

T H E S I S

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A PROGRAM OF ADULT EDUCATION  
FOR THE  
SARGENT COMMUNITY

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Submitted by  
John V. Bernard

In partial fulfillment of the requirements  
for the Degree of Master of Science  
Colorado Agricultural College  
Fort Collins, Colorado

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CREDITS 4

*J. A. Schmidt*  
In Charge of Thesis

APPROVED *Geo. T. Avery*  
Head of Department

Recommendation concurred in

Committee on Final Examination

Committee on Advanced Degrees

<i>J. A. Schmidt</i>	<i>Geo. T. Avery</i>
<i>A. W. Nolan</i>	<i>E. J. Laughter</i>
<i>Leonard H. Zimmerman</i>	<i>William J. Smith</i>
<i>B. F. Cole</i>	
<i>Geo. T. Avery</i>	

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## PREFACE

Two slight incidents in the writer's childhood first aroused his interest in adult education. One was an adult class in citizenship which his father taught in the evenings while he was employed in the school system at Salida, Colorado. The other was the fact that his father would go to school during the summer. Up to this time his conception of education had been that it was something for children only. This proof that adults did sometimes go to school caused him to wonder. As he grew older he became aware of a gradual change in the public attitude toward adult education which was climaxed by Professor Edward L. Thorndike's study on the learning abilities of adults.

During his graduate work at the Colorado Agricultural College he enrolled for a course taught by Dr. Schmidt entitled, "Methods in Evening and Part-Time Classes in Agriculture." His work in this class brought him in contact with people who had had experience in the organization and teaching of adult classes. Before he had completed this course he had become intensely interested in the subject of adult education. The writer at that time was principal of the High School of Sargent Consolidated School District. After consultation with Dr. Schmidt, he decided the time was opportune for a study of the possibilities for adult education in the Sargent Community.

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## CHAPTER I

### INTRODUCTION

The purpose of this study is to formulate a program of adult education for the Sargent Community.

#### Location of the Sargent Community

The Sargent Consolidated School is located in the heart of the San Luis Valley. This valley is situated in the south central part of Colorado. It is about fifty miles wide, eighty miles in length, and is entirely surrounded by high mountains. The average elevation of the valley is about 7,600 feet above sea level. Substantial evidence supports the theory that this valley was once the site of a great mountain lake.

It is now a fertile farming country supporting several towns ranging in population from 100 to 5,000 and including such towns as Del Norte, Monte Vista, and Alamosa.

Most of the water used for irrigation is furnished by the Rio Grande river which rises in the mountains to the west of the valley.



Description of the Sargent Consolidated School

In the San Luis Valley are found many large consolidated schools. Most of these schools are located in the small towns and their districts are a union of the town school districts with the surrounding country school districts. Unlike the other consolidated schools of the valley, the Sargent Consolidated School District was formed by a union of a number of strictly rural school districts most of which lie between Monte Vista and Center.

The district formed contains about 100 square miles of territory, between 250 and 300 farm homes, and has a population of about 1200 people.

The school buildings were erected at a central point within the new district. The land for the buildings was donated by progressive farmers of the community with the stipulation that any store or other commercial enterprises not connected with the school were not to be allowed. This stipulation was attached in order that the school organization would have as its aim the serving of the needs of a strictly rural community. Since the organization of the Consolidated School District in 1918 only one building other than those belonging to the school district has been erected near this site. This is a building which serves as a parsonage and was erected by the members of the Community Church.

The buildings constructed so far by the district number seven and include the high school, the grade school, the garage and gymnasium, the superintendent's residence, the teacherage, the home for the agricultural instructor and the janitor, and the mechanic's home. Besides the buildings mentioned there have been several small buildings constructed by the agricultural classes for the storage of coal, wood, and other necessary supplies.

The school buildings have, since their erection, served as the center of community activities and a real and active community spirit has rapidly developed. The Sunday School, church services, and practically all other general community activities are now held in the school auditorium. The school cafeteria is available for community use and is often used by various religious, social, and farming organizations.

#### Description of the Sargent Community

All the members of the Sargent Community, with the exception of the school employees and the pastor of the church, reside upon farms in the territory which surround the school buildings and extend for several miles in all directions. No town or village exists within the boundaries of the Sargent Consolidated School District. The homes thruout the entire community are well built, equipped with many labor saving devices, and compare very

favorably with the average home of the city resident.

The farms of the community are very similar to each other in regards to size, crops grown, livestock produced, method of farming, soil composition, and equipment used.

The average size of the farms in the community is about 160 acres. The major crop enterprise is the production of potatoes. Each year every farmer plants from 20 to 60 acres of potatoes and the income from this crop furnishes the farmer the larger part of his cash income. Other crops grown on most of the farms in the district include alfalfa, cow peas, and small grain. The alfalfa furnishes feed for the stock thruout the long winter months. The cow peas are used extensively for the pasturing of hogs, and the small grain grown serves both as a source of cash income and as a feed for the stock.

The soil in this community is loose and gravelly. It has proved to be very rich as it has, and still is, producing record yields of potatoes, and small grains.

The major livestock enterprises in the community at the present time are swine and sheep production. Interest is growing in the production of milk and poultry. Most of the farmers are now producing milk and eggs for their own use.

Due to the high altitude of the San Luis Valley and its position near the snowcapped mountains the growing season is rather short and the winters long and cold.

Because of the short growing season the farmers of the Sargent Community are required to do most of their field work in a comparatively short time during the spring and summer months. The use of power machinery is general and most of the farmers have a tractor and attachments for it such as plows, drage, levels, potato diggers, etc.

The land is very level and the method of irrigation in use is especially adapted to such conditions, as the crops are watered by raising the water level in the ground, a system known as sub-irrigation.

Altho the farms in the district are relatively large and thus the people scattered over a wide area, transportation problems have been solved by the construction of good roads thruout the community, and by the fact that every farmer in the district has an automobile.

Trucks owned by many farmers of the community serve to transport farm produce to the various markets or shipping points.

Most of the farmers of the district own their farms and are permanently located in the community. Practically all the farms of the district belong to white people, the exceptions being the Spanish people who come to the community for the purpose of working during the harvesting of the potatoes. The people of the Sargent Community are typical American farmers.

The district, then, is one of remarkable homogeneity. The people are interested in the same things, and have

common problems pertaining to farming and home life. They are facing the same problems in their economic and social life. They have practically the same environment and interests, are organized as one community, and are willing to cooperate in bettering their children, themselves and their community. This is shown by their strong support of the community church and school.

At the present time and during the past few years the farmers of the community have been receiving prices for their products which are very near, if not under, the cost of production. This makes it very important that the cost of production be as low as possible, that the homes be managed economically, and that leisure time be spent in worthwhile activities that are inexpensive. As has been mentioned most of the work is performed during the short growing season; this leaving a great deal of leisure time for the people of the community.

These conditions present an ideal setting for the developing of a program of education for the adults of the community, the people who are having to solve the problems of production, economic management of their homes, and worthwhile use of leisure time.

#### Previous Work in Adult Education at Sargent

Some classes for adults of the Sargent Consolidated School District have been held in the past but no definite or complete program in adult education for the benefit of

all of the adults of the community has been formed.

In reviewing the work which has previously been carried on in the field of adult education in the Sargent Community, we find that since 1925 several classes have at different times been organized. These classes were as follows:

1. In 1925 a class was formed for the purpose of studying problems concerned with poultry production. This class met ten times for periods of two hours each. The enrollment consisted of sixteen men and nine women.
2. In 1926 a class was formed for the purpose of studying swine production. This class met for ten two hour periods. Thirty-seven men were enrolled for this course.
3. In 1927 a class was organized for the purpose of studying sheep and cattle feeding. This class met for ten two hour periods. Forty-five men enrolled for this course.
4. In 1928 two adult classes were organized: One a class for men, the other a class for women. Both classes took as their subject, "Parent Study." Each class met for ten meetings of two hours each. Fourteen men enrolled in the one class and sixteen women in the other.

5. In 1929 two adult classes were organized. The topic studied in one was "Turkey Production." This class held ten meetings of two hours each and had an enrollment of three men and six women. The second was a class in "Parent Study." This class had twenty meetings of one hour each and an enrollment of ten men and twelve women.
6. In 1930 two classes in "Parent Study" were organized. One was a class composed of both men and women, the other a class for women only. In the class for both men and women, twenty-four men and twenty-four women enrolled. This class held nineteen meetings of two hours each. In the class for women twenty-two women enrolled and the class met for ten two hour periods. (1)

In addition to the organized classes mentioned, some work in Home Demonstrations has been carried on in Rio Grande County. Some of the meetings in connection with this work were held in the Sargent Consolidated School District. This work has consisted of the study of timely topics such as the making of cheese, making hooked rugs from potato sacks, and making toys for the needy children

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(1) The above information was obtained from the "Annual Statistical Report of the Colorado State Board for Vocational Education to the Federal Board for Vocational Education."

in the county. Much interest is taken in these meetings and they are well attended.

At the present time (1933) no organized program of adult education exists in the Sargent Consolidated School. It is the writer's opinion that there is a real need for the organization of such a program.



## CHAPTER II

### REVIEW OF LITERATURE

During the past few years there has been a gradual change in the attitude of educators toward the subject of adult education. This change has been brought about by the results obtained thru scientific investigations which prove adults can learn. An outstanding investigation of this type was conducted by Professor Edward L. Thorndike of Teachers College, Columbia University. Below are some facts that were brought out in the work.

"Pupils 9 to 13 years old in a good private school, having over twice as much class study as the group 35 years old and over (and more than twice as much home study, if they did not shirk their assignments) gained little more than half as much. Younger groups of ages around 9 and 11 show still slower rates of gain, despite the fact that in one group they were children of exceptionally high intelligence. The facts are in flat contradiction to the doctrine that childhood is the period of easiest learning to read, write or understand the hearing of a language, and that the early teens are the period next most advantageous .....But we are convinced that the gain made in fifty or a hundred or five hundred hours of study of French or German or Italian or Spanish or Latin by a group of any age from 20 to 40 will be greater than the gain made by a group

aged 8 or 10 or 12 of equal native capacity." (1)

Thorndike's experiments on the ability of adults to learn a new language show that the ability to learn it increased with the age of the individual up to about 20 years of age then dropped very little until the individual reached the age of 45 or later.

"We have shown that the decline from the acme of ability to learn (located probably at some point between twenty and twenty-five) to about forty-two is only about 13 to 15 percent for a representative group of abilities; and that ages 25 to 45 are superior to childhood, and equal or superior to early adolescence (14 to 18), in general ability to learn." (2)

"These experiments thus add strong evidence to the general body of fact showing that childhood is inferior to the twenties and thirties in many features of learning. All the evidence points to a curve for ability to learn a systematic logical language with a vocabulary based largely on Latin, French, German, English, and Italian, of the following type of individuals who attend school through college: Rising from 8 to 16 and probably to 20, or later, then remaining parallel to its base line to 25 or later, then dropping very, very slowly to 35, and somewhat more rapidly, but still very slowly to 45 or later." (3)

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(1) Thorndike, E. L., Adult Learning, p. 46.

(2) Thorndike, E. L., Adult Learning, p. 147.

(3) Thorndike, E. L., Adult Learning, p. 239.

"In general, nobody under forty-five should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning anything which he ought to learn. If he fails in learning it, inability due directly to age will very rarely, if ever be the reason." (1)

For many years practically all the attention of educators centered upon the education of children and practically no attention had been given to the education of adults. It had been the practice of the people engaged in educational work to think that learning was a term to be used only in connection with children.

"The fact should.....cure us of considering early learning as a law of nature or as invariably superior and of treating learning by adults as something irregular, remedial, casual, and trivial." (2)

For many years public money has been expended for the education of adults preparing for the various professions. Even before the time of Professor Thorndikes experiments graduate courses in law, medicine, dentistry, and education were offered and largely financed by public funds. It seems only fair that educational work financed by the people of a country should be democratic in its scope. This would make necessary the offering of

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(1) Thorndike, E. L., Adult Learning, p. 177.

(2) Thorndike, E. L., Adult Learning, p. 192.

courses which would be of benefit to all of the people wishing to take advantage of such opportunities.

"In the United States we have discriminated against the adult in our use of public moneys for schools. Long ago England recognized the needs of adults and used public funds to give them instruction in any field in which they might desire it. We are just beginning to learn England's lesson."

"Beyond the elementary school for everybody, we have generally speaking, spent public funds for the education of those most able to pay for it. At the same time we have failed to provide at public expense the educational service needed by those least able to pay for it. This is not democracy in education."

"In still another way we have discriminated between different classes of citizens in this country. Public money has been used in enormous quantities to help one group meet the demands which this democracy makes upon it. At the same time the needs of the ordinary citizen for help in meeting the demands made upon him have been almost entirely neglected. Demanding without helping is the worst sort of injustice." (1)

Nathaniel Peffer says in regard to vocational education for adults, "Such training also is necessary and valuable. Any society owes it to its members to equip them with instruments for earning a living. The

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(1) Payson and Haley, Adult Education in Homemaking, Foreword by C. A. Prosser.

responsibility devolves upon an educational system to fit every individual to adapt himself to his environment by the proper use of his talents--the electrician and advertising writer no less than the professor of Greek." (1)

Any community in which there is a need for adult education, and most communities will be found to have that need, would be justified in the spending of public money to establish and operate a program of adult education to fulfill that need. The cost and scope of this program would, of course, depend upon the special characteristics of that community.

"Education is a matter that pertains to adults as well as to youth. For more than a century the American public has not believed this to be true; at least our public policies have not been founded on this idea. By its omnivorous appetite for knowledge which will help it in the affairs of life, our adult population is slowly but definitely convincing us that it needs, wants and can profit by further education." (2)

Adult education is of real value because it gives the individual what he wants at a time when he needs it in a way that he can benefit from it. In discussing the facts in favor of giving schooling during the adult years,

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(1) Pfeffer, Nathaniel, New Schools for Older Students, p. 4.

(2) Payson and Haley, Adult Education in Homemaking, foreword by C. A. Prosser.

Edward L. Thorndike makes the following statements:

1. "A better selection of persons to be taught could be made."
2. "A better selection of the content of instruction could be made, both for persons in their general capacity of individuals, neighbors, and citizens, and for their special duties and privileges as producers and enjoyers."
3. "A better arrangement and sequence of learning can be provided."
4. "A loss of abilities by forgetting or of time by relearning can be prevented."
5. "The lag of schooling behind science and technology can be lessened."
6. "There is a real danger that, in our zeal to give young people the blessing of more abundant schooling, we may be depriving many of them of the satisfaction and instruction that comes from doing something well, measuring up to standard in some respects, accomplishing something in such a way as to earn their self respect." (1)

The value received from the time and money invested in adult education is rather high due to the fact that the adult student is interested in the work, otherwise he would not be enrolled as he cares nothing for any credits that might be given, he usually has had previous

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(1) Thorndike, E. L., Adult Learning, p. 190 and 191.

experience or knowledge of the subject being studied, and can apply the new knowledge and skills at once.

Prosser and Bass state the following facts in favor of Adult Education as a means of economic learning:

1. "He learns this new skill or knowledge about the time he needs to use it on an old job or on a new one. He could neither do this as a boy nor do any of the kind of learning described in statements below from 2 to 7, inclusive."
2. "He builds the new experiences which the school gives him on the top of old experiences."
3. "He interprets old experiences with new facts and ideas."
4. "He fixes new experiences in skill and knowledge by using them."
5. "He applies old habits (methods) to the doing of new things."
6. "He utilizes old experience as his stock of thinking stuff in reasoning about both old and new things."
7. "So far as the skill and knowledge he wants to learn is concerned, he had none of the foregoing learning assets when he was a boy." (1)

The rapid growth of adult education has been noteworthy and may be taken as a sign that it is proving itself a success thus far in its course. Not only has

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(1) Prosser and Bass, Adult Education; The Evening Industrial School, p. 46 and 47.

the value of adult education been recognized in the United States, but many of the progressive countries of the world have begun to educate the adult members of their population.

"It is interesting to remember that adult education is one of the present day problems that knows no single language. Everywhere in Italy, in Germany, in Poland, in Scandinavia, in Holland, in Great Britian, as well as in the United States--men are discussing this question of continuing this instruction, training and education of the adult. Everywhere the aim is the same; to fit the adult to meet his share of responsibility in that organized society which rests, at least in part, upon his shoulders." (1)

The problems facing the adults of our country are rapidly growing. Economic and social changes are continually being brought about. If these changes in the social and economic order are to be successfully met the adults, who will have to solve these problems, must be prepared to meet these changes.

"In the past the belief was common that all that had to be done to safeguard our democracy was to educate our youth. Today that belief no longer holds the same credence it once did. We recognize that social and

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(1) Butler, Nicholas Murray, Journal of Adult Education, October, 1931.



economic problems facing the country in any line of endeavor have always to be solved by mature men and women--adults. Consequently, any educational service which can be rendered to adults to help them more wisely to solve these problems is a valuable social service." (1)

In all fields of endeavor gradual changes are taking place in the methods used. This change occurs in the increasingly scientific methods of farming, in the performing of household work, in the making of automobiles, in the conducting of wholesale or retail business, in the passing of leisure time, and practically all other forms of human activity.

"It is a generally accepted truth that an individual's education is a continuous process from birth to death. One has learned much before he begins to go to school and he has much to learn after he stops going to a regular full-time school or college. New problems, new processes, and new situations continually confront him in his occupation. Any organized and systematic instruction which will help one to make adjustment to these everchanging conditions renders a real and valuable social service." (2)

The methods and ways of doing many things which a child may learn while attending school during his early

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- (1) Schmidt and Ross, Teaching Evening and Part-Time Classes in Vocational Agriculture, p. 26.
  - (2) Schmidt and Ross, Teaching Evening and Part-Time Classes in Vocational Agriculture, Preface p. V and VI.

years will be found to be changing and if, during his early schooling he has been enrolled in courses preparing him for his vocation, new ideas, new ways and means, new and improved practices will constantly be confronting him as he advances in his life's work.

In regard to this phase of the subject, C. A. Prosser says: "In the wake of the sweeping changes in modern production constantly taking place, there is a corresponding need on the part of the worker for new facts and ideas or for new skills or for both. Slow processes of training must give place to rapid training and the old pick-up method of learning by rule of thumb must be supplanted by better organized and more systematic ways of conferring both skill and knowledge." (1)

It is the author's belief that the need for adult education is great enough to justify time and study spent in organizing such work.

"Every community in America needs both professional educators who are interested in educational service for adults and a group of intelligent citizens who will unite for the purpose of fostering a service which is so much needed by the long neglected mass of our citizens." (2)

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(1) Schmidt and Ross, Teaching Evening and Part-Time Classes in Vocational Agriculture, Introduction by C. A. Prosser, pp. 9 to 11.

(2) Payson, V. M., and Haley, A. H., Adult Education in Homemaking, Foreword by C. A. Prosser.

The studies made show that adults do learn and that their abilities to learn equal or surpass the learning abilities of children. Adults need to continue their education if they are to successfully meet the demands made upon them by the continual changes in the economic and social problems they are required to solve.

## CHAPTER III

### METHOD AND PROCEDURE

In making this study, the author first stated clearly and concisely the major problem. From an analysis of the major problem he next listed the minor problems which he found necessary to solve in the making of a successful attack on the major problem. The next step was in deciding upon the ways and means of solving these minor problems. The major problem, the minor problems and the ways and means of solving the minor problems are listed below.

#### I. Major problem

To make a study of the values of and needs for adult education in the Sargent Consolidated School District and to use these values and needs to formulate a program of adult education for the Sargent Community.

#### II. Minor problems

1. To study the philosophy underlying adult education.
2. To determine the values of adult education
3. To find the needs for adult education in the Sargent Community.
4. To find the place of adult education in the Sargent Consolidated School District.

5. To find what has been done in adult education at Sargent
  - a. For men
  - b. For women
6. To find what could be done in adult education at Sargent
  - a. For men
  - b. For women
7. To formulate a program of adult education at Sargent which will serve the community needs.

III. Ways and Means of Solving Minor Problems.

1. Make a study of the philosophy underlying adult education by reading such authors as Prosser, Allen, Thorndike, Schmidt, Fisher, etc.
2. Make a study of values of adult education by reading literature bearing on the topic.
3. Make a study of the Sargent Community using personal interviews, questionnaires, and any other available method to determine the needs of the Sargent Community.
4. Determine the place of adult education in the Sargent School by a study of the above three ways and means combined with a study of the school conditions and possibilities.
5. Make a study of what has been done at the Sargent Community in the way of adult education.

6. List the possibilities for adult education for the men and women in the Sargent Community by using the information found in ways and means No. 3 combined with the fundamentals of the philosophy of adult education obtained in ways and means No. 1.
7. Develop a program of adult education for the Sargent Consolidated School District from the list obtained in ways and means No. 6 and a study of the school situation including present program and instructors.

In item number 3 listed under the ways of solving minor problems, the author found it advisable to use a questionnaire which helped him determine the possibilities of adult education in the Sargent Community. A copy of this questionnaire is included in the appendix. This questionnaire was formulated after an extensive study of the Sargent Community and with the help of such authorities as Mr. Davies, State Supervisor of Vocational Agriculture for Colorado, Mrs. Zimmerman, State Supervisor of Vocational Home Economics for Colorado, Miss Pearson, Instructor of Vocational Home Economics in the Sargent Consolidated School, Mr. Burkholder, Instructor of Vocational Agriculture in the Sargent Consolidated School, Mr. H. L. Greear, Superintendent of the Sargent Consolidated School, and Dr. Schmidt, Associate Professor of Education in charge of Agricultural

Education at the Colorado Agricultural College.

In choosing the subjects to be included in that part of the questionnaire covering the vocational work for men the important enterprises of the Sargent Community were listed and included in this division. For instance "pork production" is one of the important enterprises in the community and this enterprise was included under the title, "Problems concerned with pork production." In addition to the inclusion of subjects covering the important enterprises some subjects were included which covered certain problems found in connection with many of the important enterprises such as, "Problems concerned with farm business methods", and "Plant diseases and pests." The list of subjects finally selected for this division of the questionnaire were as follows:

1. Problems concerned with pork production
2. Problems concerned with sheep production
3. Problems concerned with egg production
4. Problems concerned with milk production
5. Problems concerned with improvement of livestock
6. Problems concerned with potato production
7. Problems concerned with pea production
8. Problems concerned with alfalfa production
9. Problems concerned with soil improvement
10. Problems concerned with tractor and auto  
repairing

11. Problems concerned with farm business methods

12. Problems concerned with plant diseases and  
pests.

13. Problems concerned with agriculture economics

In selecting the subjects to be included in the division of the questionnaire covering the vocational work for women a list of suggested topics was secured from the office of the State Supervisor of Vocational Home Economics for Colorado. This list included all major problems confronting the women living on farms. These were studied from the viewpoint of their importance to the women of the Sargent Community and the list of subjects finally selected for this division of the questionnaire was a condensed form of the more important of these problems. The subjects included in this division were:

1. Problems concerned with management of the home
2. Problems concerned with social development  
of the home
3. Problems concerned with health in the home
4. Problems concerned with the house
5. Problems of home concerned with child  
development
6. Problems of home concerned with clothing
7. Problems of home concerned with food
8. Problems of repairing, overhauling, and  
improving furniture



9. Problems concerned with home ground improvement.

In deciding upon the subjects to be included in the division of the questionnaire covering the non-vocational or general phases of education a study was made of the topics suggested by authorities in this field and after considering their suggestions and the special characteristics of the people of the Sargent Community the following list of subjects were included in this division of the questionnaire:

1. Debating society
2. Literary Society
3. Dramatic club
4. Short story writing
5. Rural social problems
6. Spanish club
7. Glee club
8. Problems concerned with civics

These three lists together with a letter explaining the purpose of the study constituted the questionnaire.

A copy of this questionnaire, which is shown in the appendix, was presented to each adult in the community. The methods used for distributing these questionnaires were as follows: beginning with the twelfth grade, each class in the school was handed copies of the questionnaire and asked to present them to their parents and then return them to the school. The

questionnaires were not handed to the high school pupils until school was dismissed and they were on their busses. When the pupils arrived the next morning the questionnaires were called for and if any pupil failed to return his or her copy, they were soon asked for it and the reason for the delay found.

The author handed out and collected the questionnaires given the high school students.

The teachers of the grade school volunteered to help in handing out the questionnaires to be taken home by the grade children.

After the questionnaires given to the school children were returned or accounted for, all the adults not having children in school were visited and copies of the questionnaire presented to them. After the questionnaires had been handed out and returned, a tabulation showing the results was made. The results of this tabulation appears in Chapter IV.

The tabulation consisted of:

1. Listing the total number of men interested in the various phases in the program.
2. Listing the total number of women interested in various phases in the program
3. Listing the total number of people interested in each individual problem or subject.
4. Listing the total number interested in the program.

5. Arranging the subjects contained in each of the three divisions according to the number interested in each subject.

In the formation of the adult educational program for the Sargent Community the aid of Mr. Burkholder, Instructor of Vocational Agriculture in the Sargent Consolidated School, and Miss Pearson, Instructor of Vocational Home Economics in the Sargent Consolidated School, was obtained and with their help the desired length of the program, division of subjects under time and type of class best suited to their presentation were worked out.

## CHAPTER IV

### POSSIBILITIES FOR ADULT EDUCATION IN THE SARGENT CONSOLIDATED SCHOOL DISTRICT

In this chapter the interest shown in adult education by the members of the Sargent Community is analyzed. The material presented is based upon the results of the questionnaire discussed in Chapter III.

The returns from the questionnaire handed out were nearly complete. This was probably due to the close contact between the writer and the adults of the Sargent Community and the close check made by him on the students who helped distribute the questionnaires. Below are the figures on the return of the questionnaires.

1. Number handed out	176
2. Number checked and returned	118
3. Number returned unchecked	52
4. Number not returned	6

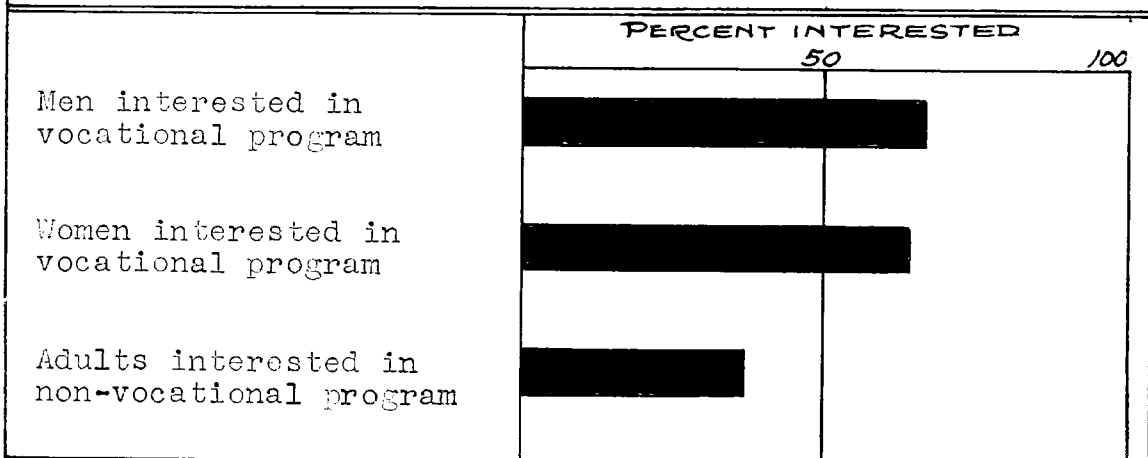
The content of the questionnaires were arranged in such a form that one questionnaire could be used in finding the interests of one man and one woman. Where there were more adults in the home more questionnaires were supplied. A total of 210 people checked parts of the questionnaire showing an interest in taking some instruction in one or more subjects in adult education. Of this total 108 were men and 102 were women.

Table I. Percentage Interested in the Three Phases of Adult Education.

Phase of Work	: Number : : Receiving : : Questionnaires :	: Number : : Interested : : in Program :	: Percent : : Interested :
Vocational Program for Men	: 164	: 108	: 65.9
Vocational Program for Women	: 161	: 102	: 63.4
Non-Vocational Program for Men and Women	: 325	: 118	: 36.3

Figure 1. Graph Showing the Percent of Interest in Three Phases of Adult Education.

(Based on total number receiving questionnaires)



Interest in Vocational Subjects for Men:- The percentage of men interested in various subjects of a vocational nature are shown in Table II and represented graphically in Figure 2.

It was found that out of the 108 men showing an interest in this part of the program 71, or 65.8 percent were interested in "Problems concerned with potato production." The interest in this subject was much more than that shown in any of the other vocational subjects for men.

The second subject in order of interest was, "Problems concerned with tractor and auto repairing." There were fifty-four, or exactly half of the men interested in this subject.

From about a third to a half of the men (30.6 - 46.3 percent) were interested in the ten subjects of:

- "Problems concerned with soil improvement"
- "Problems concerned with egg production"
- "Problems concerned with plant diseases and pests"
- "Problems concerned with pork production"
- "Problems concerned with the improvement of livestock"
- "Problems concerned with farm business methods"
- "Problems concerned with pea production"
- "Problems concerned with agriculture economics"
- "Problems concerned with sheep production"
- "Problems concerned with milk production"

The remaining subject of "Problems concerned with alfalfa production" was of interest to about one-fourth of the men (26.1 percent).

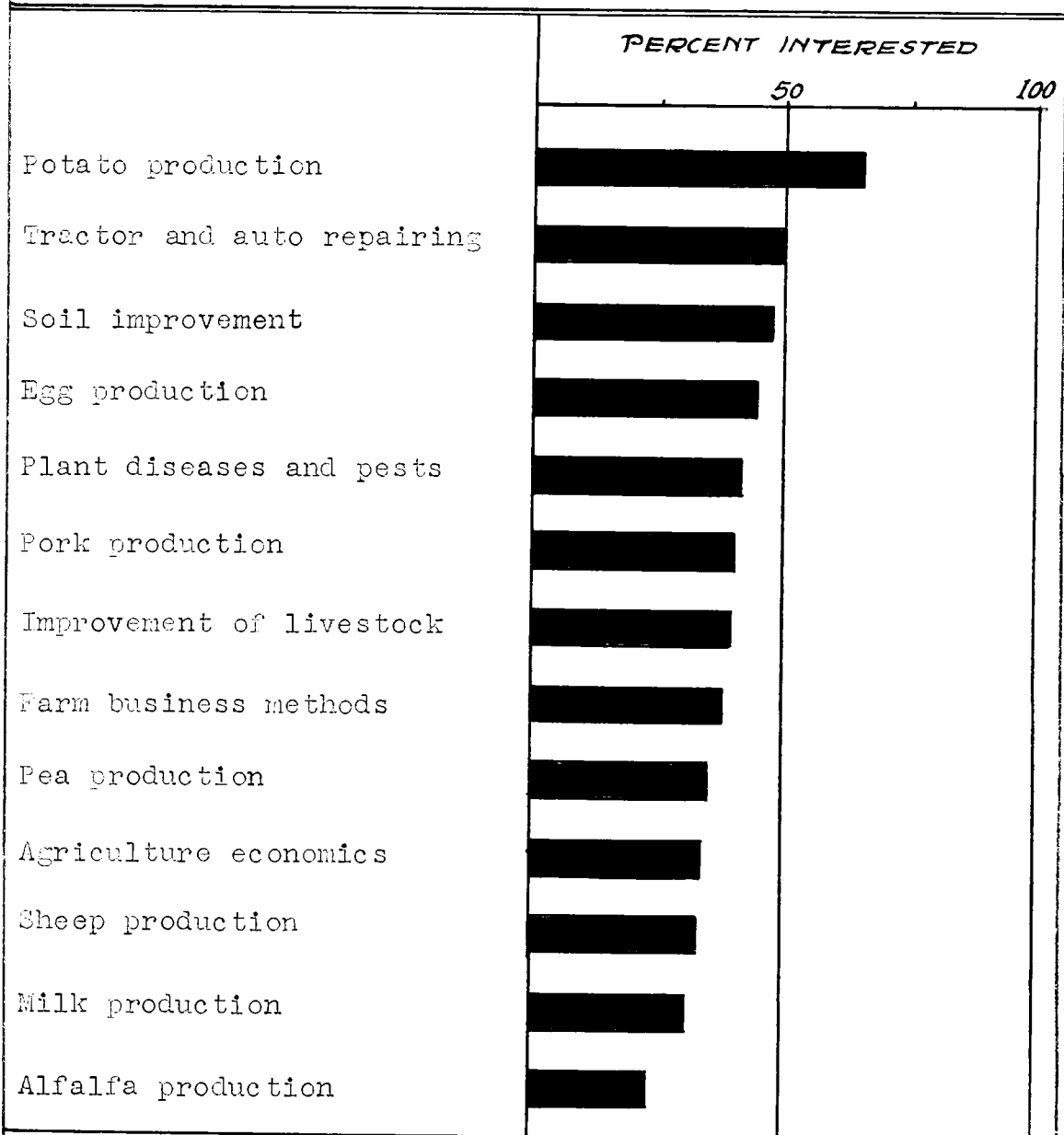
Table II. Distribution of the Number of Men Interested in the Various Vocational Subjects.

(Based on 108 replies)

Subject	Number Interested in Subject	Percent Interes- ted in Subject
Potato production	71	65.7
Tractor and auto repairing	54	50.0
Soil improvement	50	46.3
Egg production	48	44.4
Plant diseases and pests	44	40.7
Pork production	43	39.8
Improvement of livestock	42	38.9
Farm business methods	42	38.9
Pea production	38	35.2
Agriculture economics	37	34.3
Sheep production	36	33.3
Milk production	33	30.6
Alfalfa production	26	24.1

Figure 2. Percentage of Men Interested in Various Vocational Subjects.

(Based upon 102 men interested in vocational courses)





Interest in Vocational Subjects for Women.- Table III and Figure 3 give the percentage of the women who were interested in the various vocational subjects. They were found to be somewhat more interested in the subject entitled "Problems concerned with health in the home" than in any of the other subjects offered for women. Out of the total of 102 women 58 (56.9 percent) were interested in this subject.

Seven other subjects were checked by from two-fifths to a half of the women (40.2-50.0 percent). These subjects were:

"Problems of home concerned with food"

"Problems of home concerned with child development"

"Problems concerned with the management of the home"

"Problems concerned with home ground enforcement"

"Problems of repairing, overhauling and improving  
furniture"

"Problems concerned with social development of the  
home"

"Problems of home concerned with clothing"

The remaining subject of "Problems concerned with the house" was checked by about one-fifth of the women (19.6 percent).

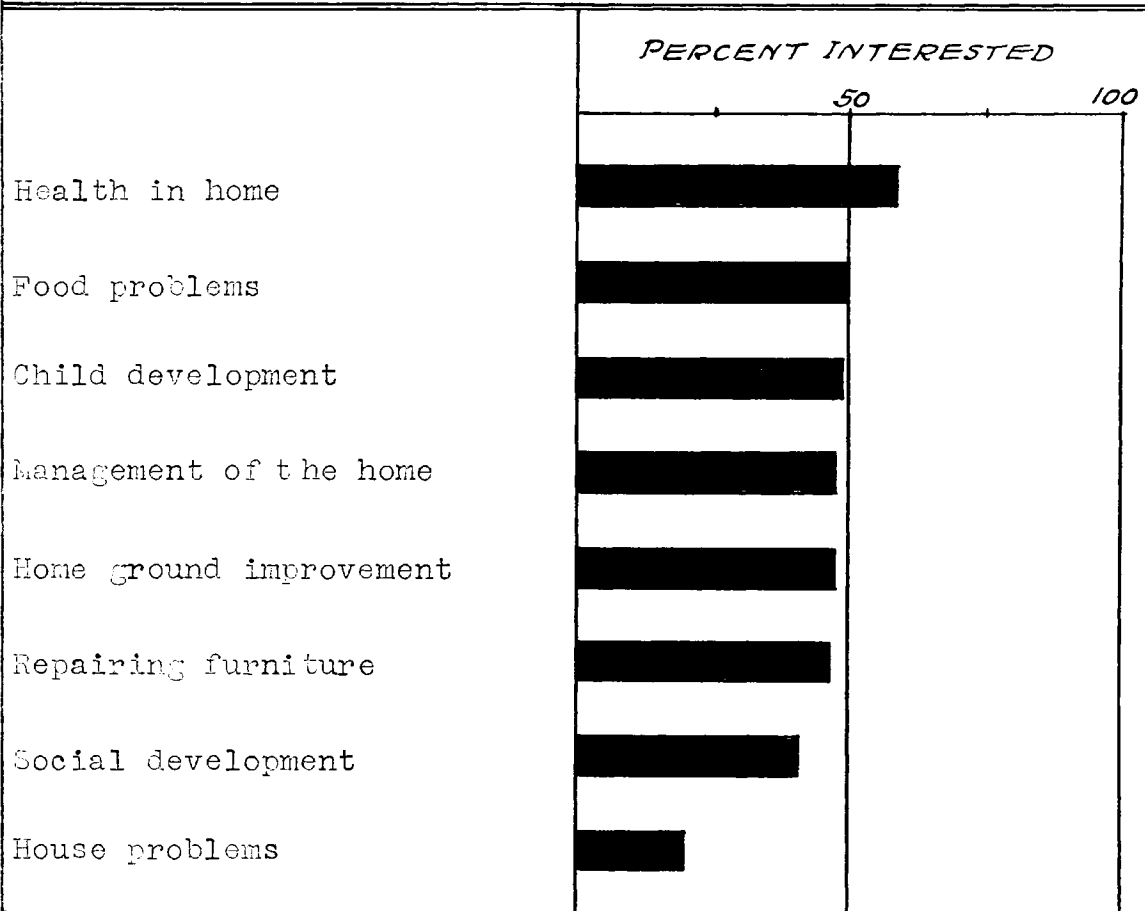
Table III. Distribution of the Number of Women Interested  
in the Various Vocational Subjects.

(Based on 102 replies)

Subject	:Number Interested: : in Subject	:Percent Interes- :ted in Subject
Health in home	: 58	: 56.9
Food problems	: 51	: 50.00
Child development	: 50	: 49.1
Management of the home	: 48	: 47.1
Home ground improvement	: 48	: 47.1
Repairing furniture	: 47	: 46.1
Social development	: 44	: 43.1
Clothing problems	: 41	: 40.2
House problems	: 20	: 19.6

Figure 3. Percentage of Women Interested in Vocational Subjects.

(Based upon 102 women interested in vocational courses)



Interest in Non-Vocational Subjects.- The percentage of adults interested in various subjects of non-vocational nature are shown in Table IV and represented graphically in Figure 4.

There were 118 people - men and women - who showed an interest in this field by contrast with 108 men and 102 women who showed an interest in vocational work. Of the 118 people interested in the non-vocational subjects there was a wide scattering of interests than was the case with the other groups.

In this field more of the people were interested in "Rural social problems" and "Problems concerned with civics" than in any other subject. Each of these was checked by forty-one people, or about one-third (34.8 percent) of the total. The subject "Literary society" ranked third in the number interested, being checked by 27 people or about one-fourth (22.9 percent) of the total. All of the other subjects were checked by from sixteen to twenty-four adults (13.6-20.3 percent).

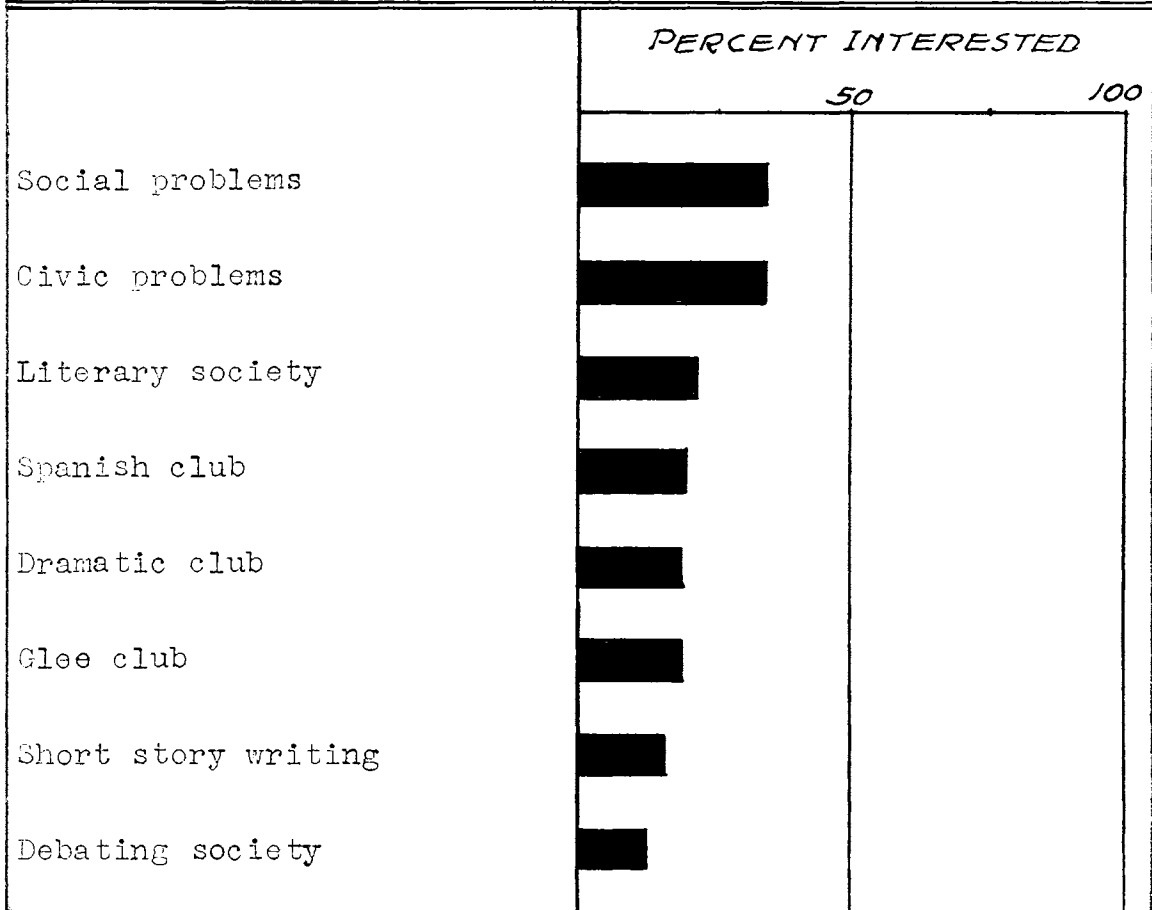
Table IV. Distribution of the Number of Adults Interested  
in the Various Non-Vocational Subjects.

(Based on 118 replies)

Subject	:Number Interested: : in Subject	:Percent Interested : in Subject
Social problems	: 41	: 34.8
Civic problems	: 41	: 34.8
Literary society	: 27	: 22.9
Spanish club	: 24	: 20.3
Dramatic club	: 23	: 19.5
Glee club	: 23	: 19.5
Short story writing	: 21	: 17.7
Debating society	: 16	: 13.6
	:	:

Figure 4. Percentage of People Interested in  
Non-Vocational Subjects.

(Based on 118 adults interested in non-  
vocational courses)



Summary.- The number of people showing an interest in the non-vocational or general educational division of the program was approximately half as many as those interested in the vocational subjects.

It was felt by the writer that two factors helped to cause unequal interest: first, the present intense concentration being given, by necessity, to the earning of a living and operating the family on a very restricted budget; second, the fact that the people of the community in the past, by participating in adult classes studying vocational subjects, had become familiar with such work but no general educational subjects having been previously offered for adults, they were not accustomed to that type of work.

The number of men and women interested in vocational subjects were practically the same. In the vocational subjects for men the interest was greater in the subject of "Problems concerned with potato production" than in any other subject. This seems only logical as potatoes are the greatest source of cash income to the farmers of the community.

The second subject in order of interest to the men was, "Problems concerned with tractor and auto repairing." This subject is generally recognized as being of great importance to the people of the Sargent Community for two reasons: the first being the need of good transportation

facilities, and the second being the wide use of power machinery.

The subject entitled "Problems concerned with alfalfa production" proved to be of the least interest. Assuming that this indicated a lack of interest in the raising of alfalfa, the situation seems peculiar. This subject apparently should be of great interest to the farmers of the community because of the amount of livestock raised and the value of alfalfa in crop rotation and soil improvement.

The interest of the women in the vocational subjects was rather evenly distributed with the exception of that in the subject "Problems concerned with the house." The number interested in this subject was less than half of the number interested in the next lowest subject. The subjects concerned with health, food, and child development showed the greatest amount of interest and represent the various problems connected with the raising of families.

While the interest in the care of home grounds, repairing of furniture, clothing problems, management of the home, and social development of the home is somewhat less, the number interested in these subjects does not fall below forty-one or 40.2 percent of the total number of women interested in the vocational work.

The interest of the adults in the non-vocational or



general fields of education was greater in the subjects, "Rural social problems" and in, "Problems concerned with civics." This amount of interest in social and civic problems was doubtless to be expected as the people of the community have, in the past, shown great interest in the social and civic problems of the community.

## CHAPTER V

### A SUGGESTIVE PROGRAM OF ADULT EDUCATION FOR THE SARGENT COMMUNITY

From the amount of interest shown by the adults of the community in each of the three divisions of the adult educational work, the writer concluded that the formation of a program of adult education for the Sargent Community would be justified.

Such a program should include, if practical, those courses in which the interest of the people of the community was greatest. In the field of vocational work for men and women the interest was fairly well divided over the subjects with one exception in each group. In the vocational work for men the interest in "Problems concerned with alfalfa production", was not great and in the vocational subjects for women the interest in the subject, "Problems concerned with the house" ranked comparatively low.

In the non-vocational division of work the interest of the people was centered on two of the subjects. These were, "Rural social problems", and "Problems concerned with civics." In the other subjects in this division of the questionnaire the interest was scattered. Of the remaining subjects the greatest interest was shown in

"Literary society", with twenty-seven people checking this item.

Table V gives the combined list of subjects which were of the most interest to the adults of the Sargent Community. This list includes only those which were of interest to over thirty people.

Table V. Distribution of Interest in Subjects Checked  
by Over Thirty People.

Subject	:	Number Interested in Subject
Potato production	:	71
Health in the home	:	58
Tractor and auto repairing	:	54
Food problems	:	51
Soil improvement	:	50
Child development	:	50
Management of the home	:	48
Home ground improvement	:	48
Egg production	:	48
Repairing furniture	:	47
Social development	:	44
Plant diseases and pests	:	44
Pork production	:	43
Improvement of livestock	:	42
Farm business methods	:	42
Clothing problems	:	41
Social problems	:	41
Civic problems	:	41
Pea production	:	38
Agriculture economics	:	37
Sheep production	:	36
Milk production	:	33

In order to cover the twenty-two subjects in which the community expressed an interest a two year program was felt to be imperative. The program presented in this chapter is based on a two year plan.

Adult educational programs, in general, follow two plans of procedure. One is a plan which spreads the subject content over a long period of time; in the other, all meetings of a class are held within a comparatively short time.

The meetings in the first type of class, often referred to as those with seasonal sequence, would usually be held not more frequently than twice a month and the meetings be spread over a period of several months. In the second type an intensive program would be put into effect that might call for ten or more meetings in a relatively short time.

According to authorities in the field of adult education the following are some of the advantages of each type of class.

#### Advantages of Classes in Seasonal Sequence

##### Particularly in Vocational Subjects.

1. This type of course gives the leader more time to prepare for each meeting.
2. It avoids the tiring effect of short intensive study.
3. It gives time to apply the things learned before another problem is met.

Advantages of Short Intensive Classes.-

1. The short intensive classes would make it possible to hold the greater portion of the work during the months when the people of the community have the most leisure time.
2. It is easier to maintain enthusiasm, interest, and attendance if classes are held over a short period of time.
3. When the meetings are close together, the subject matter studied is apt to be very closely correlated.

In line with the advice of the experts who at an earlier time had assisted with the formation of the questionnaire four classes in vocational subjects for women and four for men were selected as outstandingly fitted for the seasonal sequence plan. Two of these classes for men and two for women, it was felt, should be given during the first year and the other two in each case, the second year. These classes are listed below.

Classes Based Upon Seasonal Sequence.-

Men

1. Problems concerned with egg production
2. Problems concerned with potato production
3. Problems concerned with plant diseases and pests
4. Problems concerned with pork production

Women

1. Problems concerned with health in the home
2. Problems of home concerned with child development
3. Problems of home concerned with food
4. Problems of home concerned with social development

The first two subjects in each of the above lists were included as part of the first year's program.

Intensive study over a short period of time was suggested as best suited for the other vocational subjects previously listed in Table V. It was decided to build the program so that about half of these vocational subjects would be presented during the first year. Such classes are listed below with the tentative time during which they be taught suggested.

Vocational Classes to be Held First Year.-

<u>Topics for Men</u>	<u>Time to be Offered</u>
1. Problems concerned with improvement of livestock	October, 1933
2. Problems concerned with tractor and auto repairing	January, 1934
3. Problems concerned with soil improvement	February, 1934
4. Problems concerned with sheep production	March, 1934
5. Problems concerned with egg production	Once a month

<u>Topics for Men</u>	<u>Time to be Offered</u>
6. Problems concerned with potato production	Once a month

<u>Topics for Women</u>	
1. Problems of home concerned with clothing	October, 1933
2. Problems concerned with home ground improvement	March, 1934
3. Problems concerned with health in the home	Once a month
4. Problems of home concerned with child development	Once a month

The other vocational classes included in the program would then be held during the second year. These classes are listed below and the time when they might be taught is here suggested.

Vocational Classes to be Held in Second Year.-

<u>Topics for Men</u>	<u>Time to be Offered</u>
1. Problems concerned with milk production	November, 1934
2. Problems concerned with farm business methods	December, 1934
3. Problems concerned with agriculture economics	January, 1935
4. Problems concerned with pea production	February, 1935



<u>Topics for Men</u>	<u>Time to be Offered</u>
5. Problems concerned with plant diseases and pests	Once a month
6. Problems concerned with pork production	Once a month

<u>Topics for Women</u>	
1. Problems concerned with management of the home	November, 1934
2. Problems of repairing, overhauling, and improving furniture	February, 1935
3. Problems of home concerned with food	Once a month
4. Problems of home concerned with social development	Once a month

It might incidentally be mentioned that the topic entitled "Problems concerned with alfalfa production", is not included in the above list as it was the choice of only twenty-six men. A number of those interested felt that this would be a good topic to include in the program after interest in soil improvement had been aroused.

Non-Vocational Subjects Included in Program.- The non-vocational topics for men and women could seemingly best be handled in classes that met at regular intervals thruout the winter months. The suggested work would

include the classes in rural social problems, in civic problems, and a literary society.

Due to the pressing need for the vocational work and the limited time that might be given to the entire program, it was felt that only the first two of the above subjects should be given during the first year. Since the two most popular non-vocational subjects were "Rural social problems" and "Problems concerned with civics", these two have been included in the first year's program.

The second year's program might to advantage select subjects from such topics as "Literary society", "Spanish club", "Dramatic club", "Glee club" and "Short story writing." Nearly the same number of people were interested in each of these subjects with a slightly larger number interested in the Literary society. A decision at the present time as to a choice was felt to be inadvisable. If the need should be shown for continuing the classes studying "Rural social problems", and "Problems concerned with civics", into the second year's program this also could be done.

If the announcement were made before the opening of the second year's work that the program could not include all of the above mentioned topics a preference might be expressed which should help to determine the selection.

On the following pages the suggested program for the two year's work in adult education for the Sargent Community is elaborated.

In the following suggested program the term "intermittent" is used to mean those classes holding about one meeting a month and not necessarily following a plan of seasonal sequence.

Table VI. Suggested Two-Year Adult Program For the  
Sargent Community.

A. List of Classes to be Offered the First Year.

Topic	:Men : or :Women	: Type : of : Class	: : : : When Held
Egg production	:Men	:Seasonal	: Once a month
Potato production	:Men	:Seasonal	: Once a month
Health in home	:Women	:Seasonal	: Once a month
Child development	:Women	:Seasonal	: Once a month
Improvement of livestock	:Men	:Intensive	: October, 1933
Tractor and auto repairing	:Men	:Intensive	: January, 1934
Soil improvement	:Men	:Intensive	: February, 1934
Sheep production	:Men	:Intensive	: March, 1934
Clothing	:Women	:Intensive	: October, 1933
Home ground improvement	:Women	:Intensive	: March, 1934
Rural social problems	:Both	:Intermittent	: Once a month
Civics	:Both	:Intermittent	: Once a month

Table VI. (Continued)

B. List of the Classes to be Offered the Second Year.

Topic	:Men : or :Women	: Type : of : Class	: : When Held
Plant diseases and pests	:Men :	:Seasonal :	: Once a month
Pork production	:Men :	:Seasonal :	: Once a month
Food	:Women :	:Seasonal :	: Once a month
Social development	:Women :	:Seasonal :	: Once a month
Milk production	:Men :	:Intensive :	: November, 1934
Farm business methods	:Men :	:Intensive :	: December, 1934
Agriculture economics	:Men :	:Intensive :	: January, 1935
Pea production	:Men :	:Intensive :	: February, 1935
Management of the home	:Women :	:Intensive :	: November, 1934
Repairing, over- hauling, and im- proving furniture:	:Women :	:Intensive :	: February, 1935
<u>A choice of two of the following:</u>			
Rural Social problems (Cont'd)	:Both :	:Intermittent :	: Once a month
Civic problems (Cont'd.)	: Both :	:Intermittent :	: Once a month
Literary Society	:Both :	:Intermittent :	: Once a month
Spanish club	:Both :	:Intermittent :	: Once a month
Dramatic club	:Both :	:Intermittent :	: Once a month
Short story writing	:Both :	:Intermittent :	: Once a month
Glee club	:Both :	:Intermittent :	: Once a month

Certain additional items demand consideration as they may affect the suggested program. These are discussed briefly at this point.

From the writer's experience in, and from his personal knowledge of, the Sargent Consolidated School District it is his belief that the contemplated program for adult education should be an addition to the already existing Sargent Consolidated School system. The logical place for the holding of adult classes of the district would be in the Sargent School buildings because they are centrally located, well equipped and are large enough to accommodate most any classes that might be formed.

The leaders of the adult classes could be obtained from the faculty and other employees of the Sargent Consolidated School District and from successful farmers and women of the community who have shown outstanding leadership ability. The members of the various classes might help in the selection of the leaders of their groups. This selection should, however, be guided by someone that knows the requirements of this type of work.

The leaders should study the methods that have been successfully used in adult classes elsewhere. The teaching of adult classes is, in general, quite different from the teaching of regular grade and high school work.

This fact should be constantly in the mind of those teaching adult classes.

The exact time of the meetings should be decided by the various groups after taking into consideration the wishes of the individual members, the need of avoiding conflicts with other classes, and the season of the year. The time for holding the meetings should be sufficiently flexible so as to meet the various conditions that may occur, such as storms, other community activities, and any special needs that arise.

Some of the classes that are scheduled to meet in seasonal sequence may call for more than one meeting a month to be spent on the work. An example of this might arise during the canning season in the work taken under the topic "Problems of home concerned with food." A change should be considered at any time that more frequent meetings would meet existing conditions more satisfactorily.

If the time of meetings for women are planned so as to coincide with those for men, a greater number of those interested may be expected to attend.

In conducting a program such as has been suggested in this work those in charge of the program should remember that the desires, interests, and needs of any group will vary with changing conditions. As these desires, interests, and needs change any program now

planned will, in order more fully to meet the requirements of the adults of the community, need to be changed from time to time.

Ways and means of keeping up the community interest in such a program should be worked out. This could include the publicity given by newspaper articles describing the program, the forming of attendance committees for the various classes, and obtaining outside speakers of note.

It is not improbable that the expense of conducting vocational adult classes might be met, in part, by federal and state aid. The expense to the Sargent School District for heating and lighting the buildings would be nominal.



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The Problem.- The problem investigated, upon which this study was based, was to formulate a program of adult education for the Sargent Community which is located in the San Luis Valley of Colorado.

Major Objectives.- This study had two major objectives:

1. A determination of the interests of the adults in the various subjects that might be included in a program of adult education
2. The formation of a suggestive program for adult education in the Sargent Community based upon the interests shown.

Procedure.- In order to find the interests of the adults in the various subjects that might be included in a program for adult education in the Sargent Community a questionnaire was used. This questionnaire consisted of three main divisions each devoted to a particular phase of adult education:

1. Vocational subjects for men
2. Vocational subjects for women
3. Non-vocational subjects for men and women

The division entitled "Men" contained a list of vocational subjects covering problems which were thought would be of interest and value to the men of the community.

The division entitled "Women" contained a list of vocational subjects which might be of interest and value to the women of the community.

The division entitled "Men and Women" contained a list of subjects in which both the men and women of the community might be interested.

The questionnaire was built with the help of experts in the adult education field and was so constructed that one copy could be used in finding the interest of one man and one woman. Both man and wife generally replied on the same questionnaire. The total number of questionnaires handed out was 176. Of this total 118 were checked and returned, 52 were returned unchecked and 6 were not returned.

Of those receiving the questionnaires about two-thirds of the men and the women were interested in vocational work and about one-third were interested in at least some phase of non-vocational work.

Out of the total of 325 men and women returning questionnaires 210 were interested in vocational work while a total of 118 were interested in non-vocational work.

Out of 108 men interested in the vocational subjects for men, 33 men or more were interested in 12 subjects. In order of interest these subjects were:

- "Problems concerned with potato production"
- "Problems concerned with tractor and auto repairing"
- "Problems concerned with soil improvement"
- "Problems concerned with egg production"
- "Problems concerned with plant diseases and pests"
- "Problems concerned with pork production"
- "Problems concerned with improvement of livestock"
- "Problems concerned with farm business methods"
- "Problems concerned with pea production"
- "Problems concerned with agriculture economics"
- "Problems concerned with sheep production"
- "Problems concerned with milk production"

The most interest was shown in potato production. This was to be expected as the potato crop is the chief source of cash income to the farmers of the community.

Out of 102 women interested in the vocational subjects for women, 41 or more women were interested in 8 subjects. These subjects in order of interest shown were:

- "Problems concerned with health in the home"
- "Problems of home concerned with food"
- "Problems of home concerned with child development"
- "Problems concerned with management of the home"

"Problems concerned with home ground improvement"

"Problems of repairing, overhauling, and  
improving furniture"

"Problems concerned with social development of the  
home"

"Problems of home concerned with clothing"

In the non-vocational division of the questionnaire the interest was centered upon the two subjects "Rural social problems" and "Problems concerned with civics." Each of these subjects were checked by 41 adults. The interest in the other non-vocational subjects was scattered ranging from 16 interested in the debating society to 27 interested in the literary society.

A composite list of the subjects in which over thirty people showed an interest is given, in order of interest, as follows:

"Problems concerned with potato production"

"Problems concerned with health in the home"

"Problems concerned with tractor and auto repairing"

"Problems of home concerned with food"

"Problems concerned with soil improvement"

"Problems of home concerned with child development"

"Problems concerned with management of the home"

"Problems concerned with home ground improvement"

"Problems concerned with egg production"

"Problems of repairing, overhauling, and  
improving furniture"

"Problems concerned with social development of the home"

"Problems concerned with plant diseases and pests"

"Problems concerned with pork production"

"Problems concerned with improvement of livestock"

"Problems concerned with farm business methods"

"Problems of home concerned with clothing"

"Rural social problems"

"Problems concerned with civics"

"Problems concerned with pea production"

"Problems concerned with agriculture economics"

"Problems concerned with sheep production"

"Problems concerned with milk production"

The interest in these subjects seemed sufficient to justify their inclusion in the program of adult education which is suggested in this study.

Formation of the Suggested Program.- A suggested program for adult education in the Sargent Community was formed. This program was set on a two-year basis in order to include all the subjects of interest to groups large enough to make it advisable to offer the subjects. Two types of classes were suggested for those interested in the vocational work. These were first, the type of class in which the subject matter studied is to be taken up in seasonal sequence; and second, the type of class in which the work is to be given in an intensive manner during a relative short period of time.

The vocational subjects to be included in the program were divided into two groups, those best fitted to the seasonal sequence type of instruction, and those best fitted to short intensive study.

The two non-vocational subjects of interest to over thirty of the adults were included in the first year's program. Since there was less specific interest in the other non-vocational subjects, a suggestion was made that the non-vocational subjects to be included in the second year's program be decided upon at the conclusion of the first year.

The following two year program for adult education in the Sargent Community is suggested:

A. List of Classes to be Offered First Year.

Topic	Men or Women	Type of Class	When Held
Egg production	Men	Seasonal	Once a month
Potato production	Men	Seasonal	Once a month
Health in home	Women	Seasonal	Once a month
Child development	Women	Seasonal	Once a month
Improvement of livestock	Men	Intensive	October, 1933
Tractor and auto repairing	Men	Intensive	January, 1934
Soil improvement	Men	Intensive	February, 1934
Sheep production	Men	Intensive	March, 1934
Clothing	Women	Intensive	October, 1933
Home ground im- provement	Women	Intensive	March, 1934
Rural social problems	Both	Intermittent	Once a month
Civics	Both	Intermittent	Once a month

B. List of Classes to be Offered Second Year.

<u>Topic</u>	<u>Men or Women</u>	<u>Type of Class</u>	<u>When Held</u>
Plant diseases and pests	Men	Seasonal	Once a month
Pork production	Men	Seasonal	Once a month
Food problems	Women	Seasonal	Once a month
Social development	Women	Seasonal	Once a month
Milk production	Men	Intensive	November, 1934
Farm business methods	Men	Intensive	December, 1934
Agriculture economics	Men	Intensive	January, 1935
Pea production	Men	Intensive	February, 1935
Management of the home	Women	Intensive	November, 1934
Furniture repair- ing	Women	Intensive	February, 1935
And two of the following:			
Rural social problems continued	Both	Intermittent	Once a month
Civics continued	Both	Intermittent	Once a month
Literary Society	Both	Intermittent	Once a month
Spanish club	Both	Intermittent	Once a month
Dramatic club	Both	Intermittent	Once a month

This investigation shows that a large number of the adults residing in the Sargent Consolidated School District are interested in continuing their educational work. They are more interested in studying work in the vocational field than in the non-vocational field. Yet sufficient interest is shown in non-vocational work to justify its inclusion in the program.

Limitations of the Study.- The writer realizes that this study has certain limitations. Among them is the fact that the persons checking various subjects listed in the questionnaire might, or might not, actually enroll and participate in classes organized for studying those subjects.

In making the list of subjects used in the questionnaire the author attempted to list all subjects of importance to the community. This did not take into account new problems which might arise and deserve consideration. The choice of subjects for the suggested program was largely based upon the interest shown in these subjects and did not include the development of any potential enterprises which might be of value to the people of the Sargent Community. A few other subjects were suggested on the questionnaire by members of the community as also being worthy of consideration.

Uses of the Study.- The adults of the Sargent Community have closely similar interests both economically and socially. The use of the present study in its entirety would be limited to communities in which a like situation exists. The method used in this study, it is felt, could be of use in setting up a program for a homogeneous group of people in any community.



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APPENDIX

Sargent Consolidated School  
Monte Vista, Colorado  
December 5, 1932

To the People of the Sargent Community

Dear Patrons:

Every-where, and much more so now than in the past, adults are taking advantage of educational opportunities offered by the schools in their communities. The schools are constantly rendering enlarged educational services to adults.

I am making a study of the Sargent Community to determine possibilities for adult education in order that the Sargent Consolidated School may better serve all the people in the community. The plan is not to start a program in adult education immediately in the Sargent Consolidated School, but it is to lay the ground work for future adult education in the community.

In attempting to determine the possibilities for adult education in the Sargent Community it is necessary to discover the desires of the people and this is what I am attempting to do in this letter by means of questionnaires which I am enclosing and which I would be pleased to have you fill out.

The subjects chosen for study by the adult patrons of the Sargent Consolidated School District would be divided into such units as would seem most desirable to the groups. This question would be decided at a conference held at the first meeting and at that time a schedule would be arranged to meet the convenience of each class. In what-ever classes are formed no tuition fees would be charged and patrons would attend only those classes studying units in which they are most interested.

I would be very grateful to you, if you would check and return the enclosed questionnaire to me at an early date.

Respectfully yours,

(Signed) John V. Bernard

Principal of High School  
Sargent Consolidated School

Men

I am making a survey to determine the possibilities for adult education in the Sargent Community. Listed below are several main subjects in which instruction for men could be offered by the Sargent Consolidated School.

Will you please check those subjects that you might be interested in studying.

Subjects	Check
1. Problems concerned with pork production	1. ( )
2. Problems concerned with sheep production	2. ( )
3. Problems concerned with egg production	3. ( )
4. Problems concerned with milk production	4. ( )
5. Problems concerned with improvement of livestock	5. ( )
6. Problems concerned with potato production	6. ( )
7. Problems concerned with pea production	7. ( )
8. Problems concerned with alfalfa production	8. ( )
9. Problems concerned with soil improvement	9. ( )
10. Problems concerned with tractor and auto repairing	10. ( )
11. Problems concerned with farm business methods	11. ( )
12. Problems concerned with plant diseases and pests.	12. ( )
13. Problems concerned with agriculture economics	13. ( )

If there are any other subjects you would be interested in studying, please list them below:

1.

2.

Women

I am making a survey to determine the possibilities for education in the Sargent Community. Listed below are several main subjects in which instruction for women could be offered by the Sargent Consolidated School.

Will you please check those subjects that you might be interested in studying.

Subject	Check
1. Problems concerned with management of the home	1. ( )
2. Problems concerned with social development of the home	2. ( )
3. Problems concerned with health in the home	3. ( )
4. Problems concerned with the house	4. ( )
5. Problems of home concerned with child development	5. ( )
6. Problems of home concerned with clothing	6. ( )
7. Problems of home concerned with food	7. ( )
8. Problems of repairing, overhauling, and improving furniture	8. ( )
9. Problems concerned with home ground improvement	9. ( )

If there are any other subjects you would be interested in studying please list them below.

1.

2.

3.

## Men and Women

In addition to vocational work such as has been mentioned, the Sargent Consolidated School could also offer instruction in general fields for both men and women. If you would be interested in enrolling in any of these subjects, please indicate this by checking the subjects.

Subjects	Check	
	Men	Women
1. Debating society	1. ( )	( )
2. Literary society	2. ( )	( )
3. Dramatic club	3. ( )	( )
4. Short story writing	4. ( )	( )
5. Rural social problems	5. ( )	( )
6. Spanish club	6. ( )	( )
7. Glee club	7. ( )	( )
8. Problems concerned with civics	8. ( )	( )

If there are any other subjects you would be interested in studying please list them below.

- 1.
- 2.
- 3.
- 4.
- 5.

### Instructions to Teachers

1. Those children having brothers or sisters in higher grades will not be asked to take one home, as it will be taken by the member of the family in the higher grade.
2. No attempt is to be made to remember which questionnaire any certain child brings back.
3. If the parents do not care to check the questionnaire, the child is to be urged to return it as it counts as a reply. The number of questionnaires read by the parents and then brought back will be used in figuring the percentage of returns in each class.
4. Six boxes of candy will be given as prizes. The class having the highest percentage of returns will receive the largest amount and the class having the second highest percentage of returns will receive the second largest amount of candy, etc. The percentage returns will be based on the number of questionnaires returned at the end of a week's time, i.e. if the questionnaires are handed out Tuesday the percentage of returns will be figured the following Tuesday evening.

ABSTRACT OF THESIS

Written

by

John V. Bernard

\* \* \*

The Problem

TO FORMULATE A PROGRAM OF ADULT EDUCATION  
FOR THE SARGENT COMMUNITY OF THE  
SAN LUIS VALLEY OF  
COLORADO

LIBRARY OF THE  
STATE ARCHIVES  
SALT LAKE CITY



The problem investigated, upon which this study was based, was to formulate a program of adult education for the Sargent Community which is located in the San Luis Valley of Colorado.

Due to the fact that the Sargent Community is strictly rural, that practically all of the farmers have similar problems, and that they have considerable leisure time during the winter months, it appeared to the writer that here was a good opportunity for work in adult education.

Minor Problems.- The minor problems necessary to solve the major problem were as follows:

1. To study the philosophy underlying adult education.
2. To determine the values of adult education
3. To find the needs for adult education in the  
Sargent Community
4. To find the place of adult education in the  
Sargent Consolidated School District
5. To find what has been done in adult education  
at Sargent
6. To find what could be done in adult education  
at Sargent
7. To formulate a program of adult education at  
Sargent which will serve the community needs.

Procedure.- A questionnaire was sent to the adults of the Sargent Community. This questionnaire consisted of three main divisions each devoted to a particular phase of adult education.

1. Vocational subjects for men
2. Vocational subjects for women
3. Non-vocational subjects for men and women

The division entitled "Men" contained a list of vocational subjects covering problems which were thought would be of interest and value to the men of the community.

The division entitled "Women" contained a list of vocational subjects which might be of interest and value to the women of the community.

The division entitled "Men and Women" contained a list of subjects in which both the men and women of the community might be interested.

A copy of this questionnaire may be found in the Appendix of the thesis.

The questionnaire was so constructed that one copy could be used in finding the interest of one man and one woman. Both man and wife generally replied on the same questionnaire. The total number of questionnaires handed out was 176. Of this total 118 were checked and returned, 52 were returned unchecked and six were not returned.

Findings.- The data in Table I shows the number of persons interested in each of the three lines of work as gathered by the questionnaire.

Table I. Percentage Interested in the Three Phases of Adult Education.

	: Number : Receiving : Questionnaires:	: Number : Interested: : in Program:	: Percent : Interested
Vocational Program for Men	: 164	: 108	: 65.9
Vocational Program for Women	: 161	: 102	: 63.3
Non-Vocational Program for Men and Women	: 325	: 118	: 36.3

Out of the total of 325 men and women returning questionnaires 210 were interested in vocational work, while a total of 118 were interested in non-vocational work.

Table II gives the distribution of the men interested in vocational subjects for men.

Table II. Distribution of the Number of Men Interested  
in the Various Vocational Subjects.

(Based on 108 replies)

Subject	: Number : : Interested: Percent : In Subject:	
Potato production	: 71 : : 65.8	
Tractor and auto repairing	: 54 : : 50.0	
Soil improvement	: 50 : : 46.3	
Egg production	: 48 : : 44.4	
Plant diseases and pests	: 44 : : 40.8	
Prok production	: 43 : : 39.9	
Improvement of livestock	: 42 : : 38.9	
Farm business methods	: 42 : : 38.9	
Pea production	: 38 : : 35.1	
Agriculture economics	: 37 : : 34.2	
Sheep production	: 36 : : 33.3	
Milk production	: 33 : : 30.6	
Alfalfa production	: 26 : : 24.0	

The interest in potato production was to be expected as the potato crop is the chief source of cash income to the farmers of the community. All of the remaining topics, with the exception of alfalfa production, were of interest to over thirty men.

Table III gives the distribution of the women interested in vocational subjects for women.

Table III. Distribution of the Number of Women Interested  
in the Various Vocational Subjects.

(Based on 102 replies)

Subject	: Number : : Interested: Percent : In Subject:	
Health in home	: 58 : 56.9	
Food problem	: 51 : 50.0	
Child development	: 50 : 49.0	
Management of the home	: 48 : 47.0	
Home ground improvement	: 48 : 47.0	
Repairing furniture	: 47 : 46.8	
Social development	: 44 : 43.1	
Clothing problems	: 41 : 40.2	
House problems	: 20 : 19.6	

The number of women interested in the various vocational subjects ranged from 41 to 58 with the exception of the number interested in the subject "Problems concerned with the house." This subject was of interest to only twenty of the women.

Table IV gives the distribution of adults interested in the non-vocational subjects.

Table IV. Distribution of the Number of Adults  
Interested in the Various Non-vocational  
Subjects.  
(Based on 118 replies)

Subject	Number		Percent
	Interested	In Subject	
Social problems	41		34.8
Civic problems	41		34.8
Literary society	27		22.9
Spanish club	24		20.3
Dramatic club	23		19.5
Glee club	23		19.5
Short story writing	21		17.8
Debating society	16		13.6

In this division of the questionnaire the interest was centered upon the two subjects "Rural social problems" and "Problems concerned with civics." Each of these subjects were checked by 41 adults. The interest in the other non-vocational subjects was scattered ranging from 16 interested in the debating society to 27 interested in the literary society.

Table V lists the subjects in which over thirty people showed an interest.

Table V. Distribution of Interest in Subjects Checked  
by Over Thirty People.

Subject	: Number Interested : In Subject
Potato production	: 71
Health in the home	: 58
Tractor and auto repairing	: 54
Food problems	: 51
Soil improvement	: 50
Child development	: 50
Management of the home	: 48
Home ground improvement	: 48
Egg production	: 48
Repairing furniture	: 47
Social development	: 44
Plant diseases and pests	: 44
Pork production	: 43
Improvement of livestock	: 42
Farm business methods	: 42
Clothing problems	: 41
Social problems	: 41
Civic problems	: 41
Pea production	: 38
Agriculture economics	: 37
Sheep production	: 36
Milk production	: 33

The interest in these subject seemed sufficient to justify their inclusion in the program of adult education which is suggested in this study.

Formation of the Suggested Program.- A suggested program for adult education in the Sargent Community is found on Page 7 of this abstract. This program was set on a two-year basis in order to include all the subjects of interest to groups large enough to make it advisable to offer the subjects. Two types of classes were suggested for those interested in the vocational work.

These were first, the type of class in which the subject matter studied is to be taken up in seasonal sequence; and second, the type of class in which the work is to be given in an intensive manner during a relative short period of time.

The vocational subjects to be included in the program were divided into two groups: those best fitted to the seasonal sequence type of instruction and those best fitted to short intensive study.

The suggested two year program for adult education in the Sargent Community is shown in Table VI.

Table VI. A Suggested Two Year Program for Adult Education in the Sargent Community.

A. List of Classes to be Offered First Year.

Topic	: Men : or : Women	: Type : of : Class	: : : :	When Held
Egg production	: Men	: Seasonal	: :	Once a month
Potato production	: Men	: Seasonal	: :	Once a month
Health in home	: Women	: Seasonal	: :	Once a month
Child development	: Women	: Seasonal	: :	Once a month
Improvement of livestock	: Men	: Intensive	: :	October, 1933
Tractor and auto repairing	: Men	: Intensive	: :	January, 1934
Soil improvement	: Men	: Intensive	: :	February, 1934
Sheep production	: Men	: Intensive	: :	March, 1934
Clothing	: Women	: Intensive	: :	October, 1933
Home ground improvement	: Women	: Intensive	: :	March, 1934
Rural social problems	Both	: Intermittent	: :	Once a month
Civics	: Both	: Intermittent	: :	Once a month



B. List of Classes to be Offered Second Year.

Topic	Men : or : Women:	Type : of : Class	When : Held
Plant diseases and pests	: Men	: Seasonal	: Once a month
Pork production	: Men	: Seasonal	: Once a month
Food problems	: Women	: Seasonal	: Once a month
Social development	: Women	: Seasonal	: Once a month
Milk production	: Men	: Intensive	: November, 1934
Farm business methods	: Men	: Intensive	: December, 1934
Agriculture economics	: Men	: Intensive	: January, 1935
Pea production	: Men	: Intensive	: February, 1935
Management of the home	: Women	: Intensive	: November, 1934
Furniture repairing	: Women	: Intensive	: February, 1935
And two of the following:			
Rural social problems continued	: Both	: Intermittent	: Once a month
Civics continued	: Both	: Intermittent	: Once a month
Literary society	: Both	: Intermittent	: Once a month
Spanish club	: Both	: Intermittent	: Once a month
Dramatic club	: Both	: Intermittent	: Once a month

This investigation shows that a large number of the adults residing in the Sargent Consolidated School District are interested in a program of work in adult education.

Table II shows the interests of the men in various vocational subjects. Table III shows the interests of the women in various vocational subjects; and Table IV shows the interest of both men and women in the various non-vocational subjects.

The program for adult education of the Sargent Community, as given in Table VI, takes care of the three lines of interest of the adults of the community.

The writer believes that there is an ideal opportunity for effective adult education in the Sargent Community and he further believes that the suggested program he has arranged will meet the needs of the community.