

**COMMUNITY PROGRAMS OF ADULT EDUCATION  
FOR FAMILY LIVING IN THE WESTERN REGION**

**by**

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# COMMUNITY PROGRAMS OF ADULT EDUCATION FOR FAMILY LIVING IN THE WESTERN REGION

## CHAPTER I

### INTRODUCTION

Today, throughout the United States, community programs of adult education for home and family living are being developed because of the recognized need for strengthening the ties of family life. Certainly education is one means for reinforcing, enriching and improving the quality of daily living in families. Such community programs of adult education have as their purpose the mobilizing of local resources in order to provide educational opportunities which will meet the needs and interests of individual members of the community, and to provide the means through which people can work cooperatively to solve many common problems.

Just as the patterns of family living change from one generation to another, so change the educational needs of family members. Early in our history the home was the center of education for the development of skills and practices of homemaking. As the family adapted itself to cultural, social and economic trends, this apprentice-like system of education became inadequate. Solutions to problems could not always be patterned on the past. Whereas

certain fundamental values are constant, their interpretation in the light of our changing way of life is continually needed.

Because of the pressures of the era, new problems have been created for homemakers which necessitate new methods of education for home and family living. Urbanization; geographic mobility; the longer life span; the rising marriage, birth and divorce rates; technological advances; the increased amount of leisure time and the employment of women outside the home have all been contributing factors.

Many organizations and agencies, recognizing these needs, have provided a great variety of educational services for adults. Duplication of efforts, and confusion existing between the numerous and varied endeavors have pointed up the importance of determining how education can best meet its responsibility in this field. In many communities throughout the country, the people have united their efforts for education in family life into a single program for each community. The fact that educators have accepted the responsibility for education for home and family living has been evidenced by the increase of such programs during recent years.

The purpose of this study is to evaluate a number of adult education programs in home and family living in

order to determine whether or not programs of adult education for home and family living in the Western Region of the United States are community programs of adult education for home and family living.

Development of Community Adult Education Programs  
In Family Living

The family has always changed as new trends and forces have affected its basic functions, and it will continue to change. Education has the responsibility of helping the individual to adjust himself to such change. Riner emphasized this point as follows:

Never has there been a greater need than today for a kind of family living that gives people poise to cope with the confusions in the world around them. It is certainly important to have one place where the individual re-creates himself--rebuilds his hope, his courage, and his dreams--assurance in himself to arouse faith in others. If we believe that the home is the place where we should find this creation and systematic living, then homemaking education for adults becomes a matter of great concern to communities and to the nation. (15, p.1)

The purpose of education for home and family living is to strengthen homes by helping each member of the family to achieve satisfaction by becoming an effective, satisfied participant in the life of his family, his community and the nation. Therefore, family life education must be broad in its scope and content if it is to be

effective in helping individuals to share more completely in society and to satisfy their personal, family and community needs and interests. Williamson and Lyle substantiate this view, thus:

Family life education does not have a body of knowledge all its own. It is applied science, art and psychology; it is an aggregation and application of knowledge cutting across many fields.

.....

Family life education, an all-inclusive term which is gradually coming to include all education that relates to family life. (19, pp.13-14)

If this view is accepted, the question is: What is a community program of adult education in family life education?

Community programs in adult education for home and family living may have different meanings in different places, yet all may be directed toward improved homes and families. By means of the concerted, co-operative effort of all community agencies and organizations whose concern it is to help meet the needs of family members, more effective results may be achieved. A community program of adult education for home and family living is an educational program for adults that is planned by individuals representing the various agencies and organizations within a community in order to pool the agencies' and organizations' available resources to solve common problems, and

to meet individual needs and interests of community members.

This viewpoint is verified by Pollard, who states:

In a community program for the education of adults, all available local resources are mobilized for discovering their needs and for providing the best means of meeting their needs. (13, p.73)

Spafford also believes that:

A broader and more far-reaching attack on the problem of education for home and family living is the co-operative community project intended to bring the many institutions and agencies interested in such education together to develop a unified program. (15, p.324)

The role of education in the co-operative approach to community development has been stated by a group of educators in a Conference Report - Teachers College Record, Columbia University. According to this report, adult education is the task and responsibility of all civic-minded individuals and groups of a community, and the primary function of adult education is to facilitate this joint approach to community needs. (18, pp.22-25)

In contrast to this unified, planned program of adult education in home and family living is the widespread increase in classes for adults offered by a variety of community agencies, most common of which is the public school. Such classes grow out of a need for education in family living and may grow into community programs; but are not

to be confused with community programs, as here defined.

It is the intent of this study to determine whether or not adult education programs which state supervisors of homemaking education say are community programs actually have the characteristics of community programs.

#### Some Typical Community Programs of Adult Education For Family Living

Scattered throughout the United States today are many excellent programs of adult education which would have some of the characteristics for community programs. Six are described. Besides these, there are many others. What these programs are in 1952 is difficult to determine, but on the basis of the latest available literature concerning their programs, they are presented.

#### El Paso, Texas

The El Paso Community Program was known as the "Department of Home and Family Education for Adults - El Paso Public Schools." It was administered by the Superintendent of Schools, the Assistant Superintendent and Director of Vocational Education, and the supervisor of the department of home and family living education. The staff, during the school year 1949-1950, included one supervisor and eight homemaking teachers of adults and out-of-school youth. In addition, four nursery-school

assistants and five teachers employed on an hourly basis were assigned to the program. Classes were conducted in 29 centers, including schools, health centers, the Salvation Army headquarters, and housing projects. Many homes were utilized for group meetings. Individual and group conferences and home visits were emphasized. (8, pp.3-7)

The outstanding characteristic of the El Paso Community Program was the co-operative planning that always was the basis for its development. Staff meetings held weekly were one of the strengths of the program, and allowed for a great variety of activities, as well as coordination of the various departments of the schools.

One of the most interesting activities was the El Paso High School Development Laboratory for Adults and Youth. Adults came to the laboratory and worked with the students. One of their projects was to make a study of the community resources that contributed to the welfare of the young child. As a part of this study, field trips were made to community centers in which day-nursery services for children of working mothers were provided, to maternity hospitals and to child and parent clinics. Various resources of the community were utilized by means of tours. (8, p.14)

Information relative to home and family living was spread by means of printed and mimeographed materials and

books displayed in nursery schools. News stories, movies, radio programs and recordings especially prepared to enrich family lives were made readily available. Educational materials such as flyers were placed in grocery sacks by grocers and channeled through numerous community agencies and churches. A valuable device was the kit of ideas for home and family education. The caption inside the lid read, "If you have received one idea, won't you add your 'pet project' to the kit and pass it on?" (8, p.18)

#### Toledo, Ohio

According to Pollard (14, pp.78-79), the purpose of the Toledo community program was to co-ordinate the offerings of schools, churches, social agencies and other community organizations in the field of family life education. Organized under the direction of the Toledo Board of Education, the program was financed by state and federal vocational education funds. The program activities were planned by the executive committee of family life education under the direction of the superintendent of schools. On this committee were individuals who were active in teaching and supervisory activities in the Toledo public schools, social agencies, church organizations and the Parent-Teacher Association.

There was wide variety in the subject-matter areas

provided. Included were courses in child development and training, preparation for marriage, personal relationships, parent education, guidance of the elementary-school child, pre-adolescence, the teen-agers, the family and its relationships, marriage adjustments and personality development. Special services were provided individuals and groups in the form of consultation services, and study groups. Fifteen or more members could make application for the organization of a study group. The services of staff members were provided for lectures, informal talks, discussions, symposiums and book reviews dealing with family problems.

#### Omaha, Nebraska

The Omaha Community Program for Home and Family Living had the full-time services of one adult homemaking teacher. Personal counseling and group meetings of two or three persons played an important part in the program development. The groundwork was established in this manner and a large part of the leadership training was provided by this method. The organization of mothers' councils and young mothers' clubs served as a valuable means of promoting the program. (14, pp.78-79)

Kansas City, Kansas

The great strength of the Kansas City community program was that it was developed through the co-operation of community organizations and agencies and served all groups. Through the co-ordinated efforts of the Parent-Teacher Association, classroom teachers, and other social or community agencies, organizations or societies, all age levels were reached with education for family living. Activities included discussion groups, panel discussions, forums, institutes, lectures, radio programs, printed articles and individual consultation services. In this program leaders were chosen from qualified homemakers who received training and guidance through the department of family life education. (14, p.75)

Seattle, Washington

A public school sponsored program operating under the direction of an advisory council was the Seattle "Education for Family Life" program. The council included representatives from the administrative division of the public schools, the staff members of the schools, the Parent-Teacher Association, the people involved in the program, and various community organizations including the Family Society, the Council of Social Agencies, the Council of Churches, the Washington Society for Mental Hygiene, the

Public Library and the University of Washington. Begun in 1938, at the request of the Parent-Teacher Association, the program expanded under the full-time services of a coordinator to meet the demand for a wide variety of services in the field of family life education. (1, p.11)

Significant was the establishment of play centers for children in which parents worked with professional leaders, and which gave impetus to the development of numerous adult programs in home and family living.

According to a report of the program made by the Family Life Education Administrative and Service Center of the Seattle Public Schools, Fall, 1951, the function of the program was: "helping parents to help themselves." (16, p.1) Classes were conducted in which parents could get the help they needed to handle the problems of daily living and to increase their understandings of, and to develop greater skills in family relationships. Educational opportunities were provided which helped all to be better parents, better family members, better people and better members of the world community. Co-operative relations were strengthened among all groups within the community interested in strengthening family living.

Persons served included all interested parents, parents and children in the neighborhood play groups and leaders and groups concerned with family living. Services

included class work for parents working in neighborhood play groups, supervision and help in organizing such groups, operation of a demonstration center for observation and practice by participating parents and training courses for leaders of community study groups. Speakers in various areas of family living were provided as were bibliographies, pamphlet lists and mimeographed materials. (16, p.1)

#### Lansing, Michigan

Lansing participated in the Michigan Home and Family Life Program since 1945. A steering committee integrated home and family living programs conducted by the school and the community. The committee was composed of the assistant superintendent of schools, elementary teacher, junior high school science teacher, junior high school social studies teacher, homemaking teacher, director of elementary education, director of adult education and the director of homemaking. Recently, upon their request, based upon their need for assistance, a music teacher and director of audio-visual education were included on this committee. Originally meeting monthly, the committee during the past few years has met several times annually. It served as a clearing house for home and family life activities and inspired and motivated numerous activities.

The significant contribution of the Lansing program is that it functioned throughout the total school program, elementary, secondary and adult. Some of the major activities conducted are as follows:

Elementary. Pre-school clinics for prospective kindergarten children; parent-home visitation; field trips; parent conferences; notes from teachers to parents; occasions such as teas, dinners, family picnics which included parents, teachers, and children; and the preparation of a booklet entitled, "We Start to School."

Secondary. Participation in the co-operative program with the Y.W.C.A. on their "Ladies Day Out" program; leisure-time projects for family get-togethers and hobbies; provision of nursery help for parents' conferences; co-operation with newspaper and safety committee on "baby sitting techniques" and activities parents and children can do together; publication of a pamphlet on toys for children; numerous family activities conducted in the homemaking department that served to emphasize unity in the home.

Adult. Parent institutes; classes and group meetings relative to home and family living; publication of a pamphlet on books available in the public library relative to home and family living; radio program; assistance to leaders with the selection and use of audio-visual aids.

(20, pp.1-2)

Characteristics of Community Programs of Adult Education  
For Family Living

The illustrations of the community programs show certain outstanding characteristics in community programs of adult education for home and family living. Although there are many, six of the most important will be discussed.

1. The program develops through the pooling of educational agencies to meet the personal, family and community needs and interests of community members.

Schools are the agencies that have the final responsibility for education; however, numerous community agencies and organizations have programs that are educational in nature. By co-ordinating the activities of the various groups all the resources of the community can be brought together and utilized in concerted action to solve common problems.

Pollard states that community programs are the most effective means through which the educational needs of adults may be discovered, and community programs provide the best means of meeting their needs, thus:

America is more community-minded today than ever before. The whole world has become a neighborhood. The most distant places in the universe are now household words; radio programs come from all over

the world; and the most travelled generation this nation has ever seen is world-minded. The war greatly accelerated the inter-dependence of families, communities, and countries. With this increased inter-dependence, education must train for closer associations for the development of common spirit and interests, for the respect of another's individuality, and for the sharing of the common lot. Community programs are the most effective means through which the goals may be achieved. (14, p.73)

Many problems that confront the family cannot be solved within the family group and require the assistance of agencies and organizations, such as education, health and welfare programs, public utilities, police protection, civilian defense and others. Brown states:

Because family experience is so often conditioned by social forces, by community situations and attitudes over which individual families have little control, communities as well as families must learn to understand and meet family needs. (4, p.437)

Representative of the interests of schools in the field of community education for home and family living are the demonstration programs sponsored by the United States Office of Education during the period 1938-1939. Four school systems were selected with reference to size, region of the country, and occupational differences of the people in the communities. These were Wichita, Kansas, an urban but highly stable and homogenous community; Toledo, Ohio, a highly industrialized city, somewhat heterogeneous in population; Obion County, Tennessee,

representing a rural educational unit in the South, organized on a county basis and Box Elder County, Utah, a rural sparsely-settled section in the West having a relatively stable and homogeneous population. With the help of consultants and staff specialists from the United States Office of Education, state and local school administrators set up plans by which the programs evolved locally.

The chief purpose of the experiment as a whole is to find ways of bringing about stronger, richer, more realistic programs of education for home and family living through concerted school and community effort.....

The general plan is to bring into existence, under the leadership of the school, community councils representing a cross-section of community interests relating to family life. It is the business of these councils to study local conditions affecting family life, to discover the common problems and needs of local families, to work through existing organizations, to interpret these needs and find ways of meeting them. Such a council is not 'just another organization' identified with some special program. It is a clearing house of ideas. It can analyze, investigate, and recommend, but it does not, in and of itself, initiate new undertakings, or employ personnel. The school board usually provides it with a person to serve as co-ordinator, or executive secretary, but each program developed grows out of each council's around-the-table thinking.....

It is obvious that homes, schools, and other community agencies are working more closely together on problems of family living in the centers where programs are in operation.....

Perhaps the most spectacular gains in the direction of home-school-community co-operation have been in community organization for better

play opportunities for children of all ages, although a number of joint projects in a variety of other fields have been reported.....

More parents are studying family life. ....All centers report classes in which men and women--sometimes parents and children--work together on home projects of many kinds.....

Changes in school programs have taken place as the family life programs have developed in the four centers. There are more home visits, more planned home experiences in connection with high school work in home economics.....

Family unity through projects which bring families together for recreation have been emphasized in two of the programs.....

One result of this intensive public education is a growing appreciation in each of these communities of the part which family life plays in education for democracy. Since family life is the first, the closest and usually the longest lasting of all human experiences, it must have more influence than any other kind of human association on the development of attitudes toward citizenship, philosophies of group organization, and habits of behavior..... (2, p.1)

## 2. The program is developed for and by the community.

Community members take part in planning the program in which they will participate. In addition to organized groups, individual members of the community have the opportunity to participate in the planning as well as in the activities provided to meet their needs and interests. Co-operative planning is one of the essentials of community

educational programs and should involve the entire community. This belief is verified by Essert's statement:

Adult education for community development respects the unique potential function of each institution and each agency of the community in the common enterprise without overlooking the fact that there may be contributions from people who are not organized or directly associated with these institutions and agencies. (9, pp.95-96)

By means of the combined thinking and co-operative planning of community members, existing and available community resources can be used more effectively to provide new and wider opportunities for learning and for the accomplishment of goals that will provide for community improvement in a variety of ways.

Hillman expresses the same point of view when he writes:

If education includes the interpretation and the intelligent reconstruction of society, all significant adult participation in community is an educational experience. In this broad sense, adult education is coextensive with community organization. Even viewed more narrowly, adult education is more than a formal curriculum or set program. W. H. Kilpatrick has expressed this point of view succinctly: 'Adult education cannot then say that it is the business of some one else to remake the environment for educational purposes and confine its attention to seeing that adults get the educational effect that is there waiting for them. It is indigenous to its field to see that the remaking of the environment takes place continuously through the conscious purpose of the persons who make it up and live in it.' (10, p.295)

As participants in developing their community programs, citizens may serve as members of either central or working committees. They may attend periodic citizens' meetings conducted by a co-ordinating council. These may be mass meetings, forums or staff meetings of teachers. They may go as individuals or in groups to make suggestions as to community and personal needs to a program coordinator or to the chairman of a central or working committee. Where community programs are functioning, ample opportunity is given the community member to contribute his ideas and make his requests for community action.

The community member may also take his place in activating the community program as a committee member. Having taken part in the planning and conduct of an undertaking which has involved his neighbors and himself, the individual is concerned with its accomplishments. Program evaluation and self-evaluation have been natural outgrowths of the community education programs. The central committees and advisory committees continually evaluate the program in terms of the goals. However, one of the major accomplishments of this activity has been the realization by the people that they have accomplished certain results because they have worked together in groups. They have recognized that learning to work together in groups is a slow process, one which requires long-time

development. Above all, they appreciate that their accomplishments have been the result of careful, co-operative planning of projects by the community members themselves.

The need for co-operative action is stated by the Ogdens (13, pp.1-7). They have said that just as every community differs from every other, so must the pattern of community organization differ, and each community must work out its own pattern. To do that, according to them, local needs must be analyzed; available resources must be understood and programs important to the welfare of the people in the community must be initiated. Whether there be a council, professional or non-professional leaders or workers, there is increasing evidence that such planning begins, as it should, with the people themselves. (13, pp.1-7)

Referring to the four experimental community education programs which were sponsored by the United States Office of Education and established in 1938 in Box Elder County, Utah; Obion County, Tennessee; Toledo, Ohio and Wichita, Kansas, Amidon points out the flexibility of the programs, thus:

Each center developed its program in ways appropriate to its peculiar conditions and needs. There is little similarity in what has been done in each center. The programs differ widely since economic and social conditions and educational resources of the community differ. (2, p.601)

Points of similarity in each program, according to Amidon, are functioning advisory committees representing the school and community agencies concerned with the home and family and the uniqueness of each program as she states, in reference to the development by each community:

It is essential that communities be helped to make their own plans, to examine their own resources, and to find their own needs and that the major help from state and federal education agencies be in the form of consultant services. (2, p.601)

3. The program is administered by a central group that is representative of existing community agencies.

Co-ordination of the varied interests and activities of a community program of education is essential, and this is the function of a central group, representative of the community. To illustrate this, the organization of the Community Program of Cedar City, Utah, will be described.

Here the program functioned through a community co-ordinating council composed of representatives from every organized group in the community, including: schools, service clubs, women's clubs, labor organizations, churches, city and county officials and youth groups. This council met as the need arose to discuss local problems which justified community planning. The council's executive body was the Central Committee whose function was to translate plans of the Co-ordinating Council into

action through working committees. These committees included those whose interests were centered in music, the arts, safety, recreation, UNESCO, art exhibit, city beautification, health and sanitation, town calendar, adult education and community-school relationships.

The Central Committee was composed of eight members of the Co-ordinating Council, six elective, two ex-officio. The superintendent of schools and the co-ordinator were ex-officio. Terms were for a three-year period. The chairman remained on the committee for one year following the expiration of his term. Each member of the Central Committee served on a regular working committee. (6, p.4)

The democratic structure of the council is illustrated by the following paragraph taken from the 1951 report of the Cedar City Community Program:

Since the council is representative of all the people of the community, the Central Committee makes a serious attempt to express the collective thinking of the citizenry on problems affecting home and family life in our community. (6, p.4)

A part-time co-ordinator was employed in the Cedar City Program since 1940, and was one of the essential strengths of the endeavor. The duties of the co-ordinator included those of program guidance. She served as an ex-officio member of the central committee and of all working committees. In addition she served in consultant capacities to various community and state educational committees,

and participated in numerous community services, including radio programs. She made written reports of the program including an annual report, took care of all correspondence for the Council, and distributed reports. (6, p.4)

The working committees provided an opportunity for wide participation by community members. The committees were set up according to the needs of the people and at their request. Committee members were selected and appointed by the Central Committee for one-year terms, with a maximum of three years' service allowed on any one committee. Members were expected to attend all meetings of the Co-ordinating Council.

The values accruing from the organizational plan of the Cedar City Program are stated in the report for the period July 1, 1948, to July 1, 1951, as follows:

Since the beginning of the Cedar City community program in October, 1939, the whole movement has been an attempt to work democratically and co-operatively together in the solution of community problems, particularly as they relate to home and family life, and community betterment. (6, p.1)

In searching for the most effective methods of studying our community needs, and pooling our resources to meet these needs, the present community program has gradually evolved. It has proved itself to be a very effective way of putting democracy into action within the scope of community affairs to which it has been applied. (6, p.1)

4. Program provides for a continuous study of needs and resources.

Community organization for improving home and family living involves the balancing of community needs with community resources. The determination of community needs and the appraisal of community resources is a joint endeavor.

Burch states that the problem is that of:

.....assuring maximum co-operation among a number of agencies. It is the process of securing an optimum balancing of a given community's adult education resources, actual and potential, against the continuing educational needs of all the people of that area. (5, p.283)

All needs cannot be balanced with community resources. Needs of communities vary. Many are recurring needs. These include housing problems, transportation and traffic regulations, adequate health services, veterans' needs for housing and jobs, recreational services, improved adult education, needs for adult counseling, cultural projects, needs of young adults and others.

Needs and resources of a community may be classified as "(1) specific and easy to identify; (2) implicit and waiting discovery; (3) so broadly defined as to defy effective community action." (6, p.22)

Means of identification of needs include: fact finding through surveys and questionnaires, less formal

means through questioning community leaders and discussing in groups and planning on a community problem.

The last, group discussion, is the most effective means of identifying needs and discovering resources for their solution. This is thus verified by the statement made in a report on community organization and adult education prepared by the Committee on Community Organization of the American Association for Adult Education:

Community-wide organization provides one sure way in which people can come together to think, plan and act together. It provides a total community approach to community-wide problems. It involves the individual members of the community in surveying community needs and in creating community support as a prelude to community action. In this role, it is one of democracy's surest safeguards. (1, p.6)

5. Program touches many aspects of community life.

It has been shown that successful community programs touch many aspects of community life. For example, Characteristic 3, "The program is administered by a central group that is representative of existing community agencies," is illustrated by the Cedar City program. Through its organization of working committees, valuable and needed community improvements in the areas of recreation, health and sanitation, home and yard beautification have been accomplished. In addition, cultural and educational opportunities in the fields of music and the arts,

improved adult education programs in numerous fields relative to family living and social and community relationships have been provided.

Educational programs have included classes in child development, clothing construction, clothing selection, family relationships, health and home nursing, home furnishings, home management, household equipment, housing, meal preparation, nutrition and safety. Of particular interest to the enrollees have been classes in upholstery and slip-cover making, literature in the home, current affairs, oil painting, leathercraft, plastics and knitting.

One of the outstanding developments of the Cedar City program has been the annual Family Life Institutes which have been held each year since 1943. Leaders of these institutes have included prominent specialists in fields related to Family Life Education.

In reply to the questionnaire which has been used as a source of data in this study, Dix stated that family life institutes developed a broader and more democratic view of family life. She said that one local family credited contact with these programs for their ability to recognize emotional instability in a child and procure psychiatric help in time. Dix further stated that attendance in child guidance classes had steadily increased under the direction of their program.

A result of the community spirit accruing from co-operative activities has been the completion of numerous needed community improvements. One of the biggest accomplishments has been the establishment of a permanent city planning and zoning commission. This was an outgrowth of the efforts of the people themselves as a result of their realization of what co-ordinated group planning and functioning could mean for the growth of their city. Entrances to the city were improved, a ditch running through a central thoroughfare was straightened and covered for several blocks, beautification and landscape services were provided, all as a result of the efforts of the town beautification committee. The health and sanitation committee effected many needed improvements, including the employment of a part-time sanitary inspector by the city; the grading of eating establishments; garbage collection and zoning of fowls and animals.

The safety committee made a safety survey of the community, assisted with the establishment of a safety education program in the schools and accomplished community safety improvements including the installation of traffic signs.

The town calendar committee provided a central calendar scheduling system for community events.

Cultural interests have been served by the music arts

and art exhibit committees. Annual art exhibits and the music arts concerts have brought to the community high ranking artists and have greatly contributed to the growth of art consciousness and appreciation by community members.

Dix further stated that before the development of the Art Exhibit almost no fine paintings were seen in local houses--just the usual furniture-type of thing with little knowledge of good art shown. Now, she says that there are many homes displaying excellent oils and water colors, and that the people take much pride in the statement of several leading art critics who proclaim their annual spring exhibit one of the best in the Western states.

Programs of international significance and interest have been an outgrowth of the work of the UNESCO committee. Problems of rural and educational concern led to the Rural Life and Educational Conference held in 1949, which was one of the first two such local conferences held in the State.

In many other communities, programs similar to that conducted in Cedar City have, as a result of community organization, made valuable contributions to the cultural, educational and social needs of the people. That these contributions have been broad in scope is due in part to the fact that projects are determined on the basis of group goals as well as personal goals. As stated by

**Essert:**

In adult education for community development while there must always be a feeling of personal growth on the part of the participants, the primary satisfaction is to recognize growth toward a group goal. There is in brief a common goal as well as a personal one.

A.....distinction of this form of adult education is that it reaches beyond the limitations of the membership of any particular group or class and offers educational experience to the citizen in his daily affairs, whether he is or is not enrolled in a formal class, discussion group, membership group or school. In brief, it tends to provide a laboratory for people of all ages and affiliations to find a companionate enterprise of maturing. (9, pp. 95-96)

**6. Teaching methods used in the program are those which are most suitable for teaching adults.**

There are two broad types of adult learning: first, learning from organized learning situations, such as classes, individual and group study plans; and second, those learning opportunities which occur in our everyday experiences.

Essert states that the two major problems of adult education in relation to maturity are as follows:

- (1) Bringing into focus a core of experiences that adults are having and want to have whether they 'go to school' or not, but which are the natural 'schoolrooms' or 'laboratories' of continued learning;
- and (2) discovering processes and techniques by which the leader can use his

influence and understanding to help adults educate themselves wherever they are, thus bringing into focus the vast array of agencies and institutions of adult education. (9, pp.v-vi)

A variety of methods have been used successfully in teaching adults. Methods used are determined by the goals set up for the learning situation or project. The choice of methods is influenced by what the teacher decides will be most effective in dealing with the interests, appreciations, and attitudes of the student in order that he can use the knowledge he acquires in solving his problems.

Cologne emphasizes the need for the choice of teaching methods, thus:

The goals to be achieved with the particular group will determine which method or combination of methods are to be used. Goals may vary from group to group and from meeting to meeting.

.....

Whatever the goals the teacher of adults must know which method or combination of methods is most likely to be effective in achieving these goals and at the same time making knowledge meaningful to the student--so meaningful that he sees ways he can use it.

The primary concern in adult education is with the nature of genuine, organic learning rather than the best way of acquiring 'facts.' Life's problems require the exercise of judgment in which facts and principles are instruments for deliberation in a particular situation. For that reason facts must be seen in relation to the problems of the individuals and the group in

whose 'life line they are stationed.' It is imperative that the teacher of adults teaches in such a way that the student understands facts, principles, his own attitudes, and appreciations, and can use them in his deliberations as he seeks solutions to problems. (7, pp. 16-17)

Informal methods which have been found suitable for teaching adults include the discussion, demonstration, laboratory, lecture, forum, symposium and panel. The method or methods vary according to the individuals or groups to be taught. Those used in reaching individuals include exhibits, radio programs, newspaper and periodical articles, clinics and personal conferences, home visits, printed material and bulletins.

In the programs described as being typical of community programs of adult education for family living, a wide variety of teaching methods and techniques were used. Personal counseling and group conferences played an important part in the development of the Omaha program. One of the most interesting activities of the El Paso program was the high school laboratory for adults and youth, in which adults came to the school and worked with the students on a variety of projects relative to child development and welfare. Included were tours, field trips and study groups. By means of the "homemobile," radio, news stories, recordings, printed and mimeographed materials, information was spread to many individuals within the community.

Discussions, symposiums, panel discussions, institutes, lectures and informal talks have been used extensively in all of the programs described.

### Statement of Problem

The review of current literature on community programs in adult education for home and family living reveals the fact that all successful community programs, although each is quite different from the other, have certain common elements. Six characteristics seem to be basic to all. These characteristics which have been presented previously are as follows:

1. The program develops through the pooling of educational agencies to meet the personal, family and community needs and interests of community members.
2. The program is developed for and by the community.
3. The program is administered by a central group that is representative of existing community agencies.
4. The program provides for a continuous study of needs and resources.
5. The program touches many aspects of community life.
6. The teaching methods used in the program are those which are most suitable for teaching adults.

In the light of these characteristics this study will investigate selected adult education programs in the 11

Western States to determine:

1. The characteristics of programs in adult education for home and family living selected from the 11 states of the Western Region.
2. The purposes of these programs.
3. The development of these programs.
4. The organizational structure of these programs.
5. The service of these programs to their communities as evaluated by leaders.

#### Summary

The purpose of this study is to evaluate a number of adult education programs in home and family living in order to determine the status of community programs in adult education for home and family living in the Western Region of the United States.

Because of the recognized need for educational assistance in strengthening family life, and to help family members achieve a satisfying, effective membership in family and community groups, community programs of adult education for home and family living have been developed.

The purpose of such programs is to investigate and co-ordinate community resources in order to provide educational assistance which will meet the needs and interests of community members and to help them in the solution of

common problems.

Six characteristics of community programs of adult education for family life, based on literature concerning them, were set up as criteria which will be used to determine how nearly the programs studied meet the characteristics of community programs of adult education in home and family living.

## CHAPTER II

## METHODS OF PROCEDURE

The data used in this study were gathered from a selected group of administrators, supervisors, coordinators, teachers and leaders of adult education programs for home and family living. First, the co-operation of the state supervisors of homemaking education in the 11 states of the Western Region of the United States was requested by means of a letter signed by the Head of the Home Economics Education Department, Oregon State College. The state supervisors were asked to send the names of leaders of adult education programs which, in their opinion, most nearly approached the characteristics of community programs in education for home and family living.

In reply, state supervisors in eight of the 11 states contacted sent names and addresses of one or more persons who were engaged in leadership positions in adult education programs for home and family living. The three state supervisors who did not send names believed that they did not have adult education programs which were in any way community programs.

After the letters were sent out to state supervisors, a questionnaire was compiled. The basic questions relative to information wanted concerning the study were

listed. From these questions and from resource materials, a trial questionnaire was prepared. Resource material used in formulating the questionnaire included: textbooks in home economics education; recent periodical literature concerning community programs of adult education for home and family living; printed and mimeographed materials published by individual programs, both on a state and local level; manuscripts of former studies of adult education programs for home and family living; suggestions from members of the Oregon State College Home Economics Education staff; and the experience of the author in adult education for homemaking.

The trial questionnaire was tested by a jury of six judges which included: members of the Oregon State College Home Economics Education staff, and state supervisors of homemaking education, and others interested in adult education in home economics.

On the basis of the appraisal and criticism of these people, the questionnaire was revised into the final form used in this study. A copy of the questionnaire sent to the selected group of administrators, supervisors, coordinators, teachers and leaders--64 in all--is in Appendix B.

The questionnaire used in this study has certain obvious limitations. The first limitation is the fact that

it is a self-evaluative device, indicating only what a leader of a particular program in adult education for community living believes to be true of the program for which he is responsible.

A second limitation lies in the fact that the questionnaire does not provide either qualitative or quantitative data concerning the community programs represented. For example, no leaders reported discrimination of nationality or racial groups in their services to adults; but the data do not show whether or not these groups were encouraged to participate, and whether needs and interests of these groups were met.

A letter explaining the purpose of the study and requesting co-operation was sent, with a copy of the questionnaire, to the 64 persons who had been suggested as co-operators by the various state supervisors of homemaking education in the eight states of the Western Region. This letter was signed by the Head of the Department of Home Economics Education, Oregon State College.

In reply to the request for information about their adult education programs, 45 leaders completed the questionnaire in time for use in this study. These 45 represented 70 per cent of those to whom the questionnaire was sent. The data included in this study are made up of the information furnished by these leaders in the Western

## Region.

Besides 45 who answered the questionnaire, four others of the 64 who were asked to co-operate in this study replied that the programs in their communities were not in operation during the past year, but the leaders expected them to be offered again. Three of the eight states represented in this study reported only one program for each state. The other five states are represented by returns of 19, nine, six, four, and two. These are returns of 60, 82, 86, 100 and 50 per cent, respectively.

The number of names and addresses of program leaders submitted by the state supervisors of homemaking education varied widely. There were no criteria given the state supervisors for the selection of their adult education programs which would most nearly meet the characteristics of community programs. It was part of the original plan to leave these decisions to the judgment of each state supervisor.

This study is an attempt to determine how nearly these 45 programs for adult education meet the criteria of community programs which the author has developed. It is hoped that this evaluation will help the educational co-operators strengthen their programs for home and family living.

## CHAPTER III

### ANALYSIS OF DATA

In order to understand the less tangible data used in this study, it is advisable to know something about the communities whose programs were reported and the persons who made replies to the questionnaire which was submitted to them.

#### Programs Reported

Of the 64 questionnaires sent out, 45 were answered by leaders in the adult education programs in their respective communities. The returns represented 70 per cent of those distributed. Four others of the 64 who were asked to co-operate in this study replied that the programs in their communities were not in operation during the past year, but that the leaders expected them to be offered again. Three of the 11 Western States are not represented in the study. Of the eight states represented in the study, three reported only one program for each state. The other five states are represented by returns of 19, nine, six, four and two. These were returns of 60, 82, 86, 100 and 50 per cent, respectively.

The number of names and addresses of program leaders submitted by the state supervisors varied widely. There

were no criteria given to the state supervisors for the selection of their adult education programs which would most nearly meet the characteristics of community programs. It was part of the original plan to leave this decision to the judgment of each supervisor.

#### Positions Held by Those Reporting

All but one of the 45 persons who made replies to the questionnaire held positions on a local or community level. This reply was from an assistant county superintendent of schools. In addition to him, the group included five school superintendents as well as one assistant superintendent and director of adult education. In two city systems, the directors of home economics also served as coordinators in the adult education programs.

There were eight teachers of high school home economics and adult homemaking education besides another homemaking teacher who also served as a supervising teacher.

Replies were received from two consultants of family life education. Five individuals reported they were coordinators or supervisors of family life education or homemaking education. It is important to note that only one person's title indicated that she was "Co-ordinator of Community Programs of Adult Education for Home and Family Living."

One respondent reported himself as a principal of adult education, whereas 11 others were co-ordinators, directors, or supervisors of adult education. Four were directors of vocational education, and one other was a vocational agriculture teacher.

Finally, one reported himself to be a director of curriculum and still another said that he taught as well as served as evening school director.

The positions of those who answered the questionnaire used in this study showed great variance among the leaders. Some were administrators of entire school systems, whereas others were teachers. Some served just in adult education either as supervisors, co-ordinators or teachers, whereas others were responsible for both adult and day school work. There were 23 men and 22 women represented in this group of leaders.

#### Types of Communities Represented

A cross-section of communities was represented in the replies to the questionnaire. Respondents described programs of adult education for home and family living that were being conducted in large metropolitan areas such as Seattle, Washington, and Los Angeles, California. Cities of which the population exceeded 100,000 were represented by Portland, Oregon; Spokane, Washington; Salt Lake City,

Utah; and Phoenix, Arizona. In addition, cities and communities having populations from 300 to 100,000 were represented. A list of communities and cities from which replies were received, together with their populations is in Appendix A, Table 1.

### The 45 Programs

The questionnaire which was used as a basis for gathering data for this study contained questions which related to:

1. The characteristics of programs in adult education for home and family living selected from the 11 states of the Western Region.
2. The purposes of these programs.
3. The development of these programs.
4. The organizational structure of these programs.
5. The service of these programs to their communities as evaluated by leaders.

Data concerning each of these problems will be discussed separately.

### Characteristics of Programs

The characteristics of community programs in adult education for home and family living are as varied as the community programs themselves. There are certain basic

characteristics, however, as has been pointed out in the previous chapter. These fundamentals revolve around the underlying philosophy back of the community programs as well as the organization and administration of the programs. This means that the data used in this section of the investigation are not mutually exclusive from the other items listed above. This particular section will deal with how adequately the leaders believed their programs met individual and group needs and interests, as well as teaching methods used, fields of activities offered groups, community improvement completed and recreational and service projects carried out.

The Leaders' Estimation of Their Programs. On the questionnaire, the 45 respondents were asked to check what they believed to be true of their programs concerning the following items:

1. Considering the majority of community members, your program meets:

- |                       |                        |
|-----------------------|------------------------|
| a. Personal needs     | d. Family interests    |
| b. Personal interests | e. Community needs     |
| c. Family needs       | f. Community interests |

2. Your program provides for a continuous study of needs.

3. Several community agencies (as public schools, service clubs, Agricultural Extension Service) work co-operatively in the solution of community problems.

4. Your program is administered by a central group that is representative of existing community agencies.

5. Your program develops through the pooling of educational agencies to meet these needs.

6. Your program makes use of the intelligent participation of every agency.

7. Your program was developed for and by your community.

8. Adults take part in planning the program arranged for them.

9. Majority of community members believe in the worth of the program and are willing to support it with time and money.

10. Teaching methods used in your program are those which are suitable for teaching adults.

11. Your program touches many aspects of community life.

Of these 45 people who responded for their programs, 84 per cent said that their programs met the personal interests of the majority of community members. In addition, 67 per cent believed their programs fulfilled the personal needs of the majority of community members.

Sixty-nine per cent reported their programs fulfilled the family needs, but only 53 per cent thought their programs fulfilled family interests. Less than half of the respondents believed their programs fulfilled community needs and interests, and less than one half provided opportunities in their programs for continuous study of needs of community members.

Above all others, more of those reporting, 87 per cent, stated that one characteristic of their programs was that the teaching methods used were those which were suitable for teaching adults.

Seventy-eight per cent responded that adults took part in planning the programs arranged for them. However, 51 per cent stated that their programs were developed for and by the communities. These replies indicated that some of the programs were planned to meet individual needs and interests rather than community or group needs and interests.

It is interesting to note that whereas only 49 per cent of those reporting believed that their programs met the community needs and interests, 64 per cent indicated that their programs touched many aspects of community life. These answers appear to be conflicting.

Thirty-six per cent of those responding stated that their programs developed through the pooling of educational

agencies to meet personal, family and community needs. Only 24 per cent indicated that all community agencies participated in the development of the programs. On the other hand, 40 per cent said that several community agencies (as public schools, service clubs and Agricultural Extension Service) worked co-operatively in the solution of community problems. Thirty-one per cent of the respondents stated that their programs were administered by a central group that was representative of existing community agencies.

Methods Used to Reach Individuals. Of those reporting, the largest number, 56 per cent, indicated that individual guidance and counseling was the method used to reach individuals. Forty-seven per cent stated that exhibits were used to reach individuals. Thirty-eight per cent of those replying stated that newspaper and radio were utilized and only 11 respondents, or 24 per cent, indicated that home visits were made as a teaching method for individuals. The smallest number, 16 per cent, checked the use of clinics as a teaching method. In the order of their use as methods of teaching individuals, guidance was first, followed by exhibits, newspaper and radio, home visits and clinics. (Appendix A, Table 2) The questionnaire did not include any items which would reveal the extent to which these methods were used.

Fields of Activities Offered Groups. Table 3 shows that clothing construction led all other classes. Seventy-eight per cent reported classes in clothing selection. Seventy-one per cent had conducted classes in home furnishings. It is encouraging to see that 60 per cent had classes in child development, and 53 per cent, classes in family relationships. Of all the areas of homemaking listed on the questionnaire, none were omitted. Housing and safety seemed to have the least emphasis. In this area, too, there were no items which would reveal the proportion of classes in each area of subject matter.

Besides the courses that were listed on the questionnaire, the 45 co-operators gave a variety of additional offerings. Nine replies included classes that might be grouped under arts and crafts. Ceramics, leathercraft, needlecraft, oil painting, plastics and textile painting were in this group. A variety of cultural classes were offered; as for example, current affairs and literature in the home. A personal growth class and a group leadership training class were also included. The only class which was vocational in purpose was one in commercial subjects. The respondents named specific classes which might be grouped in areas of homemaking listed on the questionnaire. For example, some said they had home furnishing classes in drapery making, upholstery and slip covering, lampshades,

landscape planning and rug making. Hat designing, cake decorating and party foods were other variations.

Community Improvement Projects. Table 3 also shows that 22 of the 45 respondents stated that some community projects had been conducted as a part of their programs. Sixteen per cent of the respondents replied that the provision of a youth center was a project done in their communities. Nine per cent indicated that the building of community centers as well as clean-up programs had been conducted in their communities. Other community projects in order of numbers reporting included: flood control, four per cent; child study play group, two per cent; delinquency program, two per cent and sanitation program, two per cent. The last three projects have been grouped under "Other Projects" in Table 3.

Community Service Projects. Five of the 45 respondents stated that blood banks had been conducted as community service projects in their community programs. Three reported well-baby clinics. First aid and United Nations study groups were each listed by one respondent, and are grouped in Table 3 under the heading, "Other Projects."

Recreational Activities. Of the 45 respondents, 17 said that recreational activities had been a part of their community adult education programs. Five, or 11 per cent, indicated that a recreational program had included a swimming pool as a field of activity and service; five, 11 per cent, reported that a baseball field had been constructed as a result of their program. Other activities reported by one respondent each were: dancing, improved motion pictures for children and the sponsorship of a summer recreation program by the public schools. One respondent said that a full recreation program was conducted in his community during most of the year, but especially during the summer. (Appendix A, Table 3)

#### The Purposes of These Programs

The largest number of those reporting on the aims of their programs, 67 per cent, stated that one of their objectives was to develop more adequate educational programs for adults through concerted school and community effort. To provide appropriate opportunities for education for boys and girls and men and women of all ages of all social and economic levels was the goal of 60 per cent. Forty-nine per cent replied that one of their aims was to develop an adult education program by and for the community, and 40 per cent checked that their objective was to work

through existing community agencies and organizations to discover, interpret, and find ways of meeting needs and problems of local adults. One respondent stated that his program had as its purpose the improvement of home and family living, and another said that the aim of his community program of adult education was to "supply the American-birthright-opportunity. A free public service in a free America."

That all of the programs were purposed for the improvement of family and community living was indicated from the replies. That the majority of those programs reporting were working toward the development of adequate opportunities in adult education in order to strengthen family living through the co-ordinated, concerted effort of the schools and community was shown, as was the fact that in 40 per cent of the programs, community members were participating in the planning of educational programs which would meet their needs, and solve common problems in the best way possible.

### The Development of These Programs

Respondents were requested to give the factors which facilitated the development of their programs. It is interesting to note that above all others, 78 per cent reported that of greatest importance in their community was the fact that the public was kept informed as to the purposes and progress of programs. Next to this, 71 per cent of the replies indicated that the use of a variety of adult teaching methods and techniques was one reason for the growth of their programs. Sixty per cent said that the wide use of available teaching materials, including audio-visual aids was instrumental in the development of their programs.

That the plan of organization was sufficiently flexible to meet changing conditions and progress was given by 69 per cent as a reason for their program development.

In regard to the provision of adequate facilities, 60 per cent stated that adequate facilities and equipment were provided. Fifty-one per cent said that adequate funds were furnished. That assistance from existing agencies was available and used was given as a factor influencing program growth by 40 per cent of the respondents.

Good leadership was given credit for the development of programs. Fifty-one per cent of those reporting said that their community programs furnished professional leadership, and 40 per cent said that lay leaders were utilized. Thirty-six per cent of those replying said that the advisory group furnished leadership, and sponsoring groups were said to be a source of good leadership by 27 per cent of the respondents.

It is significant that 47 per cent stated that the provision of a co-ordinator was a factor that facilitated the development of their programs. The relationship of a co-ordinator to a central planning group is indicated by the fact that 47 per cent also reported that the content of their programs was determined by a planning group. Seven persons, 16 per cent, said that sponsorship was co-operative between all community groups. Twenty per cent of those replying believed that local committees varied with the local situation and the need. Fifty-three per cent of the respondents stated that where no survey was made, the content of educational courses was determined by the individual educational group.

Other contributing factors for program development, each given by one respondent, included the following:

contributions of professionals outside the educational field; the use of all senior and junior high school equipment and the provision and use of demonstrations and laboratories by means of which students observed the behavior of young children. One reply gave the use of demonstrations and exhibits relative to home and family living as being an effective factor in the extension of the program in his community.

According to the replies of the 45 respondents, the factors that contributed to the development of community programs of adult education for home and family living were, in order of their importance, as follows: keeping the public informed as to the purposes and progress of the program, the use of a variety of teaching methods and techniques suitable for adults, and a flexible plan of program organization. Next in importance was the provision of good leadership through the use of advisory or sponsoring groups, a program co-ordinator and various local working committees. Following this, was the fact that community members participated in planning programs that were set up for them. This was effected by means of a planning group, and by individual communities themselves assisting in the arrangements made for course content in their own class groups.

The co-operative sponsorship of schools and community agencies and organizations was given as a factor that facilitated the development of community programs of adult education for home and family living by the least number of respondents. However, 16 per cent of the replies which stated that their program sponsorship was co-operative between all community groups were closely related to the replies of 18 per cent which stated that their community agencies had recognized the need to co-ordinate their activities in order to reach the goals which had been determined for the improvement of home and family living within their communities.

#### Organization of These Programs

Origin of Programs. Respondents were asked to tell how their programs originated. More than one method was used by most communities. Seventy-three per cent said that their programs came about through the co-operation of the public schools and the State Division of Vocational Education. Next most important was the origination of programs through the public schools alone. Forty-seven per cent indicated this procedure in their programs. Eighteen per cent said that their programs originated through the State

Division of Vocational Education. Such replies show that these schools have programs for home and family living beyond those sponsored by vocational education. The fact that vocational education is not primarily responsible is shown in another way. Forty-two per cent of those reporting said that their community programs originated through a sponsoring committee representing at least three community agencies and organizations. Finally, only four per cent reported that their community programs were the outcome of mass meetings of community residents.

The respondents told why their community adult education programs originated. Thirty-five persons, or 78 per cent, stated that the reason for starting such a program in their community was because a group of persons or organizations recognized a need. In only one instance did a respondent reply that a juvenile delinquency problem in the community was responsible for the origination of their program. This was also true in regard to a housing problem. Only one person replied that housing was the reason for their program being started.

Emergency conditions such as a state nutrition program during World War II were indicated as being the reasons for organization of six community programs, or 13 per cent. Five, 11 per cent, indicated that their programs were set up as educational experiments by experts.

Other reasons given for the origination of their programs were as follows: two respondents stated that theirs were begun because of efforts made by the State Division of Vocational Education. Two gave interest of the Parent-Teacher Association as the reason for their programs being started. Other replies, each stated by one respondent were: (1) an educational experiment with early guidance from the state consultant in parent education; (2) special interest in young married groups; (3) workshop to provide work experience in meeting needs in sewing and repairing clothing; (4) isolated geographical location of the city; and (5) need for dissemination of agricultural information in the community.

Central Sponsoring Committee. Fifty-three per cent of the respondents said that a central sponsoring committee functioned in their programs. In reply to the question as to what groups the central sponsoring group represented, 49 per cent said the public schools served in this capacity. Forty-two per cent said that representatives of the Division of Vocational Education were included, and 11 per cent replied that the Agricultural Extension Service was represented. Representatives of community agencies included the Parent-Teacher Association, given by 40 per

cent of the respondents; church groups, the Department of Public Health, and service clubs each reported by 22 per cent; Council of Social Agencies included by 13 per cent; the Division of Public Welfare by nine per cent; and the Employment Service by two per cent.

Others each reported by two respondents included: labor organizations, women's clubs, state universities and colleges, hospitals, YWCA and YMCA. A medical society, the Puget Sound Naval Yard, educational and business clubs, the community chest, American Association of University Women, library, Boy Scouts, Girl Scouts and Camp-fire Girls each were listed by one respondent.

Relative to how the members of the central sponsoring committee were chosen, 29 per cent said that the members of their sponsoring committees were suggested by school officials, and were chosen to represent all community agencies concerned with adult education. Other replies, each given by one respondent, were that some members had been suggested by other members of the sponsoring committee; some had been chosen by the person reporting on the questionnaire; and still others had volunteered for membership on the central sponsoring committee.

Leadership Training. Respondents were asked to tell how leadership training was carried on in their programs. Table 4 (Appendix A) shows that both pre-service and in-service training were provided. Relative to pre-service training, 31 per cent said that individual counseling with the co-ordinator was used in their programs. Twenty-four per cent said that staff conferences were used, and 22 per cent of the replies indicated that the leaders attended college classes and participated in workshops held for teachers. Visits of teachers to other programs was a method reported by nine per cent.

In-service training in their programs was said to include individual counseling with the co-ordinator by 40 per cent. Thirty-eight per cent reported staff conferences, and 31 per cent, teachers' visits to other programs. Twenty-four per cent indicated that teachers attended workshops held for them, and 20 per cent replied that their leaders attended college classes.

Other means of leadership training reported by nine per cent included classes for both pre-service and in-service training. Faculty and staff meetings and monthly meetings of mothers' councils were each reported by two respondents as being used for in-service training. Other

methods such as observation of other teachers, tours, fashion shows, participation, practice and cadet training were each listed by one respondent. In this area, as in several others in this study, the data only shows the kinds of leadership training provided. They did not show the quality of leadership training.

Individuals and Groups Served. As shown in Table 5 (Appendix A) boys and girls and men and women of all ages were served by their community programs of adult education for home and family living according to the replies from those co-operating in the study. The greatest number, 89 per cent, said that women with adolescent children were served by their community programs. Eighty-seven per cent said that their programs served women with pre-school children and young married women. Older adult women, those in later maturity, were said to be reached by 84 per cent of the programs. Eighty-two per cent reported that women with elementary school children were receiving the benefits from the programs in their communities. In addition, those being served included young unmarried women as reported by 73 per cent; aged women, by 29 per cent; and lastly girls were reported by 18 per cent of the replies.

In reference to men who were being served, 80 per cent reported young married men. This was followed by 76 per cent stating that their programs were reaching men who had adolescent and elementary school children. Seventy-three per cent indicated that men with pre-school children were being served; 69 per cent reported older men; 29 per cent reported aged men; and finally, 18 per cent said that boys were among those who were deriving assistance from the community adult programs designed for strengthening their family and community life.

Respondents were requested to tell what nationality and racial groups participated in their programs. Ninety-eight per cent said that those of the white race participated. Spanish-American and Japanese-American races were reported by 38 per cent. Thirty-three per cent reported the inclusion of the negro race, and 29 per cent reported that Chinese-American persons were participating.

It is significant that only one respondent reported that separate groups were provided for persons of different nationalities and races, whereas four co-operators did not reply. Forty of the 45 persons said that no separate groups were set up for different nationality and racial groups.

Other racial and nationality groups reported as being served included: American Indians reported by four respondents, or nine per cent; and one respondent each listed Filipinos and Syrians. One respondent reported that his community program served many foreign students who were in attendance at the college located within the community.

Replying to the question as to which economic groups predominated in program participation, 96 per cent said that those of the middle economic class were included. Only 18 per cent stated that the highest and lowest economic groups took part in their programs. This indicates that the middle class group is the group that is being served by the adult education program in these 45 communities.

In reply to the question as to what educational levels participated in their programs, 41 of the 45 respondents, 91 per cent, said high school graduates; 82 per cent, college graduates; 80 per cent, less than high school graduates. The least number reported was 14 replies, or 31 per cent, indicating that persons who had left school before entering the eighth grade were participants. Forty-four per cent stated that those taking part in their programs were eighth grade graduates.

It is very indicative that these 45 leaders in adult education recognize that their programs draw more well-educated people than those with little formal education.

Replies indicated that men and women and boys and girls of all ages were being served by the community programs of adult education for home and family life. Both men and women with children were included in the greatest number of those being served; and in addition, older men and women, those in later maturity, were availing themselves of the educational opportunities. In this group, 84 per cent said that women were included; and 69 per cent stated that men of this older age group were served. Replies of 29 per cent of the respondents said that both aged men and women were participants. It is interesting to observe that 67 per cent of the replies said that unmarried young adult men were members of classes; and 73 per cent said that unmarried young adult women were included.

It was evident from the replies of the respondents that no discrimination was made as to nationality or race among those taking part in community adult educational programs for family life; however, the white race largely predominated. Others included were negroes, Japanese-Americans, Chinese-Americans, Spanish-Americans and

### Indians.

The replies showed that the economic group that was participating to the greatest extent was the middle class. That persons of all educational levels were being served by the programs was indicated by the replies to the questionnaire. The least number was those who had left school before the eighth grade. The fact that 82 per cent of the respondents said that college graduates were among those included in their programs points up the fact that the adult programs for family life were meeting the needs of this group. The limitations of these data in regard to the participants in community programs for education in home and family living are obvious. Whereas the above groups were reported as being served in the adult education programs, the adequacy of that service is not indicated.

### The Service of These Programs to Their Communities as Evaluated by Leaders

Changes in Community. Reporting on changes that had been brought about in their communities as a result of their programs of adult education for home and family living, 82 per cent of those who replied to the questionnaire indicated that improved family living was an outcome of their programs. Next to this, 78 per cent said that an interest in homemaking had been furthered. Fifty-six per cent of the respondents stated that results of their

programs had included both an appreciation of the importance of worthy home membership and wholesome individual and group recreation activities. In addition, 47 per cent gave the development of creative leadership in home and community life as one of the outcomes, and 24 per cent said that an outlet had been provided for interest in national and inter-national affairs. One individual stated in his reply that the program had promoted friendship and neighborliness toward new-comers and "stay-at-homes." Other results, each listed by one respondent, were an increased appreciation of the cultural arts among community members, and an increased interest in proper city planning and zoning. The promotion of hobbies, improvement in homemaking techniques, improvement of on-the-job ability and inter-racial harmony were outcomes each reported by one respondent.

Evidences of Improvement of Individuals. Asked to give evidences of improvement of individuals within their communities, 67 per cent of the respondents to the questionnaire said that some people in the community seemed to make use of the community services. Sixty-two per cent of those replying said that some community members exhibited improved relationships with other people. Fifty-eight per cent reported that some people had improved their living conditions, whereas 56 per cent believed

that some people were better dressed, and 49 per cent reported that many community members seemed to have a greater respect for other people in the community. Similarly, 47 per cent of the replies were to the effect that some people had greater self-respect.

An increased understanding of community problems by individuals was an outgrowth of the program reported by 44 per cent of the respondents. This was further evidenced by the replies of 38 per cent who said that some people seemed to have an increased understanding of the need for the individual's contributions to the community.

That some community members had improved their status was shown by the replies of 36 per cent who said that some individuals within the community had been helped in getting employment; 31 per cent said that some individuals had saved more of their income and 27 per cent reported that some had increased their incomes since they had participated in the adult education programs.

It must be remembered that these data only reveal the 45 leaders' opinions as to the improvement of individuals in their community. Such evidence is very intangible.

#### Evidences of Improvement in Family Life

Those replying to the questionnaire were asked to give their free response to the question, "What are some

outstanding evidences that this program contributes to improved family life?"

Twenty-four per cent of the replies cited instances and examples of how their programs had contributed to the growth and development of individual human beings as a result of the classes and other educational activities which had been conducted in the fields of child development and parent education. One respondent stated:

Mothers continue to come into the program in increasing numbers. One of the evidences of worthwhileness to both the staff and the school administration has been the continued and enthusiastic participation on the part of the parents.

Another reply, made by a co-ordinator of a community program, said that their family life institutes have developed a broader and more democratic view of family life. She added:

Attendance at our child guidance classes has steadily increased under direction of this program. One family I know credits contact with these programs for their ability to recognize emotional instability in a child and procure psychiatric help in time.

"People are wanting to know how to be good parents," said one respondent, a director of adult education in a community of some 29,000 population. She stated that the attitude that they can learn to be better parents has been built up by means of the adult education program. Other

replies emphasize the fact that play groups, observation classes and classes in child development have resulted in improved relationships in the home because of the increased understanding of child development on the part of parents, teachers and students.

Evidences of improvement in family life as expressed by the demand for classes and information were given by 22 per cent of the persons replying. Increased attendance in classes, and the growing demand for information and assistance is shown by the reply of one respondent:

We have constant calls for demonstrations, discussions, neighborhood classes. Our community uses well the leadership we furnish in adult education.

Increased enrollments, increased demands for classes and fewer drop-outs are indicative of the manner in which programs are meeting the needs of individuals. One respondent said that the frank, detailed inquiries which were coming from the community gave evidence of the fact that the people were not only interested, but that they considered their educational program to be a reliable source of information for home needs. Another said that the requests which they received demonstrated not only interest, but the attempt on the part of community members to solve their personal problems. The growth of one program in family life classes, from 42 enrollees per term

in 1946-1947 to an average of 1500 per term in 1951-1952, for all adult education work, illustrates the increased interest in adult education. This growth was further illustrated by replies which told of waiting lists for classes which were offered in homemaking subjects. It was apparent in many of the replies that women of all ages were requesting classes; and in addition, both fathers and mothers were participating in parent education groups.

Eighteen per cent of the respondents told of instances whereby the appreciation of community members had been expressed for the benefits which they had derived from the family life education program. Favorable comments of parents, business and industrial groups were given. These told of the effectiveness of the adult education programs. Included were expressions of appreciation for the opportunity that had been given to them, and expressions of pleasure for having been able to contribute to the happiness of others--their neighbors and members of the various groups.

Improved public relations were evidenced by 11 per cent of the replies concerning improved family life. One reply stated:

Naturally our program reaches but a slight percentage of the adults; however, we do reach a rather choice segment of our parents. These are instrumental in spear-pointing opinion and public reactions within their respective spheres.

Another reply, in a community of 28,000 population, said that 200 or more community members had participated in study and effort relative to a parent-education radio program.

The statement of one respondent emphasizes other examples of ways in which individuals have gained insight into community problems as they worked together on matters of common concern. It is as follows:

We feel that there has become a more friendly feeling toward our total educational program. The PTA groups have become more concerned in our school programs. A fine and wholesome understanding has definitely developed in our district during the past four years.

The increased development of a democratic viewpoint on the part of community members was given as an outgrowth of such programs by seven per cent of those reporting. The furtherance of a more democratic view of family life as well as the increased co-operative activities of organizations in solving numerous local government problems were outcomes.

Better understanding of marriage responsibilities through social living classes, greater self-confidence, increased understanding on the part of parents of their children and the behavior of other children and effective application of what parents had learned were all given as evidences that the personal development of community

members had been a result of the family life education program by another seven per cent of the respondents. An equal number, seven per cent, told of economic advancement of members of their communities, and of improved relationships between wives and husbands. One reply told of the improved understanding of mother and father roles which had resulted from the attendance of young parents in a class entitled, "Modern Ways in Baby Care," and another told of the noteworthy results achieved from a similar class which was attended by grandmothers.

Opportunities for making new friends, helpful services for stay-at-homes and numerous physical improvements in homes were among the outcomes related by other respondents.

That the lives of many members had not only been improved but greatly enriched through the cultural opportunities which had been made available to them is significantly told in the following statement made by a coordinator of a community program of home and family life education:

The Music Arts Concerts, which bring leading, not mediocre artists, have taught a deeper appreciation for work of a high calibre.

Before the development of our Art Exhibit almost no fine paintings were seen in local houses--just the usual "furniture store" type of thing with little knowledge

of good art shown. Now there are many homes displaying excellent oils and water colors. The people take much pride in the statement of several leading art critics who proclaim our annual spring exhibit as one of the best in the Western states.

### Summary

The 45 respondents to the questionnaire concerning community programs of adult education for family life represented eight of the 11 Western states. These 45 persons reported programs which met the needs of groups and individuals, which had been originated in their communities because a group of persons or organizations recognized the necessity to develop more adequate programs of family life education through concerted school and community effort. The development of the programs was facilitated by keeping the public informed, the use of a wide variety of teaching methods and materials suitable for adults and a flexible plan of program organization. The organizational structure of programs varied, but approximately one-half of them functioned through central sponsoring committees.

Boys and girls and men and women of all ages were served. Whereas offerings were open to all races and economic groups, the white race and the middle economic group were those who participated. Educational levels varied but high school graduates predominated among those served by the programs.

Educational activities included adult classes in all fields of homemaking. In addition, community service and improvement projects and recreational services made their contribution to the improvement and enrichment of the lives of family members, as well as to the solution of some problems of immediate and long-time duration which were of common concern.

## CHAPTER IV

## SUMMARY AND RECOMMENDATIONS

The purpose of this study was to determine the trends of adult education programs for home and family living in the Western Region of the United States toward becoming community programs.

As a basis for determining these trends, information and data were gathered by asking a group of administrators, teachers, co-ordinators and leaders of adult education programs for home and family living in eight states of the Western Region of the United States to reply to a questionnaire. These persons had been selected by state supervisors of homemaking education.

The questionnaire requested data relative to: (1) characteristics of programs of adult education for home and family living; (2) purposes of programs; (3) the development of the programs; (4) organization of the programs and (5) how leaders believed these programs served their communities.

Six characteristics of community programs of adult education for home and family living were set up as criteria. These criteria are listed in the statement of the problem.

From the analysis of the beliefs and practices of the

administrators, co-ordinators, teachers and leaders in regard to their community programs of adult education for home and family living, the author has evaluated the data in relationship to the criteria, in order to determine how nearly the programs studied met these characteristics of community programs for adult education in home and family living. To evaluate specific items of these programs the data will be related to each criterion.

Characteristic 1. The program develops through the pooling of educational agencies to meet the personal, family and community needs and interests of community members.

The data in this study showed that 67 per cent of the 45 adult education leaders said that one of their objectives was to develop more adequate educational programs for adults through concerted school and community effort. Forty per cent reported that another objective was to work through existing community agencies to discover ways of meeting needs of local adults, but only 24 per cent believed that they now utilized every community agency in promoting their programs. A third of the group believed that their programs had developed through pooling the efforts of educational agencies to meet the personal, family and community needs. Actually, 73 per cent of the 45 reporting gave credit to the combined efforts of the

public schools and vocational education, although 40 per cent of the group indicated that assistance from community agencies was available and used.

The data also showed that of the 45 respondents, 84 per cent believed that their programs met the personal needs and interests; but less than one-half believed the community needs and interests were fulfilled.

Accordingly, it is seen that most of the data of this study indicate that less than half of the programs seem to be meeting the criterion that community programs of adult education for family living develop through the co-ordination of effort of community educational agencies and organizations. Since 67 per cent of the replies indicated that one of their objectives was to develop more adequate adult education programs through concerted school and community effort, it may be concluded that the programs are developing in that direction. In order to meet this objective increased endeavors will have to be exercised by those officials whose responsibility it is to develop community programs of adult education.

Since, according to the data, the programs in existence at the present time have been developed through the public schools and the Division of Vocational Education more than in any other way, it may be concluded that further efforts should be made in the direction of increased

co-operative participation on the part of program leaders, community members and other organizational groups.

The data give evidence that the reason community needs and interests are not being met is the lack of co-ordinated community effort, an essential in community programs of adult education.

It was found that the factors facilitating organization and development of programs varied in different programs. The fact that the public had been kept informed as to the conduct and progress of their programs was given by 78 per cent of the respondents. Next in importance was the use of a wide variety of teaching methods and techniques, listed by 71 per cent, followed by the use of a flexible plan of organization, given by 69 per cent.

That their programs had been provided with adequate funds was stated by 60 per cent and an equal number said that adequate facilities and equipment were available.

Both professional leaders, indicated by 51 per cent, and lay leaders, indicated by 40 per cent, were being used in the educational programs. According to the replies, 36 per cent stated that members of advisory groups gave leadership assistance and 27 per cent said that sponsoring groups aided with these functions.

A resume of the replies showed leadership training both in-service and pre-service was provided, but not to an appreciable extent. More in-service training was given

to leaders, 40 per cent of the respondents stating that individual counseling was given; 38 per cent said staff conferences were held and 22 per cent indicated leaders attended classes and workshops. For the same types of training, pre-service replies were 31, 24, and 22 per cent, respectively.

Boys and girls and men and women of all ages were being served by community programs of adult education for family life, according to the replies to the questionnaires. Over 80 per cent of the replies indicated that women with children of all ages were included. Young, unmarried women were indicated by 73 per cent of the respondents; aged women by 29 per cent and girls by 18 per cent of all replies.

Men, varying from the young unmarried group to those in later maturity were included in 70 per cent or more of the replies, whereas aged men were included by 29 per cent and boys by 18 per cent.

Whereas the study showed that offerings were open to all races, nationality groups and classes, the white race, as indicated by 98 per cent of the replies and the middle economic group as indicated by 96 per cent, were those who participated.

Educational levels of adult education participants varied from less than the eighth grade, as given by 29

per cent of the replies to college graduates, as given by 82 per cent. The largest number of replies made to this question, 91 per cent, indicated high school graduates.

The data of the study give evidence that opportunities for continuing education are open to all adults, regardless of age, race, sex, economic class or previous education. The data indicate that all persons do not avail themselves of the educational opportunities provided for them. These point up the need for efforts to be made by those concerned with leadership of adult education programs to reach all individuals who are in need of educational services. The recognition on the part of leaders of the total needs of all individuals in the community is needed.

Outcomes of the programs studied included evidences of improved family living, and an increased interest in homemaking. It is significant that 82 per cent of the respondents stated that family life in their communities had been improved, followed by the statements of 78 per cent that there was an accelerated interest in homemaking. Development of abilities in homemaking skills and practices and in leadership, as well as improved personal and community relationships, an increased appreciation of the cultural arts and an interest in community development are all indications given by those co-operating in this study

of the values resulting from the various programs designed to improve and strengthen family and community life. The data also indicated that the improvement of family life was related to the improvement of the community.

Benefits to individuals were related by 50 to 67 per cent of the replies which included evidences that some people were better dressed; some had shown evidences of economic advancement; some had improved their living conditions; some exhibited improved relationships with others and some people seemed to make use of community services.

The fact that the programs in numerous instances were filling the needs and interests of community members was shown by the replies made in free response by those cooperating in the study. Continued and increased demand for classes and information and statements of appreciation of the contributions made to parents concerning their relationships with their children and between husbands and wives were given by 71 per cent of the replies to the questionnaire. These comments indicated that individuals were getting some of the assistance they needed in solving their problems.

Recommendations Related to Characteristic 1.

If programs studied are to meet criteria set up for community programs of adult education for family life it will be necessary for them to work toward:

1. A co-ordinated, co-operative effort of all available educational agencies within the community.
2. The determination of the total needs of all members of the community, and the investigation and mobilization of all available community resources in order to meet the needs.
3. The extension of those factors which have facilitated the development of community adult education programs, such as: keeping the public informed, the wide use of suitable teaching methods, techniques and materials, a flexible plan of program organization and the investigation and application of suitable education methods which will aid in the local program development.
4. The use of suitable and adequate leadership training.
5. The provision of adequate funds, facilities, materials and supplies.
6. The recognition on the part of community members of the values inherent in the adult education program and how it will meet their needs.

Characteristic 2. The program is developed for and by the community. Community members take part in planning the program in which they will participate.

Half of the respondents to the questionnaire indicated that their community adult education programs had been developed for and by their communities. This was further emphasized by the replies of a corresponding number who said that one of the aims of their programs was to develop an adult education program by and for the community.

It is significant that 78 per cent reported that local adults took part in planning the programs in which they participated. Another 78 per cent said that the reason for starting their programs was because a group of persons or organizations recognized the need for it.

Relative to how the programs were originated, 73 per cent of those replying said that their programs had been developed by the public schools with the help of the State Division of Vocational Education; 47 per cent said it developed through the public schools alone; and 42 per cent credited the development to a sponsoring committee that was representative of at least three community agencies and organizations.

Only 36 per cent of those answering the questionnaire said that the majority of their community members believed

in the worth of their programs and were willing to support them with time and money. This certainly reveals a weakness in the programs.

In the light of these replies, it is reasonable to believe that in a majority of the programs reported--78 per cent--the planning of their adult education programs, including course content, was being done by the people themselves; and that the programs originated and the courses were organized because community members, either individually or as members of organizations, recognized a need for them. However, it is indicated by 73 per cent of the replies that the public schools with the help of the Division of Vocational Education are the agencies most responsible for program origination.

#### Recommendations Relative to Characteristic 2.

These data show that Characteristic 2 is not being met by the 45 community programs in adult education. There must be increased co-operative, co-ordinated effort on the part of their community members.

It is recommended that efforts be made by those persons who are responsible for adult education programs to:

- (1) further an increased awareness among local residents themselves of the values inherent in their adult education programs and
- (2) help these people accept their

responsibilities for the development and continuance of their programs.

Characteristic 3. The program is administered by a central group that is representative of existing community agencies.

According to the data, 53 per cent of the programs functioned under the sponsorship of a central committee. The membership of these sponsoring groups included representatives of the public schools, the Division of Vocational Education, Agricultural Extension Service, Parent-Teacher Association, church groups, the Department of Public Health, service clubs and the Council of Social Agencies. The extent to which each of these groups served on the central committees varied in different programs. About one-half of the replies said that the public schools were represented; 42 per cent said the Division of Vocational Education; and 11 per cent said the Agricultural Extension Service. Among community agencies represented, the Parent-Teacher Association was listed by most respondents, being 40 per cent; church groups, the Department of Public Health and service clubs, 22 per cent; and the Council of Social Agencies, 13 per cent.

That the members were chosen mainly upon the suggestion of school officials was indicated by 29 per cent of

the responses to this question. Another 29 per cent of the replies said that members were selected to represent all community agencies concerned with adult education within the community.

These replies indicated that considering all community groups, the public schools were functioning to the greatest extent in a sponsoring and advisory capacity. The willingness of other community organizations and agencies to co-operate in the educational programs was indicated by the fact that they were participating in some community programs, although to a lesser extent.

#### Recommendations Related to Characteristic 3.

As a result of the study, it is recommended that planning groups be provided as an integral and continuing part of all community programs of adult education for family life. It is further recommended that it be the function of such committees to determine community needs and utilize community resources in solving them. So necessary is a representative, flexible central committee to the development of a community program of adult education for home and family living, that it is recommended to be an essential element in the success of any such program.

Almost half, 47 per cent, of the respondents did not report that representatives of existing community agencies

administered their adult programs. If their programs are to meet the criteria set up for community programs, leaders in these programs, 47 per cent, need to work in that direction.

It is recommended that further efforts on the part of the schools be made to help members of community organizations recognize the value and need for more representative membership on central committees. Since the study shows that central committees have been determined by individual needs and interests and by community problems, it is advisable for community members to be encouraged to bring their problems to the attention of any existing central group. It is further deemed advisable that community members give assistance in furnishing leadership for community programs in order that the public schools and the Division of Vocational Education can assume less of the role of motivation. Whereas it is an advisable and an acceptable practice for the public schools to supply the core leadership for all educational programs, in order to meet the criteria for community programs of adult education, it is necessary that there be more participation on the part of the entire community. It is evident, as a result of this study, that in programs which most nearly meet the criteria set up for them, a greater and varied number of lay organizations have participated to a larger

extent.

Characteristic 4. The program provides for a continuous study of the needs and resources of the community.

Although 47 per cent of the 45 respondents to the questionnaire said that their programs provided for a continuous study of the needs and resources of the community, only 40 per cent of the replies stated that their aim was to work through existing community agencies and organizations in order to discover, interpret and find ways of meeting needs and problems of local adults. Fifty-three per cent of the respondents said that their programs had a central sponsoring committee. Forty-seven per cent of the replies were to the effect that a co-ordinator was provided, and an equal number said that their program content was determined by a planning group.

It is encouraging to note that 69 per cent stated that their organizational plan was sufficiently flexible to meet changing conditions and progress within their localities. The adjustment of the program to individual needs is further shown by the replies of 53 per cent, which said that the content of courses was determined by the class member in cases where no preliminary survey had been made as to subject-matter requests.

According to these replies, it is reasonable to

believe that a sponsoring group is a strength of community programs of adult education for family life. Also indicated is that the provision of a co-ordinator for such programs is closely related to program planning by a group which has as one of its functions the continuous study of the needs and resources of the community.

Recommendations Relative to Characteristic 4.

It is recommended that careful attention be given to the selection of members for central sponsoring or planning groups in order that these groups will be representative of the community, and thus will be better able to plan programs which will most effectively meet the needs of community members. It is also recommended, that if possible and feasible, the services of a co-ordinator or supervisor be provided and that the responsibilities of this co-ordinator be determined by a central group.

Characteristic 5. The program touches many aspects of community life.

That the community programs of adult education for home and family living were touching many aspects of community life was indicated by the responses of 64 per cent of those co-operating in the study.

The development of an adult education program for the

community was given as their program aim by 49 per cent of the respondents. One-half, 50 per cent, of the 45 respondents said that community projects had been conducted as a part of their programs. Included were youth centers, building of community centers and clean-up programs, flood control, sanitation program developments and the treatment and prevention of juvenile delinquency. Thirty-eight per cent of the respondents said that recreational programs had been developed or improved as a result of their program activities, and community service projects such as blood banks and well-baby clinics were reported by 18 per cent.

The study gives evidence that these activities meet some of the continuing needs and interests of some of the people in the communities, and that they contribute to the local over-all program of adult education.

#### Recommendations Relating to Characteristic 5.

One of the factors which facilitated the solution of community problems, according to this study, was the determination of program content by a representative planning group. Another factor was the flexible organizational pattern of working committees or sub-committees which allowed for changes in membership according to the local situation and the local needs.

It is therefore recommended that such planning groups be established if adult education programs are to meet the criteria set up for community programs of adult education for family life.

Characteristic 6. Teaching methods used in the community program are those which are suitable for teaching adults.

Eighty-seven per cent of those replying to the questionnaire reported that in their programs of adult education for family life, teaching methods which had been found to be most successful with adults were being used. Methods employed to reach and give educational assistance to individuals were reported. The largest number of replies, 56 per cent, indicated that individual guidance and counseling was offered. Other methods included were: exhibits, 47 per cent; newspaper and radio, 38 per cent; home visits, 24 per cent; and clinics, 16 per cent.

The study revealed that a great variety of classes were being conducted in the community adult education programs which were represented, and that wide use of available teaching materials was being made. The continually increased attendance in classes, the demand for educational assistance, and the appreciation expressed by individuals for the benefits derived from the program, are indicative of the fact that the needs and interests of

the individuals and groups were being met in ways which appealed to them, or as Williamson and Lyle have said, by methods which take advantage of adult ways of acting, thinking and feeling. (19, p.78)

Recommendations Related to Characteristic 6.

These replies in no way indicated how extensively each method was used. For example, neither the amount nor kind of individual guidance and counseling was reflected. The same applies to all other teaching methods used in the adult education programs as given on the questionnaire. Since that factor is a limitation of this study, the author recommends that in this regard, further investigation is advisable.

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ADVANCE BOND  
OF ALLBROWN

APPENDIX A

Table 1

Population of Cities and Communities in Which Study was  
made of 45 Programs of Adult Education in Family Life\*

State	City	Population
Arizona	Phoenix	106,818
California	Los Angeles	1,970,358
	Santa Barbara	44,913
Nevada	Reno	32,497
New Mexico	Albuquerque	96,815
	Aztec	885
	Las Cruces	12,325
	Lovington	3,134
	Santa Fe	27,998
	Socorro	4,334
Oregon	Corvallis	16,207
	Eugene	35,879
	Portland	373,628
	Salem	43,140
Utah	Cedar City	6,106
	Fillmore	1,890
	Lehi	3,627
	Logan	16,832
	Provo	28,937
	Sandy	2,095
	Salt Lake City	182,121
Washington	Auburn	6,497
	Bremerton	27,678
	Burton	300
	Camas	4,725
	Everett	33,849
	Hoquiam	11,123
	Issaquah	955
	Kirkland	4,713
	Maple Valley	550
	Newport	1,385
	Port Angeles	11,233
	Puyallup	10,010
	Richland	21,809
	Seattle	467,591
	Selah	2,489
	Spokane	161,721
	Sumner	2,816
	Vancouver	41,664
	Walla Walla	24,102
	Winslow	637
Wyoming	Cheyenne	31,935

\*1950 Census. Rand McNally, Commercial Atlas and Marketing Guide, Eighty-third Edition, 1952.

Table 2

Methods Used to Reach Individuals by  
45 Adult Education Programs in Family Life

<u>Method</u>	<u>Number</u>	<u>Per cent</u>
Clinics	7	16
Exhibits	21	47
Individual Guidance and Counseling	25	56
Home Visits	11	24
Newspaper	17	38
Radio	17	38

Table 3

Fields of Activities Offered Groups by  
45 Adult Education Programs in Family Life

	Number	Per cent
<b>1. Classes</b>		
Child Development	27	60
Clothing Construction	35	78
Clothing Selection	27	60
Consumer Buying	25	56
Family Relations	24	53
Health and Home Nursing	17	38
Home Furnishings	32	71
Home Management	21	47
Household Equipment	16	36
Housing	9	20
Meal Preparation	23	51
Nutrition	19	42
Safety	11	24
Other	14	31
<b>2. Community Improvement Projects</b>		
Building Community Center	4	9
Clean-up Program	4	9
Flood Control	2	4
Youth Center	7	16
Other Projects	5	11
<b>3. Community Service Projects</b>		
Blood Bank	5	11
Well-baby Clinic	3	7
Other Projects	5	11
<b>4. Recreation Activities</b>		
Baseball Field	5	11
Swimming Pool	6	13
Other	6	13

Table 4

Methods of Leadership Training Used in  
45 Programs of Adult Education in Family Life

Methods	Pre-service		For	
	No.	Per cent	In-service	Per cent
Individual counseling with co-ordinator	14	31	18	40
Leaders attend college classes	10	22	9	20
Staff conferences	11	24	17	38
Teachers visiting other programs	4	9	14	31
Workshops for teachers	10	22	11	24

Table 5

Age Groups Served by 45 Programs of  
Adult Education in Family Life

Age Groups	Programs serving					
	Male		Female		Both	
	No.	%	No.	%	No.	%
Boys and girls	8	18	8	18	8	18
Young adults - married	36	80	39	87	36	80
Young adults - unmarried	30	67	33	73	30	67
Adults with pre-school children	33	73	39	87	33	73
Adults with elementary school children	34	76	37	82	34	76
Adults with adolescent children	34	76	40	89	34	76
Older adults (later maturity)	31	69	38	84	31	69
Aged	13	29	13	29	13	29

ADVANCE BOND

W. W. BROWN, JR.

APPENDIX B

## QUESTIONNAIRE

CONCERNING ADULT EDUCATION PROGRAMS OF  
HOME AND FAMILY LIVING

Name of Person Reporting \_\_\_\_\_

Address \_\_\_\_\_

Position of Person Reporting \_\_\_\_\_

I. Below are listed characteristics of adult education and community programs in family life education. Will you please check the characteristics which apply to your program?

1. Considering the majority of community members, your program meets:
  - a. Personal needs
  - b. Personal interests
  - c. Family needs
  - d. Family interests
  - e. Community needs
  - f. Community interests
2. Your program provides for a continuous study of needs.
3. Several community agencies (as public schools, service clubs, Agricultural Extension Service) work co-operatively together in the solution of community problems.
4. Your program is administered by a central group that is representative of existing community agencies.
5. Your program develops through the pooling of educational agencies to meet these needs.
6. Your program makes use of the intelligent participation of every agency.
7. Your program was developed for and by your community.
8. Adults take part in planning the program arranged for them.
9. Majority of community members believe in the worth of the program and are willing to support it with time and money.
10. Teaching methods used in your program are those which are suitable for teaching adults.
11. Your program touches many aspects of community life.

ADVANCE LEONE

WILL BROWN

II. How did the program in your community originate?

- 1. Through a sponsoring committee\* representing at least three community agencies and organizations (public schools, Agricultural Extension Service, PTA, service club, women's club, etc.)
  - 2. Through a mass meeting of community residents.
  - 3. Through public schools.
  - 4. Through public schools with the help of the State Division of Vocational Education.
  - 5. Through the State Division of Vocational Education.
- Other methods: \_\_\_\_\_

III. Why did your program originate?

- 1. Church influence.
  - 2. Educational experiment by experts.
  - 3. Emergency condition such as state nutrition program during the war.
  - 4. Group of persons or organizations recognized a need.
  - 5. Juvenile delinquency problem in community.
  - 6. Housing problem in community.
  - 7. Health problem.
- Others: \_\_\_\_\_

IV. What are the aims of your program?

- 1. To develop an adult education program by and for the community.
  - 2. To develop more adequate educational programs for adults through concerted school and community effort.
  - 3. To provide appropriate opportunities for education for boys and girls, men and women of all ages, and all social and economic levels.
  - 4. To work through existing community agencies and organizations to discover, interpret, and find ways of meeting needs and problems of local adults.
- Other aims: \_\_\_\_\_

\*Sponsoring committee is the group which acts in an advisory capacity in planning and administering the community adult education program. It also serves as a co-ordinating council for utilizing all educational organizations and agencies in promoting the program.

V. What factors have facilitated the development of your program?

- \_\_\_ 1. Agencies have recognized the need to co-ordinate their activities in order to reach goals.
- \_\_\_ 2. Adequate facilities and equipment are provided.
- \_\_\_ 3. Adequate funds are provided.
- \_\_\_ 4. Assistance from existing agencies is available and used.
- \_\_\_ 5. Committees vary with the local situation and the need.
- \_\_\_ 6. A co-ordinator is provided.
- \_\_\_ 7. Good leadership is used through:
- \_\_\_ a. Lay leaders
- \_\_\_ b. Professional leaders
- \_\_\_ c. Advisory group
- \_\_\_ d. Sponsoring group
- \_\_\_ 8. Plan of organization is sufficiently flexible to meet changing conditions and progress.
- \_\_\_ 9. Program content is determined by planning group.
- \_\_\_ 10. Public is kept informed as to purposes and progress of program.
- \_\_\_ 11. Sponsorship is co-operative between all community groups.
- \_\_\_ 12. Training is provided for leaders:
- \_\_\_ a. In-service                      \_\_\_ b. Pre-service
- \_\_\_ 13. Variety of teaching methods and techniques are used.
- \_\_\_ 14. Where no survey or study was made, course content was determined by the individual group.
- \_\_\_ 15. Wide use is made of available teaching materials (films, charts, movies).
- Others: \_\_\_\_\_
- 

VI. Do you have a central sponsoring\* committee?

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

If so, what groups do the members represent?

- \_\_\_ 1. Agricultural Extension Service.
- \_\_\_ 2. Division of Vocational Education.
- \_\_\_ 3. Public schools.

\*Refer to p.101

- \_\_\_ 4. Representatives of community agencies:
- \_\_\_ a. Council of Social Agencies.
  - \_\_\_ b. Church groups.
  - \_\_\_ c. Department of Public Health.
  - \_\_\_ d. Employment Service.
  - \_\_\_ e. PTA
  - \_\_\_ f. Public Welfare.
  - \_\_\_ g. Service clubs
  - \_\_\_ Other: \_\_\_\_\_

VII. How were the members of the central sponsoring committee chosen?

- \_\_\_ 1. Chosen to represent all community agencies concerned with adult education.
- \_\_\_ 2. Interested individuals.
- \_\_\_ 3. Suggested by school officials.
- \_\_\_ Other: \_\_\_\_\_

VIII. How is leadership training carried on?

- | <u>For</u><br><u>in-service</u> | <u>For</u><br><u>pre-service</u> |   |
|---------------------------------|----------------------------------|---|
| _____                           | _____                            | 1. Individual counseling with co-ordinator. |
| _____                           | _____                            | 2. Leaders attend college classes.          |
| _____                           | _____                            | 3. Staff conferences.                       |
| _____                           | _____                            | 4. Teachers visiting other programs.        |
| _____                           | _____                            | 5. Workshops for teachers.                  |
| Others:                         |                                  |   |
| _____                           | _____                            | _____                                       |
| _____                           | _____                            | _____                                       |
| _____                           | _____                            | _____                                       |

IX. What age groups does your program serve?

- |   |          |           |          |
|---|----------|-----------|----------|
| ___ 1. Boys and girls.                  | ___ Boys | ___ Girls | ___ Both |
| ___ 2. Young adults - married.          | ___ Men  | ___ Women | ___ Both |
| ___ 3. Young adults - unmarried.        | ___ Men  | ___ Women | ___ Both |
| ___ 4. Adults with pre-school children. | ___ Men  | ___ Women | ___ Both |

5. Adults with elementary school children.       Men     Women     Both  
 6. Adults with adolescent children.       Men     Women     Both  
 7. Older adults (later maturity).       Men     Women     Both  
 8. Aged.       Men     Women     Both

✓ X. What nationality and racial groups participate in your program?

1. White.       5. Spanish-American.  
 2. Negro.      Other: \_\_\_\_\_  
 3. Chinese-American.      \_\_\_\_\_  
 4. Japanese-American.      \_\_\_\_\_

XI. Are separate groups provided for different nationality and racial groups?       Yes       No

XII. Which economic groups predominate in participation in your program?

1. Highest       2. Middle       3. Lowest

✓ XIII. What educational levels participate in your program?

1. Less than eighth grade.  
 2. Eighth grade graduates.  
 3. Less than high school graduates.  
 4. High school graduates.  
 5. Less than college graduates.  
 6. College graduates.

XIV. What changes has your program brought about in the community?

1. Appreciation of the importance of worthy home membership.  
 2. Development of creative leadership in home and community life.  
 3. Furthered interest in homemaking.  
 4. Improved family living.  
 5. Outlet for interest in national and international affairs.  
 6. Wholesome individual and group recreation.  
 Other: \_\_\_\_\_  
 \_\_\_\_\_

XV. What are evidences that this program has contributed to the improvement of individuals?

Some people in the community:

- 1. Are better dressed.
- 2. Exhibit improved relationships with other people.
- 3. Have been helped in getting employment.
- 4. Have been helped in getting a more suitable job.
- 5. Have greater self-respect.
- 6. Have improved their living conditions.
- 7. Have increased their income.
- 8. Have saved more of their income.
- 9. Seem to make use of the community services.
- 10. Seem to have an increased understanding of community problems.
- 11. Seem to have an increased understanding of the need for the individual's contributions to the community.
- 12. Seem to have a greater respect for other people in the community.

Other: \_\_\_\_\_

XVI. What are some outstanding evidences that this program contributes to improved family life?

Please, give your free response.

**XVII. What fields of activities and services have been included in your program?**

✓ **A. Fields of activities offered individuals:**

- 1. Clinics.
- 2. Exhibits.
- 3. Individual guidance and counseling.
- 4. Home visits.
- 5. Newspaper.
- 6. Radio

✓ **B. Fields of activities offered groups:**

1. **Classes in:**

- a. Child development.
- b. Clothing construction.
- c. Clothing selection.
- d. Consumer buying.
- e. Family relations.
- f. Health and home nursing.
- g. Home furnishings.
- h. Home management.
- i. Household equipment.
- j. Housing.
- k. Meal preparation.
- l. Nutrition.
- m. Safety.
- Others: \_\_\_\_\_

2. **Community improvement project:**

- a. Building community center.
- b. Clean-up program.
- c. Flood control.
- d. Youth center.
- Others: \_\_\_\_\_

3. **Community service project:**

- a. Blood bank.
- b. Well-baby clinic.
- Others: \_\_\_\_\_

✓ 4. **Recreation programs:**

- a. Baseball field.
- b. Swimming pool.
- Others: \_\_\_\_\_