VOLUNTEERS FOR LEARNING

A Study of the Educational
Pursuits of American Adults

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INTRODUCTION

This represents the first report on the results of the National Opinion Research Center's ongoing inquiry into the nature of Adult Education in America. This general inquiry, which was begun in January of 1962 and which has been sponsored throughout by the Carnegie Corporation of New York, has had as its central focus the educational experiences of the American population following termination of regular full-time school attendance.

The best way in which to introduce the contents of the present report is to begin with a brief description of the study as a whole. In its organization, the investigation took shape around four distinct phases of inquiry. The first phase had as its main goal the task of providing a general description of the nature and scope of adult participation in formal and informal educational pursuits of all kinds. Although a rapidly expanding segment of the American educational system, the field of Adult Education has been faced for some time with an acute need for reliable information concerning the education habits of American adults. Except for one investigation,[1] the behavior in question had never before been examined on a national scale in this country. The first goal of the present study, then, was to attempt to remedy this need by providing a comprehensive overview of the numbers and characteristics of adults engaged in studies of various subjects, through various

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[1] U.S. Department of Health, Education and Welfare, "Participation in Adult Education," Circular No. 539, (Washington: U.S. Government Printing Office, 1959).

methods of study, and within various institutional contexts.

In the second phase of the study, attention was turned to an examination of the social and social psychological factors which help explain whatever patterns of educational behavior were observed in the first phase of the study. Here a framework was developed through which to examine educational behavior in relation to two main types of influence: first, in relation to forces within the individual that would function to direct him toward participation--and which would be reflected through some pattern of motives, interests, needs attitudes, opinions, beliefs and meanings; and second, in relation to forces external to the individual which would function to attract or "pull" him toward educational participation. For example, the study sought to examine the extent to which factors, such as the presence of available and appropriate education facilities, the existence of necessary time and economic resources, or the presence of a social milieu which rewarded rather than ignored educational accomplishments, would function to stimulate participation in adult education pursuits. From this section of the study, it was hoped that some appraisal of the nature of potential audiences for various types of educational experiences could be made.

The third phase of the study sought to examine the same sorts of analytic considerations as the second, but with attention focused specifically on young people between the ages of seventeen and twenty-four. Here, the main focus of inquiry was directed to the educational and occupational experiences of young people immediately following termination of regular full-time school attendance, with special emphasis on the experiences of high-school dropouts.

The fourth and final phase of the study turned to a somewhat different type of problem, namely, the nature of facilities for adult education in "typical" urban centers. The main purpose of this part of the study was to gain a better understanding of the ranges of educational programs currently available to adults, the kinds of institutions active in the organization of such programs, and the levels of awareness about and use of such facilities on the part of different segments of the public in the centers studied. This part of the study was designed in the form of case studies of independent cities in the 100,000 to 300,000 population range.

In combination, then, these four phases of inquiry represent a unified and broadly based study of the activities and sentiments of the American public concerning adult education. Except for the final phase of the study, the investigation is national in its focus.

In terms of design, the study was developed chiefly around a national sample survey involving three stages. The first stage, which was designed to yield the basic information on adult education activity, was carried out by means of household "screening" interviews in which a responsible adult reported on the educational activities of all members of the household. A probability sample of 13,293 households were drawn for this stage of the study, and information was subsequently obtained from 11,957 (90 per cent) of these households. In total, this phase of the survey brought together basic information on the educational activities of 23,950 adults, 1,928 youth (unmarried persons between the ages of seventeen and twenty), and 11,554 children between the ages of three and sixteen. It is from this body of data that the contents of this first report have been prepared.

The second and third stages of the survey design focused on more intensive information concerning educational experiences. Here, personal interviews of approximately one hour's length were taken with sub-samples of individuals drawn from the original sample of households. In these stages, interviews were completed with a total of 2,844 adults (1,808 from a sub-sample representative of the adult population of the United States, and 1,035 from a sub-sample representative of those who had participated in some type of educational activity during the previous year), and 697 young people representing the total population of persons in the seventeen to twenty-four age group.

The fourth phase of the study took form as a separate field operation, consisting in itself of two distinct stages: first, a stage in which inventories of educational facilities were taken in four middle-sized cities, and second, a phase in which random samples of adults were interviewed in two of these four centers. (The first of these operations had just been set in motion at the time this first report was written.)

To summarize, then, the nature and goals of the over-all study may be described in terms of the following phases and research steps:

Phase I -- A National Survey of the Educational Activities of the Population, based on a sample survey covering the activities of all members of some 12,000 American households;

Phase II -- An Intensive Study of the Reactions of Adults to Adult Education, based on personal interviews conducted with national samples of approximately 1,800 randomly selected adults, plus 1,000 recent participants in adult education activities;

Phase III-- A Study of the Post-School Educational Experiences of Youth, based on personal interviews with a national sample of approximately 700 youth; and

Phase IV -- Case Studies of Adult Education Facilities in Four Middle-Sized American Cities, and of the Impact of such Facilities on the Residents of Two of These Cities, based on information collected through field inventories of educational facilities and personal interviews with samples of approximately 300 adults in each center chosen for intensive study.

The present report deals exclusively with the results of Phase I of this inquiry. There are three main sections to the report. Following a discussion in Chapter I of the basic concepts and measures employed in the survey, Chapter II turns directly to a description of national patterns of adult education activity. The main task in Chapter II is to derive estimates of the numbers of adults engaged in educational activities of various types, and estimates are made in terms of subject matter studied, total courses studied, duration of studies, methods of study employed, attendance at different types of institution, and registration statuses. Following this, the report turns in Chapter III to a discussion of the social characteristics of participants in adult education. Here, participants are compared with the general population on the standard background characteristics of sex, age, education, family income, labor force status, occupation, race, religion, region, and size of community. By means of these comparisons, too, Chapter III introduces a discussion of the types of background factors most strongly associated with participation in adult education. In Chapter IV, therefore, initial statistical controls are applied to the main patterns of association indicated in Chapter III in a general attempt to uncover the background factors which remain as persistent correlates of participation in adult education. In general, however, it is the purpose of this first report to describe and not to explain the educational behavior of adults, and the discussion in Chapter IV is in no way represented as an exhaustive analysis of the factors affecting participation. That task, rather, is the function of the second phase of the study.

It is our sincere hope that the contents of this report can serve as a useful statistical reference both to practitioners in the field of Adult Education and to others working directly within the field of Adult Education research.

CHAPTER I

CONCEPTS, DEFINITIONS AND MEASURES

The Definition of an Educational Activity

Given the general problem of this inquiry, the most obvious place to begin was to come to grips with the rather nasty problem of defining precisely what ranges of activity were to be considered educational and which were not. This is by no means a simple problem, and it was immediately apparent that the scope of the investigation could vary quite radically depending on the strategies of definition adopted. The real problem was to avoid both a too rigid and a too fluid conceptualization of an educational activity. At the one extreme it was tempting to think of educational activities in terms of formal institutions of learning, but this would inevitably result in defining as educational only those learning experiences taking place within the context of formal school settings--and the consequent exclusion of a wide variety of educational activities encountered in other settings, such as on-the-job, or with private instructors.

At the other extreme it was possible to think of an educational activity strictly in behavioral terms, that is, on the basis of the nature and consequences of the activity itself. The general problem with this kind of approach, however, is that there is virtually no way of excluding from consideration a host of activities whose consequences are educational for the individual (such as visiting an aquarium) yet which clearly fall beyond the range of any reasonable person's definition of adult education.

The operational definition finally adopted was based on two elements, the basic purpose of the activity, and the nature of its organization. The first criterion stated that an activity would be classified as educational only if its main purpose was to learn or acquire some sort of knowledge, information or skill. Thus, activities where the main function would be recreation, fellowship, or remuneration, for example, were not classified as educational--even though the acquisition of knowledge, skills or information may have been an important by-product of the activity. This criterion, moreover, dealt with the rationale of the activity itself, and had nothing to do with the motives of the persons engaging in it. Thus, "Bible classes" or "Sunday School classes" would be defined as educational since their main purpose would be to teach about a religion, while "going to church" would not be educational because its main purpose would be worship. Similarly, "golf lessons" would be educational, whereas "playing golf" would not.

The second criterion was that the activity had to be organized around some form of instruction. No restrictions were made as to the form the instruction could take, however. Regardless of whether it was received by means of classes, lecture series, discussion groups, private lessons, workshops, seminars, conferences, correspondence lessons, educational television programs or on-the-job training, the activity would be considered educational as long as its main purpose was to impart some sort of knowledge, information or skill.

In addition, we felt it was important to include certain types of self-instruction within the definition--especially in light of recent innovations in teaching machines and home-study methods. Accordingly, independent self-instruction was also to be covered by the study in all cases where the individual consciously and systematically organized a program of study for himself and followed it for a period of not less than one month. Thus, persons teaching themselves a foreign language by means of home recordings, or a musical instrument by means of home-study methods, were also classified as active in adult education. General reading and other forms of casual information intake were by the same token excluded, however, except in cases where the respondent claimed that the reading was part of an organized plan of study on some subject.

Together, these criteria indicate coverage of a wide range of behavior. Indeed, the definitional boundaries adopted in this study are perhaps wider than some uses of the label "adult education" would indicate, and they are considerably wider than those adopted in the Office of Education's 1957 survey of adult education.[1] In that study, only activities experienced within the context of "adult education classes or group meetings" were enumerated. All correspondence studies, on-the-job training, private lessons, television courses, and other home-study activities were explicitly excluded from the study. For these reasons, as well as other methodological considerations, the results of the present study

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[1] *Ibid*.

can be only conditionally compared with those of the Office of Education survey.

Operational Measures

Three types of educational involvement were measured in the present study--involvement as a full-time student, as a participant in adult educational activities, and as a participant in independent self-education. Since separate measures were employed to enumerate activities in each of these categories, the statuses are not mutually exclusive, and indeed a number of persons were located who were active within two different educational categories, and a few even who were classified as active within all three categories.

The Status of Full-Time Student

The identification of full-time students in the study was based on the responses provided by household informants to the following question (question 6 in the short-form household inventory questionnaire--see Appendix B):

> Are there any adult members of this household who were enrolled in some type of school or college as full-time students this past school year--that is, since last September? (IF YES: Who?)

Although ultimate classification thus rested on respondent identification, in situations of ambiguity interviewers were instructed to define full-time students as persons who carried the <u>full load of courses</u> normally required by the program of studies in which they were enrolled. In most cases but not necessarily all, then, this would classify persons enrolled in courses leading to some sort of degree, certificate or diploma in a college, university, high school, trade school or business school. It would also be possible within the definition, however, to be a full-time student in non-credit courses offered by other sponsoring institutions--such as in industry or in the Armed Forces.

Interviewers were also instructed to disregard one's labor force status when deciding whether or not an adult was a full-time student. There was no guarantee that this separation was always clear in the mind of the respondent, of course, and a few cases were discovered in which persons carrying a full load of college courses were <u>not</u> classified as full-time students by the household informants--presumably because these persons also held full-time jobs. For this reason, persons reported during the previous year to have taken more than three adult education courses for credit toward some sort of degree, certificate or diploma in a high school or college were reclassified as full-time students. In addition, hospital interns or resident doctors who reported courses relating to a medical specialty were also reclassified into this category.

In spite of the relative lack of ambiguity surrounding this category, there are a number of ways in which the status measured here differs from the Bureau of the Census concept of school enrollment. In Census usage, school enrollment statistics are based on the numbers of persons enrolled in "any type of graded public, parochial or other private school in the regular school system."[2] Thus, while persons attending trade schools or business colleges could not be classified by the Census as enrolled in school, they could be included as full-time students in the present study. Furthermore, the Census Bureau's enrollment figures include persons attending school either on a full-time or part-time basis. The status of full-time student in the present study quite clearly omits the latter.

Participation in Adult Education Activities

The enumeration of adult education activities was conducted in the following way: first, the informant was handed a flash card (see yellow flash card in Appendix B) listing ten general categories of subject matter along with representative topics within seven of these categories. The purpose of this card was to aid in recall and to provide the respondent with a clear understanding of the range of learning experiences being measured in the survey. At the same time, the following question was asked:

> (Question 7) Here is a list of subjects and skills that people sometimes study after they have left school. Would you please read this over and tell me whether during the past twelve months any adult member of the household has received instruction in any of these things--or in any other subjects or skills not listed here? Please include evening classes, correspondence courses, private lessons, lecture series, courses given over television--or anything else like that. How about yourself? (How about ________?)

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[2] U.S. Department of Commerce, "School Enrollment: October 1961," Current Population Reports, Series P-20, No. 117 (Washington: Bureau of the Census, July 11, 1962).

While this complete question was normally asked just once at each household, a specific probe was asked for each adult so that interviewers would obtain a specific "yes" or "no" answer for each adult in the household.

When an adult education activity was reported, it was recorded in two ways; first, the specific name of the subject was entered, and second, with the aid of the respondent, the interviewer recorded the category number from the flash card into which the subject best fitted. All subjects reported were recorded in this same way. In cases where the same individual had studied more than one subject during the previous year, the additional subjects were listed in a special recording space at the back of the interview form.

In this way, a single measure was developed to screen all adult education subjects which involved instruction, all adults in each selected household, and all subjects studied by a given individual.

Once a subject had been properly identified, information was then collected concerning the method of study employed, the sponsorship of the instruction (providing it was received through attendance at classes, discussion groups, talks or lectures), the duration of the studies, and the credit status of the studies.

Independent Self-Education

The third type of educational activities measured were those carried out independently of any relationship with an instructor.

Information on these was collected by means of the following question:

> (Question 8) During the past twelve months, has any adult living here been engaged in learning some new subject or skill by means of independent study strictly on his or her own? How about yourself? (How about ______?)

Here again, then, the interviewer used a probe question to extract specific coverage for each adult member of the household. No more than two self-taught subjects were recorded for any one individual, however.

The best explanation for the distinction being made here between courses involving instruction and self-taught courses rests on whether the activity involved any form of relationship between student and teacher. In general, wherever any kind of teacher-student relationship existed in the learning context--even if it was of only a rudimentary sort, as in the case of correspondence lessons--the activity was classified as involving instruction. There are a number of marginal situations here, of course; the two most ambiguous are probably educational television courses and instruction by long-play recordings or tapes. It is between these two types of educational activity, in fact, that the threshold between the presence and absence of a teacher-student relationship was considered to lie. In the case of educational television, we felt that even though in most cases the direction of communication would be one-way only, at least the possibility would usually exist for the student to make some sort of contact with the instructor if he so desired. On television, instructors are usually identified by name and whereabouts. In the case of instruction by recording, on the other hand, we felt that even the possibility of such two-way communication between student and teacher would in most cases be nonexistent.

In any event, all home-study methods involving actual or potential contact between the student and the teacher were classified with those involving instruction. And all those involving no actual contact, or considered to have little or no possibility of any such contact, were classified under independent self-education.

With the operational measures described, we may now turn directly to the results of the study. The following chapter examines the activity patterns of the total sample on the types of behavior identified in this chapter.

CHAPTER II

ADULT PARTICIPATION IN EDUCATIONAL ACTIVITIES

This section of the report contains the main results of the activities survey, and has as its principal concern the task of estimating the number of American adults who were active in various types of educational experience between June 1961 and June 1962. The chapter first assesses the three types of educational status discussed in the previous chapter, and then presents more detailed breakdowns of the types of subject matter studied, the methods of study employed, the sponsorship of classes attended, and finally the number of persons who engaged in studies for various types of credit.

Throughout this chapter, and for that matter throughout the whole report, the population under discussion is the total adult population of the United States. An adult was defined in the study as anyone either 21 or over, married, or the head of a household.

In the main, the sampling universe was the civilian non-institutionalized adult population, but so as not to omit from coverage any educational activities experienced within the Armed Forces, an attempt was also made to include Service personnel in the survey. To do this, household informants were asked to provide information about any members of the household who at the time of the time of the interview were living on Armed Forces bases, camps or barracks. In effect, then, the sample also covered all Servicemen who would be reported as members of a household.[1] While there is no way of knowing precisely just which categories of personnel this would include or exclude, it seems clear that it would work to pick up a large proportion of younger Servicemen, who would be reported as children or husbands. It is these persons, moreover, who are more likely to be affected by the training programs offered in the Services.

In addition, informants were also asked to provide information on any members of the household who at the time of the survey were living in school residences or dormitories.

To review, then, the projections made in this chapter are an estimate of the non-institutionalized population of persons either:

(a) 21 years of age or over,

(b) under 21 but married,

(c) under 21 but the head of a household,

(d) 21 or over but living on an Armed Forces base and having close family ties with some member of an American household, and

(e) 21 or over but living in a school residence or dormitory and closely related to some household member.

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[1]The problem of having some persons reported as members of more than one household were handled by instructing informants to report only those out-of-residence household members whose closest family ties were with members of that household.

Our estimate of this population as of June 1, 1962 was 114,000,000 persons, and accordingly, all projections made in this chapter are made to that figure.

Numbers of Persons in the Basic Educational Categories

The first results examined are the over-all response patterns to the questions measuring the educational statuses of full-time student, adult education participant, and self-education student. These results--and their translation into population projections--are contained in Tables 2.1 through 2.5. From Tables 2.1, 2.2, and 2.3, the proportion of persons reported as active within these statuses are found to be 2.3 per cent as full-time students, 15.0 per cent as adult education participants, and 7.9 per cent in independent self-studies. When projected to the total population (in Table 2.4) these proportions resolve into estimates of 2,650,000 full-time students, 17,160,000 adult education participants, and 8,960,000 persons engaged in self-education.[2] These figures merit comment.

Full-Time Students

Some of the problems involved in comparing the NORC estimate of full-time students with Census statistics on school enrollment were outlined in Chapter I. In spite of these difficulties, it is worthwhile to attempt at least an approximate comparison between

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[2]Table A-1 in Appendix A provides a set of standard errors which can be applied to these and other estimates made in this chapter.

TABLE 2.1

NUMBER OF FULL-TIME STUDENTS LOCATED IN SAMPLE

	Number	Per cent
Full-time students	549	2.3
Not full-time students	23,105	97.7
Total	23,654	100.0
No information	296	
Total adults	23,950	

TABLE 2.2

PARTICIPATION IN ADULT EDUCATION COURSES
INVOLVING INSTRUCTION OF ANY TYPE

	Number	Per cent
Participated	3,534	15.0
Did not participate	19,953	85.0
Total	23,487	100.0
No information	463	
Total adults	23,950	

TABLE 2.3

PARTICIPATION IN INDEPENDENT STUDIES OF ANY TYPE

	Number	Per cent
Engaged in independent studies	1,808	7.9
Did not engage in independent studies .	21,181	92.1
Total	22,989	100.0
No information	961	
Total adults	23,950	

TABLE 2.4

ESTIMATED NUMBER OF ADULTS ACTIVE IN DIFFERENT EDUCATIONAL CATEGORIES*

Type of Educational Activity	Estimated Number**
Enrolled in adult education courses (June 1961 to June 1962)	17,160,000
Engaged in independent self-education (June 1961 to June 1962)	8,960,000
Enrolled as full-time students (September 1961 to June 1962)	2,650,000

*At any time during specified periods.

**Based on an estimated total adult population of 114,000,000 persons as of June 1, 1962, and rounded to the nearest 10,000.

these two sources of figures--if only to test the reliability of our present sample by comparing its results with the results of a much larger survey based on a sample of 35,000 households.

The most relevant set of figures for this comparison are those contained in the October 1961 report on school enrollment issued by the Bureau of the Census. There, for the civilian non-institutionalized in the 20 to 34 age group, a total of 2,154,000 persons were estimated as enrolled in school.[3] To make a meaningful comparison between this estimate and the results of the present survey, however, it was necessary to introduce the following changes into the composition of our category of full-time student:

(1) first, we added all persons reported to have been enrolled for credit in a high school, college or university on a part-time basis;

(2) next, we omitted from our category all persons enrolled as full-time students in trade schools, business schools and other institutions outside of the regular school system;

(3) third, we dropped from our category all persons not between the ages of 20 and 34;

(4) fourth, we added to our category all unmarried youth aged 20 who were enrolled either as full-time or part-time students in high schools, colleges or universities;

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[3] See Table 1, "School Enrollment: October 1961," op. cit., p. 7.

(5) and finally, we omitted from our category any full-time students living on an Armed Forces base.

Even with these adjustments the two measures are still not identical, since the Census figures estimate school enrollment for October 1961, while the NORC measure covers persons enrolled in school at any time between September 1961 and June 1962. Nonetheless, the estimates are much more closely comparable than before the adjustments were made.

With these changes introduced, the following comparison emerged:

Basis of Measurement	Age		
	20 - 24	25 - 29	30 - 34
Bureau of the Census: Per cent enrolled in school--October 1961 . .	13.7	4.4	2.0
NORC: Per cent enrolled in school--September 1961-June 1962	14.6	5.6	2.4

It is obvious from these figures that when reduced to a comparable base, the NORC measures come into close agreement with those of the Census Bureau. What differences remain show the NORC estimates to be slightly higher, but these discrepancies could very easily reflect the longer time period covered by the NORC question.

Participation in Adult Education Activities

The estimate of 17,160,000 persons who received one or another type of adult education instruction is a particularly impressive figure, and indicates that in a study of the educational pursuits of American adults we are by no means dealing with a rare occurrence phenomenon. This estimate is nearly twice that of the 1957 CPS figure of 9,212,000 active participants.[4] However, although some of this difference might reflect a genuine increase in the incidence of these activities over the past five years, most of it is undoubtedly a function of the radically different measure employed in the two surveys. A summary of the more important ways in which the measures differ follows:

1. As noted earlier, the NORC study covers many more forms of activity than were covered by the CPS study. All on-the-job training, correspondence studies, educational television courses and instruction received from private teachers were excluded from the 1957 survey.
2. The NORC figure includes part-time credit courses taken within the regular school system, whereas the 1957 figure omits these.
3. The NORC estimate covers religious study; the CPS estimate does not.

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[4] See "Participation in Adult Education," *op. cit.*, p. 4.

4. The NORC figure includes some persons who were enrolled in courses in just one or two sessions. In the CPS survey, all activities attended for less than three sessions were excluded.

5. Finally, the NORC estimate covers adults only (mainly persons 21 and over) while the CPS estimate is based on all persons 14 to 34 not regularly enrolled in school, plus all persons 35 years of age and above.

It should be clear, then, that any changes which may have occurred in the incidence of participation over the years 1957 to 1962 would be completely obscured by these discrepancies in measurement. Because these differences are fundamental ones, moreover, it makes little sense to try to reconstruct our present category in order to make it comparable to the 1957 measure. One can simply note that all of these differences, except possibly the last, work in the direction of increasing the relative size of the NORC figure.

<u>Participation in Self-Education</u>

Perhaps the more surprising of the three estimates is the close to 9,000,000 persons who were estimated to have been active in independent studies. To the author's knowledge, this type of measure has never before been extracted from a national sample of the population, and this in itself suggests that the category may well represent the most overlooked avenue of activity in the whole field of adult education. Even in the present study, the category was from the beginning regarded as a residual type of educational activity, and for this reason no additional information was collected concerning the types of learning materials and methods employed by those involved in these studies. A later section of this chapter, however, presents information on the types of subject matter studied in this manner. About the only comment that can be made at this point is that the incidence of self-education throughout the adult population is much greater than we had anticipated.

Overlapping Statuses

Table 2.5 completes our introductory examination of participation rates by presenting estimates of the number of adults active within various combinations of the three categories. This table also contains two summary estimates suggesting that close to 25,000,000 adult Americans (better than one in five) were active within some educational category between June 1961 and June 1962, and that over 23,000,000 were active other than as full-time students. These numbers are roughly equivalent to the total number of paid attendances at major league baseball games during a season,[5] represent about one-third the number of persons who voted in the 1960 Presidential election,[6] and constitute considerably more Americans than have their teeth cleaned by a dentist over the period of

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[5] The total paid attendances at major league baseball games during 1960, including the World Series games, was 20,261,000. Source: U.S. Department of Commerce, Statistical Abstract of the United States, 1962, (Washington: U.S. Government Printing Office, 1962), p. 206.

[6] Some 68,836,000 votes were cast for Presidential nominees in the 1960 election. Source: Ibid., p. 361.

TABLE 2.5

ESTIMATED NUMBER OF ADULTS ACTIVE IN DIFFERENT COMBINATIONS OF EDUCATIONAL EXPERIENCE

Type of Educational Experience			Estimated Number of Persons*
Full-time students	Adult education students	Independent studies	
yes	yes	yes	140,000
yes	yes	no	450,000
yes	no	yes	270,000
yes	no	no	1,790,000
no	yes	yes	2,960,000
no	yes	no	13,610,000
no	no	yes	5,590,000

Number of different adults active in any educational category 24,810,000

Number of different adults active either in adult education courses or in independent self-education 23,020,000

*Based on an estimated total adult population of 114,000,000 persons as of June 1, 1962, and rounded to the nearest 10,000.

a year.[7] The numbers, in short, are substantial, and would merit attention in any complete study of American education.

Total Courses Reported

All courses which involved instruction were recorded in this survey, and Table 2.6 shows that a considerable number of persons did report more than one course for the year. The largest number of courses studied by any one individual was six, and a simple computation would reveal that close to a quarter (23 per cent) of those who received instruction at all received it in more than one subject. From these data, then, it is possible by means of a straight projection to arrive at an estimate of 22,650,000 total course enrollments over the period measured.

In regard to independent studies, only two different subjects were recorded for any one person--although it is undoubtedly true that some people studied more courses than this on their own. A close examination of the figures in Part B of the table reveals again that 23 per cent of those active at all studied more than one subject. In view of this similarity with the results of Part A, it is not unlikely that a complete enumeration of independent studies would have uncovered a distribution of multiple activities very much the same as that found for courses involving instruction. A complete enumeration was not made, however, and because of this, it is only

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[7] Between July 1957 and June 1958, adult Americans made a total of 17.7 million visits to dentists during which a teeth cleaning was performed. Source: U.S. Department of Health, Education and Welfare, "Health Statistics," (Washington: U.S. Government Printing Office, November 1958), p. 34.

TABLE 2.6

ESTIMATES OF TOTAL ADULT EDUCATION COURSES STUDIED

Number of Courses Reported	Number of Persons	Number of Courses
A. Courses in Which Instruction Was Received		
One	2,715	2,715
Two	602	1,204
Three	151	453
Four	39	156
Five	20	100
Six	7	42
Total . . .	3,534	4,670
Estimate of total courses in which instruction was received		22,650,000*
B. Self-Education Courses		
One	1,392	1,392
Two	416	832
Total . . .	1,808	2,224
Estimate of total self-education courses studied		11,020,000**
Estimate of total courses studied by all methods		33,670,000

*An average of 1.32 courses studied by an estimated 17,160,000 persons.

**An average of 1.23 courses studied by an estimated 8,960,000 persons.

possible to estimate that a minimum of about 11,000,000 courses were studied through methods of independent self-instruction.

Not counting the regular schoolwork of full-time students, then, Table 2.6 estimates the total number of adult education courses studied at 33,670,000.

Duration of Studies

For each activity which involved some form of instruction, information was collected either on the number of sessions attended or the number of weeks of study--depending on the method of study employed. This information was not collected for subjects studied by means of independent self-instruction, although interviewers had been asked not to record self-taught subjects where it was clear that the period of study had been less than one month.

This information on duration of study is summarized in Table 2.7, where we may note that nine courses in ten involved studies of not less than four weeks or four sessions. It is not clear from these results whether courses which were studied for shorter periods than this were bona fide short-courses, seminars or workshops lasting only one to three sessions or weeks, or whether these were situations where participants simply dropped out soon after starting an activity. In any event, neither of these conditions could account for more than 10 per cent of all activities, and the much more important finding is that a vast majority of the courses involved enough continuity over time to be meaningfully labeled as "courses of study." Of the estimated 22,650,000 total course enrollments, probably about 20,400,000 were of at least one month's duration.

TABLE 2.7

DURATION OF STUDIES AMONG COURSES INVOLVING INSTRUCTION

Duration of Studies	Number of courses	Per cent
One session only, or one week or less	135	3.3
Two sessions only, or two weeks or less . .	125	3.1
Three sessions or not more than three weeks	142	3.5
Four or more sessions or one month or more	3,649	90.1
Total	4,051	100.0
Information not given	619	
Total reported courses in which instruction was received	4,670	

Estimated number of courses involving outside instruction which were studied for a minimum of four sessions or four weeks	20,410,000*

*90.1 per cent of an estimated 22,650,000 courses in which instruction was received.

Types of Subject Matter Studied

Clearly the most relevant body of estimates in the study are those pertaining to the types of subjects studied through adult education channels. We shall, therefore, deal with this question at some length.

At the time subjects were reported, two recording procedures were employed: first, the name of the course was entered, and then it was classified by the respondent into one of the subject categories on the flash card (see Appendix B). The reason for having respondents themselves classify subjects was that some of the categories being used reflected the fuctions of an activity for the participant, and not simply the substantive content of the course. Thus, it would not always be possible for an independent observer to make a valid classification on the basis of the couse titles alone. For example, it is not all self-evident whether a subject such as "radio technology" should be grouped with vocational subjects or with hobbies and recreations. In this case, it would only be the respondent himself who could decide, and for this reason, it became absolutely essential that the respondent, rather than the analyst, make the initial classification.

The subsequent analysis of adult education subjects, then, was guided fundamentally by the categories contained on the flash card presented to all household informants.[8] The classificatory

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[8]It should be noted that not all of these categories actually describe subject matter per se. The third one, on-the-job training, refers to a form of learning rather than to a body of subject matter, and it was listed on the card mainly to remind respondents that this type of learning experience was also being enumerated in the survey.

scheme finally adopted involved a two-stage system of identification: in the first state, subjects were described by the general categories, and in the second, they were further subdivided within each of those categories.

The dimensions of the entire classificatory scheme will be described in detail as the results are examined. The relevant data are presented in Table 2.8 in the form of estimates of the number of different persons who studied each type of subject matter. These estimates exclude courses taken as part of a full-time course load, but they cover all part-time studies of both a credit and non-credit nature, studies carried on for varying lengths of time, and courses taken on through all study methods--including self-instruction.

Within this table, the subject categories are listed in the order of their magnitude, which indicates immediately that the most frequent studies by far are those connected with job-related subjects and skills. Over 9,000,000 persons are estimated to have studied some type of vocational topic during the time period covered by the survey.

By formal definition, this category covered the following range of subjects:

Category I. Job Related Subjects and Skills--all courses dealing with subjects and skills used in the professional, technical, business, office and sales spheres of white-collar occupations, and in the skilled trades, semi-skilled and service spheres of blue-collar occupations.

TABLE 2.8

ESTIMATED NUMBER OF DIFFERENT ADULTS WHO STUDIED SUBJECTS OF VARIOUS TYPES THROUGH ADULT EDUCATION INSTRUCTION OR INDEPENDENT SELF-STUDY

Type of Subject Matter	Estimated Number of Persons*	
I. Job-Related Subjects and Skills		9,020,000
(a) Technical courses--health professions	350,000	
(b) Technical courses--all other spheres	1,500,000	
(c) Teacher training courses	500,000	
(d) Professional courses--all other spheres	710,000	
(e) Business administration or management	1,160,000	
(f) Sales or advertising skills	620,000	
(g) Office management	300,000	
(h) Office machines (excluding typewriter)	380,000	
(i) General office skills (including typing)	1,030,000	
(j) Auto mechanics and other machine skills	690,000	
(k) Other skilled trades	810,000	
(l) Operative skills	400,000	
(m) Service skills in the health professions	590,000	
(n) Service skills in the protection and security field	330,000	
(o) Personal service skills	300,000	
(p) All other job-related subjects and skills	#	
II. Hobbies and Recreation		5,470,000
(a) Athletic recreations	1,360,000	
(b) Decorative arts and crafts	780,000	
(c) Dancing lessons	760,000	
(d) Bridge lessons	640,000	
(e) Music (performing)	680,000	
(f) Music (non-performing)	230,000	
(g) Art (performing)	560,000	
(h) Art (non-performing)	320,000	
(i) Technical arts and hobbies	530,000	
(j) All other hobbies and recreations	370,000	
III. Religion, Morals, and Ethics		3,820,000
(a) Traditional religious training	3,480,000	
(b) Religion applied to everyday life	180,000	
(c) All other subjects on religion, morals or ethics	220,000	

*These estimates are based on 22,648 adults (94.5 per cent of sample) for whom information was available on <u>both</u> adult education courses involving instruction and independent self-studies.

#Less than 180,000.

TABLE 2.8--Continued

Type of Subject Matter		Estimated Number of Persons*
IV. General Education Subjects		3,500,000
(a) Foreign languages	970,000	
(b) Mathematics or statistics	700,000	
(c) English Literature or Composition	630,000	
(d) History[1]	490,000	
(e) Sciences	300,000	
(f) Psychology	300,000	
(g) Social sciences[2]	240,000	
(h) Great Books courses	#	
(i) All other general education subjects	200,000	
V. Home and Family Life Subjects		3,440,000
(a) Sewing or cooking	1,890,000	
(b) Home improvement skills	690,000	
(c) Gardening	490,000	
(d) Child care	400,000	
(e) All other home and family life subjects	270,000	
VI. Personal Development Subjects		1,700,000
(a) Physical fitness	380,000	
(b) Speed reading	360,000	
(c) Dale Carnegie or other leadership training courses	340,000	
(d) Speech or public speaking	330,000	
(e) All other personal development subjects	390,000	
VII. Current Events, Public Affairs and Citizenship		1,080,000
(a) General political education[3]	310,000	
(b) Current events	280,000	
(c) Courses on communism	250,000	
(d) Civil defense	190,000	
(e) Americanization and citizenship	#	
(f) All other public affairs courses	#	
VIII. Agriculture		320,000
(a) Farming or market gardening	280,000	
(b) All other agricultural topics	#	

[1]Excludes history of religion, art or music.

[2]Excludes political science.

[3]Includes political science.

TABLE 2.8--Continued

Type of Subject Matter	Estimated Number of Persons*	
IX. Miscellaneous Subject Matter		970,000
(a) Driver training	370,000	
(b) Military science	180,000	
(c) Miscellaneous other	310,000	
(d) Subject matter not reported or uncodeable	#	

Within this general category, further subdivisions were made to relate subjects and skills to the specific occupations in which they would be used. These sub-categories closely follow the Census classification of occupations. Thus, subjects related to professional and technical occupations are those classified within categories (a), (b), (c), and (d); those related to managerial occupations are in category (e); sales skills are in category (f); skills used by clerical and kindred workers in categories (g), (h), and (i); skills used by craftsmen and foremen--categories (j) and (k); operative skills, category (l); and skills used in the service occupations, categories (m), (n), and (o). It should be noted that agricultural subjects are excluded from this general category; these are classified separately under Category VIII.

A more detailed guide to these sub-categories is as follows:

(a) Technical-Professional Courses--Health Professions. This covers courses in subjects such as eye testing, Public Health nursing, or X-ray equipment.

(b) Technical Courses--All other spheres. The standard range of technical courses and skills are included within this sub-category. The main entries here are courses in electronics, tool design, and blueprint reading.

(c) Teacher Training Courses. This category is made up mainly of persons taking courses in teaching methods, but also includes a few persons training to become driving instructors, ski instructors and the like.

(d) Professional Courses--All other spheres. The main entries here are courses in accounting and law, but subject matter such as library science or industrial relations is also classified here.

(e) Business Administration or Management. This includes courses in business adminstration, executive training, life insurance management, real estate, and securities and finance.

(f) Sales and Advertising Skills. By far the most frequent courses classified here are in salesmanship, but a few persons are also included who had taken courses in advertising or distributive skills.

(g) Office Management. This also includes personnel management.

(h) Office Machines. This category excludes typing and consists mainly of courses on data processing machines and conventional business machines.

(i) General Office Skills. This covers the traditional office skills--mainly courses in typing, shorthand, and bookkeeping.

(j) Auto Mechanics and Other Machine Skills. This includes all subjects pertaining to skilled trades of a mechanical nature, is occupied mainly by persons studying auto mechanics, but also includes courses in repairing or installing TV sets.

(k) Other Skilled Trades. This includes courses in foreman training as well as any of the skills performed in occupations classified by the Census as "Craftsmen, Foremen and Kindred Workers."

(l) Operative Skills. This covers all subjects pertaining to occupations classed as "Operatives and Kindred Workers" by the Census. Typical course titles here are welding, millinery, and truck driving.

(m) Service Skills in the Health Professions. This category is made up mainly of persons studying practical nursing or first aid.

(n) Service Skills in the Protection and Security Field. The most frequently appearing subject matter in this category are courses in basic police work or in fire fighting.

(o) Personal Service Skills. This covers barbering and hairdressing, waiting, and training courses for service station attendants.

(p) Other Vocational Subjects--a residual category for unclassifiable vocational subjects.

Although the numbers of persons studying any of these groups of subjects is fairly sizeable, the three spheres which stand out particularly are technical courses, business courses and courses in general office skills. Together, these three areas represent over a third of the total entries in the vocational field.[9]

The second largest category of subject matter was that containing subjects and skills used in relation to leisure time pursuits. Approximately five and a half million adult Americans are estimated to have studied subject matter of this type over the year. A detailed description of the contents of this category follows.

Category II. Hobbies and Recreations--this general category includes all subject matter directly related to spare time enjoyment.

(a) Athletic Recreations. This consists mainly of golf, swimming and bowling lessons.

(b) Decorative Arts and Crafts. The most typical courses classified here are ceramics, flower arranging, cake decorating, leather crafts, and jewelry making.

(c) Dancing lessons. This category excludes ballet and thus consists almost exclusively of persons taking lessons in social dancing. The very few adults found to be studying ballet are classified with "Other recreation."

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[9] For the exacting reader who might take the trouble to match the totals in the sub-categories with the over-all category totals and thus find discrepancies in addition, the explanation is that some persons may have studied more than one type of subject matter within the same category. This same reader would also discover that the sum of the numbers in the category titles is less than the total number of courses estimated in Table 2.6. This discrepancy is again explained by the fact that the estimates in Table 2.8 are of the number of different persons studying different subjects, while those in Table 2.6 were for total courses studied. Thus, the total person-courses in Table 2.8 would be reduced by the number of second and subsequent courses on the same subjects studied by the same people.

(d) Bridge Lessons. (Self-explanatory)

(e) Music (performing). This category covers all persons learning how to play a musical instrument or taking singing lessons.

(f) Music (non-performing). This category is reserved mainly for courses in music appreciation.

(g) Art (performing). Only courses in painting, drawing or sketching are included here.

(h) Art (non-performing). This is occupied mainly by persons taking courses in art appreciation.

(i) Technical Arts and Hobbies. The most typical entries here are courses in photography and hi-fi equipment.

(j) All Other Hobbies and Recreations. Because they turned out to be so few in number, persons studying performing arts other than music and painting (such as ballet, sculpting, or acting) were ultimately classified here along with other miscellaneous subject matter of a recreational type.

<u>Category III. Religion, Morals and Ethics</u>.--This category brings together all subject matter concerned with an individual's spiritual, moral or ethical development.

(a) Traditional Religious Training. This sub-category contains the largest single number (3,480,000) of persons found in any sub-category of the entire classificatory system. The courses included here are all those involving standard training in the basic teachings of any religion in the Christian or Hebrew traditions. The most common course titles classified here are "Bible study," "prayer study," or simply "religion."

(b) Religion Applied to Everyday Life. This category covers any subject concerned with the functions of religion in relation to common human problems. The most typical subject matter classified here concerns the role of religion in family life.

(c) All Other Subjects on Religion, Morals or Ethics. This residual category covers such topics as religious history, and courses in the basic teachings of religions outside of the Hebrew-Christian traditions.

<u>Category IV. General Education Subjects</u>--These are formally defined as academic subjects of the sort normally studied as part of a high school or college education, but excluding all business, trade, vocational, technical, professional, or other job-related courses. Within the category, the following distinctions are made:

(a) Foreign Languages. (Self-explanatory)

(b) Mathematics and Statistics. (Self-explanatory)

(c) English Literature and Composition. This excludes courses in Speech, Basic English for Immigrants, and elementary reading and writing proficiency. These particular subjects are all classified within Category VI.

(d) History. This covers any historical course except the history of art, music or religion.

(e) Sciences. This includes both the physical and biological sciences.

(f) Psychology. (Self-explanatory)

(g) Social Sciences. Shortly after the subject coding was begun, it was decided that all political education courses would be excluded from this category--including political science courses. This was done because it soon became evident that political courses of a non-academic nature were too often being labeled as political science. Hence all courses in political education were reclassified under Category VII (a). The entries which remain in this category, then, are mainly courses in sociology and economics.

(h) Great Books courses. This category was purposely restricted to courses bearing the specific title of "Great Books." As it turned out, the number of persons who reported these courses was too few to allow a meaningful population projection.

(i) Other General Education Subjects. The category turned out to contain primarily persons studying unspecified regular school subjects.

Category V. Home and Family Life Subjects--This category covers topics pertaining to the establishment, maintenance and improvement of a home, or to the carrying out of household duties and family responsibility.

(a) Sewing or Cooking. (Self-explanatory)

(b) Home Improvement Skills. The subjects most frequently classified here are interior decorating and do-it-yourself types of building or repairing skills.

(c) Gardening. (Self-explanatory)

(d) Child Care. This consists mainly of courses in parent training. It excludes child psychology, however, which is classified within Category IV (f).

(e) All Other Home and Family Life Subjects. Included here are courses in homemaking, budgeting, consumer education, and family or marital relations.

Category VI. Personal Development Courses--This category was built in order to cluster together a wide variety of miscellaneous types of subjects all aimed at helping people expand themselves in the areas of physical fitness, health, personality development, interpersonal and social skills, or basic reading, writing and language skills. The category is therefore organized in terms of the functions or consequences of studies, and not at all on the basis of any substantive connection between the subjects. It was the general notion of physical or social adjustment, then, which provided the organizing rationale linking together these otherwise quite unconnected subjects.

Within this category, the following clusters of subjects were identified:

(a) Physical Fitness. The most typical course titles classified here are exercising, body building, Yogi, dieting and weight control.

(b) Speed Reading. This category also contains courses labeled as "reading improvement," but it omits courses in fundamental reading skills for illiterates.

(c) Dale Carnegie Courses or Other Leadership Training Courses. Besides courses reported as "Dale Carnegie" courses by name, the category includes subjects which would prepare one for leadership responsibilities in service organizations such as the Boy Scouts or 4-H clubs.

(d) Speech or Public Speaking. This category also includes courses in vocabulary building and debating.

(e) All Other Personal Development Subjects. Although three other categories of personal development subjects were originally identified, these turned out to be so thinly represented that they were subsequently abandoned. This residual category therefore includes a few recent immigrants taking courses in the English language, a few illiterates studying elementary reading and writing, and a few persons studying charm, etiquette or "personality" courses. Some of the other types of subject matter included here are exemplified by the following interviewer note:

From Household 02447--"The entire family uses the sleep teaching method of learning. They have it connected to all three of the family's pillows, and have records on physical well being, true relaxation, decisive will power, perfect memory, self-confidence, magnetic personality, restful sleep, financial abundance, abundant vitality, self-mastery, power of praise, disciplined imagination, complete success, dynamic concentration, hidden power of the subconscious mind, gratitude, and meditation. They play these regularly during sleep."

Category VII. Current Events, Public Affairs and Citizenship--This general category includes all topics dealing with current social, political, and economic affairs; and courses in Americanization and citizenship, in civic responsibilities, and in general political education.

(a) General Political Education. Besides political science, courses labeled "government," "civics," "democracy," or "public law" are included here.

(b) Current Events. Courses focusing specifically on contemporary international, national, regional or local affairs are classified here.

(c) Courses on Communism. Any course titles making reference to the nature or threat of Communism--including those with obvious religious content--are classified here.

(d) Civil Defense. (Self-explanatory)

(e) Americanization and Citizenship. This excludes courses in the English language for immigrants, but as Table 2.8 shows, there were not enough persons found to be studying these topics to allow national estimates to be made.

(f) All Other Public Affairs Courses--a residual category which as the results also indicate, contained very few persons.

Category VIII. Agriculture--This category brought together all topics dealing with farming and commercial gardening. In over-all terms, it contains surprisingly few persons at an estimated 320,000. Indeed, this is the only major category in which the NORC figures turn out to be lower than those estimated in the CPS 1957 survey where a total of 352,000 persons were estimated to be studying agricultural courses.[10] While no direct attempt will be made to made the two sets of figures comparable, it is clear that if this were in fact done, it would further reduce the size of the NORC estimate. In other words, it would probably be concluded that the number of adults studying agricultural subjects through adult education channels was lower in 1962 than in 1957. A good explanation for this, of course, is that there are fewer farmers in America today than there were in 1957, since

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[10] See "Participation in Adult Education," op. cit., p. 13.

the number of persons employed within agricultural occupations is decreasing each year.[11]

Within the agricultural category, only two sub-categories were used:

(a) Farming and Market Gardening, covering topics such as "soils and fertilizers," courses in new farm equipment, dairy farming, fruit growing, cranberry farming and mink raising.

(b) Other Agricultural Topics. A residual category which turned out to contain almost no entries.

Category IX. Miscellaneous Subject Matter--This final category includes two types of courses which appeared with enough frequency to warrant separate classification, yet which cannot be meaningfully fitted within any other general category. These are:

(a) Driver Training, and

(b) Military Science--a category made up of persons studying courses with titles such as "Atomic Warfare," or "Military Procedures and Tactics."

Two additional categories rounded out the classificatory scheme by covering:

(c) General miscellany (such as Siamese cat raising), and

(d) Uncodeable subject titles, or subjects where course titles were not given.

Happily, the indicence of this latter condition was rare.

While Table 2.8 contains a large number of interesting facts concerning the subjects studied by American adults, the very presence of such a large number of figures tends to obscure the underlying

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[11] In 1957, there were 6,222,000 persons employed in agriculture; in 1961 there were 5,463,000. U.S. Department of Commerce, op. cit., p. 219.

pattern contained in these materials. To provide a more manageable reference point for discussion, therefore, essentially the same data are presented in a different form in Table 2.9. Here, a slight modification is made in that the figures represent the total courses studied, and not the total persons who studied within each category. The only effect of this modification is that in the rank ordering of subject categories, general education subjects move into a tie with religious studies. In terms of the over-all pattern of results, of course, this slight shift makes no difference whatsoever.

From Table 2.9, one gains a much better view of the distribution of emphasis in adult education. Vocational education is by far the most significant segment of these activities, and in total accounts for a third of all courses studied. It is also significant that almost one-fifth of the activities are related to leisure time concerns, and that together, these two categories account for over half of all adult education studies. It is obvious, therefore, that the post-school educational energies of American adults are directed primarily to vocational and recreational concerns.

The fields of general education, religion and home and family life each claim about one-eighth of the total activities, while all other categories have a relatively minor impact on the over-all pattern. It is something of an unexpected finding that as few as three per cent of the total courses were in the public affairs and current events area. On the basis of popular notions about adult education, one might have expected a considerably stronger emphasis in this field.

TABLE 2.9

TYPES OF SUBJECT MATTER STUDIED THROUGH ADULT EDUCATION METHODS

Category of Subject Matter	Total Courses Reported	Per cent of Total Courses
Vocational	2,224	32
Hobbies and recreations	1,322	19
General education	850	12
Religion	810	12
Home and family life	796	12
Personal development	377	5
Public affiars and current events. .	236	3
Agriculture	73	1
Miscellaneous	182	3
Total	6,870	99
No information	24	
Total courses reported . . .	6,894	

It is quite clear from these findings that the major emphasis of adult education is on the practical rather than the academic; on the applied rather than the theoretical; and on skills rather than knowledge or values. Subject matter directly useful to one's performance in the areas of work, family, and social-personal adjustment, for example, represent a significant proportion of the total activities. Taken together, the vocational, agricultural, home and family life, and personal development categories total to an even 50 per cent of all subjects studied. On the other hand, the academic, religious, and public affairs categories, which are much more representative of the realm of ideas and values, make up just 27 per cent of the total courses. These results point strongly to the pragmatic quality of adult education in America.

Methods of Study

Information was also collected on the method or methods of study employed for all courses which involved some type of relationship between student and instructor. To collect this information, respondents were shown a set of categories listed on the back of the flash card containing the course titles.

The basic findings of method of study are summarized in Table 2.10, which contains estimates both of the total number of courses studied by each method, and the total number of persons who studied in different ways. Thus an estimated 12,730,000 courses were studied through attendance at classes, while an estimated 10,450,000 different persons were involved with courses which employed this form of instruction.

TABLE 2.10

METHODS OF STUDY IN ADULT EDUCATION COURSES

Method of Study	Total Courses Reported	Per cent	Estimated Number of Courses Studied by This Method	Total Persons Who Reported Courses	Estimated Number of Different Persons Who Studied Courses by This Method
A. Courses in Which Instruction Was Received					
Attended classes	2,528	56.2	12,730,000	2,076	10,450,000
Attended group discussions .	486	10.8	2,450,000	457	2,300,000
Attended lectures or talks .	471	10.5	2,380,000	439	2,220,000
Correspondence study	377	8.4	1,900,000	347	1,750,000
Private teachers	351	7.8	1,770,000	332	1,670,000
On-the-job training	347	7.7	1,740,000	335	1,680,000
Educational television . . .	68	1.5	340,000	59	290,000
All other methods	17	.4	#	9	#
Total	4,497*	103.3*	22,650,000*	3,534*	17,160,000*
Information not given. .	173				
Total	4,670				
B. Courses in Which No Instruction Was Received					
Total independent study.	2,224	100.0	11,020,000	1,808	8,960,000
C. Total All Methods					
Total	6,894	100.0	33,670,000	4,724*	23,020,000*

#Too few to estimate.

*Does not total to 100 per cent (or to the sum of the figures in the column) because some courses were studied by more than one method.

The results show that a majority of the courses involving instruction were studied by means of attendance at classes, while the relative frequency of other methods of study was as follows: group discussions, lectures and talks, correspondence study, private instruction, on-the-job training, and finally, educational television.[12]

None of these figures should come as much surprise, except perhaps the estimates that only 290,000 persons studied some 340,000 courses by means of educational television. At the time of this survey some 65 to 70 educational television stations were in operation in the country, and at least 20 of the 43 large urban areas covered by the NORC sample had an educational TV station in operation. Virtually all of these stations, moreover, would telecast formal courses of instruction as at least a part of their programming activities. Many more of the sample households, too, were located within the reception range of a commercial television station which carried early morning educational courses. In view of this, it is quite surprising that only 59 adults out of 23,950 screened in this study (some .002 per cent) had followed an educational course on television during the previous year.

While there is not too much known as yet about the audiences to educational stations generally, there is even less known about the audiences to formal courses of instruction on these stations. What information does exist on this question, moreover, tends to be

[12] In the rank ordering of the number of different persons who used each method, it should be noted that private instruction and on-the-job training change places.

confined to case studies of audiences to particular programs offered by particular stations.[13] Although recent beginnings have been made in the study of over-all audiences to educational television,[14] there has not as yet, at least to this writer's attention, been any systematic study made of the number of persons exposed nationally to educational courses on open-circuit television.

The results of this survey would indicate that television as a form of adult instruction does not as yet represent a very significant force. In comparison with the other major home-study instructional form, correspondence study, the impact of television seems minimal. As yet, of course, educational television is still very much in a developmental stage, and many ETV stations still broadcast on a wavelength which cannot be picked up by most TV owners. It is surprising, nonetheless, that a medium capable of attracting the largest audiences ever known should attract so few followers in its educational efforts.

Some further insight into the uses of different study methods can be gained from Table 2.11, which presents a distribution of the

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[13]For example, it was estimated that 120,000 persons in the New York Metropolital Area followed the NYU and WCBS-TV program "Sunrise Semester" in 1957. RCA ETV News, (No. 24, April, 1958). In an attempt to bring together diverse sources of information on this question, a 1955 report estimated that approximately 335,000 persons had followed telecourses. Wilbur Schramm, "Telecourses: Preliminary Reports," NAEB Educational Television Research Fact Sheet, (Series IV, March 10, 1955).

[14]See, for example, Wilbur Schramm, "The Audience of Educational Television," in Schramm (ed.), The Impact of Educational Television: Selected Studies from the Research Sponsored by the National Educational Television and Radio Center, (Urbana: University of Illinois Press, 1960).

TABLE 2.11

METHODS OF STUDY FOR DIFFERENT TYPES OF SUBJECT MATTER

Method of Study	Type of Subject Matter								
	General education	Vocational subjects	Agri-culture	Hobbies and recreations	Home and family	Personal development	Religion	Public affairs	All other
Attended classes . .	44%	42%	16%	34%	26%	45%	40%	26%	28%
Self-education . . .	40	25	59	43	59	30	13	23	15
Discussion groups. .	2	3	10	2	8	7	30	16	3
Talks or lectures. .	3	8	10	1	6	8	12	30	8
Correspondence	8	10	#	2	1	6	2	3	16
Private teacher . .	1	1	3	18	1	1	5	#	24
Educational TV . . .	2	#	#	#	#	6	#	6	1
On-the-job training.	1	14	3	#	1	1	#	1	7
All other methods. .	#	#	#	#	#	#	#	#	#
Total per cent .	101*	102*	101*	100	102*	104*	102*	105*	102*
Number of courses for which information was available. . .	841	2,166	73	1,296	785	353	790	227	190

#Less than one per cent.

*Does not total 100 per cent because some courses were studied by more than one method.

methods of instruction employed within each major subject area.

These data reveal that methods of study do vary quite noticeably across different areas of subject matter. The traditional classroom form is the method most frequently used within four subject fields--academic, vocational, personal development and religious subjects--but it is independent self-instruction which is most frequently employed for agricultural, recreational and home and family life studies. Persons who study public affairs and current events topics, moreover, do so more frequently through attendance at lectures and talks than in any other way.

Concerning other instructional forms, correspondence study appears to have its strongest impact within the academic and vocational spheres, although even here it accounts for only a small proportion of the total courses studied. The more frequent incidence of correspondence study found within the miscellaneous subject category is produced mainly by courses on military topics sponsored by the Armed Forces.

The only frequent usage of private instruction is in relation to recreational studies (18 per cent) and again within the miscellaneous category (24 per cent). This latter figure reflects the influence of persons who took driving lessons from private teachers.

Finally, television appears to have little impact within any subject area, while on-the-job training, understandably, is confined to the vocational sphere where it accounts for approximately one course in seven.

The most interesting aspect of these data is in relation to the kinds of subject matter most frequently studied through independent instruction. To enable a more detailed examination of this question, Table 2.12 orders forty-nine specific subject titles according to the proportion of courses of each type which were studied outstide of any context of formal instruction. The table also estimates the number of different persons who studied each subject in this way. Although the middle range of this array of figures is not too productive of insights, the figures at the top and bottom of the list are quite revealing.

First, it is quite interesting to note that there are some subjects where practically all studies were experienced through self-instruction, and others where no cases at all of independent self-study were reported. It is in relation to the types of subject matter at the extremes of the array that the most interesting results emerge, however. The top three subjects are all basically leisure-time pursuits of the do-it-yourself variety, and it is not too surprising therefore to find do-it-yourself methods of study applied to this brand of subject matter. What is more surprising, however, is that 61 per cent of all courses in foreign languages were studied without the benefit of formal instruction. Indeed, all together more than a half million American adults studied some foreign language by means of independent self-instruction during the year, and this figure is certainly impressive. While there is no direct evidence here which would help to account for this, it is undoubtedly related

TABLE 2.12

TYPES OF SUBJECT MATTER STUDIED BY INDEPENDENT SELF-EDUCATION

	Subject	Per cent of courses of this type studied independently	Estimated number of persons who studied this subject by independent study
1.	Technical arts and hobbies	86	460,000
2.	Gardening	83	410,000
3.	Home improvement skills	80	550,000
4.	Foreign languages	61	590,000
5.	All agricultural subjects	59	190,000
6.	Sewing and cooking	55	1,040,000
7.	Music (performing)	50	340,000
8.	Speed reading	44	160,000
9.	Vocational--skilled trades other than mechanics	43	350,000
10.	Decorative arts and crafts	41	320,000
11.	Bridge lessons	41	260,000
12.	Great Books courses	41	#
13.	Sciences	39	#
14.	Athletic recreations	37	500,000
15.	Art (non-performing)	36	#
16.	General office skills	36	370,000
17.	Physical fitness	34	#
18.	Child care	34	#
19.	History	33	160,000
20.	Mathematics and statistics	32	220,000
21.	General political education	30	#
22.	Americanization and citizenship	29	#
23.	Technical--health professions sphere . .	28	#
24.	Vocational--auto mechanics, etc.	28	190,000

#Less than 160,000.

TABLE 2.12--Continued

	Subject	Per cent of courses of this type studied independently	Estimated number of persons who studied this subject by independent study
25.	English literature and composition . . .	28	180,000
26.	Current events and public affairs . . .	26	#
27.	Vocational--skills for operatives . . .	26	#
28.	Courses on the nature of communism . . .	25	#
29.	Music (non-performing)	24	#
30.	Technical courses other than in the health professions	24	360,000
31	Social sciences	24	#
32.	All professional courses other than teacher training	23	160,000
33.	Psychology	22	#
34.	Business administration or management. .	21	240,000
35.	Sales and advertising skills	19	#
36.	Vocational--personal service skills . .	17	#
37.	Teacher training	16	#
38.	Driver education	16	#
39.	Speech and public speaking	15	#
40.	Vocational--service skills in the health professions	15	#
41.	Vocational--service skills in the protection and security fields	13	#
42.	Traditional religious training	12	420,000
43.	Religion and problems of everyday life .	11	#
44.	Dale Carnegie or leadership training courses	11	#
45.	Office machines (other than typewriter).	11	#
46.	Office management	11	#
47.	Dancing	7	#
48.	Military science	0	#
49.	Civil defense	0	#

at least in part to the influence of recent campaigns by newspapers to promote subscriptions through offers of foreign language instruction via low-cost long-play recordings.

The case of speed reading is also an interesting one, since nearly half of the persons who took courses in this did so through methods of self-instruction. This finding undoubtedly reflects the strong influence which innovations in teaching machines have exerted on programs of home-study. Further developments in this area of educational technology will probably have an additional impact on the field of home studies.

From the number of self-taught courses in music, too, one might guess that a substantial number of Americans no longer laugh when their friends sit down at the piano. Of course, it may be they are laughing all the harder, for it is almost impossible to evaluate the quality of the learning experiences people get from self-study methods. In terms of quantity of activity, however, the findings are impressive.

Each of these activities, then, reflects the influence which recent events on the American scene have had on the field of adult education. These influences have stemmed from diverse sources--from changes in patterns of leisure time use; from innovations in educational technology--particularly in regard to teaching machines and instructional recordings; and from the direct entry of commercial interests into the educational field. Moreover, all of these cases are examples of where the field of adult learning has been viewed and treated essentially as a consumer market. The growth of interest in each of these areas of study has undoubtedly been stimulated at least in part by the use of professional marketing skills and mass advertising channels.

The bottom end of the array of figures in Table 2.12 contains examples of subjects which seem to be least conducive to independent study. Happily, perhaps, no persons were found who were studying military science other than with presumably qualified instructors; and civil defense courses, too, had no students without instructors. Finally, it would appear that it is difficult to learn how to dance unless one has a partner who does know how.

Sponsorship of Studies

Following the question on methods of study, information was collected on the institutions sponsoring all courses studied either by attendance at classes, lectures, talks or group discussions. This discussion, then, is restricted to those activities in which people actually made a direct contact with some type of institution in order to receive instruction in a subject. All on-the-job training activities are omitted from the totals shown, however, and because these as well as correspondence studies and educational television courses are excluded, the analysis covers only about 80 per cent of the courses where there would be a meaningful question of sponsorship to be asked.

With these qualifications outlined, we may examine the results presented in Table 2.13. This table provides estimates both in terms

TABLE 2.13

ESTIMATES OF COURSES ATTENDED AT DIFFERENT SPONSORING INSTITUTIONS*

Sponsoring Institution	Number of courses reported	Per cent	Estimated number of courses attended at different institutions	Number of different persons who reported courses	Estimated number of different persons who attended classes, lectures, talks or discussion groups
Churches and synagogues	692	21	3,460,000	652	3,260,000
Colleges and universities . . .	689	21	3,440,000	528	2,640,000
Community organizations	488	15	2,450,000	446	2,240,000
Business and industry	406	12	2,040,000	370	1,860,000
Elementary and high school . .	383	12	1,920,000	347	1,740,000
Private schools	246	7	1,220,000	226	1,120,000
Government--all levels	235	7	1,180,000	210	1,050,000
Armed forces	116	4	580,000	96	480,000
All other sponsors	50	2	250,000	49	240,000
Total	3,305	101	16,560,000	2,667**	13,360,000**
Don't know or no answer .	83			60	
Total courses	3,388		16,560,000	2,727	

*Includes only those courses studied by attending classes, talks, lectures or discussion groups.

**Does not total to number of persons listed in column because some persons studied more than one course by more than one sponsoring institution.

of courses and people, and the most striking finding is that on both measures churches and synagogues turn out to be the type of institutions most often attended. In descending rank, the remaining institutions are ordered as follows: colleges and universities; community organizations; business and industry; elementary and secondary schools; private schools; government; and finally, the Armed Forces.

Some of these categories require further definition. The category "colleges and universities," for example, includes only non-profit institutions of higher learning, and thus excludes business colleges, barber colleges or any other profit-making schools which might be called colleges. The category "private schools" consists of profit-making institutions of all types. By the same token, however, it does not include schools which are non-public but non-profit as well, such as parochial secondary schools. Institutions of this latter type are included within the regular school system--either with elementary and secondary schools or with colleges and universities.

The category "community organizations" brings together all civic and community service organizations where instruction is offered to the public at large--rather than privately to members only. The category includes Community Centers, Adult Education Centers, YMCA's, libraries, museums, and other related institutions. The governmental category, finally, is composed of all federal, state or local government agencies engaged in educational instruction (such as the Co-operative Extension Service). All branches of the Armed Forces, however, are classified separately.

It is clear from the results of Table 2.13 that the regular school system accounts for considerably less than half of all adult education activities. Together, colleges and universities, and elementary and secondary schools sponsored only a third of the total courses reported. Furthermore, if private schools are added to this total as well as all courses studied in community adult education centers (which would be approximately one quarter of the courses grouped together in the "community organizations" category--perhaps four per cent of all courses), it would still be found that less than half of the courses reported were sponsored by institutions whose primary function is education. A majority of adult education studies, in other words, are taken within institutions whose main functions lie in areas other than education.

This finding is revealing, and leads one to inquire further as to the kinds of subjects being studied in these different institutions. This question is examined in Table 2.14. Since there are two meaningful questions to ask of the relationship between subject matter and sponsoring institutions, Table 2.14 is presented in two ways: in Part A the information is organized to answer the question "where are courses of various types studied?", while Part B more directly asnwers "what types of courses do various institutions sponsor?"

In Table 2.14, Part A, then, we are examing where people study courses of different types. There are a number of interesting findings from this section of the table:

(1) General education subjects are studied primarily in the regular school system. Some 66 per cent of all

TABLE 2.14

INSTITUTIONAL SPONSORSHIP AND SUBJECT MATTER STUDIED*

A. Where are courses of various types studied?

Sponsoring Institution	Type of Subject Matter								
	General education	Vocational subjects	Agri-culture	Hobbies and recreations	Home and family	Personal development	Religion	Public affairs	All other
Elementary-secondary .	13%	14%	4%	13%	25%	8%	#%	10%	12%
Colleges-universities.	66	24	21	10	8	20	1	20	16
Private schools . . .	3	9	4	20	3	12	#	1	6
Business-industry . .	4	29	17	2	6	10	#	7	12
Churches-synagogues. .	3	2	#	5	4	6	96	11	3
Armed forces	1	6	#	1	1	7	2	4	22
Community organization	5	7	17	40	28	27	1	36	17
Government	3	9	37	3	21	8	#	11	12
All other	1	#	#	5	4	2	#	1	1
Total	99%	100%	100%	99%	100%	100%	100%	101%	101%
Number of courses for which information was available . .	403	1,105	24	459	287	193	619	146	69

*Covers only those subjects studied by attending classes, lectures, talks or group discussions.

#Less than one per cent.

TABLE 2.14--Continued

B. What types of courses do various institutions sponsor?

Type of Subject Matter	Sponsoring Institution								
	Elementary and secondary	Colleges and universities	Private schools	Business and industry	Churches and synagogues	Armed forces	Community organi-zations	Government	All other
General education . . .	13%	38%	5%	4%	2%	5%	4%	5%	12%
Vocational subjects . .	41	39	39	79	2	52	16	42	6
Agriculture	1	1	#	1	#	#	1	4	#
Hobbies - recreations .	16	6	38	2	4	2	38	6	48
Home and family	19	3	4	4	2	2	16	26	22
Personal development. .	4	6	10	5	2	11	11	6	6
Religion	#	1	1	#	86	9	1	#	2
Public affairs	3	4	1	2	2	5	11	7	2
All other	2	2	2	2	#	13	2	3	2
Total	99%	100%	100%	99%	100%	99%	100%	99%	100%
Number of courses for which information was available	383	689	246	406	692	116	488	235	50

#Less than one per cent.

courses of this type were studied in colleges, universities, and a total of 79 per cent in either colleges, universities, elementary schools or secondary schools.

(2) Vocational subjects, however, are split between business and industry and the regular school system. The largest single category is business and industry, where 29 per cent of the courses were studied, but together the three levels of the regular school system account for 38 per cent of all vocational subjects.

(3) Although few in number, those courses in agricultural subjects which were studied within an institutional context were taken most frequently from the government. These would be mainly courses sponsored by the Cooperative Extension Service.

(4) Recreational subjects were studied most frequently within community organizations (40 per cent). Only 23 per cent of the courses of this type were studied within the regular school system.

(5) Similarly, home and family life subjects were studied more often in community organizations than any other institutional context (28 per cent), although 25 per cent were taken at elementary or secondary schools.

(6) Personal development subjects, too, were studied most frequently in community organizations (27 per cent) with another 20 per cent studied in colleges and universities.

(7) Churches and synagogues account for practically all religious subjects studied (96 per cent).

(8) Finally, public affairs subjects were studied most often in community organizations (36 per cent) and second most often in colleges and universities (20 per cent). More courses of this type were taken in community organizations than in all levels of the regular school system combined (36 per cent to 30 per cent respectively).

For purposes of further summary, let us consider that any institution which sponsors at least twenty per cent of all courses within a given category plays a major role in relation to studies of that type. On this criterion, elementary and secondary schools can be said to play a major role only in relation to home and family life subjects; colleges and universities in relation to academic, vocational, agricultural, public affairs and personal development subjects; private schools in relation to hobbies and recreations only; business and industry in relation to vocational education only; churches and synagogues in relation to religious education only; community organizations in relation to recreational, home and family life, personal development and public affairs subjects; government in relation to agricultural and home and family life subjects; and the Armed Forces in relation to none of the main categories indentified here.

The organization of Part B of the table offers a better framework from which to generalize concerning the emphasis on adult education within various institutions. From this part of the table, the following inferences might be drawn:

(1) The adult education concerns of colleges and universities are evenly split between academic education (38 per cent of courses) and vocational education (39 per cent).

(2) Elementary and secondary schools, on the other hand, emphasize the vocational field much more heavily than the academic (41 per cent to 13 per cent respectively). Over a third of elementary and secondary school adult education courses, moreover, were in recreational and home life subjects.

(3) Private profit-making schools are clearly most active within two subject categories--vocational education and the recreational field.

(4) Not surprisingly, the adult education activities of business and industry are overwhelmingly concentrated within the vocational field (79 per cent), while those of churches and synagogues are almost exclusively confined to religious education (86 per cent of courses).

(5) The majority of courses studied from the Armed Forces were in vocational subjects (52 per cent) with the remainder distributed widely throughout other categories.

(6) Community organizations diversify their emphasis on to a number of different subject areas, with education for spare time enjoyment apparently the main one (38 per cent of the courses).

(7) And finally, governmental activity is concentrated into two subject areas which account for two-thirds of the courses studied in that context (vocational subjects 42 per cent, and home and family life subjects 24 per cent).

To conclude, it is evident that some types of institutions, such as business and industry, and churches and synagogues play highly specialized roles in the field of adult education, while others, such as community organizations and elementary and secondary schools, play much more diversified roles.

Nature of Registration

This first section of the report concludes with a brief examination of the ways in which people were registered for adult education studies. For each activity in which instruction was received, information was collected concerning any "credit" which may have been gained from the course. Because the terms "credit" and "non-credit" were found during the pretests to be confusing to a considerable number of respondents, the question finally used was phrased as follows:

> Was that instruction taken for "credit"--that is, for some type of degree, diploma or certificate--or was it "non-credit"?

For present pruposes, then, a credit course is defined as any course leading to a certificate, degree or diploma of any type. Names of specific degrees, diplomas or certificates were asked for whenever a credit course was reported.

The results are reported in Tables 2.15 and 2.16. The main finding of these tables is simple and clearcut: by far the majority of adult education activities are non-credit activities. Of all courses studied, which includes those studied by independent instruction and therefore non-credit by definition, only 17 per cent were credit courses. Even when we omit self-studies, however, only 26 per cent of the remaining courses were taken for credit (not shown in tables). This finding is quite revealing, for it is sometimes assumed by practitioners in the field that it is difficult to increase attendance at adult education courses unless some form of credit is offered for the activity. While in some cases this may be true, the present results indicate that in the main, the educational behavior of American adults is not directed into channels where formal credit would be the main consideration.

Table 2.15 estimates, nonetheless, that some 4,360,000 different persons did take adult education courses for credit, and if full-time students are added to this number, the total number of adult Americans studying courses for some type of credit would be estimated at approximately 6,800,000.[15]

Table 2.16 describes the types of credit which were reported. These credits were classified first according to whether or not they were received from within the regular school system, and if they

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[15]The sum of the full-time students estimated in Table 2.4 and the part-time credit students estimated in Table 2.15 is 7,010,000. A small number of these persons, however, (estimated at 210,000) were the same people reported twice--that is, persons who were both full-time students and independently, studying some adult education subject for credit.

TABLE 2.15

CREDIT STATUS OF ADULT EDUCATION STUDIES

Credit Status	Number of Courses Reported	Per cent	Estimated Number of Courses	Number of Persons Reporting Courses	Estimated Number of Different Persons
Credit	1,084	17	5,660,000	836	4,360,000
Non-credit	5,385	83	28,010,000	3,913	20,350,000
Total	6,469	100	33,670,000		23,020,000*
Information not given. .	425				
Total courses.	6,894				

*Does not total to numbers in column because some persons studied some courses for credit and others not for credit.

TABLE 2.16

TYPES OF CREDIT SOUGHT

Type of Certificate, Degree or Diploma	Number of courses reported	Per cent of courses reported	Estimated number of courses taken for this type of credit	Number of different persons who reported credit	Estimated number of different persons who took courses for this type of credit
Elementary school certificates	3	(.3)	#	3	#
High school diplomas	78	8	420,000	55	300,000
First college degrees	236	23	1,280,000	168	910,000
Higher college degrees	200	19	1,090,000	153	830,000
All other certificates or diplomas . .	525	50	2,850,000	442	2,400,000
Total	1,042	100			
Information not given	42				
Total credit courses reported . .	1,084				

#Too few to estimate.

were, then, according to the level of the school system within which they would count. All certificates and diplomas received outside of the regular school system were grouped together within a single category. By far the majority of these latter credits were vocational certificates of one sort or another.

The results in Table 2.16 indicate that the split between credit courses within and outside of the regular school system was an even fifty-fifty. Of all credit courses, 23 per cent led to some first college degree, 19 per cent of higher college degrees and 8 per cent to high school diplomas. Only three persons were found to be studying courses leading to an elementary school certificate.

In overview, then, it is clear that of the educational activities under examination in this study, less than one course in five was taken for any kind of credit, and less than one in ten for credit within the regular school system.

CHAPTER III

THE CHARACTERISTICS OF PARTICIPANTS

Next, the report turns to a description of what the adults are like who engage in educational pursuits. There are two main sections to this chapter; in the first, participants as an aggregate are examined on a wide range of social and demographic factors, and in the second, attention is narrowed to an examination of the sex, age and educational composition of sub-groups who studied different subjects, employed different modes of study, attended institutions of various sorts, and studied under different types of registration.

Throughout this discussion, participants will be compared with the total sample of adults--and thus, in effect, with the total adult population of the United States.

Who the Participants Are

The category of "participant" examined in this first section, then, consists of all persons who were active in any way in part-time educational pursuits. It does not include full-time students unless a full-time student happened to be active in adult education in addition. In sum, the aggregate represents some 20 per cent of the adults screened in the survey, and an estimated total of 23,020,000 American adults.

A general description of these people is provided in Table 3.1, which contains information on eleven different background characteristics. These characteristics are clustered into three general

TABLE 3.1

SELECTED BACKGROUND CHARACTERISTICS OF PARTICIPANTS IN ADULT EDUCATION COMPARED WITH TOTAL SAMPLE

1. Personal Characteristics	Participants*		Total Sample	
	Number	Per cent	Number	Per cent
A. Sex				
Male	2,358	50	11,337	47
Female	2,366	50	12,610	53
Total	4,724	100	23,947	100
No information	0		3	
Total persons	4,724		23,950	
B. Age				
Under 20	41	1	262	1
20 - 29	1,320	28	4,526	19
30 - 39	1,301	28	5,119	22
40 - 49	1,042	22	5,038	21
50 - 59	602	13	3,827	16
60 - 69	283	6	2,861	12
70 and above	89	2	2,044	9
Total	4,678	100	23,677	100
No information	46		273	
Total persons	4,724		23,950	
Median age	36.5 years		42.8 years	

*Persons who studied any subject by any method.

TABLE 3.1--Continued

1. Personal Characteristics	Participants		Total Sample	
	Number	Per cent	Number	Per cent
C. Marital Status and Number of Children				
Married	3,896	83	18,760	79
No children under 21	1,051	22	6,985	29
1 - 2 children under 21	1,832	39	7,292	31
3 or more children under 21 . .	1,013	21	4,483	19
Single	441	9	2,056	9
Widowed	184	4	1,995	8
Divorced or separated	196	4	1,020	4
Total	4,717	100	23,831	100
No information	7		119	
Total persons	4,724		23,950	
D. Race				
White	4,221	90	20,844	88
Negro	439	9	2,730	12
Other	21	#	154	1
Total	4,681	99	23,728	101
No information	43		222	
Total persons	4,724		23,950	

#Less than one per cent.

TABLE 3.1--Continued

1. Personal Characteristics	Participants		Total Sample	
	Number	Per cent	Number	Per cent
E. Religion				
Protestant	3,115	66	15,668	66
Baptist	997	21	5,678	24
Methodist	604	13	3,249	14
Lutheran	421	9	2,101	9
Presbyterian	321	7	1,307	6
Episcopalian	192	4	638	3
Congregational	87	2	409	2
Other denomination	309	7	1,350	6
Denomination not given	184	4	936	4
Catholic	1,095	23	5,944	25
Jewish	170	4	719	3
Mormon	104	2	261	1
Christian Science	28	1	87	#
Unitarian	34	1	53	#
"None"	106	2	643	3
All other religions	40	1	233	1
Total	4,692	100	23,608	99
No information	32		342	
Total persons	4,724		23,950	

TABLE 3.1--Continued

2. Socio-Economic Characteristics	Participants		Total Sample	
	Number	Per cent	Number	Per cent
F. Labor Force Status				
Total in labor force	3,370	72	14,551	61
Works full-time	2,933	62	12,144	51
Works part-time	410	9	2,201	9
Unemployed	27	1	206	1
Total out of labor force	1,319	28	9,191	39
Keeps house only	1,163	25	7,185	30
Goes to school only	46	1	214	1
Retired	89	2	1,562	7
Disabled	21	#	230	1
Total	4,689	100	23,742	100
No information	35		208	
Total persons	4,724		23,950	
G. Occupation (of those in labor force)				
Professional, technical and kindred	763	23	1,712	12
Managers, officials and proprietors	396	12	1,561	11
Clerical and kindred	496	15	1,808	13
Sales workers	254	8	960	7
Craftsmen and foremen	581	18	2,263	16
Operative and kindred	330	10	2,477	17
Service workers	348	10	1,881	13
Farmer and farm managers	67	2	617	4
Farm laborers	20	1	272	2
Other laborers	66	2	714	5
Total	3,321	101	14,265	101
No information	49		286	
Total persons in labor force	3,370		14,551	

TABLE 3.1--Continued

2. Socio-Economic Characteristics	Participants		Total Sample	
	Number	Per cent	Number	Per cent
H. Family Income				
Under $1,000	94	2	1,259	5
$1,000 - $1,999	178	4	1,818	8
$2,000 - $2,999	254	6	2,035	9
$3,000 - $3,999	384	8	2,436	10
$4,000 - $4,999	488	10	2,724	12
$5,000 - $5,999	578	12	3,105	13
$6,000 - $6,999	570	12	2,528	11
$7,000 - $7,999	510	11	2,040	9
$8,000 - $9,999	599	13	2,136	9
$10,000 - $14,999	682	15	2,120	9
$15,000 and above	300	6	922	4
Total	4,637	99	23,123	99
No information	87		827	
Total persons	4,724		23,950	
Median family income	$6,600		$5,410	
I. Years of Schooling				
Never attended school	9	#	206	1
1 - 4 years	32	1	931	4
5 - 7 years	141	3	2,232	10
8 years	290	6	3,407	15
9 - 11 years	704	15	4,677	20
12 years	1,704	36	7,145	31
13 - 15 years	942	20	2,652	11
16 years	515	11	1,322	6
More than 16 years	344	7	727	3
Total	4,681	99	23,299	101
No information	43		651	
Total persons	4,724		23,950	
Median years of schooling.	12.2 years		11.5 years	

TABLE 3.1--Continued

3. Ecological Characteristics	Participants		Total Sample	
	Number	Per cent	Number	Per cent
J. Size of Community				
Large metropolitan areas (2,000,000 or more)	1,186	25	5,391	23
Central city	507	11	2,723	11
Suburbs and outskirts . . .	679	14	2,668	11
Small metropolitan areas (Under 2,000,000)	2,133	45	9,435	40
Central city	972	21	5,110	21
Suburbs and outskirts . . .	1,161	25	4,325	18
Small cities (10,000 - 50,000) . .	635	13	3,446	14
Small town and rural	756	16	5,568	23
Total	4,710	99	23,840	100
No information	14		110	
Total persons	4,724		23,950	
K. Region				
Total Northeast	982	21	5,739	24
New England	212	4	1,261	5
Middle Atlantic	770	16	4,478	19
Total North Central	1,288	27	6,877	29
East North Central	793	17	4,299	18
West North Central	495	10	2,578	11
Total South	1,357	29	7,457	31
South Atlantic	535	11	3,235	14
East South Central	258	6	1,393	6
West South Central	564	12	2,829	12
Total West	1,097	23	3,877	16
Mountain	133	3	435	2
Pacific	964	20	3,442	14
Total persons	4,724	100	23,950	100

classes:

(1) Personal Characteristics. Sex, age, life-cycle position (marital status and number of children under 21), race and religion;

(2) Socio-Economic Characteristics. Labor force status, occupation, family income and education; and

(3) Ecological Characteristics. Size and type of community, and region.[1]

Although Table 3.1 contains a considerable amount of detail, the distinguishing features of adult education participants can be extracted and summarized rather quickly. They are as follows:

(1) Personal Characteristics

(A) Sex. Equal numbers of men and women participate in adult education, but because there are more women than men in the total adult population, this means there is a slight overrepresentation of men among participants.

(B) Age. A majority of participants (57 per cent) are under the age of 40, and over three-quarters (79 per cent) are under 50. This constitutes a considerable overrepresentation of younger persons among participants, and as Part B of Table 3.1 indicates, participants are on the average more than six years younger than the "average" American adult.

[1] The presentation is made in terms of the proportion of persons within each category. The reader who would like to convert these proportions to actual numbers of people could derive approximate estimates by applying any proportion describing the participants to the figure of 23,020,000 (estimated in Table 2.5 as the number of different persons active in adult education), or any proportion describing the total adult population to the figure of 114,000,000 persons.

(C) Marital Status and Number of Children Under 21. Although some 83 per cent of adult education participants are married, this represents just four per cent more married adults than in the population as a whole. However, 60 per cent of all participants have at least one child under 21, and this constitutes a six-to-five overrepresentation of parents. Widows and widowers, on the other hand, are represented at just half their population proportion.

(D) Race. Nine-tenths of participants are white, just two per cent more than the total adult population. Negroes are underrepresented by a factor of three-to-four.

(E) Religion. There turn out to be only slight discrepancies between the religious preferences of participants and those of the general population. Protestants are present among participants in exactly their population proportion; Catholics are slightly underrepresented at a 23-to-25 ratio; and Jews slightly overrepresented at four-to-three. Thus, participants, like the total population, are about two-thirds Protestant, one-quarter Catholic, and less than five per cent Jewish.

(2) Socio-Economic Characteristics

(F) Labor Force Status. Nearly three-quarters of all participants are in the labor force, and 62 per cent held full-time jobs at the time of the survey. Compared with the total adult population, this indicates an overrepresentation of persons who work, a slight underrepresentation of housewives, and a considerable underrepresentation of retired persons.

(G) Occupation. Among those in the labor force, a majority of participants (58 per cent) compared with a minority of all adults (43 per cent) hold jobs in the "white collar" occupations (the first four categories on the list). Moreover, nearly one participant in four who works at all is employed in a professional or technical occupation, and persons in these occupational titles are overrepresented by a ratio of almost two-to-one. The other "white collar" occupations, on the other hand, are represented at just about their incidence within the total labor force. Within the "blue collar" group, craftsmen and foremen are overrepresented by a factor of nine-to-eight, while all others are underrepresented--persons in agriculture in a ratio of one-to-two, and non-farm unskilled laborers by as much as 1-to-2.5.

(H) Family Income. The median income of persons active in adult education was $6,600 a year--nearly $1,200 per annum higher than the average. Better than one participant in five had an annual family income of $10,000 or more.

(I) Education. In terms of formal education, participants went to school 12.2 years on the average, compared with 11.5 years for all adults in the sample. The magnitude of this discrepancy is more sharply expressed by the fact that participants are overrepresented with persons who had been to college by a ratio of almost two-to-one, and underrepresented with persons holding only a grade school education by a factor of one-to-three.

(3) Ecological Factors

(J) Size and Type of Community. Part J of Table 3.1 shows that people living in large metropolitan areas are slightly overrepresented among the actives, while those in small cities, small towns and rural areas are underrepresented. Within large metropolitan areas, however, it is only those living in suburbs or outskirts who are overrepresented; those living in the central cities are not. Thus, some 39 per cent of participants (compared with 29 per cent of the population) live in suburbs or outskirts of cities over 50,000 in size, and in actual numbers, it would work out that more participants live in the outlying areas of cities than live in the cities themselves (39 per cent to 32 per cent). On the other hand, those living in rural areas or in cities under 50,000 make up 37 per cent of the total (adult) population, but only 29 per cent of participants in adult education.

(K) Region. Although more participants live in the South than in any of the other three major regions of the country, it is only those participants living in the West who are overrepresented. The regional imbalance is particularly strong on the West Coast, however. Persons living in the three Pacific states make up only 14 per cent of the total population, but represent 20 per cent of Adult Education participants.

By way of summary, one might compose a sort of profile of the "typical" adult education participant: he is just as often a she; is typically under 40; has completed high school or better; enjoys an above-average income; works full-time and most often in a "white collar" occupation; is typically white and Protestant; is married and is a parent; lives in an urbanized area, and more likely in suburbs than inside a large city; and is found in all parts of the country, but more frequently on the West Coast than would be expected by chance.

Variation in Composition by Type of Participation

While this profile represents a valid modal characterization of the adults who are active in educational pursuits, it at the same time obscures the fact that important differences exist among people who are active in different ways. One would inquire immediately, for example, whether these characteristics hold equally well for persons who study in different subject fields, use different methods of study, attend different institutions, or study under different classes of registration. To clarify these questions, the remainder of the chapter focuses on variations in the characteristics of people in these different sub-groups. Although the full range of background factors could also be utilized for this further inquiry, the discussion can be meaningfully restricted to just three factors--sex, age and education.

Variation by Subject Matter Studied

The first of these breakdowns is shown in Table 3.2, and describes the characteristics of persons who studied different types of subject matter. These data indicate marked discrepancies on all three compositional factors being considered.

With regard to composition by sex, first of all, men are seen to be heavily overrepresented in the vocational and agricultural categories, while women are overrepresented in the family life, recreational and religious categories. The first three of these discrepancies should come as no surprise, for one could hardly expect <u>not</u> to find the domain of learning-for-work predominantly masculine,

TABLE 3.2

SEX, AGE AND EDUCATION OF PERSONS STUDYING DIFFERENT TYPES OF SUBJECT MATTER

Characteristic	Type of Subject Matter									Total Sample
	Vocational subjects	General education	Hobbies and recreations	Home and family	Personal development	Religion	Public affairs	Agriculture	All other	
1. Sex										
Male	68%	53%	39%	23%	50%	38%	54%	71%	53%	47%
Female	32	47	61	77	50	62	46	29	47	53
Total . .	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2. Age										
Under 35 . . .	47%	50%	43%	48%	42%	35%	31%	38%	45%	31%
35 - 54	46	40	44	37	49	42	46	43	48	41
55 and above .	7	10	13	14	9	24	22	19	6	28
Total . .	100%	100%	100%	99%	100%	100%	99%	100%	99%	100%
3. Education										
Grade school .	7%	6%	5%	12%	8%	20%	8%	15%	7%	29%
High school. .	53	37	52	57	48	52	36	50	59	51
College . . .	40	58	43	30	44	28	56	35	34	20
Total . .	100%	101%	100%	99%	100%	100%	100%	100%	100%	100%
Total N= .	1,910	706	1,110	701	342	774	217	73	166	23,950

or that of learning-for-home predominantly feminine. It is a little more surprising, however, that women are as heavily represented as they are among those studying leisure time subjects and religion.

Certain categories are heavily age-dominated too. Although persons under 35 are found in at least their population incidence in all subject categories, they are much more heavily represented within some categories than others. Half of those engaged in studies of academic subjects, for example, are under 35--as are just under half of those studying vocational or home and family subjects. These results again reflect only what might be expected, of course, since it would have been surprising indeed not to find young persons represented in large numbers among those who study in order to complete a formal education, make a living, or establish a home.

Nonetheless, there are distinct age differences across different subject fields, and although older persons are not found at their population proportion within any subject category, they come close to being proportionally represented among those who study religion or public affairs. Persons who study these subjects, in other words, tend on the average to be older than those who study in other subject areas.

With regard to educational background, Table 3.2 indicates that persons who have been to college are heavily overrepresented within all subject fields. At the same time, however, there are large discrepancies in the extent of this overrepresentation: at the one extreme, actual majorities of persons who studied academic and public affairs subjects had attended college (58 and 56 per cent respectively), while at the other, only 30 per cent of those who studied home life subjects, and 28 per cent of those who studied religion had gone beyond high school.

The main finding here, however, is that all spheres of study tend to be dominated with persons of above-average education, and it is particularly revealing to find persons without much formal education so noticeably absent from the vocational and academic categories--in other words, from areas of study which would help one extend a minimal formal education or widen a perhaps limited vocational horizon.

One question also of relevance to the present discussion concerns the representation of members of different religious faiths among those engaged in organized religious study. This information is brought together in Table 3.3. Here a strking imbalance may be noted. Although making up two-thirds of the total population, Protestants account for as many as eight of every nine persons studying religion. Among the Protestants, moreover, it is the Baptists and members of smaller denominations and sects which dominate in these studies. Together, the Baptists and members of "other denominations"[2] constitute 59 per cent of all persons studying religion, but make up only 30 per cent of the total population.

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[2]This category consists mainly of Quakers, Seventh Day Adventists, Mennonites, Brethren and Jehovah's Witnesses.

TABLE 3.3

RELIGIOUS BACKGROUND OF PERSONS
WHO STUDIED RELIGION

Religion	Persons Who Studied Religion	Total Sample of Adults
Protestant	87%	66%
Baptist	43	24
Methodist	12	14
Lutheran	6	9
Presbyterian	6	6
Episcopalian	2	3
Congregational	1	2
Other denomination . . .	16	6
Denomination not given .	2	4
Catholic	6	25
Jewish	1	3
Mormon	3	1
All other	2	4
Total	99%	99%
Total N = ...	774	23,950

All other faiths are underrepresented here except the Mormons, who although located in only small numbers, are nonetheless over-represented among those studying religion by a factor of three-to-one.

Variation by Method of Study

Next, Table 3.4 compares the background characteristics of persons who employed different methods of study.

At this point, it is important to re-emphasize that our purpose in this section of the report is to describe the characteristics of sub-groups of participants, and not to explain participatory behavior. The kind of interpretation which cannot be made here is that any of these results desmonstrate or even reflect cause-and-effect relations between characteristics of people and dimensions of adult education. At this point in the analysis, the data have simply not been organized for the purpose of making interpretations of this sort.

As noted earlier in Table 2.11, there is a considerable variation in the methods of study employed according to the kind of subject matter studied. Because of this, any statement of the type that "men and women are more likely to use Method A" could not be meaningfully explored unless the very least methods of study were controlled by the subject matter studied.

At the same time, however, the topics under discussion are important substantive questions in their own right, and an examination of the types of people who channel their studies into different

TABLE 3.4

SEX, AGE AND EDUCATION OF PERSONS EMPLOYING DIFFERENT METHODS OF STUDY

Characteristic	Method of Study								Total Sample
	Attended classes	Talks or lectures	Discussion groups	Correspondence study	Private teachers	Educational television	On-the-job training	Independent self-study	
1. Sex									
Male	48%	53%	40%	75%	36%	25%	75%	50%	47%
Female	52	47	60	25	64	75	25	50	53
Total . .	100%	100%	100%	100%	100%	100%	100%	100%	100%
2. Age									
Under 35 . . .	47%	33%	31%	55%	39%	30%	59%	43%	31%
35 - 54 . . .	44	51	45	39	49	44	37	44	41
55 and above .	10	15	24	6	12	25	4	14	28
Total . .	101%	99%	100%	100%	100%	99%	100%	101%	100%
3. Education									
Grade school .	6%	7%	21%	7%	9%	7%	6%	10%	29%
High school. .	51	40	47	52	52	58	58	52	51
College . . .	43	53	32	41	40	36	36	37	20
Total . .	100%	100%	100%	100%	101%	101%	100%	99%	100%
Total N =	2,076	439	457	347	332	59	335	1,808	23,950

methods or institutions has intrinsic descriptive merit even if unknown explanatory value. In the remaining parts of this chapter, too, the reader will note that the question constantly asked is "what are the people like who engage in different types of adult education?" and not "what are the types of adult education that different kinds of people engage in?" Although both of these are descriptive questions, a focus on the latter has clearly more relevance when one's task is to explain why people participate in educational pursuits. All questions of this latter type will be reserved for later phases of the study.

With this note of caution, we may proceed to examine Table 3.4. From these figures the following points appear worthy of comment:

(a) Two forms of study, on-the-job training and correspondence study, are heavily dominated by men. Women, on the other hand, make up three-quarters of those who study by means of educational television, and substantial majorities of those studying with private instructors or through discussion groups. It is noteworthy that of the three major forms of home study, one is heavily dominated by men (correspondence study), one by women (educational television), while the third, independent self-study, is characterized by an exactly fifty-fifty sex split.

(b) In addition, the on-the-job training and correspondence categories are also much more heavily occupied by persons under 35 than are the other methods. On the other hand, those studying through educational television or by means of discussion groups are somewhat older than average.

(c) Finally, the table shows little variation in the educational levels of persons who employed different methods of study. Lectures and talks are the form most heavily dominated--and group discussions the least dominated--with persons who had attended college.

Variation by Institution Attended

The sex, age and educational characteristics of persons who attended classes, lectures, talks or group discussions at different institutions are presented in Table 3.5. Although these results will reflect differences largely attributable to the kinds of subject matter offered by different institutions, there are nonetheless characterictic differences in the types of people who receive instruction at different institutions.

(a) In terms of sex composition, some institutions are clearly male dominated in clientele (business and industry and the Armed Forces), while in others (elementary and secondary schools, churches and synagogues, and the various classes of institution included under the "community organizations" category), large majorities of the students are women.

TABLE 3.5

SEX, AGE AND EDUCATION OF PERSONS ATTENDING CLASSES, LECTURES, TALKS OR GROUP DISCUSSIONS AT DIFFERENT INSTITUTIONS

Characteristic	Sponsoring Institution								Total Sample
	Elementary and secondary	Colleges and universities	Private schools	Business and industry	Churches and synagogues	Armed Forces	Community organizations	Government	
1. Sex									
Men	35%	57%	43%	74%	35%	92%	32%	53%	47%
Women	65	43	57	26	65	8	68	47	53
Total . .	100%	100%	100%	100%	100%	100%	100%	100%	100%
2. Age									
Under 35 . .	47%	54%	46%	40%	34%	73%	40%	38%	31%
35 - 54 . . .	46	39	48	53	42	27	45	48	41
55 and above.	7	7	7	7	24	0	15	14	28
Total . .	100%	100%	101%	100%	100%	100%	100%	100%	100%
3. Education									
Grade school.	8%	1%	4%	5%	20%	2%	6%	10%	29%
High school .	63	24	57	54	53	60	49	49	51
College . . .	29	75	39	40	27	37	44	41	20
Total . .	100%	100%	100%	99%	100%	99%	99%	100%	100%
Total N =	347	528	226	370	652	96	446	210	23,950

(b) In terms of age, persons attending courses sponsored by the Armed Forces are by far the youngest, while those who go to churches and synagogues to receive instruction are, on the average, the oldest. It is interesting, too, that in their adult education functions, colleges and universities attract a slightly younger adult than do lower levels of the formal education system (54 per cent of persons at colleges and universities compared to 47 per cent at elementary and secondary schools are under 35).

(c) As might only be expected, those attending colleges and universities are overwhelmingly (75 per cent) persons with already some college experience in their background, while virtually none (1 per cent) are persons with only a grade school education. Community organizations also contain high proportions of college-educated, while the institutions with the lowest proportions of persons who have been to college are the religious institutions (27 per cent) and the elementary and secondary schools (29 per cent).

In overview, then, it is clear that different insititutions vary considerably in the types of adult students they instruct.

Variation by Nature of Registration

The final topic examined in this section compares the characteristics of persons who participated in educational activities for various types of credit. The comparisons along this dimension are shown in Table. 3.6.

(a) On composition by sex, first, it is clear from these data that both categories of credit participant contain considerably more men than women. Non-credit participants, on the other hand, are represented by sex at just about the expected rates.

(b) Credit participants are not only more likely to be men, but are much more likely to be under 35 years of age. As many as 62 per cent of those studying for credit in the regular school system were under 35, as were exactly half of those receiving other types of credit for their studies. By comparison, only 42 per cent of non-credit participants were under 35. Clearly, the non-credit people are older than the credit people, but within the latter category, those studying for regular school credit are younger than those studying for "other" types of credit.

(c) Finally, on educational composition, it is significant that as many as 76 per cent of those taking credit courses within the regular school system were persons with already some college experience, while among those in other categories, just half this number (37 per cent) had been to college. The "non-credit" people and the "credit--but not formal credit" people, moreover, turn out to be alike in their educational characteristics.

TABLE 3.6

SEX, AGE AND EDUCATION OF PERSONS ENGAGED IN CREDIT AND NON-CREDIT STUDIES

Characteristics	Type of Registration			Total Sample of Adults
	Credit students		Non-credit students	
	Credit within regular school system	Other kinds of credit		
1. Sex				
Male	59%	61%	48%	47%
Female	41	39	52	53
Total	100%	100%	100%	100%
2. Age				
Under 35	62%	50%	42%	31%
35 - 54	33	44	45	41
55 and above . . .	5	7	13	28
Total	100%	101%	100%	100%
3. Education				
Grade school only.	2%	8%	10%	29%
High school . . .	22	55	53	51
College	76	37	37	20
Total	100%	100%	100%	100%
Total N = . .	374	442	3,913	23,950

CHAPTER IV

FACTORS RELATED TO PARTICIPATION

In the previous chapter, the social compostion of adult education participants was examined in relation to eleven different background characteristics. These same factors will now be re-examined, but for the express purpose of isolating the extent to which they affect participation in educational pursuits. The present chapter, then, reverts to a discussion of participation rates, and throughout, attention will be focused on two indices of this activity--on over-all rates of participation in studies of any type, and on rates of study within particular subject fields.

The Influence of Life Cycle Position

The first characteristics to be examined in this connection are sex and age, and Chart 4.1 shows the over-all rates of participation for men and women, and then, separately, for persons in three major age groupings. This chart indicates that men participate slightly more often than women, and that a strong relationship exists between age and rates of participation.[1] These do not constitute completely new findings, of course, since it has already been noted in Chapter III that men were slightly overrepresented--and younger persons heavily overrepresented--among participants in adult education.

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[1]Readers who wish to evaluate the statistical significance of any differences contained in these tables may do so by referring to Table A-2 of Appendix A.

CHART 4.1

RATES OF PARTICIPATION IN ADULT EDUCATION ACTIVITIES--SEX AND AGE

To provide context for the present discussion, however, it will be necessary at several points to reintroduce results which have been examined in an indirect fashion in Chapter III.

A much more revealing insight into the influence of these factors emerges when the rates are examined in relation to sex and age together. Table 4.1 demonstrates that the slight over-all difference in rates of study between the sexes stems solely from within the youngest age-group. Among persons under 35, men participate quite a bit more often than women, while in the middle group the difference is erased completely, and among those 55 or over it is even reversed slightly. For both sexes, moreover, the incidence of study drops off with increasing age, although the rate of decrease is seen to be much more precipitous for men than for women.

These results show that educational behavior is strongly influenced by life-cycle position, and they raise the specific problem of why the sex-linked difference found among younger persons does not persist into middle age.

The period of life in which this difference occurs, of course, is that during which couples establish a home and have children. It is during this phase of the life-cycle, too, that the sex differential in family obligations and responsibilities is probably at its peak, and in view of this, it is only natural to find the away-from-home activities of wives more greatly curtailed than those of their husbands. One possible explanation for this finding, in other words, would be related to the differences which exist in the life-cycle roles of young men and young women.

TABLE 4.1

RATES OF PARTICIPATION IN EDUCATIONAL ACTIVITIES, BY SEX AND AGE

Rate	Men			Women		
	Under 35	35 - 54	55 and above	Under 35	35 - 54	55 and above
Per cent who studied any subject by any method. .	33	21	9	25	21	10
N = . . .	3,287	4,684	2,920	3,847	4,900	3,420

While one might examine the influence of being married versus being single in this connection, the much more obvious question concerns the impact of parenthood. Thus, in Table 4.2, participation rates are examined not only by sex and age, but also in relation to whether or not an adult was a parent to one or more children. And on this point, the results clearly show that the presence of children does indeed affect the educational participation of men and women quite differently. Within the youngest age-group, the sex differences in rates of participation are present among persons who have at least one child, but they are completely absent among those with no children. The differential participation in adult education of men and women under 35, therefore, can probably be explained by the simple fact that women are more tied down by young children than are men.

While young mothers engage in educational pursuits less frequently than do young women without children, parental responsibilities appear to have quite the opposite effect on men. The rates of activity for men in all three age-groups, in fact, are higher among those with children than among those without. This finding is just as surprising as it is clearcut, although there are a number of plausible interpretations which might help to explain it. The most likely explanation is probably connected in some way to economic considerations; because men who have children also have heavier financial obligations, they may participate much more frequently in learning experiences which help them to supplement their incomes.

TABLE 4.2

LIFE CYCLE POSITION AND PARTICIPATION IN ADULT EDUCATION

Rate	Age Under 35				Age 35 - 54				Age 55 and Above			
	Men		Women		Men		Women		Men		Women	
	Number of Children Under 21											
	One or more	None	One or more	None	One or more	None	One or more	None	One or more	None	One or more	None
Per cent who studied any subject by any method .	34	29	23	29	24	16	22	18	14	8	8	10
N = . . .	2,036	1,349	2,893	993	3,072	1,714	2,877	2,098	333	2,727	131	3,421

On the other hand, however, having children may simply commit a man more firmly to a home-and-family role, and the differences might be accounted for primarily in terms of increased interest in subject areas which are useful in relation to one's home and family life; or indeed, perhaps men with children participate more because it is an acceptable way of getting away from the confusion at home. The finding does suggest, of course, that at least as far as men are concerned, adult education activities do not attract primarily the lonely or the isolated; indeed, if anything on this score, the results indicate quite the opposite.

Although a definitive examination of these points must await an analysis of the more intensive data collected in the second phase of the study, some tentative answers can be gained by looking at the different types of subject matter studied by fathers as compared with non-fathers--and for that matter, by mothers compared with women who have no children. These data are presented in Table 4.3. Our first task here, then, is to try to locate the types of subjects which account for the over-all difference found in the rates of activity of men in different positions of family responsibility. On this point, the results clearly point to the area of vocational learning. In all age-groups, men with children study job-related subjects and skills more frequently than do their peers who do not have children, and the differences, although not spectacular, are larger than those related to any other area of subject matter. This finding suggests that the first interpretation posed earlier--that men who support

TABLE 4.3

PER CENT WHO STUDIED SUBJECT MATTER OF EACH TYPE, BY LIFE CYCLE POSITION

Subjects	Age Under 35				Age 35 - 54				Age 55 and Above			
	Men		Women		Men		Women		Men		Women	
	Number of Children Under 21											
	One or more	None	One or more	None	One or more	None	One or more	None	One or more	None	One or more	None
Vocational . .	21%	17%	5%	14%	14%	9%	6%	6%	7%	3%	1%	2%
Academic . . .	5	8	3	6	3	3	2	4	1	1	1	1
Recreational .	6	5	7	8	4	4	6	5	1	2	#	3
Home and family . . .	2	1	7	6	1	1	4	3	2	#	2	2
Religion . . .	4	2	4	4	3	2	5	3	2	2	6	3
All other . .	5	3	4	4	4	3	4	2	2	1	2	1
N = . . .	2,036	1,349	2,893	993	3,072	1,714	2,877	2,098	333	2,727	131	3,421

#Less than one per cent.

larger families have greater economic needs and because of this, more often turn to adult education--is probably the one most fruitful to pursue in later analysis.

Although this is the main finding contained in Table 4.3, there are other differences there which also reflect the impact of life-cycle position. For example, the table also shows that family responsibilities affect the educational activities of young mothers almost exclusively within the areas of vocational and academic learning. In these areas, the rates of study of young women without children exceed those of young mothers by ratios of about three-to-one and two-to-one respectively. In all other subject areas, however, there are virtually no differences between these two categories of women.

It is interesting, too, that the differences in vocational learning completely disappear among women in the 35 to 54 age group. Moreover, while vocational studies among non-mothers fall off precipitously after the age of 35, among the mothers, they increase slightly. A one per cent difference does not constitute much absolute increase in activity, but because it occurs during a period when rates of activity in most other subject areas fall off heavily among both men and women, it is an extremely meaningful result. This finding, of course, reflects the return to the labor force of married women whose children no longer demand their full-time attention.

In the main, then, the effects of family responsibilities appear to be concentrated heavily within the sphere of vocational learning. For men, parenthood works to accelerate participation, while for women it practically extinguishes it--at least during the main childbearing years. With regard to home and family-life subjects, only small differences are found between parents and non-parents, suggesting that one's role as a father or mother has little direct impact on this sphere of adult education. The category of religious study, however, is interesting in this connection: even though the rates are small among persons in all categories, whatever differences do exist are all in the direction indicating higher rates of study among persons with children.

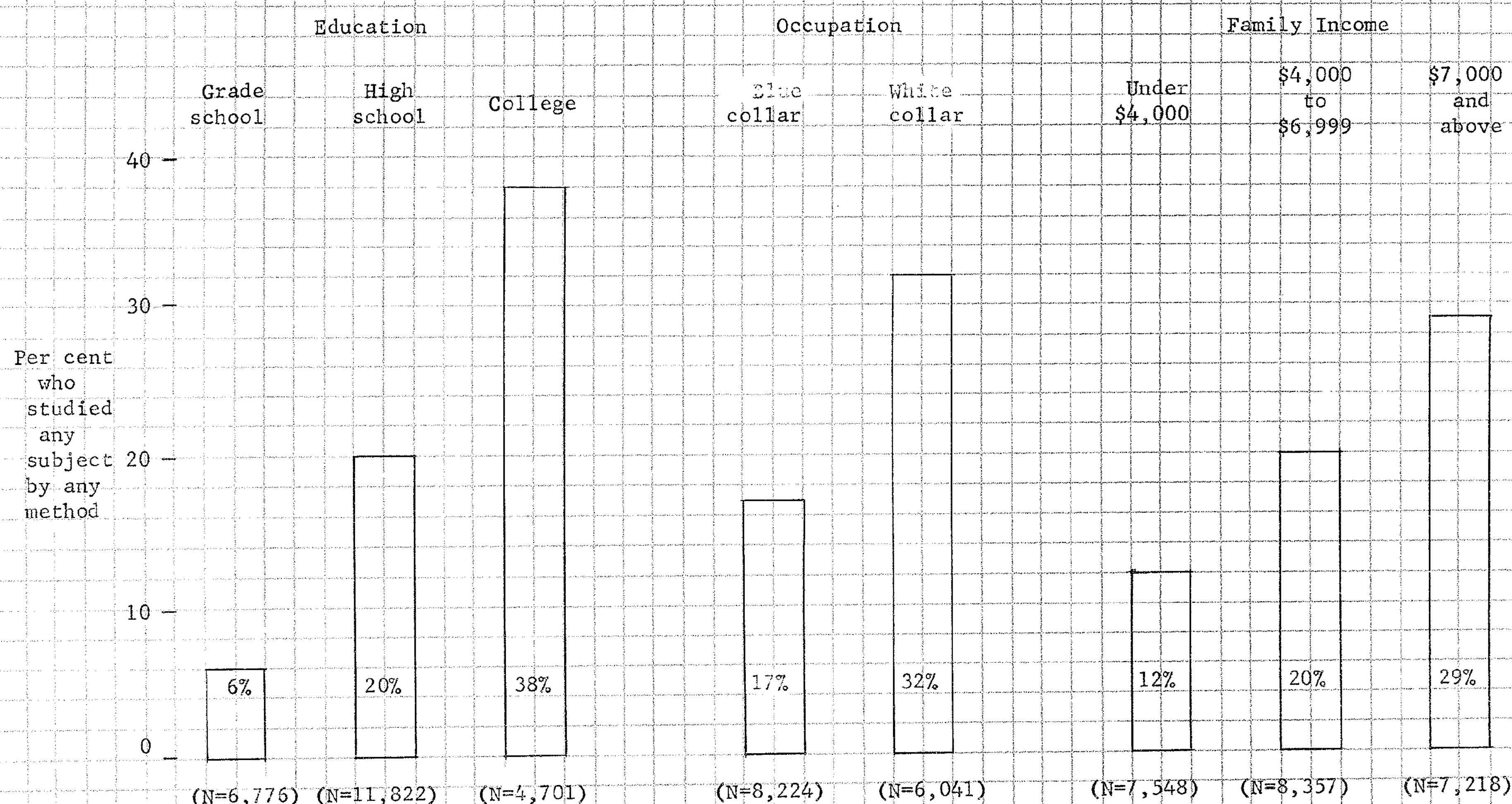
The Impact of Socio-Economic Factors

This next section examines how socio-economic factors influence rates of participation in adult education. As measures of social position, the survey collected information on education, occupation and family income--the three indicators usually combined in social research to produce measures of social class position. For present purposes, however, these indices will be examined separately, since it is our specific goal to determine which, if any, of these factors have an effect on participatory behavior. Throughout this section, the discussion will center on three educational groupings, two classes of occupation, and three categories of family income.

First, Chart 4.2 shows individually how each of the three factors influences rates of educational participation. The chart indicates that all three are indeed effective in producing differences in rates of activity. On education the differences are particularly

CHART 4.2

RATES OF PARTICIPATION IN ADULT EDUCATION ACTIVITIES--
EDUCATION, OCCUPATION AND FAMILY INCOME



large, with a range from six per cent among those with only a grade school education to 38 per cent among those who had been to college. For survey research these are exceptionally large differences: in fact, they suggest that participation in adult education is as much affected by educational attainment as practically any other type of social behavior one can think of. The differences produced by occupation are also large, however, since the rates among persons in "white collar" jobs are almost twice as high as those of persons in the "blue collar" category (32 per cent to 17 per cent). And even on income, substantial differences are seen, with the incidence of activity rising from 12-to-20-to-28 per cent as one passes through the income scale.

Although all of these factors are seen to produce substantial differences on their own, it is questionable whether the actual influence each holds is as strong as is indicated by Chart 4.1. Since one's level of education is an effective determinant of one's occupation, and one's occupation a major determinant of one's income, it is necessary to more carefully examine the influence order among these factors as they affect adult education participation. To test the independent impact of each factor, then, appropriate statistical controls must be imposed on the other factors. Although all three factors could be examined simultaneously, the relationships can be more clearly demonstrated if the factors are first looked at two at a time.

Since education and occupation come first in the theoretical influence chain, these should be the first two to be examined in combination. Table 4.4, therefore, isolates the activity rates for persons in the two types of occupations within each of the educational groupings. It should be noted that this table deals only with members of the labor force: housewives are not here assigned the occupations of their husbands--which is the usual practice when a social status position is allocated on the basis of occupation.

Table 4.4 clearly isolates the relative impact of education and occupation on rates of participation. Although differences between occupations are found within each educational category, the much more powerful influence stems from one's educational background. Regardless of the class of job one holds, in other words, one participates more in educational activities if one's formal education is higher. This holds just as effectively between the grade school and high school categories as between the high school and college levels, and the over-all range in levels of activity varies from a low of 8 per cent among those with a grade school education who work in "blue collar" occupations, to 43 per cent among those with a college education who work in "white collar" occupations.

As between educational background and type of occupation, then, education has clearly the more dominant influence on participatory behavior.

The two other sets of comparisons are presented in Tables 4.5 and 4.6--the first isolating the relative impact of occupation and income, and the second, educational attainment as compared with family income. As between type of occupation and level of income, Table 4.5

TABLE 4.4

RATES OF PARTICIPATION IN ADULT EDUCATION
BY EDUCATION AND OCCUPATION

Rate	Education					
	Grade School		High School		College	
	Blue collar	White collar	Blue collar	White collar	Blue collar	White collar
Per cent who studied any subject by any method . .	8	11	21	25	38	43
N = . . .	2,914	444	4,397	2,877	655	2,647

TABLE 4.5

RATES OF PARTICIPATION IN ADULT EDUCATION
BY OCCUPATION AND INCOME

Rate	Blue Collar Occupations			White Collar Occupations		
	Family Income					
	Under $4,000	$4,000-6,999	$7,000 and over	Under $4,000	$4,000-6,999	$7,000 and over
Per cent who studied any subject by any method . .	14	18	22	24	29	36
N = . . .	2,098	3,257	1,788	698	1,984	3,190

TABLE 4.6

RATES OF PARTICIPATION IN ADULT EDUCATION, BY EDUCATION AND FAMILY INCOME

Rate	Grade School			High School			College		
	Under $4,000	$4,000-6,999	$7,000 and over	Under $4,000	$4,000-6,999	$7,000 and over	Under $4,000	$4,000-6,999	$7,000 and over
Per cent who studied any subject by any method	6	8	9	17	19	26	28	38	41
N = ...	3,791	1,901	831	2,920	4,860	3,680	574	1,410	2,594

clearly demonstrates that the former makes more difference than the latter. No matter what one's income is, one is more likely to participate in adult education if one works in a "white collar" rather than a "blue collar" job. However, income is still seen to have some effect since within each occupational category the rates increase by about half their original size as one moves from the lowest to the highest levels (from 14 to 22 per cent within the "blue collar" group, and from 24 to 36 per cent within the "white collar" group).

On the other hand, type of occupation clearly dominates over level of income, and a comparison of any two cells at the same income level will show that the rates of "white collar" persons are higher than those of "blue collar" persons by a factor of approximately 1.6 or 1.7 to 1.

Table 4.6 rounds out the set of comparisons, and as could be anticipated from the results of Tables 4.4 and 4.5, confirms that the influence of education is clearly dominant over that of income. No matter what one's economic level, a higher education is still a more important determinant of whether one participates in educational activities. It is quite revealing that those in the lowest income category who had been to college participate about three times more frequently than those with only a grade school education but who are in the highest income category (28 per cent compared with 9 per cent). Nonetheless, within the educational categories, family income does appear to make a difference, since rates for the highest income cells exceed those for the lowest income cells by ratios of almost exactly three-to-two.

Although further clarification of these influence relations is hardly necessary, the analysis is technically more complete if the factors are examined simultaneously. The results of Table 4.7, therefore, add little new information, but do show conclusively that education is the prime determinant among the three. Within Table 4.7, no combination of income or occupational conditions contributes an effect which supercedes that of having more education, and the rates fall into three distinct ranges which are clustered around the three educational categories: for the grade school category they all fall between 7 and 14 per cent; for the high school group between 20 and 29 per cent; and for the college group between 37 and 45 per cent.

At the same time, however, the results of Table 4.7 tend to obscure the influence relations between occupation and income. Although occupation does account for a slight difference in seven of the nine conditions in which the effects can be assessed, occupation is no longer seen to make more difference than income under all conditions. For example, within both the grade school and high school groups, those in the favored income categories who hold "blue collar" jobs have slightly higher rates of participation than do persons with "white collar" jobs who are found in the low income cells.

In addition, the influence of income itself is seen to disappear under certain conditions--in particular, among the college educated. Within both categories of occupation here, the rates tail off in transition from the middle to the highest income levels. The highest rate of all, therefore, is not found in the category where

TABLE 4.7

RATES OF PARTICIPATION IN ADULT EDUCATION,
BY EDUCATION, OCCUPATION AND FAMILY INCOME

(Per cent who studied any subject by any method)

Occupation	Grade School			High School			College		
	Under $4,000	$4,000-6,999	$7,000 and over	Under $4,000	$4,000-6,999	$7,000 and over	Under $4,000	$4,000-6,999	$7,000 and over
Blue collar .	7 (1,463)	8 (964)	11 (389)	20 (1,207)	21 (1,937)	23 (1,126)	37 (136)	40 (269)	37 (229)
White collar.	9 (125)	11 (176)	14 (122)	22 (371)	21 (1,081)	29 (1,340)	37 (190)	45 (704)	43 (1,698)

all three factors would be most "favorable," but rather, among the college educated who hold "white collar" jobs and are located in the middle income brackets.

In overview, then, the most powerful factor by far is one's educational attainment, and although occupation and income do count for a little, their effects are strictly secondary by comparison. Taken together, of course, the effects of all three factors are enormous: through their combined influence, rates of activity emerge from levels of virtual nonexistence to levels which embrace close to half the members of the "higher" positions.

The effects, in short, appear to be cumulative. The results show convincingly that the more education one has, the more likely it is that one will engage in additional learning experiences, and this represents a kind of spiralling effect not dissimilar to the way in which a capital investment accumulates with increasing magnitude under a compound interest structure.

It is clear, in any event, that formal education will tell much of the story in the over-all appraisal of participatory behavior. Somewhere in the process of getting an education, it would appear, people learn either that education itself is a continuing life experience, or that the way to acquire new skills and knowledge in life is to engage in formal or informal programs of study. A full documentation of how past educational experiences come to have as large an impact as they do on educational activities in later life, then, will be a major concern in the later phases of this investigation.

* * * * *

One consequence of the fact that the average education of the American public has been rising dramatically over the past few decades is that there are currently wide discrepancies between the educational achievements of different age cohorts in the population. Young adults today are on the average better educated than their parents, and have a considerably higher education than do their grandparents. Because of this, it is necessary to reconsider the relationship between age and participation in adult education in order to make sure that the differences originally attributed to the influence of age are not in reality a function of differences in education. Table 4.8, therefore, examines the relative influence of both age and education on the participation rates of both men and women.

In answer to the point in question, the evidence is quite clearcut: education does not erase the influence of age since in all educational categories for both men and women the rates of activity fall off, and in come cases sharply, in the older age groups. At the same time, of course, age fails to dampen the strong differences produced by education, and thus both factors can be said to exert an important influence on the behavior in question. Just how important this influence is can be seen in the combined effects of age and education which are reflected by a comparison of persons in the extreme conditions (that is, comparing the rates of the oldest and least well educated with those of the youngest and best educated).

TABLE 4.8

RATES OF PARTICIPATION IN ADULT EDUCATION, BY AGE, SEX AND EDUCATION

(Per cent who studied any subject by any method)

Education	Men			Women		
	Under 35	35 - 54	55 and above	Under 35	35 - 54	55 and above
Grade school . . .	9 (394)	8 (1,257)	5 (1,692)	11 (369)	9 (1,190)	6 (1,828)
High school . . .	29 (1,813)	20 (2,349)	12 (834)	21 (2,635)	20 (2,904)	11 (1,159)
College	47 (1,080)	38 (1,078)	18 (394)	42 (843)	40 (806)	25 (433)

The extremes on activity range for men from 5 per cent to 47 per cent (a factor of better than nine-to-one) and among women from 6 per cent to 42 per cent (a factor of seven-to-one).

It is important also to try to assess the relative contribution made by age versus education, and one way to do this is to examine the average difference in rates each factor produces across its various conditions. There are six observations which can be made on the influence of each factor, and although the effects are by no means the same by each condition, they nonetheless work out to an average of 27 per cent for education and 14 per cent for age. Other quick tests of the relative impact of each factor confirm this general result, and suggest that education contributes approximately two-thirds of the impact, and age about one-third. The important finding, however, is that both factors play a major role in relation to participation in adult education.

Before turning to other background factors, an examination will be made of the ways in which educational background affects the types of subject matter people study. The relevant data are assembled in Table 4.9, which shows the rates at which men and women with differing amounts of education study subjects of various types. The results indicate that as education increases so do rates of activity in all subject areas: yet they also indicate that some kinds of subjects are more affected by education than others. Among both men and women, for example, the vocational, academic and recreational spheres appear to be more strongly influenced by increased education than are the categories of home and family subjects or religion.

TABLE 4.9

TYPE OF SUBJECT MATTER STUDIED, BY SEX AND EDUCATION

Rates of Participation: Per cent who studied subject matter of each type

Subjects	Men			Women		
	Grade school	High school	College	Grade school	High school	College
Vocational	3%	14%	22%	1%	5%	11%
Academic	1	2	9	#	2	8
Recreational . . .	1	4	8	1	5	13
Home and family .	1	2	2	2	5	7
Religion	2	3	4	3	4	6
All other	1	3	8	1	3	7
N = . . .	3,343	4,996	2,552	3,387	6,698	2,082

#Less than one per cent.

The trends also appear to be more pronounced among men than among women, although the impact of education on the recreational sphere is particularly strong for women. Among women with a college education, in fact, the highest rates of all are found in subjects and skills connected with leisure time enjoyment.

There are also interesting fluctuations in emphasis among the three categories of women. For example, among women with grade school education only, religion has the highest incidence of activity, while among college-educated women, it is the subject studied least often--and this is the case in spite of the fact that rates of study in religion double between these two groups. The clearest result of all, of course, is that people without much education simply do not study anything very frequently.

Among men, the highest rates of activity are found in the vocational sphere, and although this is true in all three educational groupings, the dominance of vocational studies over other categories is clearly greater in the higher education categories.

All in all, education can be said to influence rates of study within all subject areas, but its strongest effects are found in three fields: in job-related subjects and skills, academic and regular school subjects, and courses taken primarily in connection with leisure time interests.

Differences by Region and Type of Community

In Chapter III, it was found that persons living in the Western states and also in the suburbs and outskirts of large and middle-sized cities were overrepresented among adult education participants.

The present section will briefly re-examine these trends in an attempt to more carefully isolate the influence of both region and type of community on educational behavior.

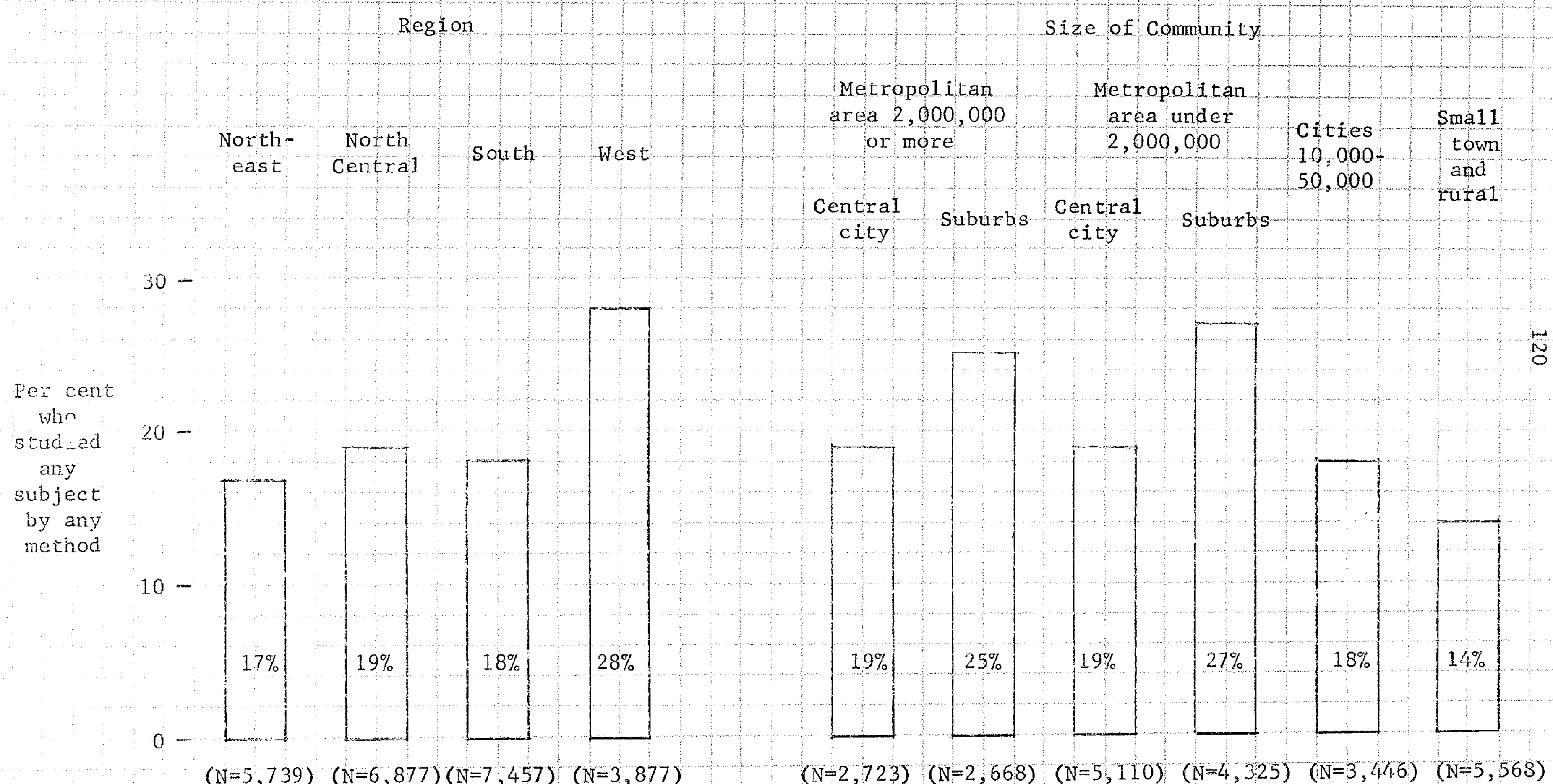
First, the results originally discussed are converted into participation rates in Chart 4.3. Here, the main patterns of relationship are quickly identifiable. Where the rates are pretty much the same in the Northeastern, North Central, and Southern regions, they are, at 27 per cent, about one-and-a-half times higher in the West. Next, the data from the right half of the chart show first that the rates decrease as one moves out of the larger cities and into the smaller communities, and second, that within metropolitan areas a consistent difference is found between those living within cities as compared with suburbs and outskirts. In both the large and middle-sized cities, the rates among suburbanites are substantially higher.

While these trends are quite revealing, one might again ask whether the differentials genuinely reflect regional or community effects--or simply effects produced by differences in the educational composition of these particular segments of the population. For example, the median years of schooling in the West is known to be higher than in other regions of the country,[2] and in addition, it is usually higher among persons who live in the suburbs of large cities

[2]In 1960, the median years of schooling completed by persons 25 years and over in different regions was 12.0 in the West, 10.7 in both the Northeast and North Central regions, and 9.1 in the South. Source: U.S. Department of Commerce, Bureau of the Census, United States Census of Population, 1960: General Social and Economic Characteristics, (Washington: United States Goverment Printing Office, 1962), Table 115, pp. 1-260.

CHART 4.3

RATES OF PARTICIPATION IN ADULT EDUCATION ACTIVITIES--REGION AND SIZE OF COMMUNITY



than among those living within the city limits.[3] One would immediately inquire, therefore, whether the over-all differences are produced simply because Western states and the suburbs of large cities contain, on the average, better educated segments of the population. In other words, if any genuine regional or community effects to exist, it is necessary at very least to show that they emerge when the population has been stratified by education.

This is done first, in Table 4.10, in relation to regional differences. This table divides the population into those who completed high school and those who did not, and then presents information on both over-all rates of participation and rates of activity within specific subject areas.

From the top half of the table (row A), it is clearly evident that the regional differences do in fact persist after an educational control is imposed. The differences, if anything, are sharpened, and particularly among the non high school graduates, where they are seen to range from 6 per cent in the Northeast to 18 per cent in the West. Among the high school graduates, the discrepancies are of about the same magnitude in terms of absolute percentage differences, but because participation rates are generally higher among these segments of the population, the over-all impact of region is not nearly so dramatic. In the West, however, even non high school graduates participate in

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[3] In 1960, the median years of schooling for persons 25 and over living in the fringes of urbanized areas was 12.0 years--as compared with 10.7 years for persons living within central cities. Ibid., Table 151, pp. 1-316.

TABLE 4.10

RATES OF PARTICIPATION IN ADULT EDUCATION, BY REGION AND EDUCATION

Activity	Completed High School or Better				Did Not Complete High School			
	Northeast	North Central	South	West	Northeast	North Central	South	West
A. Over-all Activity								
Per cent who studied any subject by any method	26	27	30	37	6	9	10	18
B. Activity by Subject Area								
Vocational	13%	12%	12%	17%	3%	4%	3%	7%
Academic	4	4	4	6	1	1	#	3
Recreational	7	8	7	9	1	2	1	4
Home and Family . .	4	5	3	5	1	2	1	3
Religion	1	3	7	5	#	1	5	2
All other	4	4	5	7	1	1	1	2
N = ...	3,135	3,468	3,032	2,209	2,472	3,252	4,174	1,555

#Less than one per cent.

educational activities at a level close to the national average of 20 per cent.

In terms of ranking by region, then, the highest rates of activity are clearly found in the West; the second highest in the South; the third highest in the North Central region; and the lowest in the Northeast. This ranking is a rather surprising one when one compares it with the rank order of over-all educational attainment by region. The percentages of high school graduates in different regions in 1960, for example, were 51 in the West, 42 in North Central states, 41 in the Northeast, and 35 in the South.[4] Thus, although the West has both the highest percentage of high school graduates and the highest rates of adult education participation, a comparison of the other three regions on these rankings reveals a far from consistent pattern: Southerners, while lowest in over-all educational attainment by a considerable margin, have the second highest rate of participation in adult education activities.

Some insight into this imbalance is gained from an examination of the rates at which different types of subject matter are studied within the different regions. From Part B of Table 4.10, a comparison of the Northeast, North Central and Southern regions indicates that rates of activity are identical within one percentage point on all areas of study except religion. Among both high school graduates and non-graduates, however, rates of religious study are considerably higher in the South than in either Northern region--in

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[4] Ibid., Table 115, pp. 1-260.

fact, they are higher in the South than in the West. This then accounts for why the incidence of total activity is greater in the South than in the North: the difference is entirely a function of the more frequent religious study in the South--a sphere of learning not nearly so much affected by educational background as other areas of subject matter.

One can also isolate from these data the areas of subject matter which produce the elevated rates of over-all study in the West. For the West, however, the discrepancies are not clustered into one field, but apparently into three. The principal differences are found in the category of vocational studies, but important secondary differences are contributed by the academic and recreational categories. Together, these three categories account for most of the differences between the West and the remainder of the country.

In summary, then, these data indicate two important differences between regions insofar as adult education behavior is concerned. The West has definitely accelerated rates of study in the vocational, academic, and recreational spheres, while Southerners are considerably more likely to study religion.

Next, a similar control is imposed, in Table 4.11, on the comparison of rates between communities of different types. This stratification by education again fails to erase the main patterns of difference originally noted: the highest rates are consistently found among the suburbanites, and the lowest among those in small towns and rural areas. In addition, the city-suburban differences

TABLE 4.11

RATES OF PARTICIPATION IN ADULT EDUCATION, BY SIZE AND TYPE OF COMMUNITY AND EDUCATION

(Per cent who studied any subject by any method)

Education	Large Cities		Middle Size Cities		Small Cities	Small Town and Rural
	Central city	Suburbs	Central city	Suburbs		
Persons who completed high school	28 (1,413)	34 (1,655)	29 (2,501)	35 (2,478)	30 (1,644)	22 (2,117)
Persons who did not complete high school . .	9 (1,210)	12 (967)	10 (2,440)	16 (1,761)	8 (1,731)	8 (3,275)

are seen to persist, since in the four comparisons of persons in these locales, rates of activity among the latter are all higher than among the former. These differences are by no means spectacular, but because they exist within both educational groupings, they are quite meaningful.

A more detailed scrutiny of these community effects is undertaken in Table 4.12 where rates of activity are shown for specific subject fields. Here, the large and middle-sized cities are grouped together in order to more clearly emphasize the urban-suburban comparison. On this point, however, the results are inconclusive. Among those who completed high school, the main area of difference can be pinpointed easily enough to the sphere of recreational learning, but this pattern is not supported among the non high school graduates, where there are no differences at all between city dwellers and suburbanites in relation to learning for leisure. In fact, among persons in this latter category there does not seem to be any single subject area on which these two groups are very much different: the home and family and religious categories produce large ratio differences, but these do not mean very much in terms of absolute numbers.

Among those in the higher educational grouping, it is again on recreational studies that residents of small towns and rural areas appear to differ most from persons living in the larger centers. Again, however, the discrepancies are only slight and the trend is only minimally supported among persons in the lower education category.

In conclusion, it would appear that while size and type of community do make a slight difference on over-all rates of participation

TABLE 4.12

TYPES OF SUBJECT MATTER STUDIED, BY EDUCATION AND TYPE OF COMMUNITY

(Per cent who studied subject matter of each type)

Subjects	Completed High School or Better				Did Not Complete High School			
	Large and Middle Size Cities		Small Cities	Small Town and Rural	Large and Middle Size Cities		Small Cities	Small Town and Rural
	Central city	Suburbs			Central city	Suburbs		
Vocational	13%	15%	13%	11%	4%	5%	3%	3%
Academic	5	6	4	3	2	1	1	1
Recreational . . .	6	11	8	4	2	2	2	1
Home and family .	4	5	3	3	1	3	2	2
Religion	4	4	4	4	2	4	2	2
All other	5	6	5	3	1	2	1	1
N = . . .	3,914	4,133	1,644	2,117	3,650	2,728	1,731	3,275

in educational activities, it is only among persons with a somewhat higher than average education that the effects become channeled in any specific way. Among the better educated segments of the population, however, there does appear to be a slight tendency for recreational studies to be undertaken more frequently among suburban dwellers, and less frequently among residents of small towns and rural areas.

Differences Related to Race

In this final section, a brief examination is made of differences between whites and Negroes on participation in adult education. In Chapter III, it was found that Negroes are underrepresented among adult education participants by a factor of about three-to-four. This underrepresentation is reflected in the slight differential found in the top line of Table 4.13, where activity rates for whites are shown to be 20 per cent, and for Negroes 16 per cent.

The interesting feature about this difference, however, is that it completely disappears once an educational control is introduced. The second and third lines of the table show identical rates of participation for whites and Negroes within each educational category. Thus, the differences between races in the over-all incidence of educational activity can be completely explained by the fact that, on the average, whites have a better education than Negroes.

Finally, Table 4.14 compares the activities of whites and Negroes within specific subject areas. The main finding here is

TABLE 4.13

RATES OF PARTICIPATION IN ADULT EDUCATION, BY RACE AND EDUCATION

(Per cent who studied any subject by any method)

	Per cent White		Per cent Negro	
Total population	20	(20,844)	16	(2,730)
Persons who completed high school or better	30	(10,791)	30	(856)
Persons who did not complete high school	10	(9,579)	10	(1,724)

TABLE 4.14

TYPE OF SUBJECT MATTER STUDIED, BY RACE AND EDUCATION

(Per cent who studied subject matter of each type)

Subjects	Completed High School or Better		Did Not Complete High School	
	White	Negro	White	Negro
Vocational	13%	13%	4%	2%
Academic	5	6	1	1
Recreational	8	4	2	1
Home and family . . .	4	4	2	1
Religion	4	5	2	5
All other	5	7	1	1
N = ...	10,791	856	9,579	1,724

that within the higher educational grouping, whites participate twice as often as Negroes in studies of recreational subjects (8 per cent compared with 4 per cent), and while in the lower educational grouping the rates are simply too small to be definitive, at least the same two-to-one ratio is maintained on studies of this type.

The over-all balance in rates seems to be restored primarily through the influence of religious study. Although differences in studies of this type are almost nonexistent among high school graduates, they emerge sharply within the lower educational grouping--and are particularly strong there if one takes into account the levels of activity generally found among persons who did not complete high school. Indeed, for Negroes of lower education, religion clearly represents the most frequent category of study.

To conclude, then, the main differences in subject emphasis between whites and Negroes are that whites, and particularly the better educated ones, study hobbies and recreations more frequently, while Negroes, and particularly the less well educated ones, study religion more frequently. Taken in sum, however, there are no over-all differences in rates of activity which can be attributed to the influence of race.

CHAPTER V

SUMMARY AND IMPLICATIONS

Up to this point, the inquiry has focused on a general description of the educational pursuits of American adults. The contents of this report dealt first with the identification of these activities; then with their incidence, scope and variety; and finally with the characteristics of their participants.

Because educational pursuits were defined very broadly, the study has dealt first with a range of behavior probably much wider than that normally associated with the term "adult education." Wherever this term has appeared in the report, then, its reference has been to the generic meanings of the term and not to uses restricted either in terms of content, method of study or institutional context. The approach here, rather, has been to deal with all activities consciously and systematically organized for purposes of acquiring new knowledge, information or skills.

When measures were developed and applied to a sample of the population, an extremely large amount of educational behavior was identified--in fact, considerably more than had been initially anticipated. It was estimated that some 25,000,000 American adults--better than one in five--had been active in one or another form of educational pursuit over the period of the previous year. It is impossible to estimate just how many more are active in these pursuits over longer periods of time, although some information on the cumulative incidence will be examined later in the inquiry. Nor is it possible to say very much about these results in any comparative way, for there is almost a complete absence of comparable information either for earlier periods in American history, or for other societies in contemporary times. About the only conclusion one can make, therefore, is that organized learning pursuits among the adult population of this country are by no means rare phenomena today.

Upon closer examination it was found that while most educational activities are carried on within instructional contexts, a surprisingly large segment, perhaps a third, take the form of self-organized programs of study. There was evidence, too, that many of these independent activities may be of quite recent origin: a number of the subjects people frequently study on their own are in areas strongly influenced by recent innovations or changes on the American scene--innovations in teaching methodology and apparatus, changes in leisure time usage, and recent efforts by commercial interests to enter the educational field. If this interpretation of recency is correct, one can expect independent self-education to become an even more prominent feature of adult education in the future.

An analysis of the subjects people study after they leave school indicated that the content of adult education is in the main quite different from that encountered during regular school days. Not only are adult education activities primarily non-credit in nature, but the subject matter itself is overwhelmingly non-academic. Adult learning is concentrated most heavily within the areas of vocational and recreational subject matter, and subjects which are part of a traditional academic education altogether make up only an eighth of the total studies. Moreover, if there is any single image of the field which is inappropriate, it is that which equates adult education with Great Books or current events study groups. In combination, the persons who studied in these areas represented less than two per cent of the total participants, and the number found in Great Books courses was too small to allow a meaningful national estimate to be made.[1] In view of those findings, then, adult education is not simply an extension or continuation of a high school or college education.

Altogether, about one-third of adult education studies are in the vocation sphere and about one-fifth in the recreational. Although it is impossible to say whether this gap in emphasis is one which has widened, narrowed or remained stable in recent years, this aspect is clearly an important one to keep under observation in the future. In view of the increasing amounts of leisure time which will characterize American life before long, there would be reason to believe that the gap will narrow. On the other hand, the trend toward even greater specialization of work skills in our culture shows no prospect of reversal, and in view of this, a much more likely prospect is that learning-for-work and learning-for-leisure will together come to dominate adult education to an even greater extent than they do now.

---

[1]Just 27 persons were reported to have studied Great Books courses. A straight projection from this figure would produce an estimate of 140,000 total participants in these studies.

Just as the content of adult learning differs markedly from that of an academic curriculum, so do adult education learning methods deviate from the more traditional forms. Although more than half of adult education courses are studied in classroom settings, a considerable use is made of forms such as the group discussion or the public lecture--forms often considered more appropriate to adult learning. Indeed, these latter forms and variants on them are sometimes consciously used by adult education program organizers to convey to potential registrants that adult education is not at all like going back to school.

However, one of the most recent educational media, television, quite surprisingly has failed to make much of an impact in this area to far. Just why this is so is impossible to say conclusively. Open-circuit instructional television is still very much in its growth phase, but there is reason to believe that factors other than sheer availability may be behind this. If it is true, as some observers have noted, that television has come to be almost exclusively identified by the American public as a medium of light entertainment, it may be that no matter how much instructional fare were made available on television, other channels would still be preferred for formal learning experiences. Some aspects of this question will be examined in the next phase of the inquiry.

This also introduces the much wider question of the general expectations and imagery surrounding not only television but the whole field of adult education itself. In our culture, education and learning tend to be associated with work rather than with entertainment, fun and leisure. Yet it is clear that adult education activities themselves represent an important use of leisure time, and for many people they are undoubtedly used as a form of entertainment. In this regard, the whole question of the perception of learning activities in relation to uncommitted spare time is a topic which demands a most sensitive examination.

In regard to the types of institution from which adults receive instruction, there is again a marked contrast from the channels used in gaining a formal education. Although high schools, colleges and universities do play an important role in adult education, it is still true that more adults study outside of the formal school system than study within it. The institutions attended outside the school system are quite various, but in the main they are institutions whose primary functions do not lie in education, but in other spheres. Thus, the number of people who study at churches or synagogues, or within businesses and industries, greatly exceeds the number who study at private profit-making schools--whose primary functions are indeed educational. This suggests that many adults who take on educational pursuits may do so primarily through the demands and expectations set up by institutions to which they have established prior connections and attachments.

Adult education is mainly an urban and suburban phenomenon, and the type of person it attracts most frequently is a young and fairly well-educated adult. The field does not seem to cater primarily to people who are trying to complete an unfinished formal education, and in fact, only a small proportion of adult education courses are taken for credit within the regular school system. Thus, adult education cannot be said to play a basically remedial or rehabilitative role on the American educational scene today. A majority of the people who use its facilities are persons with at least average, and in many cases above-average, educational credentials. Much more than a remedial or rehabilitative role, then, the field appears to be used in a kind of "continuing" role--but a continuation not in the sense of carrying one's formal education to even higher plateaus, but in the sense of transferring systematic learning processes themselves to the interests and demands of adult life.

One important implication of these results is that America is likely to experience an adult education explosion within the next decade or so. The typical participant today is young, urban and well-educated, and this is exactly the type of person who will be around in greatly increased numbers about ten years from now. Just as in the fifties and sixties the regular school system has had to tool up rapidly to accommodate the greatly increased numbers of young people in the population, so too in the seventies the field of adult education will experience increased demands as this population cohort moves into the social and demographic categories where greatest use is made of adult education. Moreover, because formal education has such a strong impact on participation rates, the likelihood of increased numbers of older participants is also quite strong. More fifty, sixty and seventy-year-olds will engage in educational pursuits twenty years from now, because at that time the educational attainment of people in these age brackets will, on the average, be considerably higher than it is today.

These, then, appear in overview to be the main implications of the findings presented so far. A much more detailed discussion could have been introduced at several points in the report, but this temptation was resisited so that the principal characteristics of educational behavior could be more effectively accentuated. Moreover, except very briefly in connection with the discussion of life-cycle position, no attempt has been made thus far to focus on the dynamics of educational behavior. This latter perspective, rather, will become the central focus of the second phase of the inquiry.

In this regard, the results indentified so far do point to the more relevant directions which should be pursued. By far the most interesting problem they pose is to account for why it is that formal education makes so strong an impact on participation in adult education. In some cases an explanation would be obvious, but there is one sense at least in which this general finding is quite perplexing: formal education is clearly a prime determinant of continuing participation in educational pursuits, yet in the main, the kinds of studies pursued in adult education do not seem to require high educational attainment. Formal education is not a prerequisite for entry into most adult education courses, nor would it in many cases operate as a prerequisite for comprehension. In the next phase of the inquiry, then, one of the main tasks will be to determine just what it is about a formal education that so effectively disposes one to return to organized learning experiences in later life. The more general goals of the next part of the study, however, are to spell out the ways in which adults come to enter into various programs of study, and to assess whatever impact these activities may have on the lives of the participants.

APPENDIX A

SAMPLE DESIGN*

The universe which is sampled in this study is the total non-institutional population of the continental United States. The sample is a standard multi-stage area-probability sample.

The primary sampling units (PSU's) employed in this survey derived from NORC's 1953 Master Sample. The primary sampling units in the Master Sample had been seelcted with probabilities proportionate to their estimated 1953 populations. Population shifts in the past decade have rendered that set of PSU's a less efficient primary stage than one might desire. Nonetheless, since a well-trained and experienced field force was available in that set of PSU's, it was obviously desirable to update the sample by some procedure which minimized the number of sampling units which needed to be changed. A procedure suggested by Nathan Keyfitz was employed.[1] This involved the comparison of the desired 1960 probabilities of selection for PSU's with their original 1950 probabilities. If the originally selected PSU had a lower probability than was warranted by its 1960 population, it was retained in the new sample and assigned the desired probability. If the originally selected PSU had a higher probability than was warranted, it was subjected to the possibility of being dropped. The probability of retention for such a PSU was the ratio

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*This section was prepared by Seymour Sudman and Jacob J. Feldman.

[1] Nathan Keyfitz, "Sampling Probabilities Proportional to Size," Journal of the American Statistical Association, XLVI (March, 1951), pp. 105-109.

of its desired probability to its original probability. Replacements for dropped PSU's were made from among those PSU's which had not fallen into the 1953 sample and for which the 1953 probability was lower than that desired in 1960, the probability of 1960 selection being a function of the amount of growth the unit had undergone.

Basically, this method preserved the stratification based on the 1950 classifications of geographic regions, size of largest town, median family income, economic characteristics, and in the South, by race. Counties which the Census Bureau classified as non-metropolitan in 1950 but as metropolitan in 1960 were, however, shifted to metropolitan strata. The restratification completed the computation of selection probabilities, but, in all likelihood, served to somewhat increase the efficiency of the sample.

The current set of PSU's is to be used until the 1970 census is available. For this reason, the 1960 census figures were extrapolated to 1967, the mid-point between the availability of the 1960 and 1970 census reports. For each PSU, the extrapolation was based on its population change between 1950 and 1960.

Selection of Sample Within PSU's

Localities

Within each selected PSU, localities were ordered according to cities with block statistics, other urban places, urbanized Minor Civil Divisions, and non-urbanized MCD's, with the places ordered by 1960 population within each of these categories.

Localities were selected from this list using a random start and applying a designated interval to the cumulative 1960 population. This provided stratification according to size and urban type of locality, and at the same time selection with probability proportionate to size.

Cluster Size

Within each locality, a sample of ultimate clusters, or segments, was selected. From the point of view of minimizing the sampling error of estimates from the survey, the smaller the cluster the better. From the point of view of minimizing the interviewing and other field costs, the larger the cluster the better. After weighing these rather contradictory injunctions, it was decided that an average of approximately eight households per segment would be screened in the adult education survey. However, in anticipation of interview losses due to vacancies, demolition, refusals, unavailability, language difficulties, etc., an average of about eleven dwelling units per segment was assigned for screening.

The establishment of the desired sampling ratio for the entire United States, the probability of the particular locality, and the desired cluster size predetermined the number of segments to be selected from any given locality. The actual procedure employed in selecting the necessary number of segments from a particular locality depended on whether or not a recent city directory was available. The street address section of a city directory constituted the sampling frame for about 20 per cent of the localities.

These were generally medium-sized cities.

City Directory Sampling

The first-stage unit of sampling within a directory was usually a column of addresses. Since it was anticipated that each column from the directory would produce on the average about one and a third discrete geographic clusters for the final sample, the number of columns to be selected for a given locality was set at three-quarters the number of segments required there. The columns were selected systematically with equal probability.

The over-all probability of the column (i.e., the product of the probability of the PSU, the conditional probability of the locality, and the conditional probability of the column) was invariably several times larger than the desired final household probability. Each selected column was therefore divided into several roughly equal-sized groupings of residential directory listings. The number of such groupings in a column was made equal to the integral value nearest to the ratio of the over-all column probability to the desired final household probability. One grouping was then randomly selected from each column.

Since different sample columns in a directory contained widely differing numbers of residential listings, the sizes of segments in a given locality was rather variable. In addition, geographic homogeneity was one of the criteria of the allocation of directory addresses into groupings. Thus, when a slight variation in grouping size within a column made for greater geographic homogeneity within one or more of the groupings, such variation was permitted. Even so, many of the groupings did contain, as anticipated, two or more discrete geographic clusters.

Directories in which the street address listings for two or more communities were intermixed were sampled in a somewhat modified fashion. A measurement of the amount of space devoted to the sample locality was made for each column in the directory. A sample of columns was then selected with a column's probability being proportionate to the amount of space devoted within it to the sample locality. Once the columns were selected the procedure followed in the mixed directories was essentially the same as that described above.

In order to correct for the omission of new construction as well as other possible directory errors, a coverage check of the directory listings was conducted for a sample of blocks in one-third of the directory localities. Interviewers thoroughly canvassed these blocks in search of dwelling units omitted from the directory. The sampling ratios employed in selecting blocks and in selecting omitted housing units within blocks were established in such a way that, for any given block, the product of the block's being in the supplementary sample and the sampling ratio employed within the block was exactly equal to the probability which any entry actually appearing in the directory had of falling into the original sample. In other words, housing units appearing in a city directory and those omitted from it were sampled at exactly the same rate.

Sampling in Other Localities

Where city directories were not available, 1960 census data were used. In the larger cities, census tract and block data were used. The tracts were ordered according to median income, and selection was made using a random start and applying a designated skip interval to the cumulative number of households. Blocks were then selected with probability proportional to the number of dwelling units.

In places without block statistics, enumeration districts were selected with probabilities proportional to the number of households. The selected districts were then divided into segments and estimates of the number of households within each segment were obtained by field counts. The selection of segments was then made with probability proportionate to the number of households.

In each selected segment or block, a listing of households was carried out by interviewers just prior to the start of the study. Households were selected from these listing sheets with probability determined by the ratio of the final sampling ratio of households to the probability with which the segment had been selected.

Sample Execution

A total of 13,293 households were designated for screening. The screening interview lasted about twenty minutes and obtained information on adult education activities in the household as well as demographic characteristics. Screener interviews were completed in 11,956 households or 89.9 per cent of those designated.

The following figures describe the results in more detail.

Disposition of Case	Number	Per cent
Screening interview completed .	11,956	89.9
Refusals and break-offs	679	5.1
Not-at-home	235	1.8
Miscellaneous: deaf, language problems, illness, etc. . . .	374	2.8
Interview completed, but too late to be included	49	.4
Total	13,293	100.0

Sampling Errors

On the basis of this type of sample design, it was estimated that the sample employed in this study would have an efficiency not less than that of a simple random sample of 8,000 adults. Thus, an estimate can also be made as to the approximate size of the standard errors which would apply to all population estimates made in this study. This is presented in Table A-1.

The standard error estimates in Table A-1 refer to total United States population. For comparisons of sub-groups Table A-2 is more convenient. It shows the percentage standard error for various sample sizes and percentages. To obtain a standard error of the difference between two independent percentages, find the standard error of each percentage separately, square these standard errors, sum the squares and take the square root of the result.

For example, to compute the standard error of the difference between 15 per cent of a group of size 2,000 and 10 per cent of an

TABLE A-1

STANDARD ERRORS FOR ESTIMATES OF EDUCATIONAL ACTIVITIES

Size of Estimate	One Standard Error (Approximate)
150,000	40,000
200,000	45,000
250,000	50,000
300,000	55,000
400,000	65,000
500,000	85,000
750,000	105,000
1,000,000	120,000
2,500,000	185,000
5,000,000	260,000
10,000,000	360,000
15,000,000	455,000
25,000,000	525,000
35,000,000	585,000

independent group of 4,000 first note that the standard errors are respectively 1.0 per cent and .4 per cent. Squaring and summing gives 1.16 per cent, and the square root of this is 1.1 per cent, which is the standard error of the difference.

Note that except for very small sub-samples, the standard error of the difference will not exceed 4 per cent so that the differences of more than eight percentage points will be statisitcally significant at the two sigma level.

TABLE A-2

PERCENTAGE STANDARD ERRORS FOR VARIOUS SAMPLE SIZE GROUPS

Percentage Estimate	Size of Group				
	500	1,000	2,000	4,000	8,000
1%	.5%	.4%	.3%	.2%	.1%
5	1.2	.9	.6	.3	.3
10	1.6	1.2	.8	.6	.4
15	1.9	1.3	1.0	.7	.5
20	2.2	1.6	1.1	.8	.5
30	2.5	1.8	1.2	.9	.6
50	2.7	1.9	1.4	1.0	.7

APPENDIX B

THE HOUSEHOLD SCREENING INTERVIEW

NORC 447-448
CONFIDENTIAL

NATIONAL OPINION RESEARCH CENTER
University of Chicago

SHORT-FORM HOUSEHOLD INTERVIEW

RESPONDENT'S NAME ______________________________

ADDRESS ______________________________

____

IDENTIFICATION (58-65)

Segment No. (Six digits)	—
Household No. (Two digits)	

RECORD OF CALLS

	Date	Time	Results
1st			
2nd			
3rd			
4th			
5th			
6th			

NOTES:

INTRODUCTION

Hello, I'm __________ from the National Opinion Research Center of the University of Chicago. We're conducting a national study of family activities in modern America.

To start, I'd like to list the names of all persons who live in this household. First, who are the adults who live here--from oldest to youngest? Please include all persons either 21 or over or who are married.

TURN TO PAGE 6

CHILDREN 3 TO 16

Are there any persons between the ages of 3 and 16 living here? IF NO, CHECK HERE ☐ IF YES, RECORD NAMES, RELATION TO HOUSEHOLD HEAD, AGE AND SEX	1 1 NAME: ________ RELATION TO HOUSEHOLD HEAD: ________ 8- AGE............. ______ 9-10 SEX............Male............. 11-1 Female........... 2
ASK FOR EACH CHILD 3 TO 6 YEARS OF AGE 1. Was (NAME) enrolled either in school, kindergarten or nursery school during this past school year--that is, since last September?	No (Not enrolled)............... 12-1 Yes (Grade 1 /)................. 2 Yes (Kindergarten)............. 3 Yes (Nursery School)............ 4 D.K. .... Y Other (Specify) ________
ASK FOR EACH CHILD 7 TO 16 YEARS OF AGE 2. (Next, I'd like to ask about school enrollment during this past school year.) Since last September, has (NAME) been enrolled in school during the whole school year, during only some of it, or not at all?	Whole year (ASK A)............. 13-4 Some of it (ASK A & B)......... 5 Not at all (SKIP TO q.3)....... 6 D.K. .... Y
IF WHOLE YEAR OR SOME OF IT: A. In what type of school was he/she enrolled--a public school, a private school or a parochial religious school?	Public......................... 14-7 Private........................ 8 Parochial religious............ 9 D.K. .... Y
IF ONLY SOME OF IT: B. What was the reason (NAME) was enrolled for just some of the year--did he/she graduate at mid-term, miss school because of illness, drop out during the year, or just what?	Graduated mid-term............ 15-1 Illness........................ 2 Dropped out during year........ 3 D.K. .... Y Other (Specify) ________
3. During the past twelve months--that is, since last ______ has (NAME) taken lessons or received instruction in any subject not connected with regular school work including things like music lessons, religious classes, swimming lessons, Summer School classes, or anything like that?	Yes............................ 16-1 No............................. X D.K. .... Y
IF YES: A. In what subject was the instruction taken? (Anything else?)	SUBJECTS STUDIED: 1. ________ 17- 2. ________ 18- 3. ________ 19-

1 2

NAME: ____________________

RELATION TO HOUSEHOLD HEAD:

____________________ 8-

AGE............ ____________ 9-10

SEX............Male.............. 11-1
Female........... 2

No (Not enrolled)................ 12-1
Yes (Grade 1 ✓).................. 2
Yes (Kindergarten)............... 3
Yes (Nursery School)............. 4
D.K. .... Y
Other (Specify)

____

Whole year (ASK A)............... 13-4
Some of it (ASK A & B)........... 5
Not at all (SKIP TO q.3)......... 6
D.K. .... Y

Public........................... 14-7
Private.......................... 8
Parochial religious.............. 9
D.K. .... Y

Graduated mid-term............... 15-1
Illness.......................... 2
Dropped out during year.......... 3
D.K. .... Y
Other (Specify)

____

Yes.............................. 16-1

No............................... X

D.K. .... Y

SUBJECTS STUDIED:

1. ____________________ 17
2. ____________________ 18-
3. ____________________ 19-

1 3

NAME: ____________________

RELATION TO HOUSEHOLD HEAD:

____________________ 8-

AGE............ ____________ 9-10

SEX............Male.............. 11-1
Female........... 2

No (Not enrolled)................ 12-1
Yes (Grade ✓).................... 2
Yes (Kindergarten)............... 3
Yes (Nursery School)............. 4
D.K. .... Y
Other (Specify)

____

Whole year (ASK A)............... 13-4
Some of it (ASK A & B)........... 5
Not at all (SKIP TO q.3)......... 6
D.K. .... Y

Public........................... 14-7
Private.......................... 8
Parochial religious.............. 9
D.K. .... Y

Graduated mid-term............... 15-1
Illness.......................... 2
Dropped out during year.......... 3
D.K. .... Y
Other (Specify)

____

Yes.............................. 16-1

No............................... X

D.K. .... Y

SUBJECTS STUDIED:

1. ____________________ 17-
2. ____________________ 18-
3. ____________________ 19-

1 4

NAME: ____________________

RELATION TO HOUSEHOLD HEAD:

____________________ 8-

AGE............ ____________ 9-10

SEX............Male.............. 11-1
Female........... 2

No (Not enrolled)................ 12-1
Yes (Grade 1 ✓).................. 2
Yes (Kindergarten)............... 3
Yes (Nursery School)............. 4
D.K. .... Y
Other (Specify)

____

Whole year (ASK A)............... 13-4
Some of it (ASK A & B)........... 5
Not at all (SKIP TO q.3)......... 6
D.K. .... Y

Public........................... 14-7
Private.......................... 8
Parochial religious.............. 9
D.K. .... Y

Graduated mid-term............... 15-1
Illness.......................... 2
Dropped out during year.......... 3
D.K. .... Y
Other (Specify)

____

Yes.............................. 16-1

No............................... X

D.K. .... Y

SUBJECTS STUDIED:

1. ____________________ 17-
2. ____________________ 18-
3. ____________________ 19-

YOUTH (17 TO 20 AND UNMARRIED)

(i) Are there any unmarried persons between the ages of 17 and 20 living here? IF NO, CHECK HERE ☐ IF YES, RECORD NAMES, RELATION TO HOUSEHOLD HEAD, AGE AND SEX (ii) Are there any household members this age who are away at school and living in a dormitory, fraternity or school residence; or who are in the Armed Forces and living on base or in a camp or barracks? IF NO, CHECK HERE ☐ IF YES, RECORD NAMES, RELATION TO HSHD HEAD, AGE, SEX, AND WHETHER IN SCHOOL OR IN ARMED FORCES TURNTO PAGE 2	2 | 1 NAME: ____ RELATION TO HOUSEHOLD HEAD: __ ____ 8- AGE .... ____ 9-10 SEX .... Male .... 11-1 Female .... 2 CODE IF LIVING: In school residence .... 8 On Armed Forces base 9

ASK FOR EACH YOUTH

	4. (Next, I'd like to ask bout school attendance during this past school year.) Since last September, has (NAME) been enrolled in school during the whole school year, during only some of it, or not at all?	Whole year (ASK A, B & C) .... 12-1 Some of it (ASK A, B, C & D) ... -2 Not at all (SKIP TO q. 5) ...... 3 D.K. .... Y
IF WHOLE YEAR OR SOME OF IT:	A. In what type of school was he/she enrolled--a high school, college, junior college, trade school, business school, or just what?	High school .... 13-1 Junior college .... 2 College/university .... 3 Trade/vocational .... 4 Business/commercial .... 5 D.K. .... Y Other (Specify) ____
	B. Was that a public school, a private school, or a parochial religious school?	Public .... 14-7 Private .... 8 Parochial religious .... 9 D.K. .... Y
	C. Was he/she attending school full-time or just part-time?	Full-time .... 15-1 Part-time .... 2 D.K. .... Y
IF ONLY SOME OF IT:	D. What was the reason (NAME) was enrolled for just some of the year--did he/she graduate at mid-term, miss school because of illness, drop out during the year, or just what?	Graduated mid-term .... 16-1 Illness .... 2 Dropped out during year .... 3 D.K. .... Y Other (Specify) ____
	5. During the past twelve months, that is, since last ____, has (NAME) taken lessons or received instruction in any subject not connected with regular school work--including things such as vocational training, music lessons, religious classes, Summer School classes (training courses given in the Armed Forces) or anything like that?	Yes .... 17-1 No .... X D.K. .... Y
IF YES:	A. In what subject was the instruction taken? (Anything else?)	SUBJECT STUDIED: 1. ____ 18- 19- 2. ____ 20- 21- 3. ____ 22- 23-

2 2

NAME: ____________________

RELATION TO HOUSEHOLD HEAD:

____________________ 8-

AGE.............. ____________ 9-10

SEX..............Male........ 11-1

Female...... 2

CODE IF LIVING:
In school residence........... 8

On Armed Forces base.......... 9

Whole year (ASK A, B & C)..... 12-1
Some of it (ASK A, B, C & D)... 2
Not at all (SKIP TO q. 5)...... 3
D.K. .... Y

High school.................. 13-1
Junior college................ 2
College/university........... 3
Trade/vocational............. 4
Business/commercial.......... 5
D.K. .... Y
Other (Specify)

____

Public....................... 14-7
Private...................... 8
Parochial religious.......... 9
D.K. .... Y

Full-time.................... 15-1
Part-time.................... 2
D.K. .... Y

Graduated mid-term........... 16-1
Illness...................... 2
Dropped out during year....... 3
D.K. .... Y
Other (Specify)

____

Yes.......................... 17-1
No........................... X
D.K. .... Y

SUBJECT STUDIED:

1. ____________________ 18- 19-

2. ____________________ 20- 21-

3. ____________________ 22- 23-

2 3

NAME: ____________________

RELATION TO HOUSEHOLD HEAD:

____________________ 8-

AGE.............. ____________ 9-10

SEX..............Male.......... 11-1

Female........ 2

CODE IF LIVING:
In school residence............ 8

On Armed Forces base........... 9

Whole year (ASK A, B & C)...... 12-1
Some of it (ASK A, B, C & D)... 2
Not at all (SKIP TO q. 5)...... 3
D.K. .... Y

High school................... 13-1
Junior college................ 2
College/university............ 3
Trade/vocational.............. 4
Business/commercial........... 5
D.K. .... Y
Other (Specify)

____

Public........................ 14-7
Private....................... 8
Parochial religious........... 9
D.K. .... Y

Full-time..................... 15-1
Part-time..................... 2
D.K. .... Y

Graduated mid-term............ 16-1
Illness....................... 2
Dropped out during year........ 3
D.K. .... Y
Other (Specify)

____

Yes........................... 17-1
No............................ X
D.K. .... Y

SUBJECT STUDIED:

1. ____________________ 18- 19-

2. ____________________ 20- 21-

3. ____________________ 22- 23-

2 4

NAME: ____________________

RELATION TO HOUSEHOLD HEAD:

____________________ 8-

AGE.............. ____________ 9-10

SEX..............Male......... 11-1

Female....... 2

CODE IF LIVING:
In school residence............ 8

On Armed Forces base........... 9

Whole year (ASK A, B & C)...... 12-1
Some of it (ASK A, B, C & D)... 2
Not at all (SKIP TO q. 5)...... 3
D.K. .... Y

High school................... 13-1
Junior college................ 2
College/university............ 3
Trade/vocational.............. 4
Business/commercial........... 5
D.K. .... Y
Other (Specify)

____

Public........................ 14-7
Private....................... 8
Parochial religious........... 9
D.K. .... Y

Full-time..................... 15-1
Part-time..................... 2
D.K. .... Y

Graduated mid-term............ 16-1
Illness....................... 2
Dropped out during year........ 3
D.K. .... Y
Other (Specify)

____

Yes........................... 17-1
No............................ X
D.K. .... Y

SUBJECT STUDIED:

1. ____________________ 18- 19-

2. ____________________ 20- 21-

3. ____________________ 22- 23-

ADULTS (21 OR OVER OR MARRIED)

3	1

(A) ENTER NAME.
(B) What is (NAME'S) relation to the head of the household?
(C) What is (NAME'S) age, please?
(D) RECORD SEX
(E) Are there any other adult members of the household who are away at school and living in a dormitory, fraternity or school residence; or in the Armed Forces and living in a camp or barracks or on a base?
IF NO, CHECK HERE ☐
IF YES, ENTER NAME, RELATION TO HOUSEHOLD HEAD, AGE, SEX AND WHETHER IN SCHOOL OR ARMED FORCES

TURN TO PAGE 4

NAME: ____________

RELATION TO HOUSEHOLD HEAD:

____________ 8-

AGE............ ________ 9-10

SEX............Male............ 11-1
Female.......... 2

CODE IF LIVING:
In school residence............ 8
On Armed Forces base........... 9

ASK IN ALL HOUSEHOLDS

6. Are there any adult members of this household who were enrolled in some type of school or college as full-time students during this past school year--that is, since last September? (IF YES: Who?) CODE YES OR NO FOR EACH ADULT.

Yes........................... 12-1
No............................ 2
D.K. .... Y

IF YES: A. In what type of school was he/she enrolled--a high school, college, junior college, trade school business school, or just what?

High school.................... 13-1
Junior college................. 2
College/university............. 3
Trade/vocational............... 4
Business/commercial............ 5
D.K. .... Y
Other (Specify)
____

7. HAND RESPONDENT YELLOW FLASH CARD, SIDE 1.
Here is a list of subjects and skills that people sometimes study after they have left school. Would you please read this over and tell me whether during the past twelve months any adult member of the household has received instruction in any of these things--or in any other subjects or skills not listed here? Please include evening classes, correspondence courses, private lessons, lecture series, courses given over television--or anything else like that. How about yourself? (How about NAME?) CODE YES OR NO FOR EACH ADULT.

Yes (ASK 7A TO E).............. 14-1
No............................. X
D.K. .... Y

IF YES: A. In what specific subject or skill did (you/NAME) receive instruction? IF MORE THAN ONE MENTIONED, RECORD THE ONE STUDIED MOST RECENTLY.

NAME OF SUBJECT OR SKILL
____________ 15-

B. In which category on the card would that subject (skill) best fit?

CATEGORY NUMBER ________ 16-

C. ASK RESPONDENT TO TURN THE CARD OVER.
Of the methods listed on the back of the card, which one best describes how this instruction was received?

IF CODES 1, 2 OR 3, ASK (i) AND (ii)
IF CODES 4, 5, 6, 7 OR OTHER, ASK (iii)

Attended classes.............. 17-1
Attended lecture series....... 2
Attended group discussions.... 3
Correspondence lessons........ 4
Private teacher............... 5
Television.................... 6
On the job training........... 7
D.K. .... Y
Other (Specify)
____

IF 7C WAS 1, 2 OR 3: (i) What type of school or institution conducted the (classes/lectures/group discussions)--that is, who sponsored them?

High school.................... 18-0
College/university............. 1
Private school................. 2
Business/industry.............. 3
Co-op Extension Service........ 4
Church/synagogue............... 5
Armed Forces................... 6
YMCA/Community center.......... 7
Library/museum................. 8
Gov't--Federal or State....... 9
D.K. .... Y
Other (Specify)
____

Yes	12-1	Yes	12-1	Yes	12-1
No	2	No	2	No	2
D.K.	Y	D.K.	Y	D.K.	Y

High school	13-1	High school	13-1	High school	13-1
Junior college	2	Junior college	2	Junior college	2
College/university	3	College/university	3	College/university	3
Trade/vocational	4	Trade/vocational	4	Trade/vocational	4
Business/commercial	5	Business/commercial	5	Business/commercial	5
D.K.	Y	D.K.	Y	D.K.	Y
Other (Specify) ____________		Other (Specify) ____________		Other (Specify) ____________	

Yes (ASK 7A TO E)	14-1	Yes (ASK 7A TO E)	14-1	Yes (ASK 7A TO E)	14-1
No	X	No	X	No	X
D.K.	Y	D.K.	Y	D.K.	Y

NAME OF SUBJECT OR SKILL ____________	15-	NAME OF SUBJECT OR SKILL ____________	15-	NAME OF SUBJECT OR SKILL ____________	15-
CATEGORY NUMBER ____________	16-	CATEGORY NUMBER ____________	16-	CATEGORY NUMBER ____________	16-

Attended classes	17-1	Attended classes	17-1	Attended classes	17-1
Attended lecture series	2	Attended lecture series	2	Attended lecture series	2
Attended group discussions	3	Attended group discussions	3	Attended group discussions	3
Correspondence lessons	4	Correspondence lessons	4	Correspondence lessons	4
Private teacher	5	Private teacher	5	Private teacher	5
Television	6	Television	6	Television	6
On the job training	7	On the job training	7	On the job training	7
D.K.	Y	D.K.	Y	D.K.	Y
Other (Specify) ____________		Other (Specify) ____________		Other (Specify) ____________	

High school	18-0	High school	18-0	High school	18-0
College/university	1	College/university	1	College-university	1
Private school	2	Private school	2	Private school	2
Business/industry	3	Business/industry	3	Business-industry	3
Co-op Extension Service	4	Co-op Extension Service	4	Co-op Extension Service	4
Church/synagogue	5	Church/synagogue	5	Church/synagogue	5
Armed Forces	6	Armed Forces	6	Armed Forces	6
YMCA/Community center	7	YMCA/Community Center	7	YMCA/Community Center	7
Library/museum	8	Library/museum	8	Library/museum	8
Gov't--Federal or State	9	Gov't--Federal or State	9	Gov't--Federal or State	9
D.K.	Y	D.K.	Y	D.K.	Y
Other (Specify) ____________		Other (Specify) ____________		Other (Specify) ____________	

IF YES TO Q. 7 (Cont'd)	IF 7C WAS 1, 2 OR 3 (Cont'd)	(ii) Approximately how many classes/ lessons/discussions did (NAME) attend in connection with this activity? (SKIP TO 7D)	One.......... 19-1 Two.......... 2 Three.......... 3 Four.......... 4 Five to eight.......... 5 Nine or more.......... 6 D.K. .... Y
	IF 7C WAS 4, 5, 6, 7 OR OTHER:	(iii) For approximately what length of time did (NAME) engage in this study/training?	1 week or less.......... 20-1 2 weeks.......... 2 3 weeks.......... 3 4 weeks.......... 4 5 to 8 weeks.......... 5 9 weeks or more.......... 6 D.K. .... Y
	D. Was the instruction taken for "credit"--that is, for some type of degree, diploma or certificate--or was it "non-credit"?		Credit.......... 21-1 Non-credit.......... 2 D.K. .... Y
	IF CREDIT:	(i) For what type of degree, diploma or certificate was it taken?	High school diploma.......... 22-3 Bachelor's degree.......... 4 Higher college degree.......... 5 D.K. .... Y Other (Specify) ______
	E. Did (NAME) receive instruction in any other subjects or skills during the past twelve months?		Yes.......... 23-7 No.......... 8 D.K. .... Y

NOTE!! IF YES, GO TO PAGE 10 AND FILL IN DETAILS OF ADDITIONAL SUBJECTS OR SKILLS

ASK EVERYONE: 8. During the past twelve months, has any adult living here been engaged in learning some new subject or skill by means of independent study strictly on his or her own? How about yourself? (How about NAME?) CODE YES OR NO FOR EACH ADULT	Yes.......... 24-1 No.......... 2 D.K. .... Y
IF YES: A. What was the subject of this study? (Anything else?)	SUBJECTS STUDIED ON ONE'S OWN: 1. ______ 25- 26- 2. ______ 27- 28-

One	19-1	One	19-1	One	19-1
Two	2	Two	2	Two	2
Three	3	Three	3	Three	3
Four	4	Four	4	Four	4
Five to eight	5	Five to eight	5	Five to eight	5
Nine or more	6	Nine or more	6	Nine or more	6
D.K.	Y	D.K.	Y	D.K.	Y
1 week or less	20-1	1 week or less	20-1	1 week or less	20-1
2 weeks	2	2 weeks	2	2 weeks	2
3 weeks	3	3 weeks	3	3 weeks	3
4 weeks	4	4 weeks	4	4 weeks	4
5 to 8 weeks	5	5 to 8 weeks	5	5 to 8 weeks	5
9 weeks or more	6	9 weeks or more	6	9 weeks or more	6
D.K.	Y	D.K.	Y	D.K.	Y
Credit	21-1	Credit	21-1	Credit	21-1
Non-credit	2	Non-credit	2	Non-credit	2
D.K.	Y	D.K.	Y	D.K.	Y
High school diploma	22-3	High school diploma	22-3	High school diploma	22-3
Bachelor's degree	4	Bachelor's degree	4	Bachelor's degree	4
Higher college degree	5	Higher college degree	5	Higher college degree	5
D.K.	Y	D.K.	Y	D.K.	Y
Other (Specify) ________		Other (Specify) ________		Other (Specify) ________	
Yes	23-7	Yes	23-7	Yes	23-7
No	8	No	8	No	8
D.K.	Y	D.K.	Y	D.K.	Y
NOTE!! IF YES, GO TO PAGE 10		NOTE!! IF YES, GO TO PAGE 10		NOTE!! IF YES, GO TO PAGE 10	
Yes	24-1	Yes	24-1	Yes	24-1
No	2	No	2	No	2
D.K.	Y	D.K.	Y	D.K.	Y
SUBJECTS STUDIED ON ONE'S OWN:		SUBJECTS STUDIED ON ONE'S OWN:		SUBJECTS STUDIED ON ONE'S OWN:	
1. ________	25- 26-	1. ________	25- 26-	1. ________	25- 26-
2. ________	27- 28-	2. ________	27- 28-	2. ________	27- 28-

ASK IN ALL HOUSEHOLDS: Now to finish up, I'd like just a little more information about the adults in this household. 9. (ASK FOR EACH PERSON UNLESS OBVIOUS) (Are you) (Is NAME) now married, single, widowed, separated or divorced?	Married........................ 29-1 Single........................ 2 Widowed........................ 3 Separated........................ 4 Divorced........................ 5 D.K. .... Y
10. What (do you)(does NAME) usually do -work full-time, work part-time, (keep house, go to school), or something else?	Work full-time................ 30-1 Work part-time only........... 2 Work part-time/keep house..... 3 Work part-time/school......... 4 Keep house only.............. 5 Go to school only............ 6 Retired...................... 7 D.K. .... Y Other (Specify)
IF WORK FULL-TIME OR PART-TIME: A. Exactly what type of work do you (does NAME) do?	TYPE OF WORK 31-
B. In what type of business or industry do you (does he/she) work?	BUSINESS OR INDUSTRY 32- CODE IF SELF-EMPLOYED......... 0
11. What (is your)(is NAME'S) religious preference? IF PROTESTANT: Which denomination?	Protestant.................... 33-1 (Specify denomination) Catholic...................... 2 Jewish........................ 3 None.......................... 4 D.K. .... Y Other (Specify)
12. What was the last grade that (you)(NAME) completed in school?	Never attended school......... 34-1 1-4 years..................... 2 5-7 years..................... 3 8 years....................... 4 9-11 years.................... 5 12 years (Finished high school) 6 Some college.................. 7 Completed college............. 8 Graduate training............. 9 D.K. .... Y Other schooling in addition (Specify)
13. INDICATE THE PERSON THAT YOU INTERVIEWED.	INTERVIEWED THIS PERSON....... 35-1 36- | 37- | 38- | 39-

3 2

NAME: ______

RELATION TO HOUSEHOLD HEAD:

______ 8-

AGE.............. ______	9-10
SEX.............Male........	11-1
Female......	2
CODE IF LIVING:	
In school residence..........	8
On Armed Forces base.........	9
Married......................	29-1
Single.......................	2
Widowed......................	3
Separated....................	4
Divorced.....................	5
D.K.	Y
Work full-time	30-1
Work part-time only..........	2
Work part-time/keep house....	3
Work part-time/school........	4
Keep house only..............	5
Go to school only............	6
Retired......................	7
D.K.	Y
Other (Specify) ______	

TYPE OF WORK

______

______ 31-

BUSINESS OR INDUSTRY

______ 32-

CODE IF SELF-EMPLOYED	0
Protestant................... (Specify denomination) ______	33-1
Catholic.....................	2
Jewish.......................	3
None.........................	4
D.K.	Y
Other (Specify) ______	
Never attended school........	34-1
1-4 years....................	2
5-7 years....................	3
8 years......................	4
9-11 years...................	5
12 years (Finished high school)	6
Some college.................	7
Completed college............	8
Graduate training............	9
D.K.	Y
Other schooling in addition (Specify) ______	
INTERVIEWED THIS PERSON......	35-1

36-	37-	38-	39-

3 3

NAME: ______

RELATION TO HOUSEHOLD HEAD:

______ 8-

AGE.............. ______	9-10
SEX.............Male........	11-1
Female......	2
CODE IF LIVING:	
In school residence..........	8
On Armed Forces base.........	9
Married......................	29-1
Single.......................	2
Widowed......................	3
Separated....................	4
Divorced.....................	5
D.K.	Y
Work full-time...............	30-1
Work part-time only..........	2
Work part-time/keep house....	3
Work part-time/school........	4
Keep house only..............	5
Go to school only............	6
Retired......................	7
D.K.	Y
Other (Specify) ______	

TYPE OF WORK

______

______ 31-

BUSINESS OR INDUSTRY

______ 32-

CODE IF SELF-EMPLOYED.........	0
Protestant................... (Specify denomination) ______	33-1
Catholic.....................	2
Jewish.......................	3
None.........................	4
D.K.	Y
Other (Specify) ______	
Never attended school.........	34-1
1-4 years....................	2
5-7 years....................	3
8 years......................	4
9-11 years...................	5
12 years (Finished high school)	6
Some college.................	7
Completed college............	8
Graduate training............	9
D.K.	Y
Other schooling in addition (Specify) ______	
INTERVIEWED THIS PERSON.......	35-1

36-	37-	38-	39-

3 4

NAME: ______

RELATION TO HOUSEHOLD HEAD:

______ 8-

AGE............. ______	9-10
SEX.............Male........	11-1
Female......	2
CODE IF LIVING:	
In school residence.........	8
On Armed Forces base........	9
Married.....................	29-1
Single......................	2
Widowed.....................	3
Separated...................	4
Divorced....................	5
D.K.	Y
Work full-time..............	30-1
Work part-time only.........	2
Work part-time/keep house...	3
Work part-time/school.......	4
Keep house only.............	5
Go to school only...........	6
Retired.....................	7
D.K.	Y
Other (Specify) ______	

TYPE OF WORK

______

______ 31-

BUSINESS OR INDUSTRY

______ 32-

CODE IF SELF-EMPLOYED........	0
Protestant.................. (Specify denomination) ______	33-1
Catholic....................	2
Jewish......................	3
None........................	4
D.K.	Y
Other (Specify) ______	
Never attended school	34-1
1-4 years...................	2
5-7 years...................	3
8 years.....................	4
9-11 years..................	5
12 years (Finished high school)	6
Some college................	7
Completed college...........	8
Graduate training...........	9
D.K.	Y
Other schooling in addition (Specify) ______	
INTERVIEWED THIS PERSON.......	35-1

36-	37-	38-	39-

HOUSEHOLD INFORMATION

14. HAND RESPONDENT INCOME CARD.

Now to finish up, in which of these general groups did your total family income (did NAME'S total income) fall last year--before taxes, that is?

RECORD SEPARATELY FOR EACH FAMILY IN HOUSEHOLD

INCOME	''YOUR'' FAMILY (If more than one family list members)	2ND FAMILY (List members)	3RD FAMILY (List members)
Under $1,000..........	A....66-X	A....67-X	A....68-X
$1,000-1,999..........	B.... 0	B.... 0	B.... 0
$2,000-2,999..........	C.... 1	C.... 1	C.... 1
$3,000-3,999..........	D.... 2	D.... 2	D.... 2
$4,000-4,999..........	E.... 3	E.... 3	E.... 3
$5,000-5,999..........	F.... 4	F.... 4	F.... 4
$6,000-6,999..........	G.... 5	G.... 5	G.... 5
$7,000-7,999..........	H.... 6	H.... 6	H.... 6
$8,000-9,999..........	I.... 7	I.... 7	I.... 7
$10,000-14,999........	J.... 8	J.... 8	J.... 8
$15,000 or over.......	K.... 9	K.... 9	K.... 9
D.K.	D.K.. Y	D.K.. Y	D.K.. Y
IF REFUSED, CHECK HERE AND ESTIMATE......	Refused.. ☐	Refused.. ☐	Refused.. ☐
	Estimate ______	Estimate ______	Estimate ______

15. SUMMARY OF HOUSEHOLD COMPOSITION:

ENTER NUMBER OF ADULTS IN HOUSEHOLD.....................TOTAL ADULTS: ______ 69-

ENTER NUMBER OF YOUTH IN HOUSEHOLD......................TOTAL YOUTH: ______ 70-

ENTER NUMBER OF CHILDREN 3 TO 16........................TOTAL CHILDREN: ______ 71-

ASK UNLESS OBVIOUS: Are there any other children under the age of 3 living here?.........................NUMBER: ______ 72-

TOTAL PERSONS IN HOUSEHOLD: ______ 73-

16. May I please have your telephone number in case I have to call back for any reason?

TELEPHONE NUMBER: ______

Refused........... ☐

No telephone...... ☐

COMPLETE THESE ITEMS AS SOON AS INTERVIEW IS FINISHED

17. RACE OF RESPONDENT: White..........74-1

Negro.......... 2

Oriental....... 3

18. CHECK ONE OF THE FOLLOWING TO SHOW TYPE OF DWELLING UNIT:

Located on farm...................75-1

Non-farm: single family house..... 2

Non-farm: duplex or two family structure............ 3

Non-farm: multi-unit structure (e.g. apartment)...... 4

19. CIRCLE ONE OF THESE TO SHOW LOCATION OF DWELLING UNIT:

Inside the largest city in the primary unit.76-1

In a suburb of the largest city in primary sampling unit............................ 2

In the outskirts (including nearby small towns of the primary sampling unit)....... 3

In open country............................ 4

INTERVIEWER'S SIGNATURE ______________________

NOTES AND COMMENTS

ADDITIONAL SUBJECTS MENTIONED IN QUESTION 7A

ASK THE FOLLOWING FOR EACH ADDITIONAL SUBJECT MENTIONED: RECORD NAME OF PERSON..		NAME OF PERSON __________
A.. In what specific subject or skill was the instruction taken?		NAME OF SUBJECT OR SKILL __________ 40-
B. In which category on the card would that subject (skill) best fit?		CATEGORY NUMBER 41______
C. ASK RESPONDENT TO TURN OVER YELLOW CARD. Of the methods listed on the back of the card, which one best describes how this instruction was received? IF CODES 1, 2 OR 3, ASK (i and ii) IF CODES 4, 5, 6, 7 OR OTHER, ASK (iii)		Classes................42-1 Lecture series......... 2 Group discussions...... 3 Correspondence......... 4 Private teacher........ 5 Television............. 6 On the job training.... 7 D.K. .... Y Other (Specify) __________
IF C WAS 1, 2 OR 3	(i) What type of school or institution conducted these (classes/lectures/group discussions)--that is, who sponsored them?	High school............43-1 College/university..... 2 Private school......... 3 Business/industry...... 4 Co-op Extension Service 5 Church/synagogue....... 6 Armed Forces........... 7 YMCA/Community center.. 8 Library/museum......... 9 Gov't--Federal or State 0 D.K. .... Other (Specify) __________
	(ii) Approximately how many classes/lessons/discussions did (you/NAME) attend in connection with this activity? (SKIP TO D)	One....................44-1 Two.................... 2 Three.................. 3 Four................... 4 Five to eight.......... 5 Nine or more........... 6 D.K. .... Y
IF C WAS 4,5,6,7 OR OTHER	(iii) For approximately what length of time did (you/NAME) engage in this study/training?	1 week or less.........45-1 2 weeks................ 2 3 weeks................ 3 4 weeks................ 4 5 to 8 weeks........... 5 9 weeks or more........ 6 D.K. .... Y
D. Was the instruction taken for ''credit''--that is, for some type of degree, diploma, or certificate--or was it ''non-credit''?		Credit.................46-1 Non-credit............. 2 D.K. .... Y
IF CREDIT	(i) For what type of degree, diploma or certificate was it taken?	High school diploma....47-3 Bachelor's degree...... 4 Higher college degree.. 5 D.K. .... Y Other (Specify) __________
E. Did (you/NAME) receive instruction in any other subjects or skills during the past twelve months?		Yes....................48-7 No..................... D.K. .... IF YES: GO TO NEXT COLUMN IF NO: GO BACK TO PAGE 6 AND PICK UP WHERE YOU LEFT OFF

ADDITIONAL SUBJECTS MENTIONED IN QUESTION 7A

NAME OF PERSON	NAME OF PERSON	NAME OF PERSON	NAME OF PERSON
NAME OF SUBJECT OR SKILL ________ 40-	NAME OF SUBJECT OR SKILL ________ 40-	NAME OF SUBJECT OR SKILL ________ 40-	NAME OF SUBJECT OR SKILL ________ 40-
CATEGORY NUMBER 41____	CATEGORY NUMBER 41____	CATEGORY NUMBER 41____	CATEGORY NUMBER 41____
Classes................42-1	Classes................42-1	Classes................42-1	Classes................42-1
Lecture series.......... 2	Lecture series.......... 2	Lecture series.......... 2	Lecture series.......... 2
Group discussions....... 3	Group discussions....... 3	Group discussions....... 3	Group discussions....... 3
Correspondence.......... 4	Correspondence.......... 4	Correspondence.......... 4	Correspondence.......... 4
Private teacher......... 5	Private teacher......... 5	Private teacher......... 5	Private teacher......... 5
Television.............. 6	Television.............. 6	Television.............. 6	Television.............. 6
On the job training..... 7	On the job training..... 7	On the job training..... 7	On the job training..... 7
D.K. .... Y	D.K. .... Y	D.K. .... Y	D.K. .... Y
Other (Specify) ________	Other (Specify) ________	Other (Specify) ________	Other (Specify) ________
High school............43-1	High school............43-1	High school............43-1	High school............43-1
College/university...... 2	College/university...... 2	College/university...... 2	College/university...... 2
Private school.......... 3	Private school.......... 3	Private school.......... 3	Private school.......... 3
Business/industry....... 4	Business/industry....... 4	Business/industry....... 4	Business/industry....... 4
Co-op Extension Service. 5	Co-op Extension Service 5	Co-op Extension Service. 5	Co-op Extension Service 5
Church/synagogue........ 6	Church/synagogue........ 6	Church/synagogue........ 6	Church/synagogue........ 6
Armed Forces............ 7	Armed Forces............ 7	Armed Forces............ 7	Armed Forces............ 7
YMCA/Community center... 8	YMCA/Community center.. 8	YMCA/Community center... 8	YMCA/Community center.. 8
Library/museum.......... 9	Library/museum.......... 9	Library/museum.......... 9	Library/museum.......... 9
Gov't--Federal or State. 0	Gov't--Federal or State 0	Gov't--Federal or State. 0	Gov't--Federal or State 0
D.K. .... Y	D.K. .... Y	D.K. .... Y	D.K. .... Y
Other (Specify) ________	Other (Specify) ________	Other (Specify) ________	Other (Specify) ________
One....................44-1	One....................44-1	One....................44-1	One....................44-1
Two..................... 2	Two..................... 2	Two..................... 2	Two..................... 2
Three................... 3	Three................... 3	Three................... 3	Three................... 3
Four.................... 4	Four.................... 4	Four.................... 4	Four.................... 4
Five to eight........... 5	Five to eight........... 5	Five to eight........... 5	Five to eight........... 5
Nine or more............ 6	Nine or more............ 6	Nine or more............ 6	Nine or more............ 6
D.K. .... Y	D.K. .... Y	D.K. .... Y	D.K. .... Y
1 week or less.........45-1	1 week or less.........45-1	1 week or less.........45-1	1 week or less.........45-1
2 weeks................. 2	2 weeks................. 2	2 weeks................. 2	2 weeks................. 2
3 weeks................. 3	3 weeks................. 3	3 weeks................. 3	3 weeks................. 3
4 weeks................. 4	4 weeks................. 4	4 weeks................. 4	4 weeks................. 4
5 to 8 weeks............ 5	5 to 8 weeks............ 5	5 to 8 weeks............ 5	5 to 8 weeks............ 5
9 weeks or more......... 6	9 weeks or more......... 6	9 weeks or more......... 6	9 weeks or more......... 6
D.K. .... Y	D.K. .... Y	D.K. .... Y	D.K. .... Y
Credit.................46-1	Credit.................46-1	Credit.................46-1	Credit.................46-1
Non-credit.............. 2	Non-credit.............. 2	Non-credit.............. 2	Non-credit.............. 2
D.K. .... Y	D.K. .... Y	D.K. .... Y	D.K. .... Y
High school diploma.....47-3	High school diploma....47-3	High school diploma.....47-3	High school diploma....47-3
Bachelor's degree....... 4	Bachelor's degree...... 4	Bachelor's degree....... 4	Bachelor's degree...... 4
Higher college degree... 5	Higher college degree.. 5	Higher college degree... 5	Higher college degree.. 5
D.K. .... Y	D.K. .... Y	D.K. .... Y	D.K. .... Y
Other (Specify) ________	Other (Specify) ________	Other (Specify) ________	Other (Specify) ________
Yes....................48-7	Yes....................48-7	Yes....................48-7	Yes....................48-7
No...................... 8	No...................... 8	No...................... 8	No...................... 8
D.K. .... Y	D.K. .... Y	D.K. .... Y	D.K. .... Y
IF YES: GO TO NEXT COLUMN	IF YES: GO TO NEXT COLUMN	IF YES: GO TO NEXT COLUMN	IF YES: GO TO SECOND BOOKLET
IF NO: GO BACK TO PAGE 6 AND PICK UP WHERE YOU LEFT OFF	IF NO: GO BACK TO PAGE 6 AND PICK UP WHERE YOU LEFT OFF	IF NO: GO BACK TO PAGE 6 AND PICK UP WHERE YOU LEFT OFF	IF NO: GO BACK TO PAGE 6 AND PICK UP WHERE YOU LEFT OFF

IDENTIFICATION OF RESPONDENTS TO RECEIVE SUBSEQUENT INTERVIEWS

This page is designed so you can determine which individual should receive a longer interview on Survey 447 (Education).

On Survey 448 (Aging) you interview all individuals aged 65 or over who live in the dwelling unit, and complete the bottom section of this page.

SURVEY 447

USE THIS SECTION ONLY IF YOUR ASSIGNMENT SHEET CONTAINED A LETTER "A" THROUGH "F" FOR THIS DWELLING UNIT.

FIRST--List the name and age of every adult who lives in this household in the summary box to the right. Transfer this information from the top of pages 6-7 of this questionnaire. List in order of age (the oldest on the first line) and omit those who are away at college or away in the Armed Forces.

SECOND--Use the sampling table below to determine which individual to interview. To use this table you will have to remember (a) how many people you listed in the box to the right, and (b) which letter (A through F) your assignment sheet listed for this household.

SUMMARY BOX

NO.	NAME	AGE
1		
2		
3		
4		
5		
6		

SAMPLING TABLE

→ IF THE NUMBER OF ADULTS LISTED ABOVE IS....

AND YOUR ASSIGNMENT SHEET CONTAINED THE LETTER....	ONE	TWO	THREE	FOUR	FIVE	SIX OR MORE
A, THEN INTERVIEW ADULT ON LINE...........	1	2	3	1	5	1
B, THEN INTERVIEW ADULT ON LINE...........	No one	1	2	2	4	2
C, THEN INTERVIEW ADULT ON LINE...........	1	2	1	3	3	3
D, THEN INTERVIEW ADULT ON LINE...........	No one	2	3	4	2	4
E, THEN INTERVIEW ADULT ON LINE............	1	1	2	4	1	5
F, THEN INTERVIEW ADULT ON LINE...........	No one	1	1	2	1	6

I must interview the person listed on line________in the summary box, using the Survey 447 adult questionnaire.

His/her name is ________________________________

SURVEY 448

USE THIS SECTION ON SURVEY 448 IF THERE WAS AN "X" ON YOUR ASSIGNMENT SHEET FOR THIS DWELLING UNIT.

We will interview each "older person" found in the household.

Complete the following:

☐ I have found no individuals 65 or over and therefore must conduct no interview with an older person here.

☐ I have found _____ individuals 65 and over and therefore must interview all of them. Their names are:

________________________ ________________________

________________________ ________________________

Question 7

EXAMPLES OF ADULT EDUCATION ACTIVITIES

Category Number	Type of Subject
1	REGULAR SCHOOL SUBJECTS Such as: Great Books History Mathematics Foreign languages Music appreciation
2	TRADE, BUSINESS OR VOCATIONAL SUBJECTS Such as: Machine Shop Typing or shorthand Salesmanship Office management Electronics
3	ANY "ON THE JOB TRAINING"
4	HOBBIES AND RECREATIONS Such as: Photography Bridge lessons Dancing lessons Swimming or golf lessons Music or art lessons
5	HOME AND FAMILY LIFE Such as: Home Repairs Sewing or Cooking Gardening Infant or Child care
6	PERSONAL DEVELOPMENT Such as: Speed reading Personality development Public Speaking Physical fitness
7	RELIGION, MORALS OR ETHICS
8	CURRENT EVENTS, PUBLIC AFFAIRS AND CITIZENSHIP Such as: International Affairs Community Government Democracy The Dangers of Communism Citizenship or Americanization
9	AGRICULTURAL SUBJECTS
0	OTHER -- ANYTHING ELSE NOT COVERED BY THESE CATEGORIES Such as: Driving lessons

Question 7 C. HOW WAS THE INSTRUCTION TAKEN?

1. By attending classes
2. By attending a series of lectures or talks
3. By attending group discussions
4. Correspondence lessons by mail
5. Individual lessons from a private teacher
6. Lessons given over television
7. "On the job training"

SOME OTHER METHOD (What?)