women (42). District B has fifty of the one hundred ten respondents interested in this question.

Table XVII summarizes the section of the questionnaire on participation in the public library, public forums, lectures and concert series. The women participated more often in each of the four activities than did the men.

TABLE XVII

RANKING OF GEOGRAPHIC DISTRICTS ACCORDING TO PARTICIPATION  
IN FOUR EDUCATIONAL AND RECREATIONAL ACTIVITIES

GEO- GRAPHIC DIS- TRICTS	ADULTS ANSWERING QUESTION- NAIRE	NUMBER OF PARTICIPANTS												TOTAL POINTS	PERCENTAGE ATTENDING*	DIS- TRICT RANK
		LIBRARY			FORUMS			LECTURES			CONCERTS					
		M	W	TOTAL	M	W	TOTAL	M	W	TOTAL	M	W	TOTAL			
B	183	39	57	96	12	17	29	21	16	37	33	51	84	246	33.6%	1
C	97	10	29	39	3	8	11	4	10	14	8	22	30	94	24.1	3
CU	57	2	7	9	1	2	3	4	4	8	4	5	9	29	12.6	6
E	69	5	9	14	1	3	4	1	6	7	2	11	13	38	13.7	5
H	71	5	12	17	2	4	6	3	6	9	2	6	8	40	14.1	4
R	123	21	38	59	2	9	11	7	14	21	12	32	44	135	27.4	2
TOTALS	600	82	152	234	21	43	64	40	56	96	61	127	188	582	24.73%	-

\* Percentage attending is based upon the possibility of all respondents of each district being present once at each of the four activities.

There was thirty-three and six tenths per cent attendance in District B for the greatest participation with twelve and six tenths per cent in District CU. The average percentage of participation for all six districts was twenty-four and seven tenths.

"How often do you attend the motion pictures during an average month?" was the last question asked concerning educational and recreational activities. Table XVIII shows how often the respondents attended motion pictures.

TABLE XVIII

Attendance At Motion Pictures During An Average Month  
By Those Answering The Questionnaire

Times of Attendance	Geographical Districts						Totals		
	B	C	CU	E	H	R	Men	Women	Grand
0	26	23	9	25	22	24	67	62	129
1	75	24	16	16	20	49	89	111	200
2	37	21	8	6	13	35	53	67	120
3	27	20	11	10	9	12	34	55	89
5	14	6	11	11	7	3	23	29	52
10	2	2	1	1	0	0	4	3	7
Over 10	0	0	0	0	0	0	0	0	0
No Answer	1	1	1	0	0	0	0	3	3
Total Attending	156	73	47	44	49	99	203	265	468

TABLE XVIII B

Percentage Of Attendance At Motion Pictures During An Average Month By Those Answering The Questionnaire.

Times of Attendance	Geographical Districts						Totals		
	B	C	CU	E	H	R	Men	Women	Grand
0	14%	24%	16%	36%	31%	20%	25%	19%	21%
1	41	26	28	23	28	40	33	33	33
2	20	21	14	9	18	28	20	20	20
3	14	20	19	15	13	10	13	17	15
5	8	6	19	16	10	2	8	9	8½
10	1½	2	2	1	0	0	1	1	1
Over 10	0	0	0	0	0	0	0	0	0
No Answer	½	1	2	0	0	0	0	1	½
Percentage District Attending	85½%	75%	82%	64%	69%	80%	75%	80%	78½%

Eighty per cent of the women attend movies as compared to seventy-five per cent of the men. This indicates that a majority (78½%) of the respondents use the movies as one means of recreation or education. Twenty-one per cent never attend the motion pictures but this percentage varies as to districts. In District B fourteen per cent and in District E thirty-six per cent do not attend a movie once a month. The figures of this activity run about the same

as the educational standing of the district. In other words, the people of the districts with the highest average number of school years completed attend the movies more than do the people of the districts with the lowest number of school years completed. The two extremes are District B ( $85\frac{1}{2}\%$ ), and District E (64%).

### OCCUPATIONAL EDUCATION

The first part of this chapter presents occupational information concerning respondents in this study. The question to consider now is not what occupation they have but what are they doing from an educational standpoint to help them in their occupation. Table XIX will show only a few involved in training which is in connection with their work.

Only ten per cent were taking training closely related to their work and the proportion of men (15%) involved in training was greater than the proportion of women ( $6\frac{1}{2}\%$ ). District B had twenty-five men and seven women while District CU had only one man and one woman in training. This training was taken for the most part on the job and in connection with the home office of the company which employed the individual. In an attempt to find the needs for special training the respondents were asked, first, if there was a need for special work which

was not now offered, and secondly, to make a list of special training courses which they desired. Eleven women and twenty men felt the need of special courses that are not now available. Four hundred ninety-five said there were no special needs and seventy-one failed to answer. More men indicated need than did the women for specialized work. Table XIX shows a small number actually in training. There were twelve special courses desired by the women and twenty by the men. All courses asked for were different; therefore, thirty-two courses were named. The titles of the courses and the frequency of desire will be found in Appendix G.

TABLE XIX

Number of Respondents Taking Training  
In Connection With Their Work

Answer	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
Yes	32	4	2	4	6	15	22	41	63
No	143	91	52	60	60	101	292	215	507
No Answer	8	2	3	5	5	7	16	14	30

VALUE OF HIGH SCHOOL SUBJECTS

While considering occupations and the desired courses in relation to their work, the adults answering the questionnaire were asked to list their high school subjects which were of greatest value to them. Table XX will give the total figures and the subjects will be presented in Appendix H as listed by the respondents.

TABLE XX

High School Subjects of Greatest Value  
To The Respondents

Developmental Areas	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
A. Communication Arts	73	11	13	6	8	39	103	47	150
B. Home and Family Development	12	6	4	5	7	5	38	1	39
C. Vocational Advancement	19	12	5	9	9	18	38	34	72
D. Socio-Economic Relationships	13	2	2	3	2	14	22	14	36
E. Specialized Knowledge	51	24	12	8	15	33	55	88	143
<b>Totals</b>	<b>168</b>	<b>55</b>	<b>36</b>	<b>31</b>	<b>41</b>	<b>109</b>	<b>256</b>	<b>184</b>	<b>440</b>

There were fifty-three different subjects or titles listed in the five developmental areas with four hundred forty responses. Nineteen titles were listed by both the men and women with the women adding another sixteen and the men eighteen different titles. The developmental areas that seemed to be of most value were Communication Arts (150) and Specialized Knowledge (143). When considering the point of what they are most interested in seeing offered to the public (Table X) and the subjects they would take if offered (Table XI) the developmental area of Vocational Advancement was listed first. In other words, what they thought was of most value to them in high school is different from what they think they need today as adults. This probably is due to the few classes offered in vocational fields of secondary education.

What would the adults like to have had which would have been of value to them? This question also received many responses. Table XXI will indicate what they think they would like to have had in high school.

There were fifty-nine subjects mentioned by both men and women. Nineteen were checked by both, eighteen by the men only, and twenty-two by the women. There were two hundred fifty-one responses for the fifty-nine subjects listed. The actual subjects and the classification of them will be found in Appendix I. Again, the adults asked



for more work in the developmental area of Vocational Advancement. Table XX indicates that what they actually had in high school of value to them was first in the area of Communication Arts and then Specialized Knowledge, but in Table XXI it is obvious now that they would like to have had more work in the area of Vocational Advancement. After being in the work-a-day world and attempting to earn a living they feel the need of more help in vocational areas because it is of more vital importance to them today than when they were in high school.

TABLE XXI

Subjects Respondents Would Like To Have  
Had In High School

Developmental Areas	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
A. Communication Arts	31	6	1	4	1	14	28	29	57
B. Home and Family Development	11	4	1	1	6	3	24	2	26
C. Vocational Advancement	30	18	8	9	15	34	70	44	114
D. Socio-Economic Relationships	7	3	0	3	4	3	12	8	20
E. Specialized Knowledge	8	5	4	1	4	12	17	17	34
Totals	87	36	14	18	30	66	151	100	251

On the basis of the evaluation of their own high school subjects and their expression of what subjects they would like to have had, the question was asked, "What subjects would you recommend that all high school students have today?" Table XXII will show the number of recommendations by the adults and Appendix J will present all titles and classify them into the five developmental areas.

TABLE XXII

High School Subjects Recommended For All Students  
By The Respondents

Developmental Areas	Geographical Districts						Totals		
	B	C	CU	E	H	R	Women	Men	Grand
A. Communication Arts	98	28	17	13	20	62	132	106	238
B. Home and Family Development	18	3	3	3	6	11	35	9	44
C. Vocational Advancement	73	24	19	8	28	47	109	90	199
D. Socio-Economic Relationships	31	7	3	6	9	30	47	39	86
E. Specialized Knowledge	53	27	12	9	12	42	74	81	155
Totals	273	89	54	39	75	192	397	325	722

There was a total of eighty-one different subjects listed. Thirty-four were suggested by both men and women while the men added twenty-five and the women twenty-two extra titles. There were seven hundred twenty-two responses to the eighty-one subjects listed. The adults believe Communication Arts is the most important developmental area; at least, there were two hundred thirty-eight responses with Vocational Advancement listed second (199) and then Specialized Knowledge (155). The respondents are saying that since the Communication Arts were of most value to them while in high school (Table XX), they should be the most important to high school students today (Table XXII); but, as adults, they feel a need for more training in the Vocational Advancement area (Table XXI).

Space was provided at the end of the questionnaire for any further comments the respondents would make to throw light on the adult education needs of Topeka. Seventy comments were made which will be found in Appendix K. The men accounted for thirty-three statements while the women listed thirty-seven. It was thought the parents might list additional material of interest to the study.

It will be noted that more respondents have mentioned some phase of the developmental area of Home and Family

Relations than any other. Many parents are perplexed today with the problems of youth, what they should do to answer the constant questions of their children, and how to provide an adequate home environment.

The next chapter will summarize the data presented in this chapter.

## CHAPTER IV

### SUMMARY AND INTERPRETATIONS

This study reveals interesting data concerning the needs and interests of the people of this community.

1. The six districts showed marked differences as to the education and occupations of their populations.
2. Districts with a population that had the greatest number of years in school attendance also had the greatest number of people in the more remunerative occupations. District B had fifty-six per cent in professional and managerial jobs as compared to seventeen per cent for District E. Below the skilled jobs District B had (7%) and District E (47%).
3. The data indicated an average of 11.36 years of schooling completed which is 1.26 years higher than that reported by the 1940 U. S. Census. One district showed 13.13 years while the lowest district showed 8.79 years completed.

4. The respondents to the study include housewives (40%), professional and managerial occupations (16%), clerical and sales occupations (15.5%), skilled occupations (13%), service occupations (6%), unskilled occupations (6%), and unclassified (.5%).
5. Participation in educational and recreational activities, in general, was not high. The number of respondents participating in each activity and the percentages of the total group are as follows:

University or College work ..	11	2%
Public Forums .....	64	11%
Lectures .....	96	16%
Topeka Night School .....	103	17%
Concert Series .....	188	31%
Public Library .....	224	37%
Motion Pictures .....	468	78½%

6. The questionnaire revealed that a larger percentage of respondents with more education participated in the educational activities than did those of less education.
7. The data also show greater educational participation on the part of professional and white collar groups than for

the semi-skilled and unskilled groups.

8. Forty-two per cent said they would attend forums more often if the forums were established in neighborhoods.
9. Suggestions made by the respondents:
  - (a) The respondents listed eighty-seven different courses which should be offered to the public with the greatest interest in the Vocational Advancement area.
  - (b) The respondents listed seventy-nine different courses which they said they would take if offered. Again, the greatest interest was in the area of Vocational Advancement.
  - (c) The respondents listed thirty-three different courses which they would like to take on the University or College level with the greatest interest in Communication Arts.
  - (d) The respondents listed sixty different topics for forum discussions with seventy-two per

cent of the responses in the area of Socio-Economic Relationships.

- (e) The respondents listed thirty-two specialized courses which the respondents said they would like to take in connection with their work with the greatest interest in Vocational Advancement.
- (f) The respondents listed fifty-three high school subjects which they thought were of greatest value to them while in high school with the greatest interest in Communication Arts.
- (g) The respondents listed fifty-nine high school subjects which they would like to have had in high school with the greatest interest in Vocational Advancement.
- (h) The respondents listed eighty-two high school subjects which the respondents believe all students should take today with the greatest



interest in Communication

Arts.

10. The men suggested more courses than did the women but they would not attend all such courses. The women suggested fewer courses but they showed a definite interest in attending what they suggested.
11. There seemed to be a definite relationship between years of schooling completed and the suggestions that were made concerning educational courses for adults.
12. On pages 66 and 67 the specific suggestions made by the respondents are listed in detail.

TABLE XXIII

Summary Of Suggestions Made By The Respondents  
According To The Five Developmental Areas

Suggestions <sup>1</sup>	Number of Responses In Each Developmental Area <sup>2</sup>				
	A	B	C	D	E
1. 87 different courses which should be offered to the public	44	49	127	46	21
2. 79 courses which respondents would attend if offered	33	28	89	18	16
3. 33 courses desired on college level	30	4	20	6	13
4. 60 topics for forum discussions	10	21	4	110	7
5. 53 high school subjects of greatest value to respondents	150	39	72	36	143
6. 59 high school subjects respondents would like to have had in high school	57	26	114	20	34
7. 82 high school subjects recommended for all students today	238	44	199	86	155
8. 32 specialized courses in connection with their work	6	5	21	0	3

1. Actual titles of suggestions may be found in the appendix.
2. Names of Developmental Areas: A. Communication Arts; B. Home and Family Development; C. Vocational Advancement; D. Socio-Economic Relationships; E. Specialized Knowledge.

TABLE XXIV

Percentage Summary Of Many Items Of The Study  
For The Six Geographical Districts

Items	Geographical Districts					
	B	C	CU	E	H	R
1. Average years of schooling completed (11.36)	13.13	10.93	9.91	8.79	10.39	11.73
2. Percentage of each district doing professional work beyond college	8	2	2	0	0	3
3. Percentage of each district completing college work	23	9	4	2	0	11
4. Percentage of each district completing less than four years of college	25	10	3	2	7	2
5. Percentage of each district completing more than high school work	48	19	7	4	7	13
6. Percentage of each district completing more than junior high school work	88	62	51	30	61	66
7. Percentage of each district completing schooling beyond sixth grade	100	99	98	86	99	100

Table XXIV (Continued)

Items	Geographical Districts					
	B	C	CU	E	H	R
8. Percentage of each district having attended night school	15	20	7	9	20	28
9. Percentage of each district using the Public Library	52	40	16	20	24	48
10. Percentage of each district reading books	57	46	28	26	35	52
11. Percentage of each district attending public forums often	16	11	5	6	8	9
12. Percentage of each district never attending public forums	28	48	67	58	42	38
13. Percentage of each district who would attend neighborhood forums more often	37	46	39	41	54	42
14. Percentage of each district attending lectures	20	14	14	10	12	17
15. Percentage of each district attending concert series	46	31	16	20	11	36
16. Percentage of each district participating in four activities (Library, forums, lectures, concert series)	34	24	13	14	14	27

Table XXIV (Continued)

Items	Geographical Districts					
	B	C	CU	E	H	R
17. Percentage of each district attending movies monthly	85	75	82	64	69	80
18. Percentage of each district in professional and managerial occupations	30	10	5	9	3	17
19. Percentage of each district in clerical and sales occupations	13	19	11	12	14	22
20. Percentage of each district in service occupations	4	5	11	12	5	4
21. Percentage of each district in skilled occupations	4	14	23	10	31	12
22. Percentage of each district in semi-skilled occupations	0	4	5	7	3	2
23. Percentage of each district in unskilled occupations	4	6	9	13	5	5
24. Percentage of each district in home-making	44	41	35	37	38	38

## I N T E R P R E T A T I O N S

The following interpretations, based upon the findings of this study, show:

1. That adults do recognize the need for further educational opportunities and that this recognition was keener among those who had completed more years of schooling.

The actual participation in educational and recreational activities, in general, was not high. The percentage of participation of the respondents ranged from two per cent in university and college work to seventy-eight per cent attending motion pictures. The questionnaire revealed that a larger percentage of respondents with more schooling participated in the educational and recreational activities than did those with less school attendance. The data also show greater educational participation on the part of professional groups than for the semi-skilled and unskilled groups.

2. That one prime responsibility of the administrative office of adult education is to keep the adults of the community informed of the current

available offerings and educational opportunities.

The information of this report shows that the respondents were not aware of the courses offered in the adult program because many of the courses which they suggested should be offered were in session at the time. Two hundred eighty-seven different respondents listed eighty-seven general courses which they thought should be offered to the general public. Of the eighty-seven courses suggested, thirty of them were in session at the time. One hundred eighty-four respondents listed seventy-one courses which they would attend if offered and at that time twenty-seven of the seventy-one were in progress. There were only thirty-two different specialized courses listed as not being available in Topeka, which they needed in connection with their work, but of that group eleven of them were available in the general program. This would indicate a definite need for more information to the public of the offerings in the Topeka program.

3. That a great expansion of educational offerings is necessary if the desires expressed are to be met.

The data of the report show that eighty-seven different courses were recommended for the general public by the respondents. Thirty of these were in session at the time and present facilities are not adequate to offer at least ten of the fifty-seven not now offered. The remaining forty-seven courses could be offered if they were deemed advisable. Of the seventy-one courses they said they would take if offered, twenty-seven were in session but it would be impossible to offer at least twelve of those remaining, leaving thirty-two new courses which could be offered. On a university or college level the respondents listed thirty-three different courses which they would like to have offered, seven of which were in session and only one of which would be impossible to offer. Two hundred fifty-one respondents indicated they would attend neighborhood forums more often than public forums. These facts and other general facts of the study would indicate:

(a) That additional facilities, in the way of personnel, time-schedules, libraries, sectional forums, discussion groups, specialized courses and the like



will need to be a part of the whole adult program.

(b) That a more adequate program of adult guidance would greatly facilitate the administration in meeting the needs of adults.

(c) That an attempt to provide an adequate program for all adults would take considerable money. Money, a big factor in any school program, will need to come from fees, private endowments or from the usual tax sources.

4. That further study of the adult education needs and interests in Topeka should take cognizance of the following:

(a) The total population might show different interests in adult education program from those indicated by the selected group used in this study.

(b) The questionnaire's limitation might well be supplemented by formal interviews and other techniques to establish the validity of any findings based on returns made by inquiry blanks.

(c) A study of all agencies engaged in adult education would make a good topic for further study and investigation, in view of the need for more complete coordination of adult agencies in Topeka.

(d) Another recommendation for study would be to ascertain the extent and amount of financial support essential to the administration of a complete adult education program.

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APPENDIX A

AN INVESTIGATION OF ADULT EDUCATION  
NEEDS AND INTERESTS IN TOPEKA

The Administration of the Topeka Public School System is always on the alert to meet the ever changing educational needs of the citizens of Topeka. We are soliciting your cooperation to assist us in determining some of the needs at the present time.

Perdue B. Graves  
Director of Adult Education

This questionnaire should be returned to The Night School Office, located at 10th and Taylor. For further information call number 2-8756.



## An Investigation of Adult Education Needs and Interests in Topeka

### I. Education

A. Circle the last grade you have completed in school.

1 2 3 4 5 6 7 8 9 10 11 12

B. How many weeks have you spent at other schools?

Trade School\_\_\_\_\_ Technical School\_\_\_\_\_

Business School\_\_\_\_\_ University or College\_\_\_\_\_

Art School\_\_\_\_\_ Professional School\_\_\_\_\_

Music School\_\_\_\_\_ Any Other\_\_\_\_\_

C. What diplomas, degrees, or certificates do you hold beyond the high school diploma?

1. Degrees\_\_\_\_\_

2. Diplomas\_\_\_\_\_

3. Certificates\_\_\_\_\_

### II. Educational and Recreational Activities

A. Topeka Night School

1. Have you ever attended our Night School?

Yes\_\_\_\_\_ No\_\_\_\_\_

2. If yes, how long? Weeks\_\_\_\_\_ Months\_\_\_\_\_ Years\_\_\_\_\_

3. What courses do you think should be offered for the general public?

---

APPENDIX A

4. What courses would you attend now if offered? \_\_\_\_\_  
 \_\_\_\_\_

## B. University or College

1. Are you now taking campus or extension work from any college or university?

Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, give name of course\_\_\_\_\_

2. What courses would you like to take on the college level?\_\_\_\_\_

\_\_\_\_\_

## C. Public Library

1. Do you use the public library? Yes\_\_\_\_\_ No\_\_\_\_\_

2. Approximately how many books do you borrow and read a year?

(Please Check) 0\_\_\_\_\_ 5\_\_\_\_\_ 10\_\_\_\_\_ 20\_\_\_\_\_ Over 25\_\_\_\_\_

## D. Public Forums, Lectures and Concert Series

1. Do you attend public forums? Often\_\_\_\_\_ Seldom\_\_\_\_\_ Never\_\_\_\_\_

2. What subjects would you like to have discussed at public forums?

\_\_\_\_\_

3. Would you attend neighborhood discussion groups more often than public forums if organized? Yes\_\_\_\_\_ No\_\_\_\_\_

4. Do you attend any lecture series? Yes\_\_\_\_\_ No\_\_\_\_\_

5. Do you attend any of the concert series in the city? Yes\_\_\_\_\_ No\_\_\_\_\_

## E. Motion Pictures

1. How often do you go to motion pictures during an average month?

0\_\_\_\_\_ 1\_\_\_\_\_ 2\_\_\_\_\_ 3\_\_\_\_\_ 5\_\_\_\_\_ 10\_\_\_\_\_ Over 10\_\_\_\_\_

### III. Occupation

- A. Present Occupation\_\_\_\_\_
- B. Are you taking any training in connection with your work? Yes\_\_\_\_\_ No\_\_\_\_\_
- If yes, where?\_\_\_\_\_
- C. Is there any special training you need which is not available in Topeka?
- Yes\_\_\_\_\_ No\_\_\_\_\_ What?\_\_\_\_\_
- D. As you look back at your high school education:
1. What was of greatest value to you?\_\_\_\_\_
  2. What would you like to have had which would have been of great value to you?\_\_\_\_\_
  3. What subjects would you recommend that all high school students have today?\_\_\_\_\_
- \_\_\_\_\_

### IV. Personal Data

- A. How many years have you lived in Topeka?\_\_\_\_\_
- B. Sex\_\_\_\_\_ Race\_\_\_\_\_
- C. Married\_\_\_\_\_ Single\_\_\_\_\_
- D. Age: Under 25\_\_\_\_\_ 25-30\_\_\_\_\_ 30-35\_\_\_\_\_ Over 35\_\_\_\_\_
- E. Underline the Jr. High School district in which you live:  
Boswell Crane Curtis East Topeka Holliday Roosevelt
- V. **Comments** (Any comments you can offer to throw light on the Adult Education needs of Topeka will be appreciated.)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**We will appreciate your cooperation in filling out this questionnaire and returning it at your earliest convenience.**

APPENDIX A

APPENDIX B

OCCUPATIONAL DISTRIBUTION BY DISTRICTS ACCORDING  
TO THE DICTIONARY OF OCCUPATIONAL TITLES

## Present Occupation of Women

A. Professional and Managerial	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
(1) Artist	1						1	1
(2) Canteen Supervisor						1	1	1
(3) Department Manager	1						1	1
(4) Inspector				1			1	4
(5) Music Teacher	2	1				1	4	4
(6) News Reporter	1						1	1
(7) Photographer	1						1	3
(8) Teacher			2			1	3	3
Totals	6	1	2	1	0	3	13	18
B. Clerical and Sales								
(1) Bookkeeper	1			1			2	2
(2) Cashier		2					2	2
(3) Clerk	4	8	2	4	6	11	37	61
(4) Key Punch Operator		1					1	1
(5) Saleslady				1	2		3	3
(6) Stenographer				1		1	2	2
(7) Typist		1	1				2	2
Totals	5	12	3	7	8	12	49	73

## Appendix B (Continued)

C. Service Occupation	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
(1) Grocer			1		1		2	9
(2) Hospital Aide						1	1	2
(3) Matron			1				1	1
(4) Nurse		1			1	1	3	3
(5) Nurses Aide	1						1	1
(6) Telephone Operator				1			1	1
(7) Waitress		2	2	4			8	8
Totals	<u>1</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>17</u>	<u>25</u>
D. Skilled								
(1) Binder			1				1	1
(2) Comptometrist						2	2	2
(3) Cosmetologist						1	1	1
(4) Dietician	1						1	1
(5) Florist Designer		1					1	1
(6) Proof Reader						1	1	1
Totals	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>7</u>	<u>7</u>
E. Semi-Skilled								
(1) Awning Worker			1				1	1
Totals	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>

## Appendix B (Continued)

F. Unskilled	Districts						Total	Men
	B	C	CU	E	H	R	Women	Women
(1) Elevator Operator						1	1	1
(2) Laundress	1	1					2	2
Totals	1	1	0	0	0	1	3	3
G. Housewives	82	40	20	26	27	47	242	242

## Present Occupations of Men

## A. Professional and Managerial

(1) Accountant	2					3	5	5
(2) Advertising	1	1				1	3	3
(3) Army	1						1	1
(4) Auditor						1	1	1
(5) Cab Owner					1		1	1
(6) Car Dealer			1				1	1
(7) Chemist						1	1	1
(8) Company	4					1	5	5
(9) Dispatcher					1	1	2	2
(10) Education	5					1	6	6
(11) Engineer	13	4		1		3	21	21
(12) Grain Dealer	1	1					2	2
(13) Implement Dealer	1						1	1

## Appendix B (Continued)

	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
(14) Inspector	1			1		1	3	4
(15) Lawyer	3						3	3
(16) Merchant	1	1				2	4	4
(17) Neuropsychiatrist	1						1	1
(18) Office Manager	1						1	1
(19) Oil Producer	2						2	2
(20) Pharmacist	1					1	2	2
(21) Photographer	1					1	2	3
(22) Physician	5						5	5
(23) Promoter						1	1	1
(24) Psychologist	1						1	1
(25) Purchasing Agent	1						1	1
(26) Radio Operator	1			1			2	2
(27) Real Estate		1					1	1
(28) Student	1						1	1
(29) Tourist Court Owner		1		2			3	3
(30) Writer	1						1	1
Totals	49	9	1	5	2	18	84	86

## B. Clerical and Sales

(1) Clerk	9	3	2		1	9	24	61
(2) Salesman	9	3	1	1	1	5	20	20
(3) Statistician	1					1	2	2



## Appendix B (Continued)

	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
B. Clerical and Sales (Continued) Totals	19	6	3	1	2	15	46	83
C. Service Occupation								
(1) City Commissioner	1						1	1
(2) Fireman				1		1	2	2
(3) Grocer	3		2	1	1		7	9
(4) Hospital Aide						1	1	2
(5) Mail Carrier		1					1	1
(6) Minister	2			1			3	3
(7) Policeman						1	1	1
(8) Porter	1						1	1
(9) Waiter		1					1	1
(10) Welfare Worker					1		1	1
Totals	7	2	2	3	2	3	19	22
D. Skilled								
(1) Baker	1			1			2	2
(2) Banker	1					1	2	2
(3) Barber						1	1	1
(4) Boiler Maker			1			1	2	2
(5) Butcher	1	1	4				6	6
(6) Carpenter	1	2	4	1	4	1	13	13

## Appendix B (Continued)

D. Skilled (Continued)	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
(7) Contractor					1		1	1
(8) Electrician		3			2	2	7	7
(9) Electrotyper		1					1	1
(10) Foundry		1					1	1
(11) Gun Smith		1					1	1
(12) Machinist					5	1	6	6
(13) Mason						1	1	1
(14) Mechanic			1	4	3	1	9	9
(15) Meter Repairman					1		1	1
(16) Millwright		1					1	1
(17) Painter				1	1		2	2
(18) Plasterer					1		1	1
(19) Plumber	1	1			1		3	3
(20) Printer		1				1	2	2
(21) Shoe Repairman			1				1	1
(22) Upholsterer	1				1		2	2
(23) Watchmaker					1		1	1
(24) Welder			1		1		2	2
Totals	6	12	12	7	22	10	69	69

## E. Semi-Skilled

(1) Creamery Man	1	1	2		1		5	5
------------------	---	---	---	--	---	--	---	---

## Appendix B (Continued)

	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
E. Semi-Skilled (Cont'd)								
(2) Dairman		1					1	1
(3) Horseshoer						1	1	1
(4) Truck Driver		2	1	3	2	1	9	9
Totals	0	4	2	5	2	3	16	16
F. Unskilled								
(1) Laborer	6	5	5	9	4	5	34	34
Totals	6	5	5	9	4	5	34	34
G. Unclassified								
(1) Farmer (Retired)		1					1	1
(2) Unemployed			1				1	1
Totals	0	1	1	0	0	0	2	2

APPENDIX C

SUGGESTED COURSES WHICH SHOULD BE OFFERED TO THE PUBLIC,  
 THE NUMBER OF TIMES AND THE DISTRICT IN WHICH LISTED  
 BY THE RESPONDENTS TO THE QUESTIONNAIRE

## Suggestions by Women

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
1. Art Crafts		3					3	5
2. Bible						1	1	2
3. English	4	2		1		1	8	14
4. Music				1		2	3	4
5. Music Appreciation	1						1	1
6. Public Speaking	1					1	2	8
7. Religious Training	1						1	2
Totals	7	5	0	2	0	5	19	36
B. Home and Family Development								
1. Child Training or Care	2	1				2	5	5
2. Cooking						1	1	1
3. Decorating	1						1	1
4. Delinquent Parent Course						1	1	1
5. Health						1	1	2
6. Home Appearance	1						1	1

## Appendix C (Continued)

B. Home and Family Development (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
7. Home Economics	6	4	2	2	3		17	18
8. Home Nursing		2					2	2
9. Hygiene		1					1	1
10. Marriage						1	1	2
11. Matrimony	1						1	1
12. Mental Hygiene	1						1	2
13. Parental Responsibility	1						1	3
14. Sewing	2						2	2
15. Understanding Youth					1		1	2
16. Parents' Place in the World						1	1	1
Totals	15	8	2	2	4	7	38	45
C. Vocational Advancement								
1. Accounting	1						1	3
2. Animal Husbandry		1					1	1
3. Beauty Culture		1					1	1
4. Bookkeeping	1				1		2	7
5. Business Arithmetic	3						3	3
6. Business English		2					2	3
7. Business Law						1	1	3

## Appendix C (Continued)

C. Vocational Advancement (Continued)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
8. Business Training	7	2	2	3	4	7	25	39
9. Carpentry		1					1	1
10. Comptometer		1					1	1
11. Driving	1						1	2
12. Electrical Engineering		1			1		2	2
13. Hobbies						1	1	1
14. Mechanics		1					1	4
15. Mechanical Drawing	1						1	1
16. Radio					1		1	2
17. Shorthand				1		2	3	6
18. Teaching						1	1	1
19. Typing	1	1		1		1	4	17
20. Trades	1					2	3	10
Totals	16	11	2	5	7	15	56	108

## D. Socio-Economic Relationships

1. City Ordinances					1		1	2
2. Civics	1						1	4
3. Economics	1		2				3	4
4. Government				1	2	1	4	11
5. Human Relations				1		2	3	6

## Appendix C (Continued)

D. Socio-Economic Relationships (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
6. International	2			1			3	4
7. New Age Education		1					1	1
8. Race Relations		1					1	1
9. Social Science and Relations						1	1	2
10. United States Politics	1						1	1
11. Visual Education		1					1	1
12. Courses Offered are Sufficient					1		1	1
Totals	5	3	2	3	4	4	21	38
E. Specialized Knowledge								
1. Mathematics	1	2				2	5	14
2. Psychology	2					1	3	3
3. Soil Conversion		1					1	1
Totals	3	3	0	0	0	3	9	18

## Appendix C (Continued)

## Suggested by Men

A. Communication Arts	Districts						Total	
	B	C	CU	E	H	R	Men	Women
1. Art Crafts					1	1	2	5
2. Bible						1	1	2
3. Debating		1					1	1
4. English	2	1		1		2	6	14
5. Journalism						1	1	1
6. Language	2	1					3	3
7. Literature	1						1	1
8. Music						1	1	4
9. Public Speaking	1	3	1			1	6	8
10. Recreation						1	1	1
11. Religious Training	1						1	2
12. Writing	1						1	1
Totals	8	6	1	1	1	8	35	43
B. Home and Family Development								
1. Congeniality	1						1	1
2. Cultural Appearance	1						1	1
3. Health	1						1	2
4. Home Economics		1					1	18
5. Marriage				1			1	2
6. Mental Hygiene	1						1	2



## Appendix C (Continued)

## Suggested by Men

B. Home and Family Development	Districts						Total	
	B	C	CU	E	H	R	Men	Women
	7. Parental Responsibility	2						2
8. Personality						1	1	1
9. Truthfulness						1	1	1
10. Understanding Youth					1		1	2
Totals	6	1	0	1	1	2	11	33

## C. Vocational Advancement

1. Accounting	1	1					2	3
2. Bookkeeping	1	1	1			2	5	7
3. Business English						1	1	3
4. Business Law	2						2	3
5. Business Training	3	5				6	14	39
6. Dairying						1	1	1
7. Driving		1					1	2
8. Electronics					1		1	1
9. High School Credits	2						2	2
10. Legal Matters						1	1	1
11. Machine Shop					1	2	3	3
12. Mechanics			1	1	1		3	4
13. Merchandizing	1						1	1
14. Parliamentary Law		2					2	2

## Appendix C (Continued)

C. Vocational Advancement (Continued)	Districts						Total	
	B	C	CU	E	H	R	Men	Women
	15. Radio					1		1
16. Sheet Metal						1	1	1
17. Shorthand	1	1	1				3	6
18. Spelling	1		1			1	3	3
19. Trades	4	2				1	7	10
20. Typing	1	1				11	13	17
21. Vocational	1						1	1
22. Woodworking	1		1		1		3	3
Totals	19	14	5	1	5	27	71	115
D. Socio-Economic Relationships								
1. City Ordinances					1		1	2
2. Civics	3						3	4
3. Current Events	2						2	2
4. Economics	1						1	4
5. Geography	1						1	1
6. Government	4					3	7	11
7. History	2						2	2
8. Human Relations	1					2	3	6
9. International	1						1	4
10. Political Science						1	1	1

## Appendix C (Continued)

D. Socio-Economic Relationships (Continued)	Districts						Total	
							Men	
	B	C	CU	E	H	R	Men	Women
11. Public Relations						1	1	1
12. Social Science and Relations		1					1	2
13. World Citizenship					1		1	1
Totals	15	1	0	0	2	7	25	41
E. Specialized Knowledge								
1. Mathematics	3	3	1	1		1	9	14
2. Meterology					1		1	1
3. Science	1					1	2	2
Totals	4	3	1	1	1	2	12	17

APPENDIX D

SUGGESTED COURSES WHICH ADULTS WOULD ATTEND IF OFFERED,  
THE NUMBER OF TIMES AND THE DISTRICT IN WHICH LISTED  
BY THE RESPONDENTS

## Suggested by Women

	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
A. Communicative Arts								
1. Bible		1				3	4	4
2. English		1		2	1	1	5	10
3. Journalism	1						1	1
4. Language	2						2	2
5. Music		1				2	3	3
6. Public Speaking		1			1		2	8
7. Spanish	1						1	1
8. Theology				1			1	1
9. Voice				1			1	1
Totals	4	4	0	4	2	6	20	31
B. Home and Family Development								
1. Being a better parent					1		1	1
2. Clothing				1			1	1
3. Decorating					1		1	1
4. Home Economics	2	1			1	1	5	5
5. Hospitality	1						1	1

## Appendix D (Continued)

B. Home and Family Development (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
6. Interior Decoration	1					2	3	3
7. Mental Hygiene	1	1					2	2
8. Sewing	2	3			1	1	7	7
9. Tailoring	3				1		4	4
10. How a Mother can be of most help to Home and Com- munity						1	1	1
Totals	10	5	0	1	6	4	26	26
C. Vocational Advancement								
1. Auto Driving						1	1	2
2. Beauty Culture		1					1	1
3. Bookkeeping				1			1	3
4. Business Training			3	2	1	5	11	17
5. Comptometer			2	1			3	3
6. Hotel Manager		1					1	1
7. Nursing	2			1			3	3
8. Secretarial Training	2						2	2
9. Shorthand	1					1	2	2
10. Spelling				1			1	3
11. Teacher Training		1					1	1
12. Typing	4			2		2	8	10

## Appendix D (Continued)

C. Vocational Advancement (Continued)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
13. Vocational					1		1	1
Totals	9	3	5	8	3	8	36	49
D. Socio-Economic Relationships								
1. City Ordinance					1		1	1
2. Current Events	1						1	3
3. Geography						1	1	2
4. Government				1			1	1
5. Human Relations				1	1		2	3
6. International Relations				1			1	1
7. Sociology	1						1	1
8. Social Science and Relations		1					1	2
9. Supervision						1	1	1
10. World Government						1	1	2
Totals	2	1	0	3	1	4	11	18
E. Specialized Knowledge								
1. Astronomy						1	1	1
2. Chemistry					2		2	2
3. Emily Post Course		1					1	1
4. Mathematics	1	1		1			3	7

## Appendix D (Continued)

E. Specialized Knowledge	Districts						Total	Men
	B	C	CU	E	H	R	Women	Women
5. Philosophy		1					1	1
6. Psychology	2					1	3	4
Totals	3	3	0	0	3	2	11	16

## Suggested by Men

A. Communication Arts	Districts						Total	Men
	B	C	CU	E	H	R	Men	Women
1. English	1			2		2	5	10
2. Parliamentary Law		1					1	1
3. Public Speaking	3	1			1	1	6	8
4. Writing	1						1	1
Totals	5	2	0	2	1	3	13	20

## B. Home and Family Development

1. Leadership for Youth	1						1	1
2. Parent and Child Relationship						1	1	1
Totals	1	0	0	0	0	1	2	2

## C. Vocational Advancement

1. Advertising	1						1	1
2. Air Conditioning		1					1	1
3. Aircraft Engineering					1		1	1

## Appendix D (Continued)

C. Vocational Advancement (Continued)	Districts						Total	Total
	B	C	GU	E	H	R	Men	Women
4. Auditing	1						1	1
5. Auto Driving	1						1	2
6. Auto Mechanics			2				2	2
7. Aviation Ground School						1	1	1
8. Baking				1			1	1
9. Bookkeeping						2	2	3
10. Business Training	2					4	6	17
11. Commercial Law		1					1	1
12. Dairying						1	1	1
13. Electrical Course	3				1		4	4
14. Engineering				1		1	2	2
15. Estimating Jobs	1						1	1
16. Heat and Light						1	1	1
17. Machinist					2		2	2
18. Manual Training		1					1	1
19. Mechanics				3	1		4	4
20. Photography						1	1	1
21. Plumbing					1		1	1
22. Radio					1		1	1
23. Refrigeration					1		1	1



## Appendix D (Continued)

C. Vocational Advancement (Continued)	Districts						Total	
	B	C	CU	E	H	R	Men	Women
24. Salesmanship		2					2	2
25. Spelling				1		1	2	3
26. Steel Square				1			1	1
27. Tax Accounting	1						1	1
28. Trade School					1		1	1
29. Typing						2	2	10
30. Upholstering	1						1	1
31. Welding						1	1	1
32. Woodwork			2	1	1		4	4
Totals	9	7	4	8	10	15	53	75
D. Socio-Economic Relationships								
1. Current Events	2						2	3
2. Geography						1	1	2
3. Human Relations						1	1	3
4. International Relations	1						1	2
5. Social Science and Relations		1					1	2
6. World Government						1	1	2
Totals	3	1	0	0	0	3	7	14

## Appendix D (Continued)

E. Specialized Knowledge	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
1. Mathematics	3					1	4	7
2. Psychology	1						1	4
Totals	4	0	0	0	0	1	5	11

APPENDIX E

SUGGESTED COURSES DESIRED BY RESPONDENTS  
ON THE COLLEGE LEVEL

## Suggested by Women

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
1. Art	2	4				1	7	8
2. Bible			1				1	1
3. Creative English		1					1	1
4. Dramatics						1	1	1
5. English	2	1		1		1	5	7
6. English Literature	2						2	2
7. German	1						1	1
8. Journalism	1	1					2	4
9. Language	1						1	1
10. Spanish	2						2	2
11. Writing	1						1	1
Totals	<u>12</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>24</u>	<u>29</u>
B. Home and Family Development								
1. Child Psychology						2	2	2
2. Home Economics		2					2	2
Totals	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>4</u>	<u>4</u>

## Appendix E (Continued)

	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
<b>C. Vocational Advancement</b>								
1. Business Administration		1					1	4
2. Salesmanship	1						1	2
Totals	1	1	0	0	0	0	2	6
<b>D. Socio-Economic Relationships</b>								
1. Modern History	2						2	2
2. Sociology	1						1	1
3. Seminar for Citizens		1					1	1
Totals	3	1	0	0	0	0	4	4
<b>E. Specialized Knowledge</b>								
1. Chemistry	1						1	1
2. College Course	1						1	1
3. Psychology	5						5	6
Totals	7	0	0	0	0	0	7	8

## Appendix E (Continued)

## Suggested by Men

	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
A. Communication Arts								
1. Art						1	1	8
2. English				2			2	7
3. Journalism	2						2	4
4. Public Speaking		1					1	1
Totals	2	1	0	2	0	1	6	20
B. Home and Family Development								
No Answers	0	0	0	0	0	0	0	0
C. Vocational Advancement								
1. Accounting	1	2				1	4	4
2. Business Administration	1		1			1	3	4
3. Electrical	3						3	3
4. Executive Training	2						2	2
5. Law		2					2	2
6. Radio				1			1	1
7. Salesmanship	1						1	2
8. Shorthand	1						1	1
9. Typing	1						1	1
Totals	10	4	1	1	0	2	18	20

## Appendix E (Continued)

D. Socio-Economic Relationships	Districts						Total	
	E	C	CU	E	H	R	Men	Women
1. Economics	1						1	1
2. Traffic for Safety						1	1	1
Totals	1	0	0	0	0	1	2	2
E. Specialized Knowledge								
1. Mathematics	4						4	4
2. Physics	1						1	1
3. Psychology	1						1	6
Totals	6	0	0	0	0	0	6	11

APPENDIX F

SUGGESTED TOPICS BY THE RESPONDENTS  
FOR FORUM DISCUSSIONS

## Suggested by Women

	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
A. Communication Arts								
1. Art	1						1	1
2. Literature	1						1	1
3. Music						2	2	2
4. Religion	2						2	6
Totals	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>6</u>	<u>10</u>
B. Home and Family Development								
1. Betterment of Youth Center					1		1	1
2. Child Care				1			1	1
3. Child-parent Problems	1						1	1
4. Child Psychology	2						2	2
5. Health Problems	1			1			2	2
6. Improvement of Home and Daily Life		1					1	1
7. Juvenile Manager at Home			1				1	1
8. Juvenile Problems	2			2			4	6

## Appendix F (Continued)

B. Home and Family Development (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
9. Living Together			1				1	1
10. Parental Delinquency						1	1	1
11. Parental Guidance	1						1	1
12. Responsibility of Marriage						1	1	2
Totals	7	1	2	4	1	2	17	20
C. Vocational Advancement								
1. Medical Subjects					1		1	1
2. Nursing					1		1	1
Totals	0	0	0	0	2	0	2	2
D. Socio-Economic Development								
1. Charities			1				1	1
2. Church and its Work						1	1	3
3. Compulsory High School Education			1				1	1
4. Current Events	5					1	6	7
5. Community Problems	2			1		1	4	7
6. Domestic Problems				1			1	5
7. Economics	1						1	8
8. Foreign Aides		1					1	1
9. Future, The					2		2	3



## Appendix F (Continued)

D. Socio-Economic Development (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
10. Government					3	2	5	10
11. Human Relations						1	1	2
12. Humanitarian Subjects	1						1	1
13. International Affairs	5						5	8
14. Labor Unions	1			1			2	5
15. Military Training	1						1	2
16. Politics	1					2	3	6
17. Public Morals				1			1	1
18. Race Prejudice	2			1			3	4
19. Social Justice						1	1	3
20. United Nations	1						1	1
Totals	19	2	2	5	5	7	42	79
E. Specialized Knowledge								
1. Education and Philosophy						3	3	6
Totals	0	0	0	0	0	3	3	6

## Appendix F (Continued)

## Suggested by Men

	Districts						Total	
	B	C	CU	E	H	R	Men	Women
A. Communication Arts								
1. Religion	4						4	6
Totals	4	0	0	0	0	0	4	6
B. Home and Family Development								
1. Home and Family					1		1	1
2. Juvenile Problems	1				1		2	6
3. Responsibility of Marriage						1	1	2
Totals	1	0	0	0	2	1	4	9
C. Vocational Advancement								
1. Business					1		1	1
2. Mechanical Engineer		1					1	1
Totals	0	1	0	0	1	0	2	2
D. Socio-Economic Relationships								
1. Church and its Work	1					1	2	3
2. Cost of Living	1						1	1
3. Cooperative Association, Truth About					1		1	1
4. Current Events		1					1	7
5. Community Problems	2					1	3	7
6. Domestic Problems						4	4	5

## Appendix F (Continued)

D. Socio-Economic Relationships (Cont'd)	Districts						Total	
	B	C	CU	E	H	R	Men	Women
7. Economics	6					1	7	8
8. Free Enterprise	1						1	1
9. Future, The				1			1	3
10. Government					3	2	5	10
11. Human Relations						1	1	2
12. Housing		1					1	1
13. International Affairs	1					2	3	8
14. Labor Problems						3	3	3
15. Labor Unions	1					2	3	5
16. Middle Class Economic Conditions	2						2	2
17. Military Training	1						1	2
18. Moral Ills of the World					2		2	2
19. Parking		1					1	1
20. Politics	2					1	3	6
21. Race Prejudice	1						1	1
22. Social Justice	1	1					2	3
23. State Furnish Elementary School Books						1	1	1
24. Tax Reform to Aid Public Schools					1		1	1

## Appendix F (Continued)

D. Socio-Economic Relationships (Cont'd)	Districts						Total	
	B	C	CU	E	H	R	Men	Women
25. Taxation	2						2	2
26. Why Christianity Isn't What it Used to be			1				1	1
27. Work for Older People				1			1	1
28. World Affairs	10			1			11	11
29. Zoning		1					1	1
30. Zoning for Industrial Parking		1					1	1
Totals	<u>31</u>	<u>7</u>	<u>1</u>	<u>3</u>	<u>7</u>	<u>19</u>	<u>68</u>	<u>97</u>
E. Specialized Knowledge								
1. Education and Philosophy	2					1	3	6
2. Psychology				1			1	1
Totals	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>7</u>

APPENDIX G

SPECIALIZED COURSES DESIRED BY THE RESPONDENTS  
IN CONNECTION WITH THEIR WORK

## Suggested by Women

	Districts						Total Women	Total Men Women
	B	C	CU	E	H	R		
A. Communication Arts								
1. Acting		1					1	1
2. Art		1					1	1
3. Flute	1						1	1
4. Play Writing		1					1	1
Totals	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>4</u>
B. Home and Family Development								
1. Better Home Making					1		1	1
2. Dietetics					1		1	1
3. Home Economics						1	1	1
4. Home Nursing					1		1	1
5. Teen-Age Problems					1		1	1
Totals	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>5</u>
C. Vocational Advancement								
1. Flower Design		1					1	1
2. Summer Graduate Work	2						2	2
Totals	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>

## Appendix G (Continued)

	Districts						Total	Men
	B	C	CU	E	H	R	Women	Women
D. Socio-Economic Relationships								
No Answers	0	0	0	0	0	0	0	0
E. Specialized Knowledge								
1. Supervision						1	1	1
Totals	0	0	0	0	0	1	1	1

## Appendix G (Continued)

## Suggested by Men

	Districts						Total	
	B	C	CU	E	H	R	Men	Women
A. Communication Arts								
1. Color Photo						1	1	1
2. Public Speaking	1						1	1
Totals	1	0	0	0	0	1	2	2
B. Home and Family Development								
No Answers	0	0	0	0	0	0	0	0
C. Vocational Advancement								
1. Advertising						1	1	1
2. Baking				1			1	1
3. Blue Print				1			1	1
4. C. L. U.						1	1	1
5. Diesel Engineering						1	1	1
6. Electrical	2						2	2
7. Fire Engineering						1	1	1
8. Grain Business	1						1	1
9. Machine Design		1					1	1
10. Medical Subjects	1						1	1
11. Paint Industry						1	1	1
12. Professional Courses	1						1	1
13. Salesmanship		1					1	1
14. Taxation						1	1	1

## Appendix G (Continued)

	Districts						Total	
	B	C	CU	E	H	R	Men	Women
C. Vocational Advancement (Cont'd)								
15. Traffic Administration			1			1	2	2
16. Welding	1						1	1
Totals	6	2	1	2	0	7	18	18
D. Socio-Economic Relationships								
No Answer	0	0	0	0	0	0	0	0
E. Specialized Knowledge								
1. Advanced Math	1						1	1
2. Geology	1						1	1
Totals	2	0	0	0	0	0	2	2



APPENDIX HHIGH SCHOOL SUBJECTS OF GREATEST  
VALUE TO THE RESPONDENTS

## Suggested by Women

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
1. Art	1						1	1
2. English	32	9	8	5	5	16	75	103
3. Grammar	1						1	2
4. Language		1		1		2	4	6
5. Latin	4		1		1	2	8	10
6. Library Training	1						1	1
7. Literature					1		1	2
8. Music	4					3	7	7
9. Public Speaking	2		1				3	7
10. Reading						1	1	3
11. School Activities	1						1	1
Totals	46	10	10	6	7	24	103	143
B. Home and Family Development								
1. Clothing					2		2	2
2. Cooking	1				2		3	3

## Appendix H (Continued)

B. Home and Family Development (Cont'd)	Districts						Total	Men
	B	C	CU	E	H	R	Women	Women
3. Home Economics	8	6	4	5	3	5	31	31
4. Sewing	2						2	2
Totals	<u>11</u>	<u>6</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>5</u>	<u>38</u>	<u>38</u>
C. Vocational Advancement								
1. Bookkeeping	2				1		3	6
2. Business Training	2	2	3	1	2	4	14	22
3. College Preparatory	1						1	1
4. Normal Training		1			1	2	4	4
5. Spelling	1		1	1			3	5
6. Typing	4	1		2		6	13	16
Totals	<u>10</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>12</u>	<u>38</u>	<u>54</u>
D. Socio-Economic Development								
1. Associations	2	1	1			2	6	7
2. Excellent Teachers						1	1	2
3. Geography	1						1	2
4. History	5	1		2		2	10	16
5. Learning to think for myself						1	1	1
6. Social Studies						1	1	1
7. Value of Time						1	1	1

## Appendix H (Continued)

	Districts						Total	Men
	B	C	CU	E	H	R	Women	Women
D. Socio-Economic Development (Cont'd)								
8. What I learned After I was out						1	1	1
Totals	8	2	1	2	0	9	22	31
E. Specialized Knowledge								
1. Biology						1	1	1
2. Chemistry						1	1	1
3. Mathematics	12	9	4	4	7	9	45	122
4. Physiology		1					1	2
5. Psychology	2					1	3	5
6. Science	1				1	2	4	9
Totals	15	10	4	4	8	14	55	140

## Appendix H (Continued)

## Suggested by Men

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
1. Debate	2	1					3	3
2. English	17		1	1	9		28	103
3. Extra-curricular Activities						2	2	2
4. Grammar	1						1	2
5. Journalism	2						2	2
6. Language			1		1		2	6
7. Latin	2						2	10
8. Literature	1						1	2
9. Public Speaking	2					2	4	7
10. Reading			1			1	2	3
Totals	27	1	3	0	1	15	47	140
B. Home and Family Development								
1. Athletics	1						1	1
Totals	1	0	0	0	0	0	1	1
C. Vocational Advancement								
1. Bookkeeping	1	1			1		3	6
2. Business Arithmetic	2						2	2
3. Business Training	3	1				4	8	22
4. Commercial Law				1			1	1

## Appendix H (Continued)

C. Vocational Advancement (Continued)	Districts						Total	
	B	C	CU	E	H	R	Men	Women
	5. Industrial Arts	1	1		1		1	4
6. Mechanics		1	1		1	1	4	4
7. Mechanical Drawing		1			1		2	2
8. Penmanship	1			1			2	2
9. Salesmanship		1					1	1
10. Shorthand					1		1	1
11. Spelling				1	1		2	5
12. Typing	1	1		1			3	16
13. Woodworking		1					1	1
Totals	9	8	1	5	5	6	34	67

D. Socio-Economic  
Development

1. Associations						1	1	7
2. Attentiveness						2	2	2
3. Concentration						1	1	1
4. Everyday Practical Things					1		1	1
5. Excellent Teachers				1			1	2
6. Geography					1		1	2
7. Hardly Anything	1						1	1

## Appendix H (Continued)

	Districts						Total	
	B	C	CU	E	H	R	Men	Women
D. Socio-Economic Development (Cont'd)								
8. History	4		1			1	6	16
Totals	5	0	1	1	2	5	14	32
E. Specialized Knowledge								
1. Mathematics	31	12	8	2	6	18	77	122
2. Physics	2				1		3	3
3. Physiology	1						1	2
4. Psychology	1			1			2	5
5. Science	1	2		1		1	5	9
Totals	36	14	8	4	7	19	88	141

APPENDIX I

SUBJECTS RESPONDENTS WOULD LIKE TO  
HAVE HAD IN HIGH SCHOOL

## Suggested by Women

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
1. Art	2	1	1			2	6	7
2. Bible	1						1	1
3. English		1		1			2	5
4. Grammar						1	1	2
5. Harmony	1						1	1
6. Language	1	1					2	3
7. Latin	1					1	2	5
8. Music		1				2	3	5
9. Music Appreciation	2						2	2
10. Organ						1	1	1
11. Public Speaking	5				1	1	7	20
Totals	13	4	1	1	1	8	28	51
B. Home and Family Development								
1. Cooking					1		1	1
2. Home Economics	7	3	1	1	3	2	17	17
3. Mental Hygiene		1					1	3

## Appendix I (Continued)

B. Home and Family Development (Cont'd)	Districts						Total	Men
	B	C	CU	E	H	R	Women	Women
4. Nutrition						1	1	1
5. Sewing	2				2		4	4
Totals	9	4	1	1	6	3	24	26
C. Vocational Advancement								
1. Bookkeeping	1				1	1	3	7
2. Business Training	9	2	4	3	3	6	27	42
3. Commercial Law						1	1	1
4. Finances						1	1	1
5. Medical Services						1	1	1
6. Nurses Training	2	1		1			4	4
7. Penmanship						1	1	1
8. Secretarial Training	1						1	1
9. Shorthand	2				2	2	6	11
10. Spelling		1					1	1
11. Typing	2	4	2	4	4	8	24	29
Totals	17	8	6	8	10	21	70	99
D. Socio-Economic Relationships								
1. American History	1						1	1
2. Chance for High School Education				1	3		4	5
3. Geography		1					1	1



## Appendix I (Continued)

D. Socio-Economic Relationships (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
4. History	1						1	2
5. Human Relations	1			1		1	3	4
6. More Teachers with ability to make Students Think						1	1	1
7. Practical Knowledge	1						1	2
Totals	2	3	0	2	3	2	12	16
E. Specialized Knowledge								
1. Bacteriology	1						1	1
2. Biology			1				1	1
3. Chemistry	1				1		2	5
4. Guidance			1				1	1
5. Mathematics			1			1	2	12
6. Psychology	4	1				4	9	10
7. Visual Education		1					1	1
Totals	6	2	3	0	1	5	17	31

## Appendix I (Continued)

## Suggested by Men

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
1. Art	1						1	7
2. Appreciation of Painting	1						1	1
3. English	1	1		1			3	5
4. Grammar						1	1	2
5. Instrumental Music				1			1	1
6. Italian	1						1	1
7. Language	1						1	3
8. Latin	1					2	3	5
9. Music	1					1	2	5
10. Piano				1			1	1
11. Public Speaking	11	1				1	13	20
12. Spanish						1	1	1
Totals	18	2	0	3	0	6	29	52
B. Home and Family Development								
1. Mental Hygiene	2						2	3
Totals	2	0	0	0	0	0	2	3
C. Vocational Advancement								
1. Accounting	1						1	1
2. Advertising						1	1	1

## Appendix I (Continued)

C. Vocational Advancement (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
3. Bookkeeping	1	2				1	4	7
4. Business Training	4	2	1		2	6	15	42
5. Electricity	2	1	1				4	4
6. Manual Training	1						1	1
7. Mechanical Drawing	1	1					2	2
8. Mechanics	1				1	1	3	3
9. Radio and Television				1			1	1
10. Shorthand	2	1			1	1	5	11
11. Tax System						1	1	1
12. Trade School		1					1	1
13. Typing	1	1			1	2	5	29
Totals	13	10	2	1	5	13	44	104

## D. Socio-Economic Relationships

1. Chance for High School Education					1		1	5
2. History			1				1	2
3. Human Relations						1	1	4
4. Political History	2						2	2
5. Practical Knowledge	1						1	2

## Appendix I (Continued)

D. Socio-Economic Relationships (Continued)	Districts						Total	
	B	C	CU	E	H	R	Men	Women
6. Social Studies	<u>2</u>						2	2
Totals	<u>5</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	8	17
E. Specialized Knowledge								
1. Advanced Mathematics	2						2	2
2. Chemistry	1		1		1		3	5
3. Mathematics	1		1		3 5		10	12
4. Psychology							1	10
5. Science	<u>1</u>						1	1
Totals	<u>2</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>7</u>	17	30

APPENDIX JHIGH SCHOOL SUBJECTS RECOMMENDED FOR ALL  
STUDENTS BY THE RESPONDENTS

## Suggested by Women

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
1. Art		2			1		3	3
2. Bible	1					2	3	5
3. English	19	10	6	4	5	16	60	103
4. Grammar		1				2	3	6
5. Language	9		1	2	2	3	17	26
6. Latin	5					1	6	10
7. Music	2				3	1	6	9
8. Public Speaking	10		1		1		12	35
9. Reading	1		2	1		2	6	8
10. Religion				2		1	3	5
11. Spanish	1						1	3
12. Speech Training	1	2				5	8	8
13. Writing	4						4	5
Totals	53	15	10	9	12	33	132	226
B. Home and Family Development								
1. Child Care		2					2	2

## Appendix J (Continued)

B. Home and Family Development (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
2. Child Psychology						1	1	1
3. Cooking	2	1					3	3
4. Good Manners						1	1	3
5. Health						1	1	2
6. Home Economics	5		2		2	2	11	13
7. Interior Decoration	1					1	2	2
8. Marriage Problems	1						1	2
9. Mental Hygiene		1					1	1
10. Parenthood	1						1	2
11. Personal Health						1	1	1
12. Physical Education			1	1			2	3
13. Public Appearance Training					1		1	1
14. Sewing	1	1					2	2
15. Sex Education	2			1		2	5	6
Totals	15	3	3	2	3	9	35	44

## C. Vocational Advancement

1. Bookkeeping	2	1		1			4	11
2. Budgeting	1						1	1
3. Business English	1	1					2	2
4. Business Law						1	1	1

## Appendix J (Continued)

C. Vocational Advancement (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Women	Men
5. Business Training	7	7	5	3	5	6	33	52
6. Driving	1						1	1
7. Manual Arts	2	1					3	3
8. Mechanical Drawing	1						1	4
9. Penmanship		1				1	2	7
10. Practical Arithmetic	2						2	2
11. Salesmanship			1				1	3
12. Shorthand		1	2		2	1	6	10
13. Spelling	1	3	3	3	1	7	18	34
14. Trades					1	1	2	2
15. Typing	10	2	4		5	11	32	44
Totals	28	17	15	7	14	28	109	177
D. Socio-Economic Relationships								
1. College Entrance	1						1	1
2. Cultural Subjects		1				1	2	2
3. Current Problems				1			1	1
4. Economics			1				1	3
5. Good Management					1		1	1
6. Government	2		1	1	3	4	11	18
7. History	12	2		2	2	7	25	42

## Appendix J (Continued)

D. Socio-Economic Relationships (Cont'd)	Districts						Total	
	B	C	CU	E	H	R	Women	Men
8. Human Relations	1	1				2	4	8
9. World Citizenship	1						1	1
Totals	<u>17</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>14</u>	<u>47</u>	<u>77</u>
E. Specialized Knowledge								
1. Biology				1			1	3
2. Mathematics	16	11	6	4	5	13	55	113
3. Physics						1	1	1
4. Psychology	2	1		1		2	6	12
5. Science	5	2	1		1	2	11	22
Totals	<u>23</u>	<u>14</u>	<u>7</u>	<u>6</u>	<u>6</u>	<u>18</u>	<u>74</u>	<u>151</u>



## Appendix J (Continued)

## Suggested by Men

A. Communication Arts	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
1. American Literature	1						1	1
2. Art Appreciation	1	1				1	3	3
3. Bible						2	2	5
4. English	16	6	4	2	4	11	43	103
5. Grammar	1					2	3	6
6. Language	9		1	2	2	3	17	26
7. Latin	2					2	4	10
8. Music		1			1	1	3	9
9. Public Speaking	12	4	2		1	4	23	35
10. Reading	2						2	8
11. Religion						2	2	5
12. Spanish	1					1	2	3
13. Writing		1					1	5
Totals	45	13	7	4	8	29	106	219
B. Home and Family Development								
1. Good Manners	2						2	3
2. Health						1	1	2
3. Home Economics					2		2	2
4. Marriage Problems	1						1	2
5. Parenthood					1		1	2

## Appendix J (Continued)

B. Home and Family Development	Districts						Total	
	B	C	CU	E	H	R	Men	Women
6. Physical Education						1	1	3
7. Sex Education				1			1	6
Totals	3	0	0	1	3	2	9	20
C. Vocational Advancement								
1. Accounting	1						1	1
2. Agriculture	1						1	1
3. Auto Mechanics	1	1					2	2
4. Blue Print		1					1	1
5. Bookkeeping	2	1			3	1	7	11
6. Business Arithmetic	5						5	5
7. Business Law	2						2	3
8. Business Training	8	1	2		3	5	19	52
9. Diplomatic Manager	1						1	1
10. Electricity					1		1	1
11. Legal Matters						1	1	1
12. Mechanical Drawing	2				1		3	4
13. Mechanics		1		1	1		3	3
14. Penmanship	4					1	5	7
15. Salesmanship	1	1					2	3
16. Shorthand	3				1		4	10
17. Spelling	7	1	2		1	5	16	34

## Appendix J (Cont'd)

C. Vocational Advancement (Cont'd)	Districts						Total	Total
	B	C	CU	E	H	R	Men	Women
18. Tax System						1	1	1
19. Trade Courses						2	2	2
20. Typing	7				3	2	12	44
21. Vocational Training						1	1	1
Totals	45	7	4	1	14	19	90	188
D. Socio-Economic Relationships								
1. Citizenship						1	1	1
2. Economics	1					1	2	3
3. Geography		1					1	1
4. Government	3	1			1	2	7	18
5. History	5		1	1	1	9	17	42
6. How to Win Friends		1					1	1
7. Human Relations					1	3	4	8
8. Moral Philosophy				1			1	1
9. Negro in American History	1						1	1
10. Public Health	1						1	1
11. Social Studies	3						3	3
Totals	14	3	1	2	3	16	39	80

## Appendix J (Continued)

E. Specialized Knowledge	Districts						Total	Men
	B	C	CU	E	H	R	Men	Women
1. Biology	1					1	2	3
2. Chemistry						2	2	2
3. Elementary Anatomy	1						1	1
4. Mathematics	19	11	5	3	6	14	58	113
5. Physiology	1						1	1
6. Psychology	1	2				3	6	12
7. Science	7					4	11	22
Totals	30	13	5	3	6	24	81	144

APPENDIX K

## ADDITIONAL COMMENTS MADE BY THE RESPONDENTS

DISTRICT B

## MEN:

1. More knowledge of business courses. (Physician)
2. Less racial and political discussions, less practice of psychology, sterner attitude towards pupils' assignments. More personal teacher interest in individual pupils. Younger instructors. (Life Insurance Salesman)
3. It is not the adults for which we pay taxes to educate - it is our children - all Kansas schools are lacking, Topeka is no exception--children besides my own (15 years) cannot spell, read or are wholly uneducated. (Grain Dealer)
4. High School should not encourage specialization in any subject but should prepare the student for specialization. (Physician)
5. Better attendance of fathers at more frequent P.T.A. meetings. (Wholesale Lumberman)
6. My answers do not mean that I am not in sympathy with Adult Education but only that I am not conversant enough with the subject to offer suggestions. (Engineer)
7. Open up an electrical course - no union for older people. Drafting and Mechanical Drawing. (Carpenter)
8. Lectures dealing with sex and marriage problems as well as lectures on child psychology. (Neuropsychiatrist)
9. I am out of the city too much of the time for my questionnaire to be of much value. Public forums have great possibilities. (Psychologist)

## Appendix K (Continued)

10. Get such information and expressions as this from all parents (mothers and fathers separate ideas) every year, (better twice a year) -- organize the material and lead the way or get people to lead the way to do something about the needs or ideas expressed. (Statistician)
11. Intelligent voters and citizens know less than the preceding generation. Real statesmen are few but there is an ever increasing number of politicians who are interested in their own welfare alone. (Oil Operator)
12. Should review enough of past education to make transition to further study -- all subject work would be of value. (Civil Engineer)
13. I really can't offer any suggestions as I do not know the educational opportunities offered. (Student)
14. The place to play all the games a gymnasium could provide. A training course in the needs of the young people. They need to be understood instead of so much criticism. Provide places of wholesome recreation that will be giving them something to spend their time that will not lead to pranks and destruction of property. (Labor)

## WOMEN:

1. Less racial and political discussion. (Housewife)
2. I think T. N. S. system is one of the finest things Topeka has ever had for the advancement of adult education. (Housewife)
3. Any education that prevents our minds from becoming stale is beneficial. (Housewife)
4. More carelessness and ignorance shown by those driving now than those who were driving cars ten years ago. (Housewife)

## Appendix K (Continued)

5. Participate in adult education in church which takes most of my time. Wish I could take many courses for personal enjoyment - but cannot. (Housewife)
6. It might be wise to study the government of other countries to give us an insight into the problems of our own government. (Housewife)
7. Lectures on child psychology, sex and marriage problems. (Housewife)
8. It is wonderful to know that Topeka is alert to the needs of adult education. (Saleswoman)
9. Need opportunity to keep in touch with world problems. Some way to increase the parent's responsibility to his child's general welfare. (Teacher)
10. So many people are selling now and so few are really salesmen. An emphasis on salesmanship would help the salesmanship. (Housewife)
11. I think they are well directed and very inclusive if we would only take better advantage of them. Life is too highly organized to do. Too many social clubs. Not enough time for forums. (Housewife)
12. The adults should be educated to the fact that we are responsible for our future citizens and take more interest in providing a place for athletics and games for the evenings, instead of letting the young roam the streets seeking their own entertainment. (Dietician)
13. I would like more college work given through Night School. (Housewife)
14. Why not provide a few lectures for the old folks on how to remedy, instead of punishing for misdeeds. Prevent a lot of heartache for both parent and child. (Housewife)

## Appendix K (Continued)

DISTRICT C

## MEN:

1. A refresher course in General Business subjects, especially Business English. (Machinist)
2. I heartily endorse the Adult Education Program but have neither the time nor inclination to participate. (Engineer)
3. More music and art programs. (Farmer)

## WOMEN:

1. At the present I feel no need for courses at the Night School but think it a fine thing for those wishing additional education or training. (Housewife)
2. I have tried for years to attend night school - you do not have what an average housewife wants, they are tired of sewing, etc., they want to improve their mind and keep mentally alert. As it has been said you build your Night School around men. Please be advised, we like to study and keep mentally alert even though we are housewives and mothers. (Housewife)
3. Everyone should have the opportunity and help in studying the things he or she feels the need of either in day or night classes, or correspondence. (Homemaker)
4. Musical programs and more recreation for children. (Housewife)
5. We need more christian education and leadership in the schools to become adult christian leaders. (Practical nurse)
6. We have heard complaints about the typing and shorthand night school classes. (Clerk)
7. The reason I can not attend any of these meetings, I am deaf-unable to hear a sound. (Laundress)



## Appendix K (Continued)

DISTRICT CU

## MEN:

1. Teach people to think for themselves. (Rate Clerk)

## WOMEN:

1. Some of the adults seem to be not interested in Adult Education. If they could begin to take part, interest would develop. (Restaurant worker)
2. I think the Adult Educational program is fine and should be attended by all who can. (Housewife)
3. I think we need group discussions of vital subjects such as sex education and juvenile problems. (Waitress)

DISTRICT E

## MEN:

1. Child Training course, to help stamp out juvenile delinquency. (Baker)
2. Any course to cause drivers and pedestrians to respect each other's rights and obey all traffic laws. (V. A. Clerk)
3. Vocational Education to its greatest extent. (Radio Technician)
4. Any course that will train the parents so they may assist the teacher to more accurately determine the probable life-work for the student; to help him discover and develop his inherent powers to a happy and successful conclusion of his life. (Laborer)

## WOMEN:

1. Many would appreciate a basic course in child psychology. (Housewife)

## Appendix K (Continued)

2. The study of juvenile delinquency, religion and psychology. (Housewife)
3. Vocational Education. (Housewife)

DISTRICT H

## MEN:

1. Debate classes, local, state and national government, anything that would tend to lead to a permanent peace. Education must do this, wars can't. (Contractor)
2. I believe all adults should have a good knowledge of city, state and national government, and every day happenings, especially foreign. (Repairman)
3. It is very evident that many adults would like to take some training they need very much, but with prices, and the cost of living the way it is at the present, it is nearly impossible. (Mechanic)
4. A closer coordinated program placing the responsibility upon the home, church, school, and various youth organizations, civic and fraternal clubs, board of education, city, county and state officials on a unified basis for training quality citizenship. So we can get out of the dilemma whether to build schools and playgrounds for our children, or enlarge our juvenile institutions, or build skyscraper jails, or give \$600,000 airport bonds priority over a burned down grade school building, armory, library, athletic field, stadium, public parking lots, 4 lane highways, what next? Not to mention the time, money labor and material that has been steadily going into drive inns, dive inns, staggerouts, and lockups. All this when we have a law in our statute books make it compulsory for children to attend school between the ages of 6 and 16.

We are told Nero fiddled while Rome burned. We usually do what we love most, so I would suggest a course in how to love our children to the extent

## Appendix K (Continued)

that we can put first things first in fulfilling our obligations to them in the matter of homes, churches, schools and playgrounds, and set a better example of citizenship built around a slogan to:

Attempt better things for our people  
Expect better things from our people.

(Machine Operator)

## WOMEN:

1. I believe many people are anxious to attend adult classes but time does not permit them to. I plan to take some night classes when my family is grown. (Housewife)
2. I think your doing a fine job now. (Housewife)
3. The Night School classes are fine, hope they continue on and more classes added as they are needed. (Housewife)
4. I think music in with what it takes to build a child up to be able to care for themselves and to be an asset to the community. (Housewife)

DISTRICT R

## MEN:

1. Many people do not know what Topeka offers to the public at Night School, publishing the courses might help. (Mason)
2. More understandable teaching. Less technical more factual. Bible Study and how to apply to life for happier, calmer living. (Boiler Manager)
3. Don't have my comprehensive understanding of English Composition. Spelling could be improved. (Lawyer)

## Appendix K (Continued)

4. Some of the larger classes could be split up and held at the Junior High Schools. (Clerk)
5. I would like to attend Night School but my hours of work and health will not permit. (Clerk)
6. Any course which will teach people their responsibilities to society. (Police Officer)
7. Unable to make any suggestions that would add to the commendable undertaking now offered. (Clerk)

## WOMEN:

1. I think the activities at Topeka High are the most helpful and entertaining to all the students. It gives them something to do and they learn to act like ladies and gentlemen. (Hospital Attendant)
2. Think more study at school and less social activities. More important to learn vocational training than a lot of athletics, dances and parties. (Proof Reader)
3. I am an organist and at present teaching Hammond Organ. My intentions are to do radio work or play in for public entertainment. I feel the need of some "brushing up on my Keyboard Harmony and Theory." (Clerk)
4. Course in Social Hygiene Guidance and Sex Education, so that we may know how to instruct our teen-agers more intelligently. (Housewife)
5. Though I have no time for classes just now your work in Adult Education is advisable. (Housewife)
6. Smaller classes, leaving the teacher more time for each pupil. One loses their individuality with too many pupils in each class or school. (Housewife)

AN INVESTIGATION OF ADULT EDUCATION NEEDS  
AND INTERESTS IN TOPEKA

A B S T R A C T

The purpose of this study is to ascertain the adult education needs and interests of the people whom the writer would serve through adult education.

The specific task was to administer a suitable questionnaire that would give information on certain questions in the field of adult education from a select group of adults living in the city of Topeka, Kansas.

The questionnaire was organized to obtain from respondents information on the following phases: education completed, educational and recreational activities in which they are participating, suggestions for future modifications of these activities, occupation, any training needed in connection with their occupations and what feelings they had regarding the value of a high school education.

The parents of the 1947 Topeka High School Sophomore Class were used as respondents. This gave a good representation of people from all sections of Topeka, from all

vocations, and some men and some women with a wide range of age and educational backgrounds.

The data of this study will be based upon the six hundred (270 men and 330 women) completed questionnaires from the respondents of the six junior high school districts. The six districts were analyzed according to the above-mentioned phases of information. All information returned by the respondents was classified into five developmental areas: Communication Arts, Home and Family Development, Vocational Advancement, Socio-Economic Relationships and Specialized Knowledge.

The needs and interests of the following educational and recreational activities of the respondents were studied: Topeka Night School, University and College needs, Public Library, public forums, lectures, concert series, occupational education and high school subjects.

This study is presented in four chapters which are as follows: The Problem and Philosophy of Adult Education, Source of Data and Method of Procedure, Presentation of Data and Summary of the Study.

The study revealed interesting data concerning the needs and interests of the people of this community.

1. The six districts showed marked differences as to the education and occupations of their populations.

2. Districts with a population that had the greatest number of years in school attendance also had the greatest number of people in more remunerative occupations.
3. Participation in educational and recreational activities, in general, was not high.
4. The questionnaire revealed that a larger percentage of respondents with more education participated in the educational activities than did those of less education.
5. There seemed to be a definite relationship between years of schooling completed and the suggestions which were made concerning educational courses for adults.

Constant attention should be given to see that any adult education program presented meets the needs and interests of the people. There is great diversity of interest among the respondents and a more adequate program of adult guidance and coordination of community adult agencies would greatly facilitate the adult program.