IMPROVING AND PROMOTING THE ADULT EDUCATION PROGRAM

IN PRAIRIE CITY, IOWA

A Field Report

Presented to
Orville Junior Dunkin
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Orville Junior Dunkin
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1. INTRODUCTION

IMPROVING AND PROMOTING THE ADULT EDUCATION PROGRAM
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by

Orville Junior Dunkin

Approved by Committee:

Chairman

Dean of the Graduate Division
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Lifelong Learning is the most significant educational issue of this generation—in fact, of the twentieth century. An educational movement in the United States has offered more promise for the future than that which education, by an influence on the further development of our culture, may prove equal to public education itself. For possibilities are almost beyond comprehension.

As Dr. Mueller, former President of Teachers and Director of Student Teaching at the University of California, once said tells the...
CHAPTER I

INTRODUCTION

I. WHY ADULT EDUCATION?

The need for continual education through adulthood became more apparent as the mid-years of the twentieth century were approached. A proper education of youth has long been deemed necessary in this country so that citizens could take their rightful places in running a democratic government. But now it is being recognized that further education is needed for adults who have completed their formal schooling. This is the reason for adult education: to give all adults the chance to continue their education in an informal way so they can take their place and perform their duties in today's society.

Homer Kempfer, Executive Director of the National Home Study Council in 1955 and former specialist for General Adult and Post-High School Education in the United States, has summarized the need for adult education as follows:

"Lifelong learning is the most significant educational idea of this generation—indeed, of the twentieth century. No educational movement in the United States has offered more promise for the future than does adult education. As an influence on the further development of our culture, it may prove equal to public education itself. Its possibilities are almost beyond comprehension."

A. D. Mueller, former Professor of Education and Director of Student Teaching at the University of Tennessee, very aptly tells why

adult education is needed in this age. These needs for adult education were developed in 1940 but are still applicable to society and education today.

Some may be inclined to ask why adult education is necessary when we already have an elaborate system of elementary and secondary education. There are at least five major reasons why America needs to consider the development of a system of adult education.

First, a large proportion of adults receive a meager amount of formal schooling. A large percentage of our population finish only the eight or twelve-year level in formal schools. Here, then, is a large proportion of the adult population that has not come in contact with formal education long enough to get even a good start of civic education.

Second, the fact that the formal school period is a period of immaturity materially restricts the opportunities for giving the thorough education and training necessary for carrying on the duties and responsibilities of adult citizenship. The immature individual is lacking in capacity and ability to understand and interpret the complex problems of his day, and as a result, he lacks the vital interest in them that is so necessary for successful learning. Through adult education, an interest in modern affairs can be nurtured for adults and they can learn to interpret the facts of the day more wisely.

Third, the adult period is the period of civic responsibility, the period when men and women are actively participating in the activities of their democracy. Problems will be confronted which will need to be thought out, as actual problems of life present themselves for solution. It is under these circumstances, too, that the habits, skills, and attitudes necessary for group thinking are best developed.

Fourth, the complexity of modern life is continually placing a heavier burden upon the elementary and secondary schools so that these institutions are being taxed to the limit in trying to fulfill their functions in society. In today's modern society, these schools can but lay a firm foundation, by means of which the more mature intelligence required for understanding and solving the problems of modern democracy can be developed.

Fifth, the tremendous changes that are so rapidly taking place in our civilization require continued educational growth merely to keep abreast of the times, to say nothing of understanding how to cope with the new problems issuing from them. The schools cannot prepare the immature mind to cope successfully with all the intricate problems of society that are known to exist today, to say nothing of giving preparation for the uncertain problems that are bound to arise during the ten, twenty, or fifty years of after-school maturity.

These, then are the problems confronting adult education. The need for adult education is real and imperative if 'the American way' of life is to continue to make its contribution to the civilization of the future on the same high plane on which it has so gloriously contributed to it in the past.¹

Through adult education programs that exist in the United States today an adequate system of enlightenment can be provided for the public which may keep it informed and help it understand something of the social, economic and governmental affairs of the country.

II. STATEMENT OF THE PROBLEM

It was the purpose of this study of adult education of Prairie City, Iowa, to: (1) review the established adult education program of Prairie City, (2) determine the effectiveness of promotional methods used, (3) determine means of improving the program, and (4) make recommendations for improvement within the program in future years.

Justification of the study. The adult education program in Prairie City was inaugurated in the fall of 1956, a few months before this study was started. However, no research had been done to determine

the needs, desires or characteristics of the community patrons. Also, the program had not been properly publicized before being put into existence.

Those responsible for administering the program felt that the program values could be greatly increased and the community needs more adequately met by extension of classes and proper publicizing of the program. It was hoped that this study would help develop interest in the program and would assist in determining what courses should be offered according to community desires.

If there are new levels of achievement for the program, it is hoped that the information obtained in this study will help in attainment of those levels.

III. DEFINITION OF TERMS

Limitations. Information was obtained to use as a basis of evaluation and recommendation in this study by using two types of questionnaires. One was sent each patron who attended the program of 1956-1957, the first year of its existence. A second was sent to a random sample of the community patrons who did not participate in the program the first year.

The evaluations and recommendations in the study were based on the following: (1) answers received on the two questionnaires, (2) a general study of the community of Prairie City and the existing program in 1956-1957, and (3) opinions of prominent citizens in the Prairie City community.
A report that has recommendations based on material obtained from a questionnaire study is subject to error as a 100 per cent return is nearly impossible and on the random sample, only one-fourth of the community patrons were contacted. Therefore, the information obtained in this study may not be truly representative of all the patrons of the community and recommendations may not be based on the needs and desires of all the patrons.

However, those who administer the program will have a better view of the characteristics of the patrons and their ideas and will have a better foundation on which to build the adult education program of the future.

III. DEFINITION OF TERMS

The following terms were used as defined below when appearing in this study.

**Adult education.** Different authors will define adult education in many ways. It is a phase of education which has many aspects; therefore, it is hard to define in a way that will meet the standards of all education leaders. Lyman Bryson, prominent leader in adult education, had developed a definition and explanation that has been accepted for two decades.

We can define adult education as including all the activities with an educational purpose that are carried on by people in the ordinary business of life. Age alone will not suffice to mark off the limits of its clientele. A man pursues a doctor's degree
at the age of 30. He is an 'adult' in age. But he is only continuing in the school system. He is not in any sense a seeker after 'adult education'. On the other hand, a boy of 16, recently graduated from high school, continues on his own initiative to enrich his background or refine his occupational skill. He is genuinely in the movement. Getting a necessary schooling is the child's 'business'. An adult is one who has other business in the world but who uses part of his time and energy to acquire more intellectual equipment.\footnote{Lyman Bryson, \textit{Adult Education} (New York: American Book Company, 1936), p. 11.}

**Community patrons.** Community patrons will signify those adults who live within the school district of Prairie City, those who live outside of the school district but who send their children to Prairie City Community Schools when they are of high school age, and those who use the town of Prairie City as their main shopping and trading center.

**Formal education.** Formal education is the education that one receives while attending public schools, colleges, universities and special training schools where one learns to develop a trade and receives credit for the courses completed.

**Informal education.** Informal education can include education which one receives other than formal education. In this study, informal education will refer only to adult education classes offered by adult education programs.

**IV. BRIEF HISTORY OF ADULT EDUCATION**

Adult education is not new; it has emerged from a long cultural
tradition of expanding educational opportunities. Kempfer has given an account of the chronological development of adult education in the United States.

Between 1811 and 1900, such famous educators as Horace Mann and Henry Barnard became great promoters of free education and the theories were developed that all men should have the opportunity of obtaining a formal education. By 1860, the spread of public schools had begun to make it possible for practically all youthful citizens of the United States to obtain at least an elementary education. Since then the educational opportunities have been extended upward until today high school graduation is considered as a birthright of every American youth.

But as this democratic education developed, the question was asked, 'If unlimited education is good for youth, why should it not be good for adults?' This did not mean that everyone had to be enrolled in formal classes to study for the sake of knowledge or even diplomas or certificates. Instead it meant that people of all ages would voluntarily seek solutions to their problems of living through educational processes.

There was no organized effort to develop informal educational opportunities until the 1860's. After the Civil War, many adults found that it was necessary to obtain some education after youth was completed. Much interest in lyceums, chautauquas, reading circles and literary societies developed. It has only been in the last few years that various trends have combined into a distinct movement.

After 1900 adult education became very important in this country as it became more of a necessity and more difficult for people to keep abreast of modern times, changes and transitions. Today, adult education exists in many categories and it is within the grasp of every American citizen.1

There has been a tremendous growth in interest in adult education since the ending of World War II. Following 1945, there was a strong upsurge in adult education, and especially in public school programs as reported by state education departments.

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1 Kempfer, op. cit., p. 5-7.
As for the state of Iowa, the adult education program had its start within the field of vocational education. It had proven so successful that several energetic school administrators and community leaders saw great possibilities in broadening its scope to areas outside of the vocational program. The reception was so great that it is now becoming a part of regular programs of many systems not having vocational programs. Small communities, through their local school districts, have found that they can be of service in presenting a general education of formal education while young people, they learn that program to their adults.

Wayne L. Pratt, Director of Adult Education for the Iowa Department of Public Instruction has prepared statistics which show the growth of public school adult education programs in Iowa in the last three years. In 1954-1955 there were 157 public school programs in operation, in 1955-1956 there were 168 such programs in operation and in 1956-1957 there were 171 programs in Iowa offered by public schools. Figures on total enrollment in Iowa for 1956-1957 were not available. However, ninety-eight of the 171 schools in Iowa had reported their enrollment which showed that 23,187 students had attended the programs in those schools. If one were to consider public school programs as only one phase of adult education, it is easy to see the emphasis being put into this educational phase. The world is living at a rapid pace. Members of society must learn to live within To compare the increase in interest in adult education classes in the United States between 1950 and 1955, statistical material is given

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1 Wayne Pratt, "Iowa Public School Adult Education Programs, School Year 1956-1957," (Des Moines, Iowa: Iowa Department of Public Instruction, 1957) (mimeographed.)

2 Ibid.
in Table I which indicates the estimated enrollment in a number of adult education activities.\(^1\) The estimates were made in 1950 by Paul L. Essert, executive officer of the Institute of Adult Education at Teachers College, Columbia University. Those for 1955 were made by Malcolm S. Knowles, Administrative Coordinator of the Adult Education Association.

Kempfer presents four distinct reasons for this development of interest in adult education:

1. Rise in education level; as people attain a higher level of formal education while young people, they learn that it is necessary to continue learning at all ages.

2. Demands of the changing culture; the tempo of modern life is fast and people are learning that they can keep up with modern times by continued learning. The idea is developing among adults of today that they can have some control over this modern age by studying and learning.

3. Influence of war; during World War II, many people found they had to learn and could learn, therefore, they developed more of an appreciation for learning.

4. Need for human association; loneliness is increased today by urbanization, industrialization, increased mobility of the population, reduction of family size, and fragmentation of family life. Adults need activities to take part in to gain gregariousness which is a basic social need of all human beings.\(^2\)


\(^2\) Kempfer, op. cit., pp. 8-9.
### TABLE I

**ESTIMATED ADULT SCHOOL ENROLLMENT IN 1950 AND IN 1955 IN THE UNITED STATES**

<table>
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<tr>
<th>Activities</th>
<th>1950 Attendance</th>
<th>1955 Attendance</th>
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<tr>
<td>Agricultural Extension.</td>
<td>7,000,000</td>
<td>8,684,000</td>
</tr>
<tr>
<td>Public School Adult Education</td>
<td>3,000,000</td>
<td>3,500,000</td>
</tr>
<tr>
<td>University Extension and Evening</td>
<td>500,000</td>
<td>1,500,000</td>
</tr>
<tr>
<td>College Programs</td>
<td>1,000,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Private Correspondence Schools.</td>
<td>6,000,000</td>
<td>5,000,000</td>
</tr>
<tr>
<td>Educational Radio and Television</td>
<td>1,500,000</td>
<td>1,961,000</td>
</tr>
<tr>
<td>Library Adult Education</td>
<td>250,000</td>
<td>388,500</td>
</tr>
<tr>
<td>Armed Forces Educational Program</td>
<td>-</td>
<td>1,525,000</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>-</td>
<td>350,000</td>
</tr>
<tr>
<td>Religious Institutions</td>
<td>-</td>
<td>15,600,000</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>-</td>
<td>750,000</td>
</tr>
<tr>
<td>Labor Unions</td>
<td>-</td>
<td>850,000</td>
</tr>
<tr>
<td>Health and Welfare Agencies</td>
<td>-</td>
<td>6,500,000</td>
</tr>
<tr>
<td>Others</td>
<td>10,000,000²</td>
<td>200,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29,250,000</strong></td>
<td><strong>47,708,500</strong></td>
</tr>
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2. This decline does not reflect fewer listeners but more rigid criteria as to what is "educational".

3. In the 1950 totals, these were included in "others".

4. This drastic increase is caused both by growth of adult educational activities in churches and synagogues and by improved procedures for reporting enrollments.

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4. To promote health and physical fitness.
5. To provide the means of encouraging cultural development and an appreciation of art.
6. To supplement and broaden educational backgrounds.
this constantly changing environment. Adult education programs can help people to learn to live in their groups. It can help provide adults with opportunities to gain the understandings, insights, and skills necessary to diagnose and solve both their individual and social problems. Learning can help provide a positive way of changing one's environment.

Adult education can help increase one's respect for citizenship, help individuals understand the need for self-improvement, and can push them toward personal efficiency and enrichment of their own lives. Today, the world is small because of new developments of transportation and communication. Citizens of all nations are in close contact with each other and must learn to live together and associate with one another in peace and security. Adult education can help people understand the urgency and need for international good will, understanding and harmony.

A definite set of goals for adult education programs, as developed for the state of California but applicable to a program in any state, can be given as follows:

1. To make adults aware of their civic responsibilities to one another and to the community, the nation and the world.

2. To make them economically more efficient.

3. To develop a sense of responsibility and a knowledge of how to proceed in making personal adjustments to home life and family relationships.

4. To promote health and physical fitness.

5. To provide the means of encouraging cultural development and an appreciation of art.

6. To supplement and broaden educational backgrounds.
7. To provide for the development of avocational interests through opportunities for self-expression.¹

Non-educative functions of the adult education program in Prairie City. The Superintendent of Schools of Prairie City, the adult education program administrator, has indicated these functions as follows.²

A chief non-educative function of the adult education program of Prairie City is to develop community interests in school affairs. When people are brought into contact with educative functions of schools they are going to become interested in, and they will better understand, the problems of education.

Prairie City has several religious groups with members who have wanted social and civic contacts only within their groups. This has often caused poor patronage relationships within the community. A second non-educative goal of the program in Prairie City, then, is to help break down these barriers which keep people from becoming better acquainted and sociable outside of their own church groups.

VI. DEVELOPMENTAL PHASES OF ADULT EDUCATION IN PRAIRIE CITY

Defining the community of Prairie City. The geographical and topographical features of the Prairie City community are excellent. It is located twenty miles east of Des Moines, Iowa, and fifteen miles


²Interview with Fred E. Kutzli, Superintendent of Schools, Prairie City Community Schools, Prairie City, Iowa, on January, 1957.
southwest of Newton, Iowa, the "Maytag Washer City".

Generally the people of Prairie City have a high standard of living. This is possible for three reasons: (1) The land topography of the farm land is excellent and the farm region is one of the best in the state of Iowa; (2) The nearness of Des Moines and Newton provide ample sources of employment for the laboring group; and (3) The Prairie City business district serves a large community area.

The main occupations in Prairie City are farming, factory work, clerical work and business as found in most comparable communities. The population of the community, which is quite stable and steadily growing, consists of 830 patrons. A focal point of the community is the Prairie City Community School. The many activities of the school, which was reorganized in 1954-1955, provide much of the recreation for the people of Prairie City. The community is lacking in other recreational facilities. Seven churches provide for the spiritual needs of the community as well as producing many social gatherings. One church maintains a grade school for members who want to send their children to a church school and high school students can attend a denominational high school in neighboring Fella, Iowa. In explaining the program and bringing it Prairie City has several active social and civic organizations. The American Legion Post and its auxiliaries, numerous Ladies' Clubs, and Lion's Club are among the organized groups that serve the community.
Chronological growths in developing the program. An adult education program never existed in Prairie City before 1956 but the movement for such a program was started in 1952-1953 when the community was engaged in planning for school district reorganization. As reorganization discussions were held, the idea was introduced that if reorganization was voted, one advantage would be that an adult education program could possibly be developed within the new school district.

Reorganization did take place in 1954 and in this year and the succeeding one, interest in adult education expanded. Patrons started attending classes offered by neighboring towns to get an idea of what these programs were like and to be able to have a basis for justification of one in their community.

These people began to talk to their friends about adult education and interest continued to grow throughout the community. An adult education board was organized to give direction to the movement, which took over the promotion and publicizing of the program. This group, composed of six lay members and an administrator, the Prairie City Superintendent of Schools, met with various social, civic and church groups of Prairie City, discussing the program and explaining the aspects of it. The newspaper of the community aided in explaining the program and bringing it before a larger number of people.

The adult education board studied and reviewed the adult program of the neighboring town of Mitchellville, to obtain information for organizing their own program. Assistance and information were also
obtained from Mr. Wayne Pratt, Director of Adult Education in the Iowa State Department of Public Instruction and from the Division of Vocational Education, also a division of the State Department of Public Instruction. Pratt, Director of Adult Education, also a division of the State Department of Public Instruction.

After obtaining information about organization and administration, the adult board developed the program for the inaugural year. Six classes were scheduled: sewing, cake decorating, photography, beginning typing, advanced typing and farm shop, which was administered under the Smith-Hughes Act and the Federal Government. Ten sessions of classes were to be held, on Monday night of each week, during the period of November-January with meetings to extend from 7:30 to 9:30 P.M.

Facilities for the program were furnished by the school with no cost for their use. Teaching personnel was composed of appropriate members of the faculty of Prairie City Community Schools and laymen who had experience in the area in which they were teaching.

The program was self-supporting as, fees of five dollars per student were paid, except for participants in the farm shop class who had no fee to pay. The teaching personnel were paid from this income.

VII. METHODS USED IN DEVELOPING THE PROBLEM

The information necessary for this study was secured from a variety of sources.

The professional literature of adult education was reviewed to find pertinent information that might relate to this study. There has
been a number of books written on adult education but most of these had
limited information that applied to a study of this nature. However, such
information as the history, purposes, and goals of adult education was
found in these books. The following books had pertinent information on
these subjects: Adult Education by Homer Kempfer,1 the most recent
publication; Informal Adult Education by Malcolm S. Knowles;2 Adult
Education by Sheets, Jayne and Spence;3 and Adult Education by Lyman
Bryson.4

The professional journal of the Adult Education Association of
the United States entitled Adult Education, and the journal, Adult
Leadership, are published to serve the broad areas of adult education
but contained few articles that were useful to this type of study. Un-
published materials, such as individual graduate projects, and documents
for evaluation, a questionnaire to gain the views of the community residents, proved to be quite useful.

1 Homer Kempfer, Adult Education (New York: McGraw-Hill Book
2 Malcolm S. Knowles, Informal Adult Education (New York:
3 Paul Sheets, Clarence Jayne and Ralph Spence, Adult Education
4 Lyman Bryson, Adult Education (New York: American Book
Company, 1936).
5 Adult Education, Quarterly publication of the Adult Education
Association of the United States of America, Danville, Illinois.
6 Adult Leadership, published monthly by the Adult Education
Association of America, Mount Morris, Illinois.
Interviews with the Prairie City Superintendent of Schools were held to obtain information about the community and the program. Data for evaluation of the program were obtained through questionnaires distributed to the ninety-eight members of the 1956-1957 classes and to a random sample of community patrons who had not attended the program.

Patrons who were to receive the random sample questionnaire were chosen in the following manner. First, a list of names of all adults of the community was made by taking the names of the residents within Prairie City from the telephone directory and names of country residents from school district maps. Second, names of 1956-1957 students were taken from the list, leaving a total of six hundred patrons' names which were arranged alphabetically. Third, since it was felt that 150 questionnaires should be sent out to insure enough of a return to have a good basis for evaluation, a questionnaire was sent to every fourth patron on the list.

The procedure for evaluating the program was to tabulate the information received from the questionnaires and compare it with information obtained about the program as it existed in 1956-1957. This would provide a basis for making recommendations for improving and promoting the program of future years which would make it more successful in usual in adult classes. However, thirty of the male students meeting the needs of the community patrons.

Chapter two will include a tabulation and discussion of information received from the questionnaires.

Chapter three will consist of a summary of the findings and recommendations for improving and promoting the future programs in Prairie City.
CHAPTER II

FINDINGS OF THE STUDY

This chapter presents the information acquired from the questionnaires that were returned by the adult students of the 1956-1957 program and the patrons contacted on the random sample. Ninety-eight students were enrolled in class and 65 per cent of them returned the questionnaire. Twenty-nine per cent of the 150 questionnaires sent to the random sample group were returned. Tabulations and a discussion of returns from these questionnaires are presented in this chapter.

I. DESCRIPTION OF SCHOOL PATRONS

In order for an adult education program to be effectively planned and promoted, it is necessary to know the age grouping, employment status and educational level of the patrons of the community. Tabulations concerning information on these characteristics are listed and discussed below. Table II gives the distributions on the class enrollment of ninety-eight students according to sex.

Distribution of class enrollment. The program was attended in 1956-1957 by fifty-eight women and forty men. This sex distribution is not unusual in adult classes. However, thirty of the male students attended the farm shop class and were from the country. Of the ten men who lived within Prairie City, nine attended photography class and one attended the beginning typing class. It is apparent that only one class was offered which was capable of meeting the needs of the men who reside...
in Prairie City and very few took interest in this class.

The number of adult males in Prairie City is not known. However, the national average size family in 1953 in the United States, was composed of three and five-tenths members; the population of Prairie City approximates eight hundred people. By comparing the population of Prairie City to the national average sized family, it would seem reasonable to assume that there were at least two hundred male patrons in Prairie City.

Since there were ten male students from Prairie City, and at least two hundred patrons, it would leave a ratio of attendance of one male student to every twenty male patrons. This would seem to show a lack of interest on the part of the male residents of Prairie City but perhaps this was caused by the lack of classes that would be appropriate for an adult male town patron to attend.

It may be noted that the women attendants were interested in beginning sewing, beginning and advanced typing, photography and cake decorating, which gave them a better selection of classes than what the men were offered. Table II gives the distributions on the class enrollment of ninety-eight students according to sex.

The administrative board should strive to offer more classes that will appeal to men, but at the same time remember that women are more easily drawn to the adult school. Men need educational opportunities just as women do, yet the fact that they lack equal representation,

---

TABLE II
ENROLLMENT OF MEN AND WOMEN STUDENTS IN THE 1956-1957 PRAIRIE CITY ADULT EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Class</th>
<th>Male Students Number</th>
<th>Female Students Number</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sewing</td>
<td>0</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Typing I</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Typing II</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Photography</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Cake Decorating</td>
<td>0</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Farm Shop</td>
<td>30</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>58</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

except in the Farm Shop class, shows that courses designed to meet their needs are not offered.

The remaining pages of Chapter Two will be concerned with the presentation and discussion of information acquired from the sixty-four questionnaires returned to the writer by students and the forty-three questionnaires returned by the random sample group.

**Employment status of students in the 1956-1957 program.**

Since Prairie City has several main occupational groups such as farmers, housewives, merchants, factory and clerical employees, it is beneficial to know the occupations of the students. If such information is available, the education board will know what classes to offer to keep the interest of the groups. Also, they would know the groups that the program was not reaching and could offer classes that would be of interest to them.

Table III shows the number and percentages of students according to their employment.
TABLE III

EMPLOYMENT STATUS OF STUDENTS IN THE 1956-1957 PRAIRIE CITY ADULT EDUCATION PROGRAM WHO RETURNED THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewife</td>
<td>33</td>
<td>52</td>
</tr>
<tr>
<td>Farming</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Office</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Merchant</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Factory</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The largest percentage of attendance is from the housewife and farming occupations, which comprise 80 per cent of the group that returned the questionnaire. This is not unusual since the farm shop class was of most interest to the men and the classes attended by a majority of women would generally aid homemakers in developing a better home for their family.

The disturbing fact would be the lack of representatives from the two occupational groups of office and factory workers in which only 11 per cent of the responsive students were employed. An explanation of this lack of attendance from these two occupation groups would be that classes were not offered in which men from the town of Prairie City were interested.

The board must keep in mind that the program served a larger percentage of housewives and farm men and should strive to offer classes each year which would be of interest to these people. It should be noted
that classes need be offered which would be beneficial to clerical and factory workers. These people need encouragement to attend and a main source of encouragement would be to offer classes from which they can choose one of interest to them.

Distribution of age. For successful planning in future years, it is of value to know what age groups the largest percentage of patrons are from. The education board will then know what age group to consider when developing the program course list, and also will know what groups need to be encouraged to attend by offering additional classes.

Table IV lists the number and per cent of patrons in each age group.

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Student Number</th>
<th>Per Cent</th>
<th>Non-attending patrons Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-25</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>26-35</td>
<td>16</td>
<td>25</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>36-45</td>
<td>26</td>
<td>41</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>46-55</td>
<td>14</td>
<td>22</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>55-65</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>65-over</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The age group from 26-35 had 25 per cent of the adult school students, the two groups from 26-45 had 66 per cent and the three groups

The random sample group were from people six years of age or older which seems to establish the point that many people of this age group are interested in the community. Of this group of the sixty-four responses that they were interested in the course lists they six felt they were not interested in attending.
from 26-55 had a total of 88 per cent of the students. The three fringe
groups, 16-25, 56-65 and 66-over, had a total of 12 per cent of the
students.

One age group of people that adult education classes seem to
fail in reaching is the group which has passed the age of sixty-six.
These people are often retired, widows or widowers, lonely and are the
people that adult education programs could be aiding in many ways. It
is of interest to note that of the sixty-four responses from students
of the 1956-1957 program, there was only one from the age group of sixty-
six or older. In comparison, nine of the forty-three responses from the
random sample group were from people sixty-six years of age or older which
seems to establish the point that there are many people of this age group
in the community. Of this group of nine, only three indicated that they
were interested in attending adult classes in 1957-1958. The remaining
six felt they were too old to learn so they did not want to attend.

It would seem, in the case of older people, that the admin-
istrative board has a promotional job to do in showing them that there
are values to be gained, other than educational, from attendance at an
adult education program. Then, classes could be offered that would
appeal to this group of citizens.

Educational level attained. Information pertaining to the
educational level of patrons in a community is valuable in helping
promote the program. If it is known which educational level groups are
most likely to participate in the program, it would be advisable to
offer classes that will appeal to people who have attained that level of education. Also, if it were known which levels had the smallest enrollments, an attempt to increase enrollment at these levels could be made.

Table V shows the educational level attained by the community patrons. All the students of the 1956-1957 program completed the eighth grade, while 33 per cent of the non-attending patrons completed only the eighth grade or less. The largest group of students, 57 per cent, completed high school while only 38 per cent of the non-attendants did so; 31 per cent of the students completed one to four years of college and only 15 per cent of the non-attending patrons did likewise. In comparison, 38 per cent of the students and 58 per cent of the non-attending patrons had completed at least high school.

The people who had attained the highest levels of education were most interested in attending and people who could gain benefits from the program did not take part. In planning and promoting the future programs, classes should be offered that will continue to interest those who are already attending. But promotional efforts must be made to educate the uneducated about the goals of adult education and what the program can do for many citizens. First, they must see the need for attending and then classes should be offered that would be useful to them to attend.

II. PROMOTION OF THE PROGRAM

Adult education programs can be promoted by newspapers, conversation, social meetings and committee contacts. The adult
### TABLE V

**EDUCATIONAL LEVEL ACHIEVED BY THE STUDENTS IN THE 1956-1957 PRAIRIE CITY ADULT EDUCATION PROGRAM AND THE NON-ATTENDING PATRENS CONTACTED BY THE RANDOM SAMPLING**

<table>
<thead>
<tr>
<th>School Years Completed</th>
<th>Students</th>
<th>Non-Attending Patrons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-7 Years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8 Years</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Years</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>4 Years</td>
<td>36</td>
<td>57</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Years</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>4 Years</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>No Comment</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The education board should be aware of the means of publicity that are the most successful in placing information about their program before the community patrons. Tabulations and a discussion of program promotion will be presented in this section.

**Source of information about the program.** People of a community will take interest in adult education when it is brought before the public eye and kept there continually. It is necessary then, to know what the most effective means of publicity are in promoting the program. Table VI shows the number and percentages of sources of information about the program for both the students of the 1956-1957 program and the non-attending patrons contacted by the random sample.

Of the responding students, 47 per cent heard of the program by
TABLE VI


<table>
<thead>
<tr>
<th>Source</th>
<th>Students</th>
<th></th>
<th>Non-Attending Patron</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Conversation with friends</td>
<td>30</td>
<td>47</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>23</td>
<td>35</td>
<td>17</td>
<td>39</td>
</tr>
<tr>
<td>Social Meetings</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Personal contact by committee</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>No comment</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
<td>43</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Conversation with friends and 35 per cent listed newspaper articles as their source of information about the program. Only 10 per cent of the students had been contacted by a program committee or at a social meeting.

Figures for the non-attending patrons were nearly identical to the above, as 47 per cent had heard of the program by conversation with friends and 39 per cent listed newspaper articles as their source of information. Social meetings and committee contacts were the source of information for 14 per cent of the patrons.

Conversation with friends and newspaper articles were the first and second most numerous sources of information, respectively, for responding patrons on both sets of questionnaires. Committee contacts and discussion at social meetings were not very effective in publicizing the 1956-1957 program but they should be utilized and made more effective in future years.
Conversation between students and non-attending patrons could be beneficial or detrimental to an adult education program depending on how well the students were accepting the program. For this means of promotion to be effective, the attendants would have to be satisfied with their program.

A question was placed in the questionnaire sent to the students concerning conversation between themselves and non-attendants to find if this promotion could be successful. That question was as follows: "I feel that I have helped promote the program for future years by telling my friends and neighbors about its good points." Seventy-five per cent of the students felt that they had promoted the program by conversing about its good points with their friends and neighbors.

Such promotion is bound to interest more non-attending patrons. But then, good planned promotion would be needed to nourish the initial interest of these people. This conversation among students and non-attending patrons should build unity within the community. Also, it shows that a majority of the students felt the program was a success.

Reasons for not attending the 1956-1957 program. If it is known why patrons are not taking part in an adult education program, it will help the administrators in answering such questions as:

(1) is the program reaching the patrons in the community who can attend?; (2) what are the reasons for non-attendants who have the time to spare and whom the participation would do good, for not taking
part in the program?, (3) has the program been properly promoted so the patrons know about its important aspects and how it can be beneficial for all citizens?, and (4) what changes can be made in the program to influence more patrons to taking part in the program?

Forty-three responses were made on the random sample questionnaire, and in Table V, it was noted that forty-three patrons gave answers about their source of information about the program. In other words, one hundred per cent of the responding patrons had known of the program; yet, none of them had attended. Table VII gives the tabulated numbers and percentages of reasons for these people not attending in 1956-1957.

### TABLE VII

**REASONS FOR NOT ATTENDING THE 1956-1957 PRAIRIE CITY ADULT EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of knowledge about the program</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Classes of choosing not offered</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Not interested in adult classes</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Not enough time or not free on night of class</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Twenty-six per cent of the respondents were not interested in adult education classes. However, these people who think they definitely are not interested, might not know of the opportunities and benefits to be gained in attending adult education classes. Again, promotion is
is needed to educate the patrons on the total beneficial aspects of the program.

Twenty-one per cent stated they had a lack of knowledge about the program. They knew of the program but did not know why it would be beneficial for them to attend or knew enough about it to become interested. In the group which stated that classes were not offered to their choosing, 14 per cent of the patrons were found. This can be expected as the scope of the program was limited but as classes were added to the program, the needs of most of these people should be met.

The largest group, which was made up of 31 per cent of the patrons, had too full a schedule to attend or could not attend on the night classes were offered because of conflicts. This is to be expected in this modern society as people take part in so many activities. However, to attend would require meeting only one night a week for ten weeks and undoubtedly some of the patrons could attend if they felt it would really be beneficial to them.

**Value of the program for the community.** A non-educative goal of the adult education program in Prairie City, as listed in the first chapter, was to bring the people of the community into closer contact with each other, thereby breaking down former barrier lines. The adult education board felt that if this goal could be fulfilled the program would be an asset for this reason alone. Two statements were placed in the questionnaire to obtain information about the attainment of this goal and each patron was given an opportunity to comment about their answer.
On the first statement, "I feel that my attendance has made me a better citizen of Prairie City," 83 per cent of the responding students felt that it had made them better citizens, 14 per cent did not answer and only 3 per cent felt the program had not been beneficial. The percentage of positive answers alone on this question does not prove that the citizens who attended were brought into closer contacts. However, thirty-two of the students gave most significant comments on how the program had helped them become better citizens of the community.

The comments were centered around three general ideas as to how this goal was being met. First, new friends were made and the associations within the class were truly enjoyed. Second, several students felt that it was important to take part in community projects which would tend to pull the students together into a unified group. Third, and perhaps the most important idea, was that through the associations within the group, one could learn to respect the ideas, opinions and viewpoints of other patrons. These comments are evidence that the people were brought together into unity by the program, which is certainly a step in the right direction.

On the second statement, "I feel that I increased my general knowledge or skills by attending," 97 per cent of the responses were positive and only 3 per cent negative. Twenty-nine responses were accompanied by comments centering around general ideas as follows: new hobbies were learned or old ones improved; new skills were learned to make the student a better homemaker or wage earner; and the associations within a group add new ideas. Such improvements as these are sure
to make better citizens of the students and the better the citizenry, fewer cliques will be formed in the community.

III. AIDS FOR PLANNING THE 1957-1958 PROGRAM

There are many things to consider when planning for future programs, such as purpose of students in attending, fees to be charged, time of day, week and year that classes should be offered, and the classes that those who will attend want to have offered in the program. Questions concerning these points were placed in the questionnaires to find the views of the patrons. Tabulations and discussion of the responses to these questions will be presented below.

**Purposes of students in attending the 1956-1957 program.** It is important to know the student purposes in attending adult education classes, as classes can then be offered in the areas corresponding to the purposes of the group. Table VIII lists the number and percentages of the student purposes for attending the 1956-1957 program.

The leading purposes for attending were to improve as wage earners and to learn new hobbies, each with 27 per cent of the responses. The group that wanted to improve as homemakers included 19 per cent of the responding students and 11 per cent attended for the purpose of studying academic classes or for making better use of leisure time.

Classes offered that would help attendants develop or improve hobbies were photography and cake decorating. Additional classes should be added to the program in which people could learn hobbies.
### Table VIII

**PURPOSES OF STUDENTS IN ATTENDING THE 1956-1957 PRAIRIE CITY ADULT EDUCATION PROGRAM**

![](Image)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement as wage earner</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Study academic subjects</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Improvement as a homemaker</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Learn a new hobby</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Make better use of leisure time</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>No Comment</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

This would undoubtedly interest more men patrons of the town of Prairie City and would help draw them into the program. Classes which offer new hobbies could also be attended by both sexes which would make them more applicable for a small community program.

### Application of Fees for Future Programs

Two questions concerning fees were placed on the questionaires. The first question was designed to find if the students were satisfied with the five dollar fee charged in 1956-1957. A second question was presented to find if the students would be willing to pay a higher fee than five dollars per course, in the future years, if courses were added which would necessitate obtaining highly qualified instructors who would charge more for their teaching services.

The tabulation indicated that 86 per cent of the students were satisfied with the 1956-1957 fee, 3 per cent were dissatisfied and
11 per cent failed to comment. On the second question, 56 per cent of the responsive students would be willing to pay higher fees for specialized courses, 22 per cent would not and a like per cent failed to comment.

The board should continue to charge the five dollar fee since a large majority were satisfied. If the total income from fees each year more than equals the expenses, the fee could still be charged to build a working surplus in the treasury.

If a surplus in the treasury was built up, it could prove feasible to use this fund to meet the expense of hiring additional instructors rather than paying more for one course than another.

Aids in scheduling the 1957-1958 program. The program of the inaugural year was offered on Monday night, at seven-thirty p.m., from November through January, with a two-week vacation at Christmas.

Questions were presented on both sets of questionnaires to find the desires of the people for their choice of hour, day and inclusive months for the program to be offered. This would aid in planning the program so it would be available when the majority of patrons could attend. The number and percentages of choices for time of day, day of week and time of year are shown in Table IX.

The tabulation of choices of the responding students shows that 35 per cent wanted classes for 1957-1958 to be offered from November through January, 22 per cent from January through March, 19 per cent from September through November and 18 per cent from October through November. Of the non-students contacted by the random sample, the
TABLE IX

CHOICE OF STUDENTS OF 1956 AND NON-ATTENDING PATRONS FOR TIME OF YEAR, DAY OF WEEK AND TIME OF DAY FOR THE 1957-1958 PRAIRIE CITY ADULT EDUCATION PROGRAM TO BE OFFERED

<table>
<thead>
<tr>
<th>Choice</th>
<th>Students</th>
<th>Non-Attending Patrons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td><strong>Time of Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September-November</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>October-December</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>November-January</td>
<td>24</td>
<td>35</td>
</tr>
<tr>
<td>December-February</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>January-March</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>No Comment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Day of Week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>43</td>
<td>68</td>
</tr>
<tr>
<td>Tuesday</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Thursday</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Friday</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>No Comment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Time of Day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7:00</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>7:30</td>
<td>43</td>
<td>67</td>
</tr>
<tr>
<td>8:00</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No Comment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

largest group, 23 per cent, also wanted classes to be held from November through January. However, 37 per cent of this group failed to answer the question.

A large percentage of both groups of patrons wanted classes to be held on Monday night, as 67 per cent of the students and 33 per cent of
the non-attending patrons chose this day. Twenty per cent of the students chose Tuesday night and Tuesday, Wednesday and Thursday nights were each chosen by 9 per cent of the non-attending group.

The largest percentage of students wanted classes to be held at 7:30 as 67 per cent were in favor of this time. Seven o'clock was chosen by 32 per cent of the students. These same times, 7:30 and 7:00 P.M., had an identical number of choices by the non-attending patrons as 31 per cent chose each time. Thirty-four per cent of this latter group failed to answer the question.

Classes should continue to be offered on Monday night, at 7:30 P.M., and from November through January to give the most people their best opportunity to attend.

Choice of classes for 1957-1958. It is necessary to know what classes the patrons of a community would like to have offered in an adult education program to be able to develop a course list that will interest and benefit the community patrons. Not all classes wanted by the patrons can be offered and only those in which the most interest is shown should be considered.

A list of classes that could be offered in the 1957-1958 program was prepared by the adult education board. This list was placed on the questionnaires sent to the community patrons. Each was asked to place a 1 by his first choice, 2 by his second choice and 3 by his third choice according to what classes he would like to take in 1957-1958.
A rating scale was set up for these choices to have a clear picture of what classes the most people were interested in. A value of three was given for a first choice, two for second choice and one for third choice. Table X shows the tabulations on the individual choices and the totals as figured on the rating scale.

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
<th>Non-Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td>Advanced sewing</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Farm class</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Upholstering</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Advanced photography</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Metalcraft</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Leathercraft</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Advanced typing</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Elementary woodworking</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Chorus</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Beginning typing</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

The tabulation for non-attending patrons was taken only from questionnaires on which the patrons indicated that they were interested in attending in 1957-1958. The information from the two different questionnaires will be discussed as one, since all responders want to attend the program in 1957-1958. It need be remembered that these tabulations are from choices of only a small percentage of total
community patrons. If other patrons desire to attend in 1957-1958, there might be enough attendance for classes to be offered which now seem to have too small a number of interested patrons.

The patrons were asked to check three choices for two reasons. First, it would help the board determine those classes that had enough interest to be offered in 1957-1958. Second, though only one class could be taken by a patron in 1957-1958, the adult education board could develop foresight as to the classes that patrons would be most interested in during future years.

There are three classes which definitely have enough interest of patrons to be offered in 1957-1958: advanced sewing with 26 first choices and a total rating of eighty-four; farm shop with 20 first choices and a rating of sixty-six; and advanced photography with 12 first choices and a rating of forty-five.

Classes which do not have as many first choices but have a large number of second and third choices need to be carefully analyzed. For instance, upholstery had a total rating of sixty-three but only 7 first choices, 17 second choices and 8 third choices.

Sixteen of the twenty-five second and third choices listed a first preference for either advanced sewing, farm shop or advanced photography which have already been discussed as being probable classes for 1957-1958. The remaining second and third choices listed a first or second preference for classes which do not show enough interest to be offered in 1957-1958. Undoubtedly, when a patron lists a first class
choice which will not be offered he will attend the class of his next choice. This would leave a possible total of sixteen patrons who would want to attend upholstery in 1957-1958 which would make it a successful offering.

Metalcraft had a total rating of thirty-five with 4 first choices, 6 second choices and 11 third choices. As with upholstery, fifteen of the second and third choices listed advanced sewing, farm shop or advanced photography as a first choice. This would leave only a possible total of six patrons who would take the class in 1957-1958. Leathercraft and elementary woodworking showed respective total ratings of thirty-five and thirty-seven, but only 4 and 3 first choices respectively. Again, second and third choices had listed first choice classes which would definitely be offered. These three classes, upholstery, leathercraft and elementary woodworking, do not have enough individual interest to be offered in 1957-1958.

Advanced typing showed a total rating of thirty with only 4 first place choices. Beginning typing showed a total rating of fourteen with only two first choices. These classes do not have enough interest to offer them as a part of the program in 1957-1958.
This study was developed to find means of improving and promoting the adult education program of Prairie City, Iowa, which was inaugurated in 1956-1957. The program was put into action with only limited time being spent on promotion and with little knowledge of the characteristics of those who would attend or of the educational needs of the community citizenry.

The procedure for developing the study was as follows: (1) to review the development of the adult education program in Prairie City, (2) to send a questionnaire to the ninety-eight students who attended the 1956-1957 program, and (3) to send a questionnaire to a random sample of the adult population of the community.

This chapter includes: (1) a summary of the findings of the study, (2) recommendations for improving and promoting the program, and (3) a discussion of problems for further study related to this one.

1. SUMMARY OF FINDINGS

In so far as the facts obtained and samplings presented are representative of the whole, the following findings may be stated at this time.

Community interest in program. The sixty-four students of the 1956-1957 adult program who returned questionnaires considered their
attendance a successful venture and will undoubtedly continue to attend in future years if the program offers challenging opportunities.

Only 30 per cent of questionnaires sent to a random sample of the community were returned. This would not indicate much interest in the program in the general population.

14 per cent did not want to be interviewed. Description of school patrons. There were fifty-eight women and forty men who attended the 1956-1957 program. Sewing and cake decorating were most popular with the women, accounting for thirty-three of the enrollment, and thirty of the forty men were enrolled in farm shop.

From the group of sixty-four students who returned the questionnaires, 80 per cent were engaged in two occupations, 52 per cent as homemakers and 28 per cent as farmers.

Eighty-eight per cent of the responding students were from the 25-55 age group. Only 1 per cent of the students were from the age group, 66-over, whereas 21 per cent of the responding non-students were from this "Golden Age" group.

Students of the 1956-1957 program tended to have more education than the non-attending patrons as 88 per cent of the former group had completed the twelfth grade and only 57 per cent of the latter group reported this achievement.

Promotion of the program. Conversation among friends and articles in the Prairie City newspaper were responsible for informing 82 per cent of the students and 77 per cent of the non-attending patrons about the 1956-1957 program.
All those who were contacted but did not attend the program had known that the program was in existence. When asked for their reason for not attending, 31 per cent indicated that they lacked time or were not free on the night of the class, 26 per cent were not interested in adult classes, 21 per cent lacked sufficient knowledge about the program, 14 per cent did not want to attend the classes offered and, 6 per cent and 2 per cent, respectively, had no supervision for children or no transportation.

It was found that 83 per cent of the students felt they were better citizens of the community after attending the 1956-1957 program. Fifty per cent of them commented on why they considered themselves better community citizens, and, as they did so, they listed the following general reasons: new friends and associations were made, it was important to take part in community projects, and by associating in groups one could learn to respect the rights and ideas of others. Ninety-seven per cent of the students felt they had increased their general knowledge or skills by attending the classes, and they also felt the group associations were important and new skills were learned to make one a better wage earner or homemaker.

Aids for planning the 1957-1958 program. As the students listed their purposes for attending in 1956-1957, 27 per cent attended to improve as a wage earner, a like percentage wanted to learn a new hobby, 19 per cent wanted to improve their homemaking ability, 11 per cent wanted to study academic subjects and an identical percentage wanted to
learn new means of using leisure time effectively.

Eighty-six per cent of the students were satisfied with the five dollar fee as charged for the 1956-1957 classes, and 56 per cent would be willing to pay more for specialized courses that might necessitate hiring highly qualified instructors. Twenty-two per cent did not want to pay higher fees and a like percentage failed to comment.

November through January was the most popular choice for inclusive months in which the 1957-1958 program could be offered, as these months were chosen by 35 per cent of the students and 23 per cent of those who did not attend. January through March was the choice for 22 per cent of the students and 12 per cent of the non-attending patrons. Monday was the most popular night for classes to be offered, as 68 per cent of the students and 33 per cent of the non-attending patrons chose this as their best time to attend. Seven-thirty was chosen by 67 per cent of the students and 31 per cent of the non-attending patrons as the best hour to attend. Seven o'clock was the second best choice, as 32 per cent of the students and 31 per cent of the non-attending patrons listed this as their choice.

Students and non-attending patrons were given a list of classes that could be offered in 1957-1958 if enough interest was shown. They were asked to make three choices. A requirement was adopted by the 1956-1957 adult education board that a class would not be offered unless a minimum of ten people were interested in attending. Using this requirement as the criterion for judgment, enough people were interested in the following classes to offer them in the 1957-1958
program; advanced sewing, farm shop, upholstery and photography.

benefits of attending, characteristics of courses to be offered, etc.

II. RECOMMENDATIONS FOR THE 1957-1958 PROGRAM

It is a conclusion of the writer that every effort should be made to continue adult education classes in Prairie City. Although the low percentage of returns from the random sample would seem to show a lack of interest from the general population, it is felt that the patrons do not understand the various aspects and benefits of adult education, rather than having a complete lack of interest in the program. Effective promotion is needed in 1957-1958 if it is to develop into a successful community project.

The following recommendations are based on the findings of this study and should prove useful in promoting and improving the future adult education programs in Prairie City.

Promotion. The burden of publicizing the program will fall upon the adult education board, which must take time to consider what means of planning and promoting will be most successful. Their efforts should be two-fold: first, to place the main aspects of the program before the public to stimulate interest, and second, to develop a list of courses that can best meet the desires of the patrons. This interest can be stimulated by the following means.

1. It is recommended that the newspapers be more extensively used in the following ways: (1) by placing a continuous weekly series of articles in the newspaper, starting five or six weeks before the
program begins, with information appearing about the goals and personal
benefits of attending, characteristics of courses to be offered, and
critical views of the program as made by students of the previous year;
(2) two weeks before the starting date, publicizing a list of courses
asking patrons to return it with checks by classes they want to attend;
and (3) during the duration of the program and immediately after,
publicizing articles that will explain student activities in various
classes, human interest stories of students and pictures of participating
groups. In building the public confidence in the program, by publicizing it before it begins, while
the program is being offered and directly after its conclusion.

It is recommended that committees be organized, from members
of the adult education board or other patrons, to make personal contacts
within the community. A house to house canvass could be adopted which
should publicize the program, secure information for planning, and in
future years, could serve as a measure of evaluation of the night
classes. City, but who had few representation on the adult

Members of the adult education board should try to attend
social meetings at which they would present a general overview of the
program. Discussions should be allowed and questions asked concerning
all points of adult education.

Conversations have been a main source of information about the
program and should continue to be so in future years. However, since
conversation could ruin a program if the citizenry becomes disgruntled
and disinterested, it is imperative that the program be effectively publicized by the preceding methods.

Program developments. Perhaps the best means of promoting any adult education class is to offer classes that appeal to the community patrons. Findings of this study point out the fact that care and discretion should be used in planning the course list for 1957-1958 and future years.

In building the Prairie City program of classes it must be kept in mind that women more readily attend than men and classes should be offered that appeal to them. An effort should be constantly made, however, to build a program and plan promotion that will attract more men, especially male residents of the town of Prairie City.

Since homemakers constituted the largest occupational group, additional classes should be offered that would appeal to them. Classes should be considered that would interest the occupational groups of factory workers and office employees, who are numerous in Prairie City, but who had few representatives attending the 1956-1957 program.

It is recommended that publicity be concentrated on people under fifty-five years of age, as the heaviest enrollment in 1956-1957 was from the age groups, 26-55. However, the adult education movement has just recently started to recognize the needs of people in the "Golden Age" group, 66-over, and began meeting the needs of these citizens.
The Prairie City program should make an effort to involve more of its senior citizens in the program.

As people of higher educational levels more readily attend, the future program should be directed toward those who have completed secondary school and classes should be designed to meet their goals. However, people with less education should be considered and a constant effort should be made to encourage their participation in the program.

Suggestions for the 1957-1958 program. It is recommended that classes be offered that would help patrons improve as wage earners, make better use of leisure time and improve as a homemaker. The five dollar fee per class should continue to be the charge for attendance and, if feasible, specialized courses should be offered, even if it necessitates hiring experienced instructors who demand more pay for their services. This should help promote the program as people are more interested in attending classes from which they will receive a great deal in return.

The classes should be offered on Monday night, at 7:30 P.M., and from November through January as a majority of patrons favored this schedule arrangement. Four classes which should be offered in 1957-1958 because of initial interest shown by patrons, are advanced sewing, farm shop, advanced photography and upholstery. It should be very beneficial to offer at least one of the three classes, metalcraft, leatherscraft or elementary woodworking, as this would provide an elective class for male patrons who reside in Prairie City.
III. PROBLEMS FOR FURTHER STUDY

This study has revealed a number of characteristics about the adult education program in Prairie City and the patrons of the community. At the same time, it has opened the door to a new problem in which research could be done to help further the program in Prairie City and the adult education movement in general.

A study could be made of how the lives of patrons in the age groups 55-over can be enriched by adult education and what promoting methods should be used to develop their interest in attending. This study revealed a lack of enrollment of patrons 55-over, who could gain much by attending adult classes. Some pertinent questions that need to be answered are: What are the needs of these citizens that should be fulfilled by adult classes? What promotion can be done to interest these people in attending and helping them see the benefits they can gain by attending? What classes should be offered that would be most beneficial?

It is hoped that the information obtained in this study and the recommendations as presented will be useful in improving and promoting the future adult education programs in Prairie City.
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BIBLIOGRAPHY


BIBLIOGRAPHY

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April 12, 1967

Dear Sir:

I am, in the name of the Prairie City Adult Education Program, pleased to let you know that the program of classes as offered in the inaugural year, 1966-67, was a big success. It is also felt that the program for 1967-68 can be extended to better meet the needs of more community patrons. It is hoped that you may be one of the first to attend the adult education classes in Prairie City.

As a member of the community, and an adult education student, your opinion is valued and respected. Your consideration and answers to the following questions will greatly be appreciated. The answers will be evaluated to help establish the kind of program the future years that can best serve your community.

Please use a checkmark (✓) to answer each question and feel free to state your opinions on any question, and especially on those which ask for an explanation. Your answers and viewpoints are confidential and your names will not be known as to who filled in the various questionnaires.

Enclosed is a self-addressed, stamped envelope for your convenience in returning the questionnaires. Your cooperation will be appreciated on this problem.

Sincerely,

[Signature]

[Name]

[Address]
APPENDIX

April 15, 1957

Member, 1956-57 classes
Adult Education Program
Prairie City, Iowa

Dear Sir:

It is felt by the board of administration of the Prairie City
Adult Education Program that the program of classes as offered in the
inaugural year, 1956-57, was a big success. It is also felt that the
program for 1957-58 can be extended to better meet the needs of more
community patrons by obtaining personal views of you people who were
the first to attend the Adult Education classes in Prairie City.

As a member of the community, and an adult education student,
your opinion is valued and respected. Your consideration and answers
to the following questions will greatly be appreciated. The answers
will be evaluated to help establish the kind of program for future
years that can best serve your community.

Please use a checkmark (✓) to answer each question and feel
free to state your opinions on any question, and especially on those
which ask for an explanation. Your answers and viewpoints are confiden-
tial and your names will not be known as to who filled in the various
questionnaires.

1. I prefer class meetings to be held on the following day:
   (a) Tuesday (b) Wednesday (c) Thursday

2. I prefer to have the class meetings begin at:
   (a) 7:00 (b) 7:30 (c) 8:00

3. My purpose in attending classes is:
   (a) Improvement on a work skill
   (b) Study of a new skill
   (c) Other, specify

4. In light of my purpose for attending, I feel that the class met-
   (a) Meets my needs
   (b) Does not meet my needs
   (c) Mixed feelings

5. Enclosed is a self-addressed, stamped envelope for your con-
   venience in returning the questionnaire. Your cooperation will be
   appreciated on this problem.

Sincerely,

/\ Orville J. Dunkin

Orville J. Dunkin
1. I am: (a) a man (b) a woman (c) married (d) single

2. I am in the age group between: (a) 16-25 (b) 26-35 (c) 36-45 (d) 46-55 (e) 56-65 (f) 66-over

3. I have lived in the Prairie City community: (a) two years or less (b) less than ten years, more than two (c) ten years or more (d) all my life

4. My place of residence is: (a) town (b) country

5. My occupation is ________________________________

6. I have the following formal education: (Indicate number of years) (a) years of grammar school (b) years of high school (c) years of college

7. In the past year, class meetings were held ten different weeks starting in November and extending to the latter part of January with classes not being held for two weeks at Christmas time. In consideration of what months is best for me to attend classes, I would prefer classes to extend approximately through the following months: (a) September-November (b) October-December (c) November-January (d) December-February (e) January-March

8. I prefer class meetings to be held on the following night: (a) Monday (b) Tuesday (c) Wednesday (d) Thursday (e) Friday

9. I prefer to have the class meetings begin at: (a) 6:30 (b) 7:00 (c) 7:30 (d) 8:00

10. My purpose for attending the classes was: (a) improvement as a wage earner (b) improvement as a homemaker (c) to study academic subjects (d) to learn a new hobby (e) to make better use of my leisure time (f) other, specify ________________________________

11. In light of my purpose for attending, I feel that the class was: (a) very satisfactory (b) satisfactory (c) unsatisfactory
12. I feel that I increased my general knowledge or skills by attendance: 
   (a) ___ yes   (b) ___ no 
   Please explain your answer: ____________________________________________________________

13. I feel that my attendance has made me a better citizen of the Prairie City community: 
   (a) ___ yes   (b) ___ no 
   Please explain your answer: ____________________________________________________________

14. I am planning on attending in 1957-58 if a class is offered that is satisfactory: 
   (a) ___ yes   (b) ___ no 

15. It is possible that the program can be developed in the future to include the following courses. If you are interested in any of these put a one by your first choice, a two by your second choice, a three by your third choice, etc. 
   (a) ___ advanced sewing   (f) ___ metalcraft 
   (b) ___ typing, beginning   (g) ___ upholstering 
   (c) ___ typing, advanced   (h) ___ elementary woodworking 
   (d) ___ chorus   (i) ___ farm class 
   (e) ___ leathercraft   (j) ___ advanced photography 

16. If there are courses other than those listed above that you would like to have added to the program in the future, please list: ____________________________________________

17. I feel that the fee for the course: 
   (a) ___ was alright as it was in 1956-57 
   (b) ___ was too high for what I received 
   (c) ___ should be ___ dollars for the course 
   The board will try to satisfy the desires of the people on fees but it will make all final decisions. 

18. Additional classes could be offered in future programs for which highly trained instructors would have to be hired, perhaps from Des Moines or neighboring communities. This type of class would be more expensive and would necessitate charging a higher fee for the class. 

I would be in favor of paying higher fees for such courses if offered in future years: 
   (a) ___ yes   (b) ___ no 

19. My source of information about the program was: 
   (a) ___ conversation with friends 
   (b) ___ newspaper articles 
   (c) ___ radio 
   (d) ___ social meetings 
   (e) ___ personal contact by program committee
20. One of the best ways to promote such a program is by conversation between students who have attended and liked the classes and those who haven't attended. I feel that I have helped promote the program for future years in this aspect of telling its good points to my friends and neighbors:

(a) ____ yes  (b) ____ no

21. An arrangement might be worked out in future years whereby students who are non-high school graduates could take academic courses that would help meet qualifications toward a high school diploma. I would be interested in such classes being offered.

(a) ____ yes  (b) ____ no

22. I suggest that the following academic courses be offered in addition to those offered in the 1956-57 program: (Those were typing I and II, sewing, and farm class)

(a) ____________  (b) ____________

Your consideration and answers to the following questions will greatly be appreciated. The answers will be evaluated to help determine the type of program for future years will help me run your community.

Please use a check mark (✓) to indicate your answer. You are free to your opinions on any questions. Your answers will be treated as confidential and your name will not be linked to any answers to the various questions asked.

Enclosed is a self-addressed, stamped envelope for your convenience in returning the questionnaire. Your cooperation will be appreciated on this problem.

Sincerely,
Prairie City Community Patron
Prairie City, Iowa

Dear Sir:

The adult education program of your community was inaugurated in 1956-57 and it is felt by the adult education board that it was successful. It is also felt that the program for 1957-58 can be extended to better meet the needs of more Prairie City community patrons by obtaining personal views of its citizens.

As a member of the community, your opinion is valued and respected. Your consideration and answers to the following questions will greatly be appreciated. The answers will be evaluated to help establish the kind of program for future years that can best serve your community.

Please use a checkmark (✓) to answer each question and feel free to your opinions on any question. Your answers and viewpoints are confidential and your names will not be known as to who filled in the various questionnaires.

Enclosed is a self addressed, stamped envelope for your convenience in returning the questionnaire. Your cooperation will be appreciated on this problem.

Sincerely,

Orville J. Dunkin
1. I am the past (a) a man, (b) a woman, (c) married, (d) single
   with classes not being held for two weeks at Christmas, the class was best for me to enroll classes.
2. I am in the age group between:
   (a) 16-25 (b) 26-35 (c) 36-45 (d) 46-55 (e) 56-65 (f) 66-over
3. My place of residence is: (a) town
   (b) country
4. My occupation is housewife.
5. I have the following formal education: (Indicate number of years)
   (a) years of grammar school
   (b) years of high school
   (c) years of college
6. I was aware of the development of the adult education program in
   Prairie City: (a) yes (b) no
7. I heard of the program through the following media of communication:
   (a) newspaper
   (b) conversation with friends
   (c) radio
   (d) social groups
   (e) personal contacts by program committees
8. My most important reasons for not attending classes in 1956-57 were
   (a) lack of knowledge about the program
   (b) classes of my choosing were not offered
   (c) not interested in adult classes
   (d) did not have time or could not attend on night classes were offered
   (e) could not arrange for method of transportation to and from classes
   (f) could not arrange for supervision or baby-sitting for children
   (g) other reason
9. I am interested in attending classes in 1957-58:
   (a) yes (b) no
10. I would attend in 1957-58 if my problem of question number eight could
    be worked out:
   (a) yes (b) no
11. In the past year, class meetings were held ten different weeks starting in November and extending to the latter part of January with classes not being held for two weeks at Christmas time. In consideration of what months is best for me to attend classes, and if I want to attend in 1957-58 or future years, I would prefer classes to extend approximately through the following months:

(a) ___ September-November       (d) ___ December-February
(b) ___ October-December         (e) ___ January-March
(c) ___ November-January

12. I would prefer class meetings to be held on the following night:

(a) ___ Monday                   (d) ___ Thursday
(b) ___ Tuesday                  (e) ___ Friday
(c) ___ Wednesday

13. I would prefer class meetings to begin at:

(a) ___ 6:30                     (c) ___ 7:30
(b) ___ 7:00                     (d) ___ 8:00

14. An arrangement might be worked out in future years whereby students who are non-high school graduates could take academic courses that would help meet qualifications toward a high school diploma. I would be interested in such classes being offered:

(a) ___ yes                      (b) ___ no

15. The courses that will be offered in 1957-58 will be taken from the following list, depending upon the interest shown in each. If you are interested in attending, please place a one by your first choice, a two by your second choice, a three by your third choice, etc.

(a) ___ cake decorating         (h) ___ chorus
(b) ___ farm shop class         (i) ___ leatherscraft
(c) ___ photography            (j) ___ metalcraft
(d) ___ sewing                 (k) ___ upholstering
(e) ___ typing, beginning      (l) ___ elementary woodworking
(f) ___ typing, advanced       (m) ___ advanced photography
(g) ___ sewing, advanced