

A STUDY OF THE PERSONAL CHARACTERISTICS, TRAINING, AND  
INTERESTS OF PEOPLE ATTENDING ADULT CLASSES  
UNDER THE EMERGENCY EDUCATION PROGRAM  
IN OREGON

By

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OF PEOPLE ATTENDING ADULT CLASSES UNDER THE  
EMERGENCY EDUCATION PROGRAM IN OREGON

Chapter I

INTRODUCTION

During the past 20 years numerous inventions and developments have taken place which have changed our mode of living. The education received then does not fit one to live a fully rounded life today. As a result of these changing conditions, new occupations have sprung up, old occupations have been abolished, leisure time has been increased, and our political and social life has become more complex, with the result that the demand for adult education has been increased. To meet these changing conditions one must continue to study and learn. Education is becoming more and more conscious of the growing desire of adults to learn, and as a result is providing opportunities in many fields of learning. Institutions of higher learning through their extension services are reaching many of these people. Private and public schools have also set up classes offering opportunities for adults to continue to learn, all of which has brought adult education more and more to the foreground.

When, in the winter of 1933-34, the Federal government provided funds under the Civil Works Administration for the employment of unemployed persons as teachers of adult classes, the Emergency Education Program was established. In many states, as in Oregon, but few classes for adults were open to the general public free of charge prior to this program. As a result of the organization of these adult classes taught

by unemployed persons in various parts of the state, several thousand adults again attended school and participated in a variety of educational activities.

### Purpose of the Study

There is a growing demand for a permanent adult education program, with the Federal government continuing to provide funds for adult education. No effort has been made previously here in Oregon to study the people who have been attending these adult classes for the purpose of correlating this information with that needed in establishing a permanent adult education program. This study is being carried on for the purpose of gaining a knowledge of the personal characteristics of the adult students, their educational training and background, and their personal interests and activities during their leisure time. Information relative to the length and kind of classes most desired, the educational backgrounds of the adult students, their attitudes toward adult education, and their personal characteristics should be of help in determining the types of classes to be taught and in establishing policies for the administration of a state-wide adult education program that will work to the best possible advantage of those in attendance.

### Method of Procedure

As the first step in carrying out the study, a trial questionnaire was prepared. This trial questionnaire was given to some fifty

people attending adult classes in Lakeview after which the questionnaire was examined for errors and misunderstandings made apparent by the tryout.

Subsequent to this preliminary sampling the final questionnaire was prepared and copies, accompanied by a letter of explanation, were mailed to adult education teachers in 35 of the 36 counties in Oregon. The letter and the questionnaire form may be found in Appendix A. In the cities of Portland and Salem, copies of the questionnaire were delivered to the local supervisors who in turn distributed them among their teachers. A total of 1,956 copies of the questionnaire were distributed among the adult education teachers who were responsible for the filling in of the desired information by the members of their classes, collecting them, and returning them to their local supervisors or to the office of the State Department of Education.

Of the total 1,956 copies of the questionnaire distributed, 1,406 were filled out and returned. These came from 32 counties. In selecting the classes for distribution of the questionnaire, no discrimination was made. The classes were selected at random in order that as nearly as possible a true cross section would be reached. An effort was also made to apportion the questionnaire copies among the counties in the approximate proportion of their total enrollments, shown in Table I.

Table I

Showing the Number of Persons Attending Adult Classes  
During the Month of April, 1935, and the Number Filling  
Out the Questionnaire in the Various Counties

County	Attendance for Entire Program		Persons Involved in Study	
	Number	Per Cent	Number	Per Cent
Baker-----	47	.4	5	.4
Benton-----	117	1.0	Questionnaires not Returned	
Clackamas-----	970	8.0	109	7.8
Clatsop-----	101	.8	30	2.1
Columbia-----	182	1.5	23	1.6
Coos-----	269	2.2	21	1.5
Crook-----	116	1.0	10	.7
Curry-----	84	.7	8	.6
Deschutes-----	139	1.1	17	1.2
Douglas-----	505	4.2	28	2.0
Gilliam-----	30	.2	11	.8
Grant-----	86	.7	15	1.1
Harney-----	26	.2	Questionnaires not Returned	
Hood River-----	117	1.0	27	1.9
Jackson-----	262	2.2	42	3.0
Jefferson-----	95	.8	17	1.2
Josephine-----	229	1.9	12	.9
Klamath-----	195	1.6	15	1.1
Lake-----	35	.3	22	1.6
Lane-----	463	3.8	46	3.3
Lincoln-----	114	.9	25	1.8
Linn-----	376	3.1	31	2.2
Malheur-----	104	.9	8	.6
Marion-----	1241	10.2	157	11.2
Morrow-----	27	.2	10	.7
Multnomah-----	3787	31.2	430	30.6
Polk-----	280	2.3	29	2.1
Sherman-----	133	1.1	20	1.4
Tillamook-----	563	4.6	45	3.2
Umatilla-----	No Adult Classes			
Union-----	290	2.4	40	2.8
Wallowa-----	237	2.0	38	2.7
Wasco-----	176	1.4	22	1.6
Washington-----	293	2.4	45	3.2
Wheeler-----	16	.1	Questionnaires not Returned	
Yamhill-----	434	3.6	48	3.4
Total---12,139		100.0	1,406	100.3

### Limitation of the Study

Probably many more questionnaires would have been filled out and returned had not the Emergency Education Program ended so unexpectedly. The questionnaires were distributed on May 3, 1935, with the request that they be returned by May 10. Shortly after the questionnaires were distributed word was received that it would be necessary to close the program on May 9. Since the majority of teachers were no longer conducting adult classes after May 9, it was impossible to send out follow-up letters in those cases where the questionnaires were not returned.

Rather poor results were obtained in some sections of the questionnaire. Some of these poor results can probably be traced to the fact that the questionnaire was not specific enough, while in other cases it is rather hard to determine just why good results were not obtained. Questions 6, 7, and 8, under section I, "Identifying Data", in the questionnaire, pertaining to the ability of the foreign born to speak and write English and to speak or write the language of the country in which they were born, were not filled out in proportion to the number who indicated foreign birth. Question 3 under section III, "Interests", also showed rather poor results, probably because the information desired was not specifically asked for in the question. Had the question consisted of several statements of which the person filling out the questionnaire would be required to check only those which applied to him, better results would no doubt have been obtained. The same also applies to question 4 of section III, "Interests", on activities during leisure time. Had these questions been more detailed,

undoubtedly more specific information would have been obtained.

## Chapter II

### HISTORY AND DEVELOPMENTS OF THE EMERGENCY EDUCATION PROGRAM

#### Activities and Sponsorship of the Federal Government

Before considering the data and information obtained in the study, it is advisable that we first understand the development, purpose, and history of the emergency education program. As it has been conducted in various states, the emergency education program has been very closely associated with the relief program of the Federal government.

When the Federal government first inaugurated the Civil Works Administration in 1933, more commonly known as the CWA, Federal projects were set up to provide employment for unemployed persons. It was soon realized that these projects did not take care of the professionally-trained persons, and that it would be necessary to provide projects of a different nature than works or construction projects in order to use these professionally-trained people to best advantage. In looking at the emergency education program from the viewpoint of the Federal government, two reasons are given for the inauguration of the program--first, to provide jobs for unemployed people, and second, to provide educational opportunities for adults, whether employed or not.

One must remember in considering the emergency education program that all persons employed as adult education teachers had first to be certified as eligible for relief by the social service division of the county relief committee in the various counties. This restriction very definitely limited the qualifications of the teachers employed and also the number employed. Some of these persons, before securing

employment in the emergency education program, had no previous teaching experience but were well-qualified in a particular field, trade, or subject through previous practical experience.

The fields of adult education covered in the emergency education program were literacy education, vocational education, and general adult education. The main objective of the literacy education phase of the adult education program was to teach the rudiments of English language and literature to adults who were unable to read and write English with the ability of a fifth grade pupil; also to prepare foreign-born persons for citizenship in the United States. The vocational education classes were organized for unemployed adults who were in need of vocational training or adjustment to make them employable and self-supporting citizens. Since some restrictions were necessarily placed on the persons who might attend certain vocational classes, the field of vocational subjects offered was somewhat limited. The purpose of the general adult education phase of the program was to provide opportunities for unemployed and other adults who desired further educational training to fit themselves to take their places as self-respecting citizens and to live a fuller and more enriched life. While the range of classes included under this division of the program was practically unlimited, the classes in most cases were of a practical nature. The main divisions under the general adult education phase of the program were: workers' education, parent education, avocational training, hobbies and handcraft classes, general academic education, and cultural education.

Nursery schools, rural school relief, vocational rehabilitation,

and a resident educational camp for unemployed women were other phases of the emergency education program but were not a part of the adult education program.

### History of the Emergency Education Program in Oregon

The emergency education program in Oregon was first inaugurated in January, 1934, under C. A. Howard, State Superintendent of Public Instruction, in cooperation with Elmer Goudy, State Relief Administrator, and with O. D. Adams, State Director of Vocational Education acting as director. The program was carried on from January through May, 1934, with a total enrollment of 34,410 individuals in 1,890 classes. The administration of the program within the various counties and communities of the state was handled by the city and county school superintendents, who were directly responsible for selecting the teachers from the relief rolls and for securing suitable places in which to conduct the classes.

This program was materially handicapped due to its uncertainty, since the emergency education project was approved only from month to month. Also, since the program was inaugurated on very short notice, many people were under the impression that one had to be eligible for relief in order to be able to attend the classes. This error has been noted as common throughout the entire emergency education program.

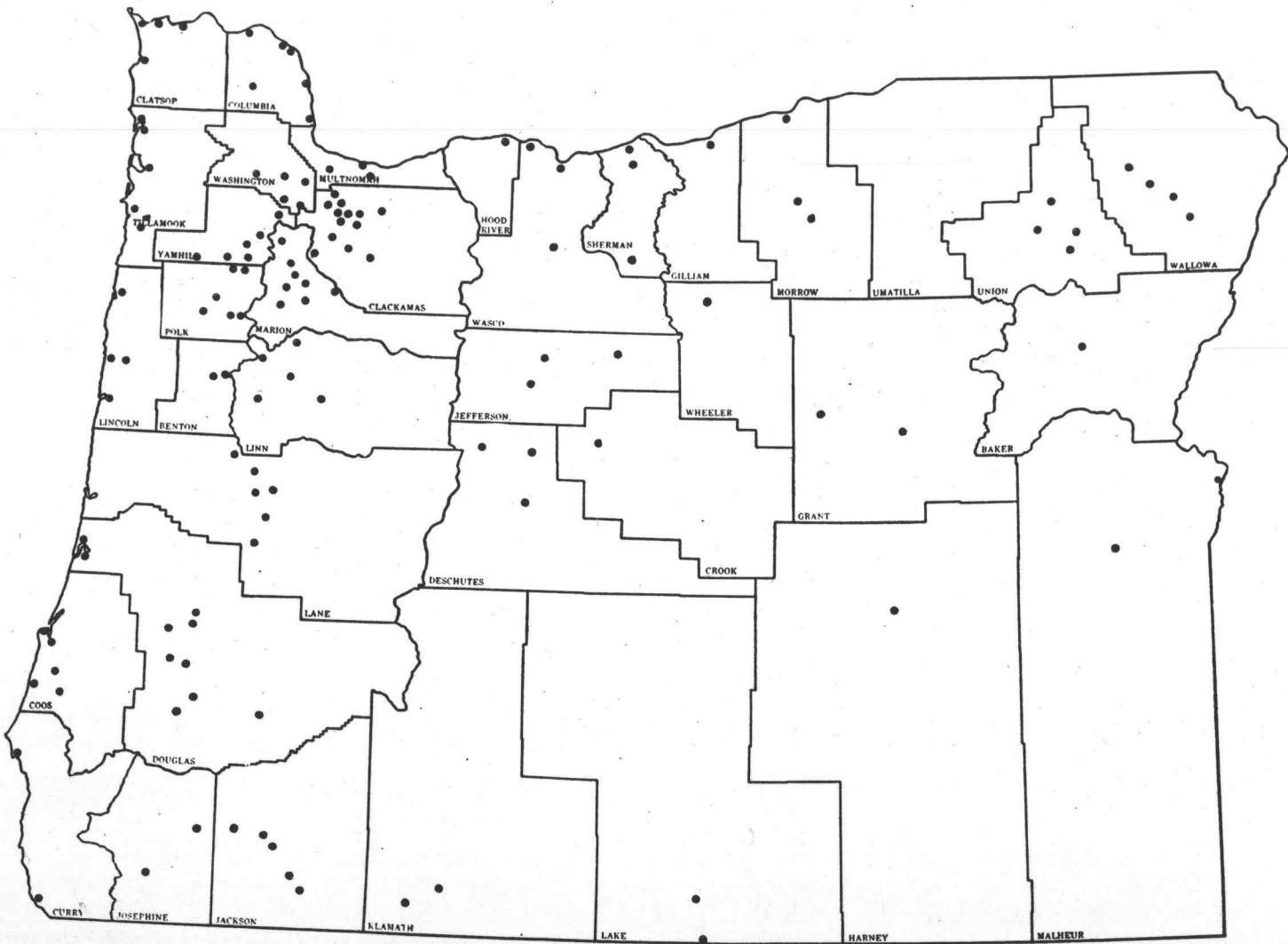
The emergency education program for the year 1934-35, which is the period during which this study was made, was set up administratively in much the same manner as during the winter of 1934, except provisions were made for the assurance of continuity during the entire

year. Due to the pressing nature of various other duties in the Department of Vocational Education, occasioned by additional funds appropriated by Congress for vocational education, O. D. Adams, State Director of Vocational Education, was relieved of duties connected with the educational relief program, and Roben J. Maaske, in charge of rural education and school law in the State Department of Education, was appointed to serve as director of the emergency education program. Provisions were also made for two state supervisors, Mrs. Sarah V. Case, Supervisor of Nursery Schools and Parent Education, and the writer, Kenneth Beach, Supervisor of Adult Education. These state supervisors were employed from Federal relief funds to assist in the development of the emergency education program. In its main features, the educational relief program of 1934-35 was quite similar to that of the previous year, and the same general fields were included in adult education.

Prior to the inauguration of the adult education program in 1934-35, training conferences for the adult teachers were held in various parts of the state. These conferences were of three days in length and were held in the cities of Salem, Eugene, Ashland, La Grande, and Portland. A one-week training conference for first aid teachers was also held in Salem during the month of March. It is generally felt by persons directly connected with the program that these training conferences were of real value in helping the teachers, many of them inexperienced, to orient themselves so as to successfully conduct adult education classes. Subjects covered in the conferences were philosophy of adult education, teaching methods, and problems in

# CHART I LOCATION OF TRAINING CENTERS FOR ADULT CLASSES EMERGENCY EDUCATION PROGRAM 1934-35

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organization and administration. Table XVI on page 43 and Chart V on page 44 both show the general development and progress of the program during the period of 1934-35.

Following the close of the adult education phase of the emergency education program in May, 1935, a state-wide recreational project was set up, which covered some fields of adult education, including handicrafts, physical education, and others.

During the month of september, 1935, a four-week training school for adult education teachers was held on the campus of Oregon State College. This training school was financed from "earmarked" funds remaining from the state emergency relief administration for the emergency education program of 1934-35. Some 250 teachers attended the training school, and the classes were conducted by persons connected with general education and adult education in Oregon.

It was expected that at the close of the training school the adult education program would again be inaugurated under the Works Progress Administration. However, a considerable delay occurred in securing the approval of the project, and it was not until the middle of December that the program was actually under way. While in this later program the number of teachers employed was not as large, due to relief restrictions, it is generally believed that a more efficient piece of work was done and the teachers, because of more training and experience, did better work. It was also noted that a higher type of people attended the classes, and that the erroneous impression that one must be eligible for relief before attending a class has been overcome to a great extent.

### Future of Adult Education in Oregon

As a result of the increased interest in adult education which the emergency education program created, the Oregon State Teachers Association appointed a committee for the general purpose of securing information on the developments in the field of adult education, and also to formulate plans for a prospective permanent adult education program in Oregon. It is hoped thereby to coordinate present activities in the field of adult education and to stimulate an extension of opportunities for other adults in various fields of intellectual interest.

This committee reported at the annual meeting of the Oregon State Teachers Association held in Portland in December, 1934, and presented a concise and well-prepared report which included "Definition and Scope of Adult Education", "Aims and Objectives of Adult Education", "Agencies Conducting Work in Adult Education in Oregon", "The Federal Emergency Adult Education Program", "The Interrelationship of Adult Education with Elementary, Secondary, and Higher Education", and "A Plan for a Permanent Adult Education Program in Oregon".

From all indications at the present time, the emergency education program will probably be continued during the school year of 1936-37 under the Works Progress Administration. As to the developments which may take place after that, one can only speculate. Several possibilities present themselves; one is that the Federal government may allocate funds for adult education in the various states, to be matched by state and local funds. The Oregon State Legislature, at the January 1935 session, passed a bill providing \$2,000 annually to be used by the State Department of Education in Americanization work

in Oregon. Since Americanization work is a definite part of adult education, the legislature is apparently conscious of the benefits of the adult education program and at least partially committed to its support.

## Chapter III

## ANALYSIS OF IDENTIFYING DATA AND INFORMATION

Sex, Age, Birthplace, and Nationality

Of the 1,406 persons involved in the study, 335 or 23.8 per cent were men, and 1,071 or 76.2 per cent were women. In a somewhat similar study made in the state of Washington involving 14,463 persons on whom information was obtained from Mrs. L. O. Anderson,<sup>1</sup> Supervisor of Adult Education, 4,142 or 28.6 per cent were men, and 10,321 or 71.4 per cent were women. The average age of the men and women was found to be the same, 37.1 years, with 4 men and 65 women not giving their ages. In Doctor Lash's<sup>2</sup> study of adult enrollees in which 4,959 were involved, 1,212 or 24 per cent were men, and 3,747 or 76 per cent were women, with an average age of 36. Table II shows the age distribution of the persons involved in the present study, while Chart II on page 16 shows a graph of the age distribution. A notable feature of this chart is the drop in the age level prior to 18 years and after 50 years; 82 per cent were between the ages of 18 and 50 years. In Mrs. Anderson's study, 11.7 per cent were under 20 years of age, 48.2 per cent between 20 and 39 years of age, 22.5 per cent between 40 and 50 years of age, and 12.6 per cent over 50 years of age.

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1. Anderson, Mrs. L. O., Supervisor of Education, State Department of Education, Olympia, Washington, unpublished study on "Emergency Adult Education Students in the State of Washington".

2. Lash, Frederick M., "Emergency Adult Education in Seattle", School and Society, Vol. 41, No. 1069, June 22, 1935, p. 839.

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CHART II  
SHOWING AGE DISTRIBUTION OF PERSONS  
INVOLVED IN STUDY

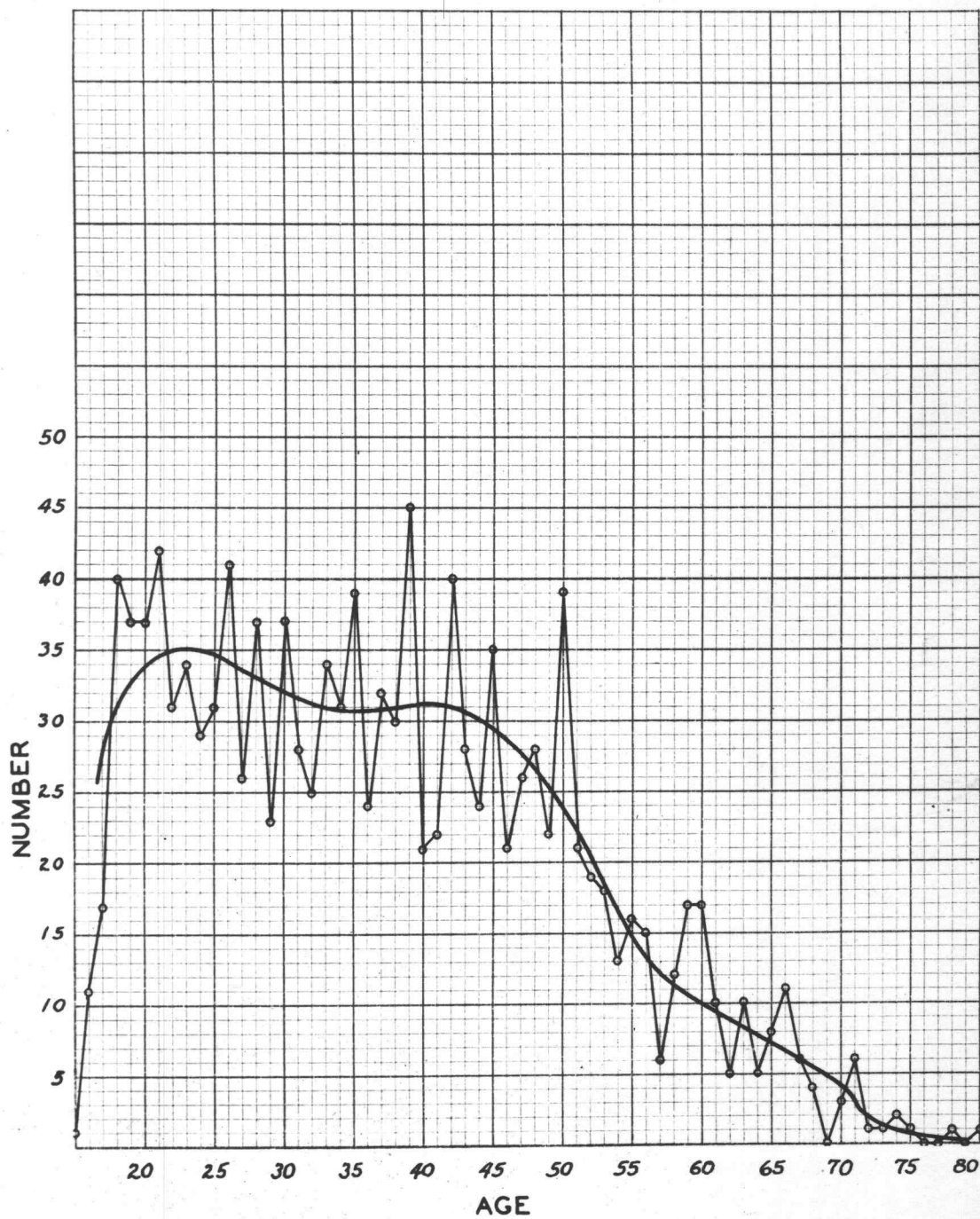


Table II

Showing the Age Distribution of the Men and Women  
Involved in the Study

Age	Women		Men		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
15-----	1	.1			1	.1
16-----	5	.5	6	1.8	11	.8
17-----	10	1.0	7	2.1	17	1.3
18-----	28	2.8	12	3.6	40	3.0
19-----	24	2.4	13	3.9	37	2.8
20-----	24	2.4	13	3.9	37	2.8
21-----	33	3.3	9	2.7	42	3.1
22-----	25	2.5	6	1.8	31	2.3
23-----	26	2.6	8	2.4	34	2.5
24-----	23	2.3	6	1.8	29	2.2
25-----	23	2.3	8	2.4	31	2.3
26-----	28	2.8	13	3.9	41	3.1
27-----	22	2.2	4	1.2	26	1.9
28-----	27	2.7	10	3.0	37	2.8
29-----	23	2.3	9	2.7	32	2.4
30-----	33	3.3	4	1.2	37	2.8
31-----	24	2.4	4	1.2	28	2.1
32-----	19	1.9	6	1.8	25	1.9
33-----	29	2.9	5	1.5	34	2.5
34-----	27	2.7	4	1.2	31	2.3
35-----	29	2.9	10	3.0	39	2.9
36-----	18	1.8	6	1.8	24	1.8
37-----	26	2.6	6	1.8	32	2.4
38-----	24	2.4	6	1.8	30	2.2
39-----	38	3.8	7	2.1	45	3.4
40-----	39	3.9	15	4.5	54	4.0
41-----	16	1.6	6	1.8	22	1.6
42-----	29	2.9	11	3.3	40	3.0
43-----	23	2.3	5	1.5	28	2.1
44-----	20	2.0	4	1.2	24	1.8
45-----	29	2.9	6	1.6	35	2.6
46-----	19	1.9	2	.6	21	1.6
47-----	19	1.9	7	2.1	26	1.9
48-----	19	1.9	9	2.7	28	2.1
49-----	20	2.0	2	.6	22	1.6
50-----	31	3.1	8	2.4	39	2.9
51-----	15	1.5	6	1.8	21	1.6
52-----	9	.9	9	2.7	18	1.3
53-----	13	1.3	4	1.2	17	1.3
54-----	9	.9	4	1.2	13	1.0
55-----	11	1.1	5	1.5	16	1.2
56-----	11	1.1	4	1.2	15	1.1

Table II (continued)

Age	Women		Men		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
57-----	6	.6			6	.4
58-----	8	.8	4	1.2	12	.9
59-----	13	1.3	4	1.2	17	1.3
60-----	13	1.3	4	1.2	17	1.3
61-----	8	.8	2	.6	10	.7
62-----	2	.2	3	.9	5	.4
63-----	5	.5	5	1.5	10	.7
64-----	3	.3	2	.6	5	.4
65-----	5	.5	3	.9	8	.6
66-----	7	.7	4	1.2	11	.8
67-----	3	.3	3	.9	6	.4
68-----	3	.3	1	.3	4	.3
70-----	2	.2	1	.3	3	.2
71-----	3	.3	3	.9	6	.4
72-----	1	.1			1	.1
73-----			1	.3	1	.1
74-----	2	.2			2	.1
75-----			1	.3	1	.1
78-----	1	.1			1	.1
80-----			1	.3	1	.1
	<u>1006</u>	<u>100.6</u>	<u>331</u>	<u>99.3</u>	<u>1337</u>	<u>99.8</u>

In considering the data on the births of those involved in the study, 1,075 or 76.5 per cent indicated they were born in the United States, while 331 or 23.6 per cent indicated they were foreign born. Two persons indicated they were born in the United States, but did not show the state in which they were born, and 35 of those who were foreign born did not state in which country. Of those born in the United States, 432 or 40.3 per cent were born in Oregon. Washington was second with 62 or 5.8 per cent. A significant fact is that, following Oregon and Washington, the states most prominently represented are those in the middle west, included in the following order: Iowa, Minnesota, Illinois, Wisconsin, Missouri, and Kansas.

Canada led as the birthplace of the foreign born, with 50 persons

or 16.9 per cent of the total, claiming Canadian nativity. Russia and Sweden each showed the same number, 28 persons or 9.5 per cent. Germany was next with 21 persons or 7.1 per cent. In the Washington report, 74.3 per cent were born in the United States, and 22.0 per cent were foreign born, while 3.7 per cent did not give their places of birth.<sup>3</sup> In Lash's<sup>4</sup> report, 64 per cent were native born and 36 per cent foreign born, which is an increase in the percentage of foreign born, probably due to the fact that the survey was made in a metropolitan area. Table III shows the birthplaces of those involved in this study who were born in the United States, and Table IV shows the birthplaces of those who were born in foreign countries.

Table III

Showing the Birthplaces of Persons Involved in the Study  
Who were Born in the United States

State	Number	Per Cent	Rank
Alabama-----	2	.2	25
Arkansas-----	4	.4	23
California-----	31	2.9	8
Colorado-----	20	1.9	13
Florida-----	1	.1	26
Georgia-----	1	.1	26
Idaho-----	21	2.0	12
Illinois-----	43	4.0	5
Indiana-----	14	1.3	16
Iowa-----	57	5.3	3
Kansas-----	36	3.4	7
Kentucky-----	8	.7	20
Maryland-----	1	.1	26
Massachusetts-----	5	.5	22
Michigan-----	26	2.4	10

3. Anderson, Mrs. L. O., Supervisor of Adult Education, State Department of Education, Olympia, Washington, unpublished study on "Emergency Adult Education Students in the State of Washington".

4. Lash, Frederick M., "Emergency Adult Education in Seattle", School and Society, Vol. 41, No. 1069, June 22, 1935, p. 839.

Table III (continued)

State	Number	Per Cent	Rank
Minnesota-----	47	4.4	4
Mississippi-----	1	.1	26
Missouri-----	39	3.6	6
Montana-----	25	2.3	11
Nebraska-----	30	2.8	9
Nevada-----	1	.1	26
New Mexico-----	3	.3	24
New York-----	11	1.0	18
North Carolina-----	2	.2	25
North Dakota-----	9	.8	19
Ohio-----	17	1.6	14
Oklahoma-----	15	1.4	15
Oregon-----	432	40.3	1
Pennsylvania-----	12	1.1	17
South Dakota-----	20	1.9	13
Tennessee-----	11	1.0	18
Texas-----	12	1.1	17
Utah-----	7	.7	21
Vermont-----	1	.1	26
Virginia-----	5	.5	22
Washington-----	62	5.8	2
West Virginia-----	2	.2	25
Wisconsin-----	39	3.6	6
Total-----	1,073	100.2	

Table IV

Showing the Birthplaces of Persons Involved in the Study  
Who were Born in Foreign Countries

Country	Number	Per Cent	Rank
Austria-----	5	1.7	10
Bohemia-----	2	.7	13
British West Indies-----	1	.3	14
Bulgaria-----	2	.7	13
Canada-----	50	16.9	1
China-----	7	2.4	9
Croatia-----	2	.7	13
Czechoslovakia-----	2	.7	13
Denmark-----	8	2.7	8
England-----	18	6.1	6
Finland-----	20	6.8	5
France-----	2	.7	13

Table IV (continued)

Country	Number	Per Cent	Rank
Galicia-----	1	.3	14
Germany-----	21	7.1	4
Greece-----	7	2.4	9
Holland-----	1	.3	14
Hungary-----	2	.7	13
Ireland-----	5	1.7	10
Italy-----	36	12.2	2
Japan-----	1	.3	14
Jugoslavia-----	2	.7	13
Lithuania-----	3	1.0	12
Macedonia-----	2	.7	13
Mexico-----	2	.7	13
Norway-----	10	3.4	7
Peru-----	1	.3	14
Poland-----	4	1.4	11
Roumania-----	1	.3	14
Russia-----	28	9.5	3
Scotland-----	10	3.4	7
South America-----	1	.3	14
Spain-----	2	.7	13
Sweden-----	28	9.5	3
Switzerland-----	7	2.4	9
Syria-----	7	2.4	9
Tripoli-----	1	.3	14
	296	100.3	

#### Marital Status and Number of Dependents

The persons indicating that they were single numbered 391 or 27.8 per cent, while 927 or 65.9 per cent indicated they were married, and 88 or 6.3 per cent did not indicate their marital status. Those having dependents other than their own children numbered 51 or 3.6 per cent. The total number of dependents reported was 112, an average of 2.1 dependents per person for those showing dependents. Persons who indicated that they have children numbered 720 or 51.2 per cent,

while those not having children numbered 686 or 48.8 per cent. Classification as to sex showed that 1,031 or 53 per cent were boys, and 914 or 47 per cent were girls, making a total of 1,945 children with an average of 2.7 children per individual shown as having children. This figure is, however, slightly incorrect due to the fact that probably in some cases both the mother and father filled out questionnaires, thereby causing duplication. The average age of the 1,031 boys was 15.2 years, and the average age of the 914 girls was 14.1, making the average for the 1,945 children 14.7 years.

#### Birthplace of Parents and Information Pertaining to

##### The Foreign Born

It is noted that a considerably smaller percentage of those filling out the questionnaire were of foreign birth than were their parents. Those whose fathers were born in the United States numbered 811 or 57.7 per cent. Those whose fathers were foreign born numbered 494 or 35.1 per cent, and 101 or 7.2 per cent indicated that they did not know where their fathers were born. Those indicating that their mothers were born in the United States numbered 889 or 63.2 per cent, while 443 or 31.5 per cent indicated their mothers were born in foreign countries. Those who did not know the birthplaces of their mothers numbered 74 or 5.3 per cent.

Table V

Showing Countries in which Parents were Born and  
Their Rank According to the Number

Country	Father		Mother		Total		Rank
	No.	Per Cent	No.	Per Cent	No.	Per Cent	
Austria-----	9	1.8	9	2.0	18	1.9	14
Belgium-----	2	.4	3	.7	5	.5	20
Bohemia-----	2	.4	2	.5	4	.4	21
British West Indies-----	1	.2	1	.2	2	.2	23
Bulgaria-----	2	.4	1	.2	3	.3	22
Canada-----	44	8.9	40	9.0	84	9.0	2
China-----	10	2.0	10	2.3	20	2.1	13
Croatia-----	1	.2	1	.2	2	.2	23
Czechoslovakia---	4	.8	4	.9	8	.9	18
Denmark-----	19	3.8	15	3.4	34	3.6	10
England-----	50	10.1	31	7.0	81	8.6	4
Finland-----	32	6.5	31	7.0	63	6.7	7
France-----	6	1.2	7	1.6	13	1.4	14
Galicia-----	1	.2	1	.2	2	.2	23
Germany-----	69	14.0	65	14.7	134	14.3	1
Greece-----	6	1.2	6	1.4	12	1.3	16
Holland-----	4	.8	2	.5	6	.6	19
Hungary-----	4	.8	4	.9	8	.9	18
Ireland-----	12	2.4	9	2.0	21	2.2	12
Italy-----	40	8.1	43	9.7	83	8.9	3
Japan-----	1	.2	1	.2	2	.2	23
Lithuania-----	2	.4	3	.7	5	.5	20
Macedonia-----	2	.4	2	.5	4	.4	21
Mexico-----	1	.2	2	.5	3	.3	22
Norway-----	28	5.7	29	6.5	57	6.1	8
Nova Scotia-----	1	.2	1	.2	2	.2	23
Poland-----	6	1.2	5	1.1	11	1.2	17
Rumania-----	1	.2	3	.7	4	.4	21
Russia-----	39	7.9	40	9.0	79	8.4	5
Scotland-----	22	4.5	22	5.0	44	4.7	9
Spain-----	1	.2	1	.2	2	.2	23
Sparta-----	1	.2			1	.1	24
Sweden-----	39	7.9	34	7.7	73	7.8	6
Switzerland-----	23	4.7	8	1.8	31	3.3	11
Syria-----	1	.2	1	.2	2	.2	23
Tripoli-----	1	.2	2	.5	3	.3	22
Wales-----	3	.6			3	.3	22
Yugoslavis-----	4	.8	4	.9	8	.9	18
Total-----	494	99.9	443	100.1	937	99.7	

The information pertaining to those persons who were foreign born was not entirely satisfactory. It is noticed that a considerable number of persons who indicated they were foreign born did not furnish in complete detail the information called for regarding their citizenship and education. Only 22 or 6.6 per cent indicated that they did not write English, all of whom were from Multnomah county. In the case of those persons unable to read or write, the teachers assisted in filling in the questionnaire. Those indicating that they did not write the language of the foreign country in which they were born numbered 20 or 6.0 per cent, and 15 or 4.5 per cent indicated that they did not speak the language of the foreign country in which they were born. Those indicating the number of years they had lived in the United States numbered 217 or 73.3 per cent, while 79 or 26.7 per cent did not report.

An interesting fact is that, of the persons who indicated the number of years they had lived in the United States, the average number of years was 19.6, thus showing that the majority of these foreign-born people attending the adult classes have lived in the United States a number of years. Only 146 or 49.3 per cent showed that they had received their first citizenship papers, while 49 or 16.6 per cent stated that they had not. Those who did not report numbered 101 or 34.1 per cent. This was probably due to the fear of being checked upon as to their citizenship status. Of the 296 foreign born, 45 or 15.2 per cent have their second papers or are now naturalized citizens. Several superintendents, supervisors, teachers, and persons connected with the Americanization classes have expressed

a belief that the reason many foreign-born persons are now attending Americanization classes is that they desire to become citizens and thus qualify for old age pensions. This is also emphasized by the fact that the average length of time which the foreign-born persons have lived in the United States is 19.6 years.

### Religion

The Protestant religion was shown as predominant with 1,063 or 75.6 per cent. Those indicating the Catholic religion numbered 123 or 8.7 per cent. The larger number of Catholics came from the counties of Multnomah and Marion, Multnomah county showing 64 and Marion county 12. No other county showed more than 3 of the Catholic faith.

Table VI  
Showing the Religious Sects Represented

Religion	Number	Per Cent
Protestant-----	1,063	75.6
Catholic-----	123	8.7
Latter-day Saints-----	5	.4
Bahai-----	1	.1
Christian Science-----	4	.3
Greek Orthodox-----	10	.7
Seventh Day Adventist-----	2	.1
No religion-----	1	.1
Number not reporting-----	197	14.0
Total-----	1,406	100.0

## Chapter IV

ANALYSIS OF DATA PERTAINING TO EDUCATION, TRAINING,  
AND EXPERIENCEEducation

Of the 1,406 people involved in the study, 1,268 indicated the amount of education they had received in school. Charts III and IV on pages 27 and 28 respectively show the educational training received by the 1,268. In studying the bar graph of Chart IV, one will notice that there is a considerable drop after the eighth grade, and again following the twelfth grade (high school graduation). After graduating from the eighth grade, 286 left school, while 307 terminated their formal education after graduating from high school. Only 80 completed 4 years of college training. One person indicated he had completed 6 years of college or 2 years of graduate work. The average number of years spent in school by the 1,268 persons was 10.4 years each. This would average a little beyond the second year of high school.

In the state of Washington, 2,935 or 20.3 per cent of the 14,463 persons left school after completing the eighth grade, and 3,742 or 25.9 per cent left school at the completion of the twelfth grade. Those completing 4 years of college or university education numbered 685 or 4.7 per cent, and 124 or 0.9 per cent took graduate work.<sup>1</sup>

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1. Anderson, Mrs. L. O., Supervisor of Adult Education, State Department of Education, Olympia, Washington, unpublished study on "Emergency Adult Education Students in the State of Washington".

CHART III  
SHOWING EDUCATION OF PERSONS INVOLVED IN STUDY

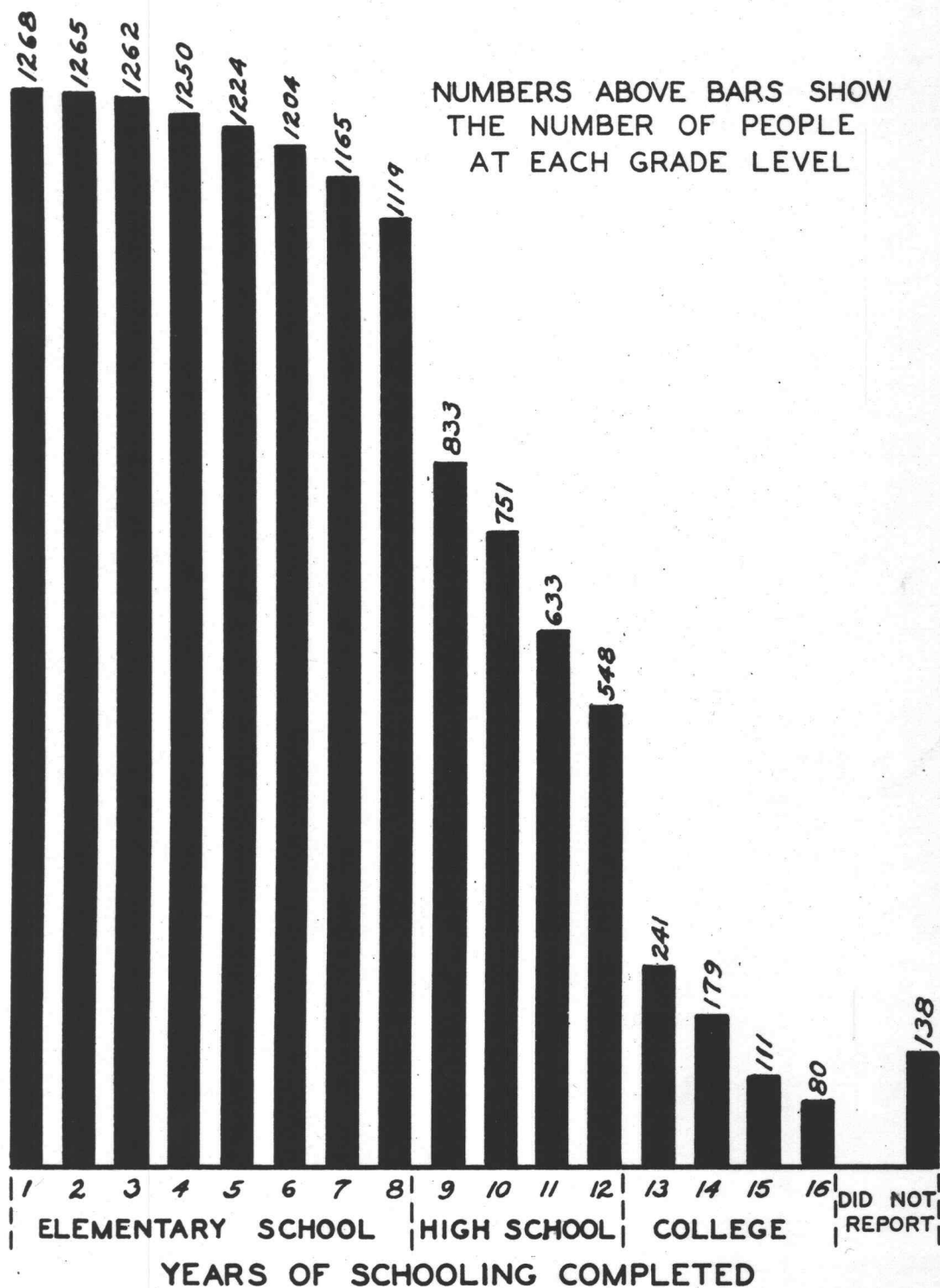
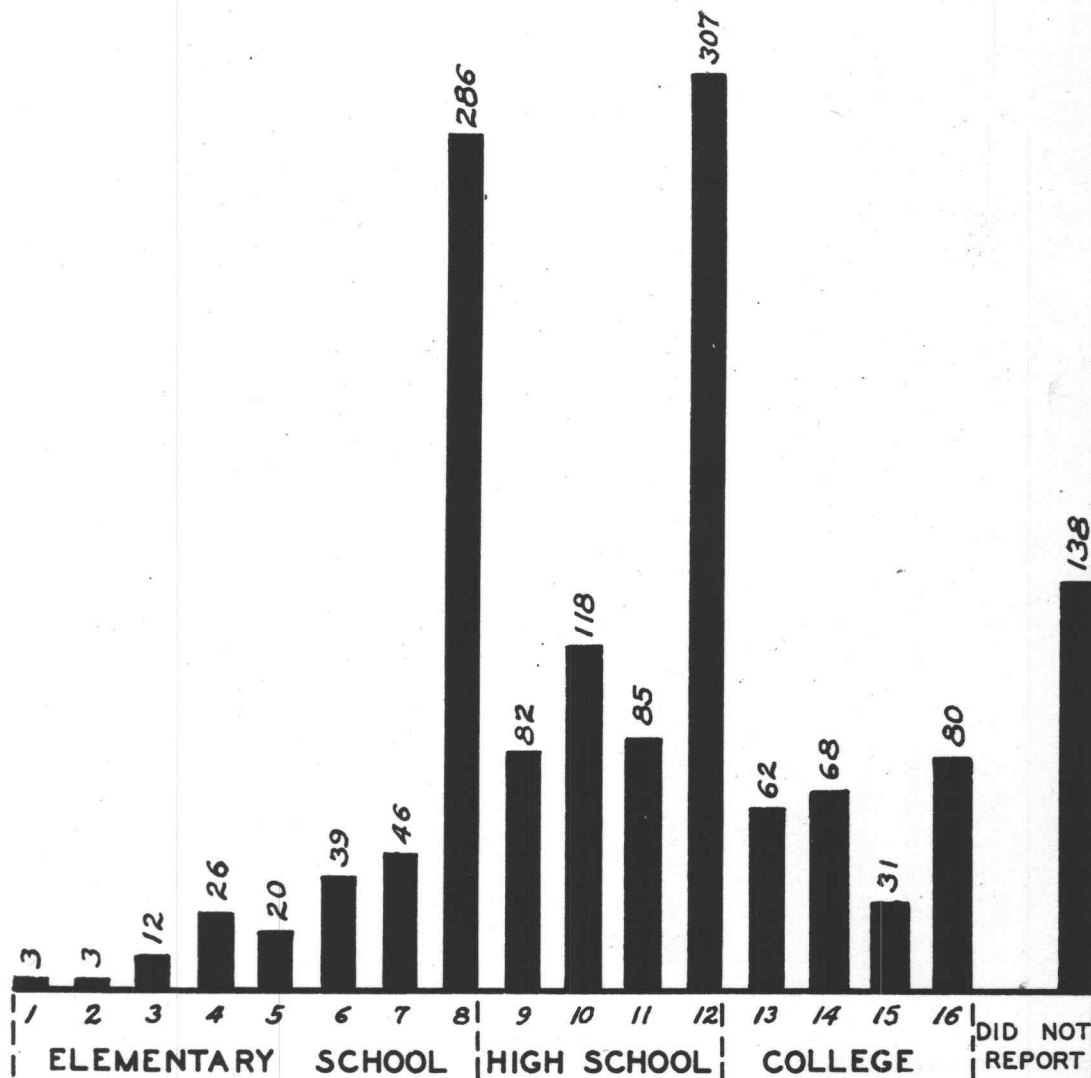


CHART IV  
SHOWING NUMBER LEAVING SCHOOL  
AT VARIOUS GRADE LEVELS



In reference to a similar study involving 4,959 persons in the city of Seattle, Lash stated:

In regard to previous education, approximately 2 per cent have less than eighth grade; an additional 24 per cent dropped out at the end of the eighth grade; another 21 per cent did not finish high school; 24 per cent finished high school but dropped out immediately; 29 per cent did some work beyond high school, but of these only 6 per cent are college graduates.<sup>2</sup>

Table VII

Showing Number Leaving School at Various Grades

Grade	Number	Per Cent
Grammar School		
1-----	3	.2
2-----	3	.2
3-----	12	.9
4-----	26	2.1
5-----	20	1.6
6-----	39	3.1
7-----	46	3.6
8-----	286	22.6
	<u>435</u>	<u>34.3</u>
High School		
9-----	82	6.5
10-----	118	9.3
11-----	85	6.7
12-----	307	24.2
	<u>592</u>	<u>46.7</u>
College		
13-----	62	4.9
14-----	68	5.4
15-----	31	2.4
16-----	80	6.3
	<u>241</u>	<u>19.0</u>

Of the vocational subjects taken in high school, commercial subjects predominated with 32 indicating that they had received

2. Lash, Frederick M., "Emergency Adult Education in Seattle", School and Society, Vol. 41, No. 1069, June 22, 1935, p. 839.

training in this field. Home economics ranked second with 24. Of the 592 people who attended high school, only 91 designated the vocational subjects which they had taken in high school.

Table VIII

Showing Vocational Subjects Taken in High School

Subject	Number	Subject	Number
Architecture-----	1	Hospital Training-----	1
Art-----	2	Music-----	1
Business-----	3	Nursing-----	4
Commercial-----	32	Teacher Training-----	1
Bookkeeping-----	4	Trade & Industrial-----	17
Shorthand-----	5	Auto Mechanics-----	2
Stenography-----	8	Automotive-----	1
Typing-----	7	Blacksmith-----	1
Commercial-----	8	Cabinet Work-----	1
Cosmetician-----	1	Electricity-----	4
Dairying-----	1	Machine Shop-----	3
Economics-----	1	Mechanic-----	1
Home Economics-----	24	Printing-----	2
Cooking-----	1	Radio-----	1
Sewing-----	2	Telegraphy-----	1
Home Economics-----	21	Science-----	2
		Total-----	91

Of those going on to college or university, education was the predominant major with 53, followed by English with 31, science with 19, and business administration with 14. A complete list of the majors and minors of those persons attending college is found in Table IX.

Table IX

Showing Majors and Minors of Persons who Attended College or University

Subject	Number	Subject	Number
Majors			
Agriculture-----	2	Business Adm.-----	14
Art-----	4	Commercial-----	9
Bible-----	1	Business Adm.-----	3

Table IX (continued)

Subject	Number	Subject	Number
Sec. Training-----	2	French-----	1
Dentistry-----	1	Foreign-----	1
Economics-----	2	Languages-----	1
Social Science-----	1	Law-----	3
Economics-----	1	Library-----	1
Education-----	53	Mathematics-----	3
English-----	31	Music-----	14
Literature-----	2	Nursing-----	1
English-----	29	Physical Ed.-----	3
Forestry-----	1	Science-----	19
Geology-----	1	Bacteriology-----	1
History-----	7	Biology-----	1
Home Economics-----	11	Chem. Eng.-----	1
Industrial Arts-----	1	Chemistry-----	4
Journalism-----	3	Engineering-----	2
Languages-----	9	Pharmacy-----	4
Latin-----	4	Premedics-----	1
German-----	2	Science-----	5

Total-----185

## Minors

Accounting-----	1	Languages-----	8
Agriculture-----	2	German-----	2
Art-----	4	Languages-----	5
Business Adm.-----	6	Latin-----	1
Sec. Science-----	1	Mathematics-----	6
Bus. Adm.-----	2	Music-----	6
Commercial-----	3	Physical Ed.-----	6
Dancing-----	1	Psychology-----	1
Dramatics-----	3	Science-----	13
Economics-----	2	Biology-----	4
English-----	13	Chemistry-----	1
English-----	12	Engineering-----	1
Literature-----	1	Physics-----	1
General-----	1	Science-----	4
History-----	7	Zoology-----	2
Home Economics-----	2	Sociology-----	1

Total-----92

A total of 51 persons indicated that they had attended part-time classes. Commercial subjects again predominated with a total of 11. It is doubtful that the information obtained in this section is authentic, since the questionnaire asked for part-time, continuation school subjects completed, a term probably misunderstood by many.

Table X

Showing Subjects Indicated as Having Been Taken at Part-Time Continuation School

Subject	Number	Subject	Number
Agriculture-----	1	German-----	1
Army School-----	1	History-----	2
Art-----	5	Hospital-----	1
Commercial-----	11	Italian-----	1
Bookkeeping-----	1	Journalism-----	2
Business-----	1	Mathematics-----	3
Commercial-----	1	Arithmetic-----	1
Shorthand-----	2	Math.-----	2
Stenography-----	2	Millinery-----	1
Typing-----	4	Music-----	2
Dancing-----	1	Nursing-----	1
Education-----	2	Psychology-----	1
English-----	7	Salesmanship-----	1
Literature-----	4	Sewing-----	2
English-----	3	Spelling-----	1
General-----	1	Spanish-----	1
Geography-----	1	Writing-----	1
		Total-----	51

Those who indicated that they had attended evening classes numbered 168 persons. Of this group 16 indicated the classes attended were on Americanization. This was followed by home economics with 15 and by English with 13. Those who indicated that they had taken correspondence courses numbered 107, and 268 indicated they had attended business schools or colleges. Table XI shows a complete summary of the various courses and subjects taken.

Table XI

Showing Classes Taken or Courses Attended in Evening Schools,  
Correspondence Courses, and Business Colleges

Subject	Number	Subject	Number
Evening Classes			
Agriculture-----	1	Millinery-----	2
Americanization-----	16	Sewing-----	3
Architecture-----	1	Home Ec.-----	2
Art-----	7	Journalism-----	3
Biology-----	1	Labor College-----	1
Bookkeeping-----	4	Mathematics-----	1
Business-----	2	Mechanical Drawing-----	1
Business English-----	1	Mental Hygiene-----	2
Civics-----	1	Mining-----	1
Citizenship-----	4	Missionary-----	1
Commercial-----	1	Music-----	2
Current Problems-----	1	Natural History-----	1
Dancing-----	2	Pastel Painting-----	1
Designing-----	1	Psychology-----	3
Diesel-----	2	Nursing-----	5
Drafting-----	1	Reading-----	3
Dramatics-----	2	Shorthand-----	13
Economics-----	2	Public Speaking-----	11
Education-----	3	Short Story Writing-----	2
English-----	13	Show Card Printing-----	1
Literature-----	2	Sociology-----	2
English-----	11	Spelling-----	1
French-----	4	Spanish-----	1
Geography-----	1	Tailoring-----	1
History-----	2	Typing-----	11
Home Economics-----	15	U. of O. Ext.-----	5
Dressmaking-----	6	Woodcarving-----	3
Interior Dec.-----	1	Writing-----	4
Remodeling-----	1		
		Total-----	168
Correspondence Courses			
Accounting-----	4	Commercial Art-----	2
Advertising-----	1	Comptometer-----	1
Ancient History-----	1	Diesel-----	1
Art-----	5	Dressmaking-----	1
Astrology-----	1	Education-----	1
Bookkeeping-----	4	Efficiency-----	1
Business-----	1	Electricity-----	4
Business English-----	1	Engineering-----	2
Cartooning-----	1	English-----	5
Civil Service-----	5	Food-----	1

Table XI (continued)

Subject	Number	Subject	Number
Gas Motors-----	1	Music-----	5
Hotel Training-----	1	Radio-----	1
Hygiene-----	1	Salesmanship-----	3
History-----	3	Schools, Correspondence-----	12
Journalism-----	1	I.C.S.-----	9
Law-----	1	U. of O.-----	1
Library-----	1	Alex. Hamil.-----	1
Mathematics-----	5	Franklin I.-----	1
Mechanical Drawing-----	1	Sewing-----	2
Military Science-----	1	Shorthand-----	2
Millinery-----	2	Sociology-----	1
Literature-----	1	Spanish-----	1
Mechanics-----	1	Story Writing-----	2
Mining-----	1	Taxidermy-----	1
Navigation-----	1	Telephone-----	1
Nursing-----	2	Typing-----	3
Physiology-----	1	Women's Inst.-----	1
Psychology-----	3	Writing-----	1
		Total-----	107

## Business School

Accounting-----	2	Filing-----	2
Banking-----	2	General-----	1
Barbering-----	1	History-----	1
Beauty Culture-----	1	Nursing-----	2
Billing-----	1	Permanship-----	1
Bookkeeping-----	54	Sec. Training-----	8
Business-----	8	Shorthand-----	56
Business English-----	6	Spelling-----	3
Commercial-----	9	Stenography-----	51
Commercial Law-----	1	Telegraphy-----	1
Comptometer-----	4	Typing-----	52
English-----	1		
		Total-----	268

Employment and Occupational Status

Those who indicated their first gainful employment and the daily wage paid numbered 892 or 63.4 per cent. The average age for

first gainful employment was 15.8 years, and the average wage was \$2.35 per day. The most common type of work at which they were employed was classified as common labor. Many of the other classifications shown in Table XII, page 36, could probably be classified also as common labor.

At the time of filling out the questionnaire, 369 or 26.2 per cent indicated they were unemployed; 50 or 3.6 per cent showed that they were not unemployed, and 987 or 70.2 per cent did not answer this question. Those receiving SERA or relief assistance numbered 188 or 13.4 per cent, and 877 or 62.4 per cent indicated that they had not received such assistance. Those not answering this question numbered 341 or 24.3 per cent. The adult classes helped 81 or 5.8 per cent to secure jobs. Those stating that the adult classes had not helped them secure jobs numbered 591 or 42 per cent, and 734 or 52.2 per cent did not answer the question.

Those saying that the adult classes had helped them to improve on their present jobs numbered 334 or 23.8 per cent, and the same number stated that the adult classes had not helped in their present work. Those not answering this question numbered 738 or 52.5 per cent. In checking through the questionnaire, it is noted that of the 334 who indicated the adult classes had helped them to improve on their present jobs, a large percentage were women, which fact would tend to show that those women attending home economics classes found the classes of help to them in carrying on their household duties. In a study made at the University of Minnesota, the greatest educational need of employed adults was found to be

Table XII

Showing Number and Occupation at First Gainful Employment

Occupation	Number	Occupation	Number
Art-----	1	Mining-----	1
Bank Messenger-----	1	Music-----	5
Baker-----	3	Newsboy-----	6
Barber-----	2	Nurse-----	10
Beauty Culture-----	1	Office Work-----	108
Biological Survey-----	1	Oil Fields-----	1
Blacksmith-----	22	Painting-----	3
Brickyard-----	1	Photography-----	3
Companion-----	1	Playground-----	1
Cabin Boy-----	1	Plaster Helper-----	1
Cabinet Work-----	3	Power Machine Operator-----	1
Cannery-----	2	Picking Cotton-----	1
Carpenter-----	1	Post Office-----	1
Cashier-----	11	Private Soldier-----	1
Cheese & Butter Appren.---	1	Press Work-----	1
Clerk-----	80	Radio Continuity-----	1
Delivery Boy-----	1	Raising Turkeys-----	1
Dental-----	2	Range Riding for	
Department Head-----	1	U. S. Survey-----	1
Druggist-----	1	Restaurant-----	2
Engineering-----	3	Roofing-----	1
Farming-----	11	Sawmill-----	2
Fireman-----	3	Seamstress-----	10
Foreman-----	1	Shingle Weaver-----	1
Fruit Picking-----	3	Shoemaker-----	1
Gardener-----	2	Steam Filler-----	1
Glassblowing-----	1	Steamship-----	1
Hotel Work-----	1	Stationery Engraving-----	1
Herding-----	3	Silversmith-----	1
Harvesting-----	3	Teaching-----	128
Housework-----	61	Teamster-----	2
Houwewife-----	2	T.C.H.R.-----	1
Inspector-----	1	Telephone-----	17
Labor-----	324	Theater-----	2
Librarian-----	3	Transfer-----	1
Lumbering-----	3	Transfer Girl-----	1
Macaroni Making-----	1	Veneer Plant-----	1
Making Twine-----	1	Washman-----	2
Machinist-----	6	Waitress-----	14
Merchant-----	1	Weaver-----	1
Managerial-----	1	Woolen Mill Oiler-----	1
		Wrapper-----	1

Total-----892

authentic information about their own vocational assets and liabilities.

The grown man or woman who needs further training is frequently unaware of that need. The person who does feel a desire to secure further preparation is quite likely to be in error or in doubt regarding the occupational field in which he should seek training. His need for information along these lines cannot be met except by a comprehensive survey of his characteristics based on the most scientific devices available.<sup>3</sup>

In considering the occupational classifications, 731 or 58.9 per cent were housekeepers or housewives. Table XIII shows the occupations of the 1,242 who indicated their employment.

Table XIII

Showing the Occupations of Persons Involved in the Study

Occupation	Number	Per Cent	Rank
Artists-----	10	.8	14
Auto Mechanics-----	8	.6	16
Banker-----	1	.1	23
Barbers-----	4	.3	20
Bookkeepers-----	24	1.9	8
Butter and Cheese Makers-----	3	.2	21
Carpenters-----	13	1.0	13
Clerks-----	30	2.4	7
CCC Members-----	14	1.1	12
Common Laborers-----	73	5.9	3
Contractors-----	4	.3	20
Cooks-----	5	.4	19
Cosmetician-----	1	.1	23
County Officials-----	5	.4	19
County Agents-----	2	.2	22
Doctors-----	3	.2	21
Dressmakers & Tailors-----	4	.3	20
Electrical Mechanic-----	1	.1	23
Engineers-----	7	.6	17
Farmers-----	49	3.9	5

<sup>3</sup>. Trabue, M. R. and Dvorak, Beatrice J., "A Study of the Needs of Adults for Further Training", Bulletins of the Employment Stabilization Research Institute, University of Minnesota, Vol. III, No. 3, July, 1934, p. 148.

Table XIII (continued)

Occupation	Number	Per Cent	Rank
Firemen-----	5	.4	19
Fishermen-----	4	.3	20
Foremen-----	2	.2	22
Forester-----	1	.1	23
Furniture Makers-----	2	.2	22
High School Principal-----	1	.1	23
Housekeepers-----	98	7.9	2
Housewives-----	633	51.0	1
Insurance Agents-----	9	.7	15
Lawyer-----	1	.1	23
Lecturer-----	1	.1	23
Librarians-----	3	.2	21
Lineman-----	1	.1	23
Machinists-----	9	.7	15
Macaroni Maker-----	1	.1	23
Mail Carriers-----	2	.2	22
Managers-----	4	.3	20
Merchants-----	22	1.8	9
Miller-----	1	.1	23
Miner-----	1	.1	23
Minister-----	1	.1	23
Model-----	1	.1	23
Musicians-----	5	.4	19
Nurses-----	6	.5	18
Nurseryman-----	1	.1	23
Painters-----	10	.8	14
Paper Tester-----	1	.1	23
Photographer-----	1	.1	23
Plasterer-----	1	.1	23
Plumbers-----	2	.2	22
Postmasters-----	5	.4	19
Printers-----	3	.2	21
Salesmen-----	16	1.3	11
Service Station Operators-----	3	.2	21
Shoemaker-----	1	.1	23
Stenographers-----	35	2.8	6
Students-----	18	1.4	10
Teachers-----	60	4.8	4
Telephone Operators-----	6	.5	18
Telegraph Operator-----	1	.1	23
Waitress-----	1	.1	23
Wood Turner-----	1	.1	23
Writer-----	1	.1	23
Total-----	1,242	100.1	

Very little relationship was found to exist between the occupations of the persons involved in the study and the occupational classifications of Oregon as shown in the 1930 census. These figures are compared in Table XIV.

Table XIV

Showing the Occupational Classifications for Oregon from the 1930 Census, and of the Persons Involved in this Study

Occupation	Number	Per Cent	Rank
<u>Oregon</u>			
<u>Area and General Division of Occupations</u>			
Agriculture-----	81,879	20.0	2
Forestry and fishing-----	18,632	4.5	8
Extraction of minerals-----	2,167	.5	10
Manufacturing & mechanical industries-----	107,166	26.2	1
Transportation & communication-----	36,491	8.9	5
Trade-----	55,449	13.5	3
Public service (not elsewhere classified)---	6,241	1.5	9
Professional service-----	31,947	7.8	6
Domestic & personal service-----	39,153	9.6	4
Clerical occupations-----	30,520	7.5	7
Total-----	409,645	100.0	
<u>Persons Involved in Study</u>			
Agriculture-----	50	4.0	6
Forestry and fishing-----	5	.4	10
Extraction of minerals-----	1	.1	11
Manufacturing & mechanical industries-----	151	12.2	2
Transportation & communication-----	15	1.2	9
Trade-----	82	6.6	4
Public service-----	24	1.9	7
Professional service-----	96	7.7	3
Domestic & personal service-----	741	59.7	1
Clerical occupations-----	59	4.8	5
Students-----	18	1.4	8
Total-----	1,242	100.0	

## Chapter V

## ANALYSIS OF DATA ON INTERESTS

Adult Classes, Reasons for Attending, and Personal Opinions

The study of adult interests is not entirely a new field. Several books have been written previously dealing with the interests of adults. In considering the interests of the persons involved in the study, the topics of primary consideration were the adult classes which the group was attending, their reasons for attending, personal reactions, and their leisure-time activities and interests. In studying the adult classes which these people attended, one should remember that they did not, in all cases, attend classes which they were most desirous of attending. As stated in the introduction, it was necessary for the adult teachers to qualify as eligible for relief employment, thus limiting the range of classes which could be taught in any one community to the qualifications of the eligible teachers available.

Table XV

Showing the Number Attending Various Classes

Subject	Number	Per Cent
Accounting-----	1	.1
Amateur Acting-----	1	.1
Americanization-----	153	10.9
Arts and Crafts-----	79	5.6
Basketry-----	5	.4
Bible Study-----	8	.6
Boat Building-----	9	.6
Bookkeeping-----	31	2.2
Business-----	12	.9
Civics-----	6	.4
Commercial-----	3	.2

Table XV (continued)

Subject	Number	Per Cent
Commercial Art (Lettering)-----	10	.7
Cooking-----	25	1.8
Composition-----	6	.4
Current Topics-----	34	2.4
Designing-----	6	.4
Diesel Engine-----	15	1.1
Drafting-----	7	.5
Dramatics-----	55	3.9
Dress Making-----	4	.3
Drum Corp-----	1	.1
English-----	103	7.3
Electricity-----	1	.1
Elementary Review-----	19	1.4
First Aid-----	32	2.3
French-----	19	1.4
General Homemaking-----	20	1.4
Geography-----	13	.9
German-----	1	.1
Handcrafts-----	45	3.2
Health and Recreation-----	25	1.8
History-----	17	1.2
Home Decoration-----	34	2.4
Home Economics-----	10	.7
Home Hygiene-----	12	.9
Interior Decorating-----	19	1.4
Journalism-----	3	.2
Knitting-----	3	.2
Landscape Gardening-----	9	.6
Languages-----	38	2.7
Leather Tooling-----	8	.6
Lip Reading-----	9	.6
Literacy-----	36	2.6
Literature-----	55	3.9
Mathematics-----	21	1.5
Mechanics-----	3	.2
Music-----	99	7.0
Nature Study-----	1	.1
Net Weaving-----	13	.9
Nursing-----	14	1.0
Nursery School-----	1	.1
Parent Education-----	23	1.6
Pastel Painting-----	6	.4
Permanship-----	17	1.2
Philosophy-----	7	.5
Photography-----	4	.3

Table XV (continued)

Subject	Number	Per Cent
Physical Education-----	31	2.2
Placer Mining-----	18	1.3
Psychology-----	13	.9
Public Speaking-----	95	6.8
Radio-----	6	.4
Rug Making-----	5	.4
Science-----	2	.1
Sewing-----	172	12.2
Shorthand-----	75	5.3
Short Story Writing-----	10	.7
Social Science & Economics-----	64	4.6
Spanish-----	1	.1
Spinning-----	8	.6
Swimming-----	22	1.6
Typing-----	86	6.1
Vocational-----	4	.3
Voice-----	8	.6
Welding-----	2	.1
Wood Carving-----	2	.1
Workers' Education-----	1	.1

The total number of classes attended was 1,836, making an average of 1.3 classes attended (subjects studied) by each person. This does not mean that each person attended only 1.3 class sessions, but that the persons involved in the study averaged 1.3 different types of subjects studied. Many of the classes met two and three times a week, and approximately one-third of the people received instruction in more than one subject.

In checking through the records of the entire adult education program for 1934-35, one will notice that the seasons of the year also affected the attendance and interest in the classes. Particularly is there a decline in attendance during the spring months, when people have more opportunity for work and recreation due to the

milder weather. Chart V and Table XVI show the attendance by month in comparison with the number of teachers working.

Table XVI

Showing the Number of Teachers Working, and Attendance for Each Field of the Adult Education Program for 1934-35

Field	Teachers Working	Attendance
October 1934		
Literacy-----	8	59
General Adult-----	17	245
Vocational-----	10	94
Total-----	35	398
November 1934		
Literacy-----	47	703
General Adult-----	130	4,602
Vocational-----	64	1,088
Workers' Education-----	8	792
Total-----	249	7,185
December 1934		
Literacy-----	52	858
General Adult-----	159	4,875
Vocational-----	82	1,334
Workers' Education-----	8	738
Total-----	301	7,805
January 1935		
Literacy-----	64	1,087
General Adult-----	202	6,093
Vocational-----	113	2,439
Parent Education-----	4	126
Workers' Education-----	8	873
Total-----	391	10,618
February 1935		
Literacy-----	59	1,004
General Adult-----	222	7,175
Vocational-----	135	3,121
Parent Education-----	26	135
Workers' Education-----	8	622
Total-----	450	12,057

**CHART V**  
**SHOWING THE NUMBER OF CLASSES, TEACHERS AND**  
**ATTENDANCE DURING THE ADULT EDUCATION PROGRAM**  
**1934-35**

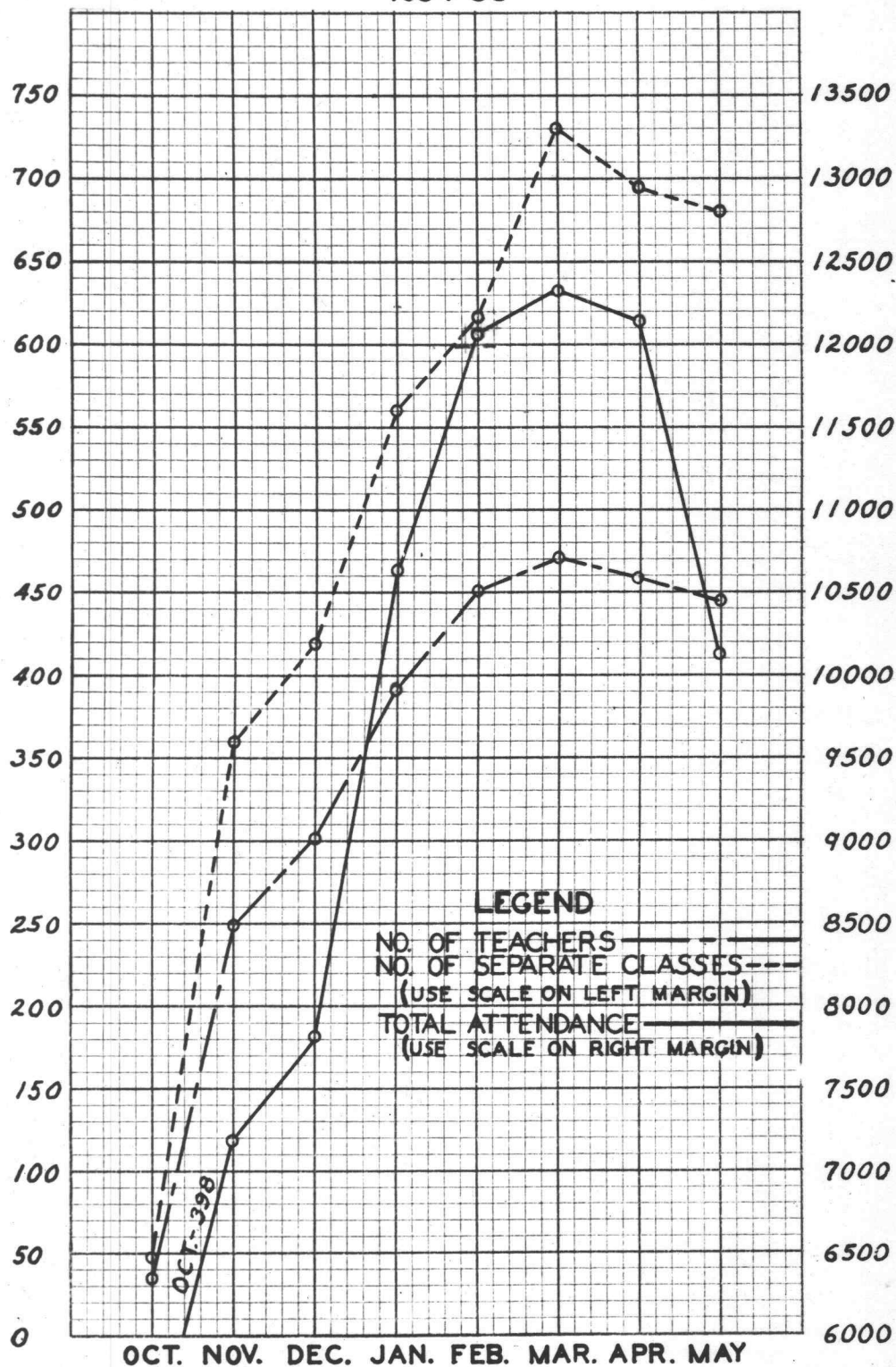


Table XVI (continued)

Field	Teachers Working	Attendance
March 1935		
Literacy-----	63	1,032
General Adult-----	241	6,930
Vocational-----	146	3,367
Parent Education-----	12	357
Workers' Education-----	8	622
Total-----	470	12,308
April 1935		
Literacy-----	65	1,002
General Adult-----	228	6,916
Vocational-----	146	3,256
Parent Education-----	13	352
Workers' Education-----	8	613
Total-----	460	12,139
May 1935		
Literacy-----	60	840
General Adult-----	222	5,680
Vocational-----	143	2,699
Parent Education-----	11	288
Workers' Education-----	8	612
Total-----	444	10,119

Table XVII

Showing Number of Groups in the Various Subjects for the  
Entire Adult Education Program

Subject	Number	Rank
Amateur Acting-----	1	22
Americanization-----	55	3
Animal Husbandry-----	1	22
Arts and Crafts-----	69	1
Band-----	1	22
Banjo-Guitar-----	1	22
Basketry-----	1	22
Bible Study-----	6	17
Boat Building-----	1	22
Bookkeeping-----	15	12
Braille-----	2	21
Business-----	4	19
Candy Making-----	2	21
Carpentry-----	1	22

Table XVII (continued)

Subject	Number	Rank
Chorus-----	3	20
Civics-----	5	18
Clothing-----	2	21
Commercial-----	63	2
Commercial Art (Lettering)-----	1	22
Community Music Culture-----	1	22
Community Problems-----	3	20
Community Singing-----	2	21
Cooking-----	4	19
Composition of Poetry-----	1	22
Crimonology-----	1	22
Current History-----	6	17
Current Topics-----	6	17
Designing-----	1	22
Diesel Engine-----	6	17
Drafting-----	2	21
Dramatics-----	19	9
Dressmaking-----	40	5
Drum Corps-----	1	22
Economics-----	3	20
English-----	16	11
Electricity-----	2	21
Elementary Grammar-----	1	22
Elementary Review-----	5	18
First Aid-----	22	8
Folk Dancing-----	1	22
Freehand Drawing-----	1	22
French-----	4	19
Gardening-----	1	22
General Homemaking-----	6	17
General Shop-----	1	22
Geography-----	2	21
German-----	2	21
Health and Recreation-----	24	7
History-----	2	21
Home Decoration-----	3	20
Home Economics-----	6	17
Home Hygiene-----	6	17
Hose Mending-----	1	22
Interior Decorating-----	4	19
Journalism-----	2	21
Knitting-----	4	19
Landscape Gradening-----	1	22
Languages-----	2	21
Latin, Classics-----	1	22
Leather Tooling-----	2	21
Linoleum Block Cutting-----	1	22
Lip Reading-----	1	22

Table XVII (continued)

Subject	Number	Rank
Literacy-----	26	6
Literature-----	1	22
Literature and Language-----	3	20
Manual Training-----	2	21
Mathematics-----	9	15
Mechanics-----	2	21
Memory Training-----	2	21
Memory Work-----	1	22
Millinery-----	1	22
Mineralogy-----	1	22
Modeling-----	1	22
Music-----	18	10
Music Appreciation-----	3	20
Music Sight Reading-----	1	22
Nature Study-----	3	20
Needlecraft-----	2	21
Net Weaving-----	2	21
Nursery School-----	42	4
Oil Painting-----	1	22
Orchestra-----	3	20
Oregon History-----	1	22
Parent Education-----	16	11
Pastel Painting-----	2	21
Permanship-----	2	21
Philosophy-----	1	22
Photography-----	3	20
Physical Education-----	7	16
Piano-----	6	17
Picture Tinting-----	1	22
Placement and Guidance-----	3	20
Placer Mining-----	1	22
Plastering-----	1	22
Play Production-----	1	22
Plumbing-----	1	22
Poultry Husbandry-----	2	21
Psychology-----	6	17
Public Speaking-----	24	7
Radio-----	5	18
Religion-Debate-----	1	22
Remodeling-----	1	22
Research-----	7	16
Rug Making-----	2	21
Sanitary Engineering-----	3	20
Science-----	7	16
Sculpture-----	3	20
Sewing-----	5	18

Table XVII (continued)

Subject	Number	Rank
Sheet Metal-----	1	22
Short Story Writing-----	2	21
Social Problems-----	4	19
Social Science-----	14	13
Sociology-----	5	18
Spanish-----	6	17
Spinning-----	3	20
Swimming-----	4	19
Tailoring-----	2	21
Tap Dancing-----	1	22
Telegraphy-----	1	22
Violin-----	1	22
Voice-----	7	16
Water Color Painting-----	1	22
Welding-----	1	22
Wicker Weaving-----	1	22
Wood Carving-----	2	21

Adult education like most human activities shows persons doing certain things, assigning certain reasons for so doing to themselves, and assigning certain reasons for so doing to their friends, teachers, and others. Neither what they do nor what they think in their heart of hearts, nor what they announce to the others is a perfect index of their real wants and motives. What they do is the best index of the three, and what they announce to the other is the worst. Here as elsewhere actions speak louder and truer than words.<sup>1</sup>

With this in mind, the fact that over 12,300 people attended the adult classes shows a very definite interest in adult education. Their reasons for attending these adult classes should prove of some interest and value. Table XVIII is a compilation of the results obtained from the 12 reasons for attending the adult classes set forth in the questionnaire, and it also lists a number of other reasons given by those filling out the questionnaire.

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1. Thorndike, E. L., "Adult Interests", p. 92.

Table XVIII

## Reasons Listed for Attending Classes

Reasons	Number	Per Cent	Rank
Diversion-----	365	26.0	5
Preparing for advancement-----	121	9.0	11
Preparing for a new job-----	149	10.6	10
Preparing for citizenship papers-----	184	13.1	9
Developing a hobby-----	234	16.6	8
Physical Education-----	120	8.5	12
Develop interests which have been denied earlier in life-----	498	35.4	1
Develop interests so as to use leisure time-----	410	29.2	4
For social contacts made in class-----	309	22.0	7
Develop new interests-----	487	34.6	3
Develop own education so as to keep pace with own children-----	325	23.1	6
To try to keep abreast of present economic conditions-----	490	34.9	2

## Other Reasons

Interest in reviving old arts necessary-----	1
For advancement and progress-----	2
Self-improvement-----	6
Possible future jobs-----	2
Interest in young people-----	1
To commercialize a hobby-----	1
To be able to make clothes for children and self	
Advertise education & culture and extend opportunity-----	1
To become a better parent-----	2
To be of help to someone-----	1
To be more efficient as a coach-----	1
To meet emergencies-----	3
To be more efficient in teaching art-----	1
To learn language-----	2
Help in teaching classes-----	1
Curiosity-----	1
To benefit others and myself-----	3
To better care for self-----	1
To help out teachers who needed work-----	1
Wants to be citizen like children born here-----	1
Prevents blues-----	2
Improve English & poise-----	4
To be able to speak English-----	2
To help me personally to take care of own affairs-----	1
To keep from getting in a rut-----	2



410 or 29.2 per cent. No effort was made to differentiate between the interests of young and old. Thorndike's study continues:

So far as age goes, the requirements of intrinsic interest seem not much greater for men and women of 45 than for their sons and daughters.<sup>2</sup>

The decrease in the total volume of interest from the twenties to the fifties is thus slight, and is restricted largely to physical activities. The interests most needed to support adult learning show no decrease.<sup>3</sup>

In the study carried on in the state of Washington, while the reasons given for attending the classes are not exactly the same, some comparison is shown. Of the 14,462 persons involved in the study, 8,100 indicated that they were attending the adult classes to improve their general education. 2,197 were occupied with the pursuit of hobbies, 1,767 were engaged in vocational preparation or training, and 1,123 had leisure time occupations as their goal. Those giving other reasons which were not recorded in the summary numbered 1,276.<sup>4</sup>

In this study those expressing a favorable opinion of the adult education classes in Oregon numbered 1,151 or 81.9 per cent, while 32 or 2.3 per cent gave an unfavorable reaction. Those not answering this question numbered 223 or 15.9 per cent. From these figures the conclusion is reached that over 80 per cent of the people were satisfied with the adult classes attended. Of those expressing dissatisfaction, it was noticed that many were opposed

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2. Thorndike, E. L., "Adult Interests", p. 74.

3. Thorndike, E. L., "Adult Interests", p. 12.

4. Anderson, Mrs. L. O., Supervisor of Adult Education, State Department of Education, Olympia, Washington, unpublished study on "Emergency Adult Education Students in the State of Washington".

to the adult classes on the basis that this project was a waste of Federal money. This would indicate that they were criticizing the classes from a political viewpoint rather than from an educational viewpoint.

Adult Classes Preferred; Time Willing to Devote; Opinions  
in regard to Class Fees and Length of Class Sessions

The subjects preferred by the adult students very closely agreed with the classes which they were already attending. Though sewing ranks first in considering the classes of highest attendance, arts and handcrafts lead with 195 in the subjects most preferred, and sewing is second with 182. A significant fact in this comparison is that Americanization is second in considering the classes of highest attendance, but in considering subjects preferred it ranks thirteenth. Table XIX shows the classes attended and also the classes preferred.

Table XIX

Showing Classes Attended and Classes Preferred

Subject	No. Attending	Rank	Preferred	Rank
<u>First Ten Subjects with Highest Attendance</u>				
Sewing-----	172	1		
Americanization-----	153	2		
Arts and Handcrafts-----	124	3		
English-----	103	4		
Music-----	99	5		
Public Speaking-----	95	6		
Typing-----	86	7		
Shorthand-----	75	8		
Social Science & Ec.-----	64	9		
Literature-----	55	10		

Table XIX (continued)

Subject	No. Attending	Rank	Preferred	Rank
<u>First Ten Subject Most Preferred</u>				
Arts and Handcrafts-----			195	1
Sewing-----			182	2
English-----			171	3
Music-----			125	4
Typing-----			122	5
Shorthand-----			95	6
Literature-----			87	7
Social Science & Ec.-----			84	8
Public Speaking-----			73	9
History-----			68	10
Accounting-----	1	37	5	37
Agriculture-----			5	37
Amateur Acting-----	1	37		
Americanization-----	153	2	56	13
Animal Husbandry-----			1	41
Arts and Handcrafts-----	124	3	195	1
Aviation-----			1	41
Basketry-----	5	33	2	40
Bible Study-----	8	30	9	33
Blacksmith-----			1	41
Boat Building-----	9	29	8	34
Bookkeeping-----	31	15	63	12
Business-----	12	27	13	30
Business English-----			9	33
Chemistry-----			2	40
Civics-----	6	32	22	24
Clothing-----			2	40
Commercial-----	3	35	13	29
Commercial Art (Lettering)-----	10	28	6	35
Community Problems-----			2	39
Community Singing-----			7	34
Cooking-----	25	16	40	17
Composition of Poetry-----	6	32	4	37
Current Topics-----	34	12	40	17
Dancing-----			3	38
Designing-----	6	32	10	31
Diesel Engine-----	15	24	20	24
Drafting-----	7	31	17	26
Dramatics-----	55	9	45	15
Dressmaking-----	4	34	3	38
Drum Corps-----	1	37		
English-----	103	4	171	3
Electricity-----	1	37	3	38

Table XIX (continued)

Subject	No. Attending	Rank	Preferred	Rank
Elementary Review-----	19	21	33	19
Engineering-----			3	38
Fishing-----			1	40
First Aid-----	32	14	22	23
Floriculture-----			2	39
Freehand Drawing-----			1	40
French-----	19	21	16	27
Gardening-----			7	34
General Homemaking-----	20	20	13	29
General Shop-----			1	40
Geography-----	13	26	9	32
German-----	1	37	6	35
Gunsmith-----			1	40
Health and Recreation-----	25	16	28	21
History-----	17	23	68	10
Home Decoration-----	34	13	22	23
Home Economics-----	10	28	49	14
Home Hygiene-----	12	27	6	35
Interior Decorating-----	19	21	17	26
Journalism-----	3	35	9	32
Knitting-----	3	35	3	38
Landscape Gardening-----	9	29	16	27
Languages-----	38	11	51	13
Law-----			1	40
Leather Tooling-----	8	30	5	36
Life Saving-----			1	40
Lip Reading-----	9	29	7	34
Literacy-----	36	12	11	30
Literature-----	55	10	87	7
Manual Training-----			2	29
Mathematics-----	21	19	35	18
Mechanics-----	3	35	13	29
Millinery-----			1	40
Mineralogy-----			1	40
Music-----	99	5	125	4
Nature Study-----	1	37	2	39
Navigation-----			1	40
Needlecraft-----			1	40
Net Weaving-----	13	26	7	34
Nursery School-----	1	37	1	40
Nursing-----	14	25	26	22
Parent Education-----	23	17	8	33
Parliamentary Law-----			1	40
Pastel Painting-----	6	32	3	38
Permanship-----	17	23	42	16
Philosophy-----	7	31	3	38

Table XIX (continued)

Subject	No. Attending	Rank	Preferred	Rank
Photography-----	4	34	4	37
Physical Education-----	31	14	51	13
Physics-----			2	39
Placer Mining-----	18	22	15	28
Portrait Drawing-----			1	40
Psychiatry-----			2	39
Psychology-----	13	26	29	20
Public Speaking-----	95	6	73	9
Radio-----	6	32	6	35
Rug Making-----	5	33	1	40
Science-----	2	36	19	25
Sewing-----	172	1	182	2
Shorthand-----	75	8	95	6
Short Story Writing-----	10	28	8	33
Social Science & Economics-----	64	9	84	8
Spanish-----	1	37	9	32
Spinning-----	8	30		
Swimming-----	22	18	17	26
Tailoring-----			1	40
Translating-----			1	40
Typing-----	86	7	122	5
Vocational-----	4	34	5	36
Voice-----	8	30		
Welding-----	2	36	1	40
Wood Carving-----	2	36		
Workers' Education-----	1	37		

Those stating that they would prefer to spend six hours per week in adult classes numbered 360 or 34.5 per cent. The second choice was four hours with 200 or 19.2 per cent, and third was two hours with 194 or 18.6 per cent. Table XX shows the amount of time per week for which preferences were expressed, and the number of persons favoring each.

Table XX

## Time Willing to Spend per Week in Classes

No. of Hours	Number	Per Cent	Rank
1-----	15	1.4	10
2-----	194	18.6	3
3-----	90	8.6	4
4-----	200	19.2	2
5-----	43	4.1	5
6-----	360	34.5	1
7-----	24	2.3	8
8-----	38	3.6	6
9-----	5	.5	11
10-----	30	2.9	7
11-----	1	.1	15
12-----	18	1.7	9
13-----	2	.2	14
14-----	1	.1	15
15-----	3	.3	13
16-----	4	.4	12
18-----	5	.5	11
20-----	3	.3	13
24-----	2	.2	14
26-----	1	.1	15
30-----	2	.2	14
36-----	1	.1	15

The length of classes most commonly preferred was two hours, with 910 or 64.7 per cent preferring two-hour classes to one-hour classes, and 209 or 14.9 per cent stating that they would prefer one-hour classes. Those not answering numbered 287 or 20.4 per cent.

The subject of class fees is a very important one in considering the possibilities of establishing a permanent adult education program. In order to establish a permanent program of adult education, it would more than likely be necessary that part of the financing of such a program be obtained from class fees. Those expressing a willingness to pay a class fee numbered 670 or 47.7 per

cent, while 357 or 25.4 per cent stated they would not be willing to pay fees. It was noticed in tabulating the results that a great number qualified their expression against fees by explaining they were unable to pay. Twenty-two others said they would be glad to pay a class fee in order to attend classes if they were financially able to pay. Those not answering this question numbered 379 or 27 per cent. With this indication from over 50 per cent of the people who are at the present time attending adult classes, the possibility of establishing a permanent adult education program seems encouraging.

#### Activities During Leisure Time, and Interests

Very little correlation was found to exist between the activities during leisure time and the classes preferred in adult education, except in the case of music. Table XXI shows the activities indicated during leisure time.

Table XXI

#### Showing Leisure Time Activities

Activity	Number	Rank	Activity	Number	Rank
Athletics-----	57	9	Community Affairs-----	9	22
American Legion Aux.-----	2	28	Cards-----	41	10
Art-----	11	20	Clubs-----	66	8
Antiques-----	1	29	Crocheting-----	2	28
Astronomy-----	1	29	Cooking-----	3	27
Adult Classes-----	1	29	Crafts-----	1	29
Ask questions & listen---	1	29	Chores-----	2	28
Amusements-----	78	7	Charity Work-----	2	28
Birds-----	2	28	Cut Work-----	1	29
Boats-----	3	27	Clay Modeling-----	1	29
Bible Study-----	1	29	Contact Prof. People		
Civic-----	4	26	in same line-----	1	29
Church-----	119	3	Dramatics-----	17	17

Table XXI (continued)

Activity	Number	Rank	Activity	Number	Rank
Diesel & Steam-----	2	28	Poetry-----	1	29
Drawing-----	3	27	Pressing wild flowers--	1	29
Driving-----	6	24	Politics-----	3	27
Duck Raising-----	1	29	Physical Education-----	6	24
Dem. Org. of masses-----	1	29	Photography-----	3	27
Dep. on Circ. & Oppor.-----	1	29	Painting-----	9	22
Education-----	1	29	Philanthropy-----	1	29
Economics-----	3	27	Paper flowers-----	1	29
Fishing-----	34	12	Public Speaking-----	1	29
Fraternal-----	41	10	Quilting-----	1	29
Floriculture-----	13	19	Radio-----	14	18
First Aid-----	2	28	Reading-----	288	1
Fly Tying-----	1	29	Red Cross-----	2	28
Fire Studies-----	1	29	Racial work-----	1	29
Foreign Newspapers-----	1	29	Rest-----	1	29
Gardening-----	81	6	Recreational-----	1	29
Girl Scouts-----	5	25	Raising Chickens-----	1	29
Grange-----	4	26	Rug Making-----	1	29
Geography-----	1	29	Sports-----	250	2
Group Discussion-----	2	28	Study-----	36	11
Grievance Committee-----	2	28	School-----	4	26
Handwork-----	9	22	Sewing-----	108	4
Horticulture-----	1	29	Social Act.-----	22	15
Handcrafts-----	10	21	Spending Money-----	1	29
Homemaking-----	14	18	Singing-----	9	22
History-----	2	28	Stock Raising-----	2	28
Home beautification-----	5	25	Scouting-----	2	28
Home workshop-----	1	29	SERA classes-----	1	29
Journalism-----	1	29	Shorthand-----	1	29
Knitting-----	7	23	Sketching-----	1	29
Library-----	4	26	Tumbling-----	1	29
Letters-----	1	29	Travel-----	3	27
Legislative Develop.-----	1	29	Trying to grow more worthwhile-----	1	29
Legion-----	2	28	Typing-----	2	28
Languages-----	2	28	Tutoring-----	1	29
Lectures-----	2	28	Teaching Art & Hist.---	1	29
Music-----	98	5	Vocational-----	6	24
Metaphysics-----	2	28	Visiting-----	5	25
Manual Art-----	1	29	Writing-----	23	14
Mining-----	7	23	W.C.T.U.-----	1	29
Mechanics-----	1	29	Wood Carving-----	2	28
Needlecraft-----	21	16	Wood Work-----	2	28
None-----	1	29	Y.M.C.A.-----	1	29
P.T.A.-----	32	13			

Gray and Munroe state in regard to the interest in reading:

Facts show conclusively that reading is rapidly assuming a place of first importance in modern life. One evidence of this tendency is the fact that the amount of material published during the last 50 years has increased at a far more rapid rate than has the population of the country.<sup>5</sup>

In considering the interests of the adult students, reading again predominates, with 455 or 32.4 per cent expressing a great interest in the reading of fiction, and 495 or 35.2 per cent expressing a great interest in non-fiction reading. Gray and Munroe also state:

Studies of the cause of difference in the reading proclivities of people in different communities show that there is close relationship between the amount read and such factors as the general level of intelligence of the citizens of a community, the extent of literacy, the efficiency of the schools, accessibility of library materials, and the amount of productivity of the community as measured by the agricultural and manufactured goods produced.<sup>6</sup>

They also state that detailed studies of the reading activities of adults reveal the significant fact that about 50 per cent read books, 75 per cent read magazines, and 95 per cent or more read newspapers. Furthermore, the average amount of time given to reading each day as reported by several hundred adults is more than 90 minutes.

In the study in Oregon, music ranked second in considering the topics of greatest interest to the group, home economics third, recreation fourth, and handicrafts fifth. These interests related much more closely with the adult classes attended than did the leisure-time activities. Table XXII shows a summary of the interests of those attending the adult classes.

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5. Gray, W. S. and Munroe, Ruth, "The Reading Interests and Habits of Adults", p. 259.

6. Gray, W. S. and Munroe, Ruth, "The Reading Interests and Habits of Adults", p. 261.

Table XXII  
Showing Summary of Interests

Interest	Greatly Interested			Slightly Interested		
	No.	Per Cent	Rank	No.	Per Cent	Rank
Reading						
Fiction-----	455	32.4	5	274	19.5	3
Non-fiction-----	495	35.2	3	485	34.5	1
Athletics-----	347	24.7	11	191	13.6	8
Vocational						
Getting new job-----	377	26.8	9	42	3.0	24
Improvement on present job--	363	25.8	10	66	4.7	22
Home economics-----	534	38.0	2	128	9.1	17
Agriculture-----	181	12.9	22	169	12.0	13
Professional-----	74	5.3	25	42	3.0	24
Learning a trade-----	271	19.3	13	66	4.7	22
Economics-----	266	18.9	14	180	12.8	10
Handcrafts-----	409	29.1	7	171	12.2	11
Drawing						
Architectural-----	74	5.3	25	67	4.8	21
Free hand-----	125	8.9	23	112	8.0	20
Mechanical-----	83	5.9	24	60	4.3	23
Art-----	260	18.5	16	138	9.8	16
Politics-----	212	15.1	20	233	16.6	4
Dramatics-----	237	16.9	17	194	13.8	7
Science-----	218	15.5	19	184	13.1	9
Recreation (hunting, golfing, hiking, fishing, etc.)-----	490	34.9	4	123	8.7	18
Home workshop-----	224	15.9	18	153	10.9	15
Cards-----	188	13.4	21	229	16.3	5
Music-----	581	41.3	1	197	14.0	6
Movies-----	272	19.3	15	302	21.5	2
Health						
Nursing-----	325	23.1	12	116	8.3	19
Home Hygiene-----	387	27.5	8	154	11.0	14
First Aid-----	429	30.5	6	170	12.1	12

Interests indicated other than those listed

Interest	No. Interested	Interest	No. Interested
Writing-----	8	Sewing-----	14
Floriculture-----	5	Current events-----	6
Social Service-----	2	Electricity-----	1
Travel-----	1	Care of babies-----	1
Journalism-----	2	Piano-----	1
Radio-----	4	Public Speaking-----	2
Salesmanship-----	2	Languages-----	5
Gardening-----	13	Short Story Writing-----	1

Table XXII (continued)

Interest	No. Interested	Interest	No. Interested
Dancing-----	7	Nature Study-----	2
Chorus Direction-----	1	Interior Decorating-----	3
Child Welfare-----	5	Astronomy-----	3
Painting-----	3	Beauty Culture-----	2
Cooking-----	1	Typing-----	4
Window Decoration-----	1	Ballet-----	1
Boxing & Wrestling-----	1	Church-----	2
Bees-----	1	Stamp Collecting-----	1
Hotel Management-----	1	Bookkeeping-----	2
Travel-----	2	Puppetry-----	1
Swimming-----	2	Dress Designing-----	3
Engineering-----	1	Democ. Org.-----	1
Americanization-----	3	Crocheting-----	1
Knitting-----	2	Clay Modeling-----	1
Weaving-----	1	Healing-----	1
Sociology-----	1	Law-----	1
Motoring-----	2	Cosmetology-----	1
German-----	1	Embroider-----	1
Stenography-----	1	Social Problems-----	2
English-----	3	Adv. Education-----	1
Translating-----	1	Drum Corps-----	1
Drawing-----	1	Real Estate-----	1
Clothes-----	1	Cabinet Making-----	1
Woodcutting-----	1	Business-----	1
Chiropracter-----	1	Rug Making-----	3
Gym-----	1	Antiques-----	1
Navigation-----	2	Forestry-----	1
Dressmaking & Tailoring-----	4	Shorthand-----	2
Teach own children-----	1	Playground work-----	1
Girl Scouts-----	1	Aviation-----	2
Bible-----	2	Library work-----	1
Swimming-----	1	Raising canaries-----	1
Tennis-----	1	History-----	2
Etiquette-----	1	Research-----	1
Psychology-----	4	Airplane constr. & design-----	2
Bacteriology-----	1	Manual art-----	1
Scouting-----	2	P.T.A.-----	1
Ind. Econ.-----	1	Mining-----	4
Ind. Gov't.-----	1	Landscaping & Horticul.-----	2
Photography-----	2	Home decoration-----	2

Thorndike says in referring to the relation of interests to administration in adult education:

Selection by interest is extremely easy to administer. It also prevents individuals in authority from giving too free rein to their hobbies, and arranging curricula in accordance with eccentric doctrines about education, which may make the offering repellant to many good minds.

On the whole it seems prudent to start with an elective system of distribution of part-time adult education, and then improve it by observing when and where and why it fails to attract those who will make best use of education and correcting it accordingly.<sup>7</sup>

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7. Thorndike, E. L.--"Adult Interests", p. 114.

## Chapter VI

## SUMMARY AND RECOMMENDATIONS

Implications Derived from the Study

The implications derived from this study point very definitely toward the possibility of a permanent adult education program in the state of Oregon. With over 50 per cent indicating a willingness to pay a class fee, the important problem of financing a permanent adult education program is partially solved. No permanent program of adult education could be conducted without the paying of class fees. Another important factor to consider is that of public opinion. Over 81 per cent expressed a favorable opinion of the adult education classes, which means that many people in Oregon are already propitious toward adult education. More than 70 per cent were willing to spend 4 hours or over per week attending adult education classes. The majority also preferred classes of 2 hours in length, with 910 or 64.7 per cent expressing a desire for sessions of that length.

Most of the people who are attending the adult education classes do not have a college or university education and are between the ages of 18 and 50. On the marital question 927 or 65.9 per cent answered in the affirmative. Of the 927 who were married, 720 reported that they had children. The average age of the children was 14 years. These people are in most cases graduates of either the eighth grade or high school. The average education was a little more than sophomore level in high school. These results should be of value in organizing future classes of adult education, since it is important that adult classes be confined to the educational level of those

attending.

The fact that over 50 per cent of the people attending the adult classes are housewives or housekeepers shows that the classes are not touching many fields of adult interest. Some effort probably should be made to set up classes of a nature that would be of interest to adults other than housewives and housekeepers. If the adult education program is to be expanded, it will be particularly desirable to increase the ratio of attendance of men, found in this study to be less than one-third of the total attendance.

The Protestant religion was found to be predominant, with 75.6 per cent preferring this belief. This would indicate that there may be a need for contacting other religious sects and thus developing adult education classes among those people of other religions.

From the reasons given for attending the adult classes, the aims and objectives of adult education can be established. With 498 or 35.4 per cent indicating that the reason for attending the classes was to develop interests which had been denied earlier in life, the classes should be set up to meet these desires.

From the other most common reasons given for attending the classes, which were keeping abreast of present economic conditions, developing new interests, developing interests to occupy leisure time, diversion, and developing one's education to keep pace with one's own children, it seems that the classes should be set up and popularized. In other words, the adults should be given what they want rather than what the administrator, supervisor, or person in charge of adult education believes they should have.

Comparatively few people attended the classes for vocational training. Nevertheless, a large number were interested in getting new jobs or improving on their present jobs, which would indicate that vocational classes would be well received. Vocational classes other than of the home economics group were not emphasized because of a lack of qualified teachers, and also because of the vocational classes already conducted by the State Board of Vocational Education. One can get an idea as to which classes would be most popular from the interests indicated by the 1,406 people involved in the study. The greatest interests of this group are reading, music, arts and handicrafts, home economics, and recreation.

It is significant that the foreign-born adult students have lived in the United States on an average of 19.6 years and that they are only now beginning to prepare for naturalization papers. As mentioned in Chapter III, one of the most common reasons given for the large attendance of Americanization classes is the desire to become a naturalized citizen so as to be eligible for an old age pension.

#### Suggestions for Future Investigation

There are still many studies which might well be carried on in the field of adult education, particularly those pertaining to the emergency education program conducted in Oregon. The following are suggestions for future studies:

1. A similar study of the 1935-36 or the 1936-37 adult education program with a view to determining attitudes and

tendencies toward changes in the type of people attending, preferences, and objectives.

2. A study of the adult education teachers to determine their qualifications and their ability to teach adults.
3. A study of the opinions of superintendents and supervisors in charge of the adult education program within the respective districts and communities, with a view to the possibilities of a permanent adult education program.
4. The attitude of the public schools toward a permanent adult education program.
5. Similar study of the adult education program in other states.

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## APPENDIX

(Copy of letter from)

DEPARTMENT OF EDUCATION

Salem

May 3, 1935

TO TEACHERS OF ADULT CLASSES IN THE EMERGENCY EDUCATION PROGRAM:

Inclosed you will find copies of a questionnaire which we are asking you, as a teacher in the Emergency Education Program, to give to the members of your class to fill out at your next class meeting. If you are teaching more than one subject or are meeting with two or more groups, the selection of the group to fill out the questionnaire will be optional with you.

This questionnaire should be filled out during the regular class period so that the members of your class will not delay in completing them and you will be able to collect them more easily.

As you will notice in the note at the top of the questionnaire, the information desired is to be used in helping to plan and determine policies for the adult classes next year, provided funds are again made available, and is not for the purpose of prying into personal affairs. We would appreciate it if you would call this note to the attention of the members of your class and would read it to them so that the purpose and importance of filling out the questionnaire in detail will be definitely understood.

Since we are sending the questionnaire to only a few classes in each county, it is very important that we have returns from all of these classes. The inclosed stamped, self-addressed envelope is for your convenience in returning the completed questionnaire.

We shall be grateful for your cooperation and assistance in having this questionnaire filled out carefully. If this is done, it will help us materially in making the adult classes even more successful another year. We will plan to give a summarized report in the next issue of The Oregon Emergency Education News Bulletin which should prove of considerable interest.

Sincerely yours,  
C. A. HOWARD  
Supt. Public Instruction

By--KENNETH BEACH  
Supervisor of Adult Education

Please return by  
May 10, 1935, to  
KENNETH BEACH  
Supervisor of Adult Education

Appendix A 69

State Department of Education  
Salem, Oregon

NOTE: Please Read Carefully

This questionnaire form is for the purpose of securing information which will be of help in planning and determining policies for the adult classes next year, if funds are again made available. It is not for the purpose of prying into personal affairs, and the name of the person filling in this form is not asked for. The information we will receive from these questionnaires will be of real help to us in making tentative plans for classes in the future. For that reason, we will appreciate your filling in the questions carefully.

I. Identifying Data (Write plainly or print). Male \_\_\_\_\_ Female \_\_\_\_\_

1. Address: City \_\_\_\_\_ County \_\_\_\_\_

2. Age: \_\_\_\_\_ Birth Place (State or County) \_\_\_\_\_ Nationality \_\_\_\_\_

3. Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ No. dependents other than own children \_\_\_\_\_

4. No. and ages of children: Ages of boys : : : : : Ages of girls : : : : :  
: : : : :  
: : : : :

5. Birthplace of father \_\_\_\_\_ Mother \_\_\_\_\_

6. Do you speak English? Yes \_\_\_\_\_ No \_\_\_\_\_ Do you write English? Yes \_\_\_\_\_ No \_\_\_\_\_

7. Do you speak the language of the country in which you were born?  
Yes \_\_\_\_\_ No \_\_\_\_\_

8. Do you read the language of the country in which you were born?  
Yes \_\_\_\_\_ No \_\_\_\_\_

9. How long have you lived in the U. S. A.? \_\_\_\_\_ years

10. U. S. Citizenship, if foreign born: 1st papers Yes \_\_\_\_\_ No \_\_\_\_\_  
2nd papers Yes \_\_\_\_\_ No \_\_\_\_\_

11. Religion: Protestant \_\_\_\_\_ Roman Catholic \_\_\_\_\_ Jewish \_\_\_\_\_ Others \_\_\_\_\_

II. Education, Training, and Experience.

1. Check grade completed in grammar school 1-2-3-4-5-6-7-8 Age left grammar school \_\_\_\_\_

2. Check years' work completed in high school 1-2-3-4 Age left high school \_\_\_\_\_

3. Check years' work completed in college 1-2-3-4 Age left college \_\_\_\_\_  
Major in college \_\_\_\_\_ Minor in college \_\_\_\_\_

4. Did you attend a Vocational H.S.? Subjects \_\_\_\_\_ No. yrs. \_\_\_\_\_  
Part-Time Continuation School? Subjects \_\_\_\_\_ No. yrs. \_\_\_\_\_

Evening unit courses? Subjects \_\_\_\_\_ No. weeks \_\_\_\_\_

Correspondence courses? \_\_\_\_\_ No. years \_\_\_\_\_

Business School? Subjects \_\_\_\_\_ No. years \_\_\_\_\_

5. Age began first gainful employment \_\_\_\_\_ Wage per day \_\_\_\_\_

6. Type of work \_\_\_\_\_

7. If unemployed at present time, check here \_\_\_\_\_

8. Please check your present occupation

<input type="checkbox"/> Artist	<input type="checkbox"/> Doctor	<input type="checkbox"/> Minister
<input type="checkbox"/> Auto Mechanic	<input type="checkbox"/> Engineer	<input type="checkbox"/> Painter
<input type="checkbox"/> Bookkeeper	<input type="checkbox"/> Farmer	<input type="checkbox"/> Salesman
<input type="checkbox"/> Carpenter	<input type="checkbox"/> Forester	<input type="checkbox"/> Service Station
<input type="checkbox"/> City Official	<input type="checkbox"/> Housekeeper	<input type="checkbox"/> Stenographer
<input type="checkbox"/> Clerk	<input type="checkbox"/> Housewife	<input type="checkbox"/> Teacher
<input type="checkbox"/> CCC member	<input type="checkbox"/> Insurance Agent	Fill in here if your occupation is not listed
<input type="checkbox"/> Common Laborer	<input type="checkbox"/> Lawyer	
<input type="checkbox"/> Contractor	<input type="checkbox"/> Machinist	
<input type="checkbox"/> County Official	<input type="checkbox"/> Merchant	

9. Have you received SERA relief assistance during the past year?

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

10. Have the adult classes helped you to get a job? Yes \_\_\_\_\_ No \_\_\_\_\_

11. Have the adult classes helped you to improve on your present job?

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

### III. Interests

1. What adult classes are you attending or have you attended? 1. \_\_\_\_\_

2. \_\_\_\_\_ 3. \_\_\_\_\_

2. Why are you attending these classes? (Check those that apply to you).

☐ Diversion

☐ Preparing for advancement on present job

☐ Preparing for a new job

☐ Preparing for citizenship papers

☐ Developing a hobby

☐ Physical education

☐ Develop interests which have been denied earlier in life

☐ Develop interests so as to use leisure time

☐ For social contacts made in class

☐ Develop new interests

☐ Develop own education so as to keep pace with own children

☐ Try to keep abreast of present economic and social conditions

(Other reasons) \_\_\_\_\_

3. What is your personal reaction or opinion to these adult classes?

\_\_\_\_\_

4. What subjects in adult classes would you prefer? (List in order of preference) 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

5. What activities do you take part in during your leisure time?

6. How much time would you like to spend per week attending adult classes? \_\_\_\_\_ (Hours)

7. Would you be willing to pay a class fee? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Would you prefer one 2-hour class or two 1-hour classes?  
1 hr. \_\_\_\_\_ 2 hr. \_\_\_\_\_

9. Please check each of the following according to your interests:

Greatly      Slightly      Not  
Interested   Interested   Interested

Reading

Fiction \_\_\_\_\_

Non-fiction \_\_\_\_\_

Athletics \_\_\_\_\_

Vocational

Getting new job \_\_\_\_\_

Improvement on present job \_\_\_\_\_

Home economics \_\_\_\_\_

Agriculture \_\_\_\_\_

Professional: (dr., lawyer, etc.) \_\_\_\_\_

Learning a trade \_\_\_\_\_

Economics \_\_\_\_\_

Handcrafts \_\_\_\_\_

Drawing

Architectural \_\_\_\_\_

Free hand \_\_\_\_\_

Mechanical \_\_\_\_\_

Art \_\_\_\_\_

Politics \_\_\_\_\_

Dramatics \_\_\_\_\_

Science \_\_\_\_\_

Recreation (hunting, golfing,  
hiking, fishing, etc.) \_\_\_\_\_

Home workshop \_\_\_\_\_

Cards \_\_\_\_\_

Music \_\_\_\_\_

Movies \_\_\_\_\_

Health

Nursing \_\_\_\_\_

Home Hygiene \_\_\_\_\_

First Aid \_\_\_\_\_

(List here any activities not  
given above in which you are  
interested \_\_\_\_\_)