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A CONCEPT OF TEACHING UNDERGRADUATE ADULTS
IN FRESHMAN AND SOPHOMORE ENGLISH

DISSERTATION

Presented to the Graduate Council of the
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By

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The problem was to develop a concept of teaching English for the adult (24 years old or older) undergraduate. The purposes were to make a statement on teaching the adult, survey adults for their perceptions of their needs and the ways the courses met them, review findings of schools offering special adult degree programs, and develop a typology of the adult undergraduate in English with teaching implications.

Chapter I states the problem, purposes, significance, and limitations of the study. Chapter II develops the historical background. Chapter III covers the survey and its implications. Chapter IV presents teachers' views of teaching English for adults. Chapter V summarizes the study and sets forth a conceptual structure for teaching the adult undergraduate in such courses.

A survey of adult students at North Texas State University, Spring Semester, 1973, showed infrequently occurring adult discomfort because of class size, age, teacher ability, subject matter, and forced enrollment. The adult ignored instructor age and rank, but was often angered by teacher attitudes. Often he felt the composition course irrelevant

but frequently demonstrated writing difficulty. He enjoyed class discussion but spent little time preparing for it. He usually enjoyed the course work because of the subject matter and the teacher's ability to interest and challenge him.

The adult thought himself of average or above ability and felt able to handle course work and assignments. He believed his presence in class advantageous to others. He did not believe the English course had much value for him in college nor much more for after-college.

The adult student thought a special English class should be available. He thought it should reflect adult interest and be guided by instructor expertise. Further he thought demands on the adult student in a special adult class should be of equal or greater rigor than for regular students.

Teachers emphasized personal commitment and maturity in teaching, along with concern for adult status, marriage, employment, and learning difficulties. Teachers found the adult a highly motivated student undistracted by social concerns of college life. The adult needs to be treated as a colleague rather than as a student, with freedom of guided academic effort in college level education. The adult must be made to believe he has the ability to write and to respond to literature.

Teaching English for the adult undergraduate is a constantly shifting orientation of teacher and student. Coursework meaningful to the adult must be employed. Concern

for him as he is affected by non-college responsibilities must guide the teacher's behavior. Relevance and rigor, modified by a knowledge of adult learning problems, must form the base of instruction.

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CHAPTER I

INTRODUCTION

The average age of undergraduate students at North Texas State University is twenty-one (10). Estimates of the average age of students at area junior colleges range as high as twenty-eight. These figures imply the presence of numbers of adult students, beyond the post-adolescent stage of development, who have delayed or extended their college work beyond the normal twenty-two-year age limit.

The adult student is characterized by an urgency of effort, a time orientation centered about the present, and is in college because he needs or wants to be. A college education will open to him occupations and professions that presently bar him and/or he expects to find in a liberal education the fulfillment of a personal requirement (13, pp. 84-85). Of greater importance is the distinguishing characteristic of adult experience. He has lived and experienced more than the post-adolescent, bringing to his courses a greater wealth of background against which to judge the value of what he studies. This asset can be used to his advantage by teachers cognizant of his qualities and how they are important.

Statement of the Problem

The problem was the development of a concept of teaching Freshman and Sophomore level English courses for adult undergraduate students. That is, what should be the special emphasis adhering to the teaching of adults in Freshman and Sophomore English classes in order to take educational advantage of the adult's greater experience and more urgent purposes for being in college?

Purposes of the Study

The purposes of the study were as follows:

1. To develop, from the literature of adult education and adult higher education, a statement of the nature of teaching adult undergraduates.
2. To make a survey of adult undergraduate students at North Texas State University to determine adult perceptions of their own positions and requirements as they relate to the study of Freshman and Sophomore level English courses.
3. To review in depth the latest available information of those several institutions offering adult degree programs in order to determine how they are specifying their Freshman and Sophomore English courses for their adult students and to determine what governs those specifications.

4. To develop, from purposes 1, 2, and 3, a typology of the adult undergraduate, specifically as general characteristics are reflected in the adult Freshman and Sophomore English student at North Texas State University; and the implications of that typology for the future orientation and organization of courses in Freshman and Sophomore English for adult undergraduates.

Definition of Terms

1. The post-adolescent, or young adult, college student was any college student under the age of twenty-four.
2. The adult college student was any college student twenty-four years of age and older.
3. The adult undergraduate was any adult college student enrolled in undergraduate courses in a college.
4. Adult higher education was college level education designed for the advanced status of the adult student.

Background and Significance of the Problem

In recognition of the difference between the adult and the post-adolescent student, a limited number of universities in the United States have developed programs designed to work to the advantage of the adult status of the student. The University of Chicago was the first to offer a special adult degree program, with an attempt to provide for the academic equivalent in credit for occupational and personal

experience (7, p. 9). Other institutions followed: Goddard College, The University of Wisconsin, Brooklyn College, The University of Oklahoma. All have developed bachelor's degree programs especially designed for the adult student.

A number of studies of the adult undergraduate, primarily at those institutions offering adult undergraduate degree programs and at other schools by students closely involved with the degree programs, have recently been conducted. However, no studies of the specific course offerings, except general observations of program content, have been made. Indeed, one of the complaints surrounding the adult degree program is that although the programs are tailored to meet adult needs, the course offerings themselves are not in substance different from those designed for the younger student. Course content, grading and testing, and evaluation are generally the same as those for youth. But studies indicate that these conditions are far from satisfactory for the adult.

The adult's perception of himself as different from the younger student is shown in a number of studies. At Michigan State University, M. E. Erickson (4, p. 1748) concerned herself with students more than twenty-five years old. She found that the adult student was middle class and sought immediate usefulness and stimulation of his intellect. He wanted on-campus courses, special help, refresher courses, lecture-discussion classes, frequent evaluative examinations,

improved evening and summer courses, changes in evaluation and grading, special adult facilities, and special adult orientation. B. A. B. Cassara (3, p. 2089) found that the successful student in the adult degree program at Goddard College was typically from thirty to fifty years of age, again middle class, financially comfortable, and pre-professionally employed. He believed the degree would open professional employment to him and he was looking for self-fulfillment.

A doctoral study by A. S. Barney (1, p. 582) of the undergraduate adult over twenty-four years of age at the University of Oklahoma indicated that 76 per cent of those studied were full-time students and 96 per cent were working toward degrees. The student most frequently expressed difficulties with study habits, teacher attitudes and methods, the lack of special counseling and orientation, the requirement that he enroll for basic courses he did not need, and the lack of special physical facilities. An article by A. E. Workun (14, pp. 324-325) in 1971 described the typical adult college student as one without previous college experience, who entered a college program as an alternative to a regular life pattern, and who was primarily concerned with the relevance of his studies to what he wanted to become. Workun found that in classes having students of various ages the adults were often initially

reluctant to participate in class discussions, but as they relaxed they proved valuable as discussion resources.

Sanford Nevitt forecast that by 1980 the student body would include an increasing age base as adults returned for one or another reason to college, but that they might well not be seeking primarily vocational advancement.

In addition to students who leave college temporarily because of the draft, there will be many others who leave for a time, continue their education elsewhere, and then return to college. This will be a more common pattern in 1980 than it is now, for by that time there will be more evidence that experience of the real world, intervening at some time during the course of one's formal education, is beneficial to the individual's development (8, p. 191).

Yet Nevitt qualified his statements. He felt that though by 1980 a majority of adults would be engaged in some form of education, relatively few of them would be in colleges (8, p. 192). Petersen and Petersen calculated that about 4 per cent of adults engaged in adult education were actively enrolled university undergraduates (9, p. 70). But 4 per cent of some 25 to 50 millions of adults is a rather significant number.

Recognition of the imminence of the adult undergraduate's position as a result of swift technological change has produced an acceptance of him as a standard element of the campus population. Edward J. Bloustein, President of Rutgers, the State University, put it this way:

The traditional university proceeded on the theory that each of us is to be given but one chance at an education . . . between eighteen and twenty-two years of age. The fast-changing character of technology and science, the new leisure, the very advance of knowledge itself, have made the one-chance theory of higher education an anachronism. New ways of educating adults in the university should be found and many more adults than before should be brought into the community (2, p. 201).

Arnold Toynbee said that because the adult in the modern world is almost unable to cope with the pace of change, he has little choice but to remain an eternal graduate student since there is little to distinguish "between the educational stage and the practicing stage of life." But the graduate work Toynbee describes is not the common master's or doctoral type (12, p. 325). Malcolm Knowles was somewhat more explicit. Quoting Kaoru Jamamoto, he had the following observation:

Education for adults should increasingly concern itself with values and attitudes as opposed to simple skills, facts, and information. This area of ethics has long been neglected, but a truly educated and learned society cannot permit this to continue (7, p. 4).

The universities which have instituted adult undergraduate degree programs have attempted to take academic advantage of the adult status of their students. However, basically the attempts have centered about the tailoring of degree requirements to meet adult situations, but at the same time offering generally the same sort of course content and presentation method as for the younger undergraduate.

Concepts of academic excellence and standards of evaluation are developing which are geared to the unique characteristics of adults as learners. But traditional definitions of academic standards are deeply rooted, and most higher adult education is still evaluated on the same scales . . . as youth education, whether they are relevant or not (7, p. 31).

The Brooklyn College adult degree program took its particular form because its architects did not find that a prescribed degree equalled a college education. They were convinced that adults too have educational rights, that while youth can be trained, "education is essentially an adult activity" (13, p. 65).

The distinguishing quality of education as an adult activity implies at least this much: if the adult is to be most benefited by his college education, a new concept of teaching specific courses for him should be explored. Those oriented toward the image of the young undergraduate do not suffice for a student who has so much more experience and judgment as a background for his studies. The question of taking advantage of his adult status in an English writing or literature course must then arise, especially since literature is the study of the life question itself--what human life is uniquely about. The adult with his different, experienced, practical, and often cynical view can lend to such studies a profoundly revealing perspective.

Algo D. Henderson, in The Innovative Spirit, quoted his own earlier philosophy of experience as an educative medium. It is one which would

use experience as one of the primary methods in developing the whole personality, which includes increasing the ability to think effectively and to couple the thinking of the individual with his thinking and living. The aim is to make the learning process more genuine, more meaningful to the student, and to teach him how to make his thinking on social problems applicable to the culture in which he lives (6, p. 13).

The approach to adult education in general should incorporate this concept of experience, especially in recognition of the adult's background. But, as pointed out by Petersen and Petersen, an especially careful program of guidance in liberal studies is also called for.

. . . the content and teaching methods of a university program should be set by educators in accordance with their professional training. Many adults who attend college programs do so in order to advance in their vocations, and in that case their course demands are ordinarily quite specific. Adults who return to school seeking a liberal education, however, generally have a vague, unfocused, uninformed notion of what they expect to learn. Those who go to the university rather than to a library or museum need guidance, and not merely the so-called 'non-directive guidance' that reflects their own 'felt needs.' If the university is to perform adequately in adult education, there as in every one of its activities it must set up its program in accordance with its own policy (9, p. 150).

If experience can be used as an important factor in teaching adults, and if in fact they generally need guidance, prudence demands the formulation of a concept of teaching especially designed to meet these needs.

Methods and Procedures

Four sections comprised this study: The development of the context of adult higher education; the survey of adult undergraduates at North Texas State University; the

establishment of an image of the present approach to adult college level English courses; and the development of a concept of teaching adults in Freshman and Sophomore level English courses.

Section I

The development of a context of adult higher education was accomplished in a brief history of adult education, from its beginning emergence as a distinct area of concern about the sixteenth century A.D. to the present, with emphasis on the appearance of recent adult degree programs. The literature, especially that dealing with adult degree programs and in particular that limited amount specifically concerning the teaching of adults in English writing and literature courses was examined.

Section II

A questionnaire was constructed with the objective of deriving a general physical description of the adult student and what he perceived to have been his personal needs in a Freshman or Sophomore English course. Questions concerning the ways those needs were met and means by which the courses might have been expressly tailored for him were included. To accomplish this, a survey of adult undergraduates over twenty-four years of age who were enrolled in a Freshman or Sophomore English course during the Spring, 1973 semester at North Texas State

University was conducted by mailing to each a copy of the questionnaire. A total of three hundred three eligible students was determined. The instrument was mailed during the Fall, 1973 semester, with follow-up letters and telephone calls beginning two weeks later. A return of 75 per cent was anticipated. By the end of the Fall, 1973 semester, 45 per cent had been returned. On January 18, 1973 a second copy was mailed to those not responding.

By February 10, 1974, a total of one hundred seventy-two returns was received. Additionally it was determined that of the original three hundred three eligible subjects, a total of two hundred sixty was in fact available. Ten persons of the original three hundred three were also included in the reliability group and thus excluded from the study. Four persons indicated they dropped the course by the end of the first two weeks of the semester. And twenty-nine persons could not be contacted by mail or by telephone. Calculated on this basis, a final return of 66.153 per cent was realized.

Section III

It was reasonable to expect that teachers and researchers involved in adult degree programs possessed information and insight pertinent to this study. Therefore the literature they produced was studied to determine essential philosophies and specifications for Freshman and

Sophomore English in the adult degree programs and in regular plans offering courses catering to adult students.

Section IV

This section comprised the intent of the study, the development of a concept of teaching Freshman and Sophomore level English courses for adults. The concept derived from the historically developed context of adult education, the general philosophy of the adult degree programs as evidenced in the available literature, and the expressed views of the adult students at North Texas State University. The implications of the concept for North Texas State University was the essential usefulness of the study.

Limitations

This study was limited to those students qualifying under the definition of adult undergraduate at North Texas State University. They were enrolled in either Freshman or Sophomore level English courses during the Spring, 1973 semester.

Basic Assumptions

It was assumed that the adult college student is different from the post-adolescent and perceived himself and his purposes differently also, an assumption supported by studies cited earlier. It was assumed that questionnaire responses were honest.

Reliability of the Questionnaire

The reliability of the questionnaire was established by the Test-Retest method. Permission to administer the instrument to the over-24 members of their Education 331 and Education 343 classes at North Texas State University was obtained from the appropriate instructors, and the questionnaire was given to the qualifying class members twice, with several weeks intervening. Participation was on a voluntary basis, outside of class time. Those particular classes were chosen because all students in them had completed, or were in the process of completing, their required Freshman-Sophomore sequence of English courses. There were in the classes approximately eighty eligible respondents. Efforts to enlist at least sixty of these were made. A 90 per cent reliability criterion for each question was proposed.

Validity of the Questionnaire

"True Content Validity," according to Fox, "argues that the instrument measures what it seeks or purports to measure because there was a rational, and ideally an empirical, basis to the selection of the actual content" (5, p. 370). The literature indicates that adults possess rather remarkable characteristics of motivation, dedication, and determination in their efforts toward degrees. Further, they look for guidance and effective counseling, and are

generally impatient with wasted effort or time. The questionnaire was constructed with this in mind, concentrating always on the Freshman and Sophomore English courses and the adult student in them. In order to establish further the true validity of the instrument, a panel of teachers engaged in the college teaching of English, with emphasis on members experienced in teaching adults, was asked to judge the suitability of each question, to determine whether it should be included and whether it would elicit useful information.

The adults and their teaching needs . . . present a distinctive pattern of intellectual and psychological challenges. They place a high premium upon the knowledge, understanding, and teaching arts of a faculty. A wide horizon of intellectual curiosity, breadth of understanding, and personal humility can fail an instructor in the classroom unless his inspiration of the adults results from a highly practical art of being part of them, and yet separate from and ahead of them (11, p. 232).

It was assumed that the panel of teachers engaged in teaching adults were aware of these distinctions, and therefore able reasonably to react to the propriety of each questionnaire item. Six to nine persons were to be asked to judge the instrument and inclusion of any item was to be decided by a minimum of four to six affirmatives.

Procedures for Analyzing the Data

The data to be collected was viewed as practical information supportive of the anticipated outcome of the study--the establishment of a concept of teaching adults

in Freshman and Sophomore English courses. It was believed necessary to refer directly to those people who possessed ideas and opinions generated by first-hand experience. An extensive statistical analysis was inappropriate in that it was assumed, on the basis of the literature, the group to be studied was different from other undergraduates. Therefore the emphasis in analysis was placed on the universality of the responses with the purpose of establishing the adult's perceptions of course organizations, offerings, and philosophies best suited to his own needs. The perceptions expressed by the majority of the participants constituted a knowledge that, it was believed, would generate a more appropriate teaching approach.

Projections

It was known that numbers of adults were enrolling in college liberal arts courses and/or degree programs delayed by various circumstances. It was projected by various writers that this condition would continue. It seemed reasonable that colleges would continue the development of special undergraduate degree programs. A study of the characteristics of Freshman and Sophomore level studies in English for the adult should furnish needed information about future courses. Until individual schools devise such programs, the study should furnish information that will

make possible more appropriate approaches in teaching English on the Freshman and Sophomore level for the adult. Such approaches would incorporate the time orientation, purposes, and motivations of the adult undergraduate.

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CHAPTER II

BACKGROUND OF ADULT HIGHER EDUCATION

One of the characteristics of the adult is that he is rather firmly set in his value systems. The adult, far more so than the adolescent, behaves in a conscientious and deliberate manner, insofar as it affects his and his dependents' psychological and financial security. The teaching of English for the adult must take into account the factors of adult behavior which are derived from the adult's personal conviction based on extensive experience and his ability--his capacity--to engage in real education. The adult is opinionated, but his opinions are the result of his experience. He possesses in that experience a capability to learn in a profound sense, a capability that the adolescent is yet acquiring.

Ancient Origins

The idea of higher education as an adult activity is recent. However, the history of higher education dates from the fourth century before Christ in Greece (5, p. 1). Although children learned the basics of study in the schools, real education was a function of living in the city (5, p. 1). Higher education began to appear as a result of the Sophists' response to a lack of city-bred education

and training about 350 B. C. (5, p. 1). But the emphasis on education as the domain of the young continued. Higher education in the ancient world, according to M. L. Clarke, historian, included anything above the primary or elementary stage (5, p. vii). And early in the development of formal education there arose an awareness of the distinctive purpose of real education.

Hellenistic cities provided for education as Athens had not, maintaining public schools. (The best known is the magnificent gymnasium at Pergamum.) This education was aimed primarily at paideia, the perfect development of the individual--not the service of the state. And it was now available for girls too (25, p. 242).

There is manifest in this statement an ancient recognition that education was not the privileged pursuit of young males alone. Others could benefit also. The ancient Egyptians believed youth could gain from the special qualities of others who possessed knowledge not found in the formal schools.

The oldest known work of philosophy, the Instructions of Ptahotep dating from the Old Kingdom, gave this advice to youth: 'Be not proud because thou art learned; but discourse with the ignorant man as with the sage. For no limit can be set to skill, neither is there any craftsman that possesseth full advantages (25, p. 76).

The origin of the emphasis on the education of the young male as the most deserving and intellectually alert probably can only be guessed at. Perhaps it derives from the ancient warrior emphasis that would naturally lead to the privileged status of men. Perhaps it came from the notion that the

early years, because of the receptiveness of the uncluttered young minds, were best suited to formal learning. Both concepts are contrary to the essence of education and could well be held responsible for what later occurred.

In (ancient Egypt and Mesopotamia) scholars were set apart by their mastery of a 'higher learning,' of an honorific or esoteric kind. They established the aristocratic tradition that through the centuries to our own time not only distinguished but divorced higher learning and culture from useful knowledge and practical activity (25, p. 76).

Thus long before the western Renaissance of learning and the subsequent Restoration of classicism, the schools were so structured that they were often quite useless for educational purposes.

Historical View of the Adult as Student

A recognition of adulthood and its potential as an intellectual stimulant for formal education began in earnest almost two thousand years after the Greek attempts in that direction through drama and epic historic/cultural poetry. The education of adults since ancient times had been, perhaps even culturally and societally unconsciously, natural to the pursuit of everyday living.

Education as a lifelong process . . . is as old as Western civilization. For the Greek citizen, the medieval scholar, the Renaissance man, learning was an attribute of life, continuing until death (28, pp. 9-10).

The ideal Renaissance man was a master of all learning, always becoming more knowledgeable, nonchalantly competent

in everything from swordplay to statesmanship. But this education was never formal.

The education of adults has constituted an integral part of all cultures at all times in history. It was so much a part of a culture that there is little specific historical data to provide a measure of its importance in earlier civilizations. No social machinery specifically for the education of adults was necessary until cultures grew so complex that normal processes for continuing education were no longer adequate. It is only within the last several centuries that adult education has begun to emerge as an identifiable element . . . (34, pp. 4-5).

The earliest efforts at adult education in English appear to have been undertaken by King Alfred about 900 A. D. In his efforts to unit his country, he required the members of his government to act wisely. He also required those public officials to learn to read when necessary in the functions of their offices (16, p. 2).

In the late fourteenth century an awareness of the possibility that ordinary people could benefit from reading began to become more acceptable. John Wycliff wrote at the time that 'no man was so rude a scholar, but that he might learn from the words of the Gospel according to his simplicity" (16, p. 9). But such admission did not always sit well with authority. The Lollards, Wycliff's followers in many of his doctrines anticipating the Protestant Reformation in his insistence on the "personal responsibility of every man to God, his right to worship God directly without need of priestly intercession or sacraments" (27,

p. 55), started secret schools during the late 1300's (16, pp. 9-10). One of their schools existed just outside Liecester in 1382 in some secrecy because reading was taught. A man and his wife were turned over to higher authority in 1429 at Norfolk for owning and reading the New Testament (16, pp. 9-10). But the schools taught large numbers of adults to read.

Secular adult education occurred as a result of these early efforts and the rising level of literacy, along with the state of war with Spain and the threat of the Spanish Armada. In 1588 mathematics was taught in open classes for artillery men who were to repulse the expected assault. But the lectures, even though intended for military personnel and purposes, attracted large audiences of persons anxious to obtain useful knowledge (16, p. 24). The interest and demand created by public lectures since 1562 later led to the wedding of the mechanical arts and the academic disciplines. Interest in the public study of medicine began in 1582 with the advent of twice weekly public lectures in the Royal College of Physicians (16, p. 24). Foreign languages had in fact been taught in London and Oxford for any who were interested between 1550 and 1580 (16, p. 25).

Many of the earlier efforts toward adult education were direct moral encouragements. The English, at first hostile to anything smacking of danger to the privileged

order, had turned full circle and began to support reading classes for adults that they might learn to read the Bible. In 1645 the Director for Public Worship lent a good deal of support to the literacy effort, directing the clerics to encourage adults to learn to read and to spend a goodly amount of effort to teach them (16, pp. 34-35). Christianity supported established privilege, and Bible study could therefore perpetuate the status of the upper classes. In 1700, the Society for Promoting Christian Knowledge worked out methods of teaching adults to read in night classes. This organization established numerous charity schools for the purpose, some ninety-five in Wales alone by 1737 when the Welch Circulating Schools were established. It was estimated that these latter reached some 300,000 students in a population of 400,000 persons and were attended by both adults and children (16, pp. 64-67).

It may well be that the British willingness to support adult educational efforts was more than a little calculated. In the following excerpt from a Report of the Adult Schools, 1831, it is obvious that part of the efforts toward education of the poor were solicitously extended for the benefit of their betters.

It must be extremely gratifying to the Conductors and Teachers of this Society, to find persons in their humble cottages reading the Bible with meditation and prayer, and thanking God that they ever attended an adult school. Formerly they spent their Sabbaths in lounging, in walking the fields for pleasure, in vain conversation, or in public houses; now they attend the

public worship of Almighty God, wait at the posts of wisdom's doors, and receive instructions in the way of righteousness. In time past their families were in want, in wretchedness, and disorder; now they have food and raiment, and are taught to be therewith content. And what is better still the voice of praise and thanksgiving is now heard in their tabernacles, and their minds are consoled with the comforts of genuine Christianity. It must likewise give delightful sensations to the friends of this institution to know, that such are the fruits of their bounty in not a few instances; nor can it fail to encourage them to continue their liberal aid, and to use the influence they have with others to assist in extending its beneficial effects (29, p. 14).

Formal education has historically been limited to those who could take the time and spend the money for it. But conditions changed radically with the onset of the industrial revolution and the specialization of labor. Money, time, and opportunity for learning became available. There were also insistent demands for increased worker competence and an awareness of the advantages accruing to the employers of educated servants and industrial workers.

The fact cannot be concealed, that the education of the domestic servant . . . has been grossly neglected. Ladies have not unfrequently been found to confide in the illiterate domestic, believing that one of superior intelligence would prove less obedient, respectful, and trustworthy. The precepts of morality and virtue can neither be too early nor too late instilled into their minds, for when once they have received virtuous cultivation the mistress is benefited in proportion to the extent of their intelligence. The merchant owes much to the intelligence of his clerk; the tradesman to the general knowledge of his assistant; and the housewife has an interest no less important in the modesty and reflection of her domestic (14, p. 25).

There were thus several forces at work. But apart from these, especially in England and America, there began to emerge a consciousness of human dignity of all classes that had had no chance of acknowledgement before. The uneducated began to demand the right to be educated beyond that level ordinarily deemed adequate for a child of a laborer. A climate emerged that began to make possible extended education, that began to make acceptable the acquisition of learning, and that no longer generated hostility toward the students as having risen above themselves. Privilege had in fact long before begun giving way, especially political privilege, as governors began to recognize a different imperative.

In the fourteenth century Marsilio of Padua . . . drew out the democratic implications of the idea that law and authority derive from the will of the community: 'Those matters, therefore, which can affect the benefit and harm of all ought to be known and heard by all, who thus may attain the beneficial and repel the opposite;' and to the traditional objection that most men are too stupid or vicious to judge soundly, he answered that if few were wise enough to make laws, every citizen could be a proper judge of them, just as he could be of a house or a ship he could not make (27, pp. 65-66).

Formal educational efforts directed specifically toward adults seem to have had their origins in the poverty of the peasantry of the middle eighteenth century. Information concerning the time is sketchy, but there are indications that as early as 1740 there were several adults attending the Welsh Circulating Schools to learn to read in

order that they might be able to read the Bible (14, pp. 1-2). And there are records indicating that between the years 1737 and 1760, one hundred and fifty thousand two hundred twelve persons, of all ages up to sixty, were taught to read. In some districts the learning groups were comprised of two-thirds adult enrollment (14, pp. 1-2). By 1806, in Bristol, the "Benevolent Evening Schools' Society" was formed to provide free schooling for the working poor, but usually no more than ten per cent of its enrollment was made up of adults (14, p. 15).

The small adult attendance at schools such as that funded by the worthies of Bristol was laid to many causes. J. W. Hudson, a nineteenth-century writer on adult education efforts, implies that the adults were hindered by a discomfort at being placed on a par with children in the same classes, among other reasons.

Two of the greatest hindrances to the extension of the schools have been a degree of false shame on the part of those who cannot read, and Intemperance on the Saturday Night, unfitting them for the quiet duties of the Sabbath, or preventing them from having decent clothing in which to appear among their more provident neighbors (14, p. 14).

Someone, however, reacted to the problem of placing adult students with very young ones. In 1811 the first school in England solely for adults was established at Bala, in Marionethshire, by a Reverend T. Charles. He had found an aversion on the part of adults to attend school with children (14, pp. 2-3). And in 1812, Bristol the

doorkeeper of a Methodist chapel, unaware of any other efforts to provide schooling for adults, was the prime mover in establishing a school for men. By 1813, over a period of thirteen months, he had managed to establish seventeen more, nine for women and eight for men. During 1813, the number rose to forty-six. In the same year the Society of Friends opened a school for women, with a difference. The sixty to seventy women enrolled were taught both reading and writing (14, pp. 3-5). These schools appear to have been well attended by adults and their enrollment included people of extremes of ages. A school near Ipswich in 1815 reported a class of four adults learning to read, their ages given as thirty-five, fifty-seven, seventy-five, and ninety-four. The oldest continued to age ninety-six as a student and as a teacher (18, p. 10). A report by an Alexander Macbean indicates the existence of a school held in a private home in Glencalvie, Scotland with some sixty students. The oldest claimed to be one hundred seventeen years old. The youngest was a baby carried to class by its mother who was herself a student there (14, p. 12). The veracity of these statements cannot be verified, but even if exaggerated they still serve to illustrate the hunger and enthusiasm with which the chance for some kind of education was met. That enthusiasm for education is illustrated by the report that in 1848 in Scotland adults were offered the opportunity to

study English grammar at 6:30 in the morning at the Glasgow Athenaeum, itself founded in 1848. Some forty students attended (14, p. 83).

The advent of Mechanics' and Apprentices' Libraries and the Mechanics' Institutes, Hudson indicates, were a direct result of the improvements caused by the early adult schools, appearing about 1815 (14, p. 12). This author also states that by 1836 some thirty-six adult schools existed, reducing by 1843 to twenty-five, and by 1849 to eighteen (14, p. 14). The decline in number is not explained but perhaps was due to the increase in the libraries and institutes themselves. On the other hand the schools may have suffered from upper class and church resistance to the establishment of free public schools. Fear for the disruption of established order and a view of schools as a menace to religious faith (26, p. 294) would naturally lead to a decrease of enthusiasm for literacy.

The lack of real concern for education of the young is indicated in an 1830's survey finding that of the few children who were afforded an opportunity for schooling, most attended for not more than two years and many of those did not learn to read and write (26, p. 294). A parallel lack of concern for education for adults, or a fear of it may certainly be suggested as a possible cause for the decline in the number of schools and in class attendance.

During this period those in need of education often took it upon themselves to meet their own needs as had those who earlier founded the first adult schools. In England efforts centered about the establishment of more or less regularly meeting "schools" with and without some kind of official sanction. But the effort was not only on a basic literacy level, for the literacy level during the sixteenth century had reached such a point that colleges began to be founded. Gresham College, a college for the common people--the merchant class, was begun in 1597. There were lectures in divinity, law, physic (or medicine), rhetoric, mathematics, and music, in both Latin and English usually. These lectures were well attended by the working class of people (16, p. 26).

A college intended for adults from its inception did not arrive on the scene until two hundred years after the start of Gresham College. During these two centuries there occurred the Protestant Reformation, an increasing emphasis on adult education aimed at the upper and middle classes primarily (16, p. 32), protestant emphasis on adult religious education (16, p. 33), the civil war in 1642 (16, p. 34), the Restoration in 1660, and the revolution and accession of William of Orange in 1688 (16, p. 38).

Hudson, as earlier noted, pointed out the usual emphasis on education of both children and adults in the same schools and the consequent adult disquiet. Nottingham

adult school, the first adult institution disassociated entirely from any children's school, opened in 1798. However, it did not become the force behind an adult education movement as had been hoped, possibly because of its unorthodoxy (16, p. 80).

By 1842, the influence of the Mechanics' Institutes, because of their vocational emphasis, produced a discontent that led to the founding of the People's College by the Reverend R. S. Bayley who had taught in the Institutes. Bayley emphasized humane studies, and taught literature and composition, the former by extensive drill in a few works, and the latter by requiring his students to subject their writing to the most unsparing of criticism from other students. The College lasted until 1874, turning to technicalism in preference to humane studies after Bayley left in response to heavy student enrollment in the technical courses (16, p. 182).

In 1854, a Mr. Frederick Denison Maurice, acting in an ideal of collegiate Christian socialism, founded another adult school, the London Working Man's College (16, pp. 183-4). The intent of Maurice's efforts is reflected in the deliberately chosen name "College"; he meant for the school to be a community of scholars where teachers and students were equal partners in a common goal of humane studies. Cultural rather than vocational emphasis was intended from the outset, but as appears to have occurred more than a few

times, the students did not buy the idea. Rather, they preferred the vocational studies offered, in spite of the fact that men such as John Ruskin, Dante Gabriel Rossetti, and others acted as teachers. The school, hoping to attract women to its classes, changed its name later to the College for Working Men and Women, and finally closed its doors in 1901 (16, pp. 183-4).

In 1874 the College for Working Women was founded as an offshoot of the earlier College for Working Men and Women, the original London Working Men's College (16, p. 187). Emphasizing primarily the utilitarian subjects for women, the school met with success. Academic subjects were also taught, but students enrolled for them much less than for other areas. In 1922 the name was changed to Francis Martin College and is still in operation (16, p. 187).

At the turn of the century Ruskin College had its origin in Ruskin Hall, opened in 1899 as a university branch. Intended as a college for adults, the institution began independent of the university. Shortly thereafter, apparently as a result of the socialist attack on laissez faire capitalism, the Central Labour College was founded with Dennis Hird as its principal, as an offshoot of Ruskin College. Hird had intended that Ruskin College be a center for socialist education and was accordingly sacked. He and a number of dissident students then started their own school, Central Labour College. In the ensuing controversy.

control of the Ruskin College was placed in local hands under auspices of the trade unions (16, pp. 243-244).

The extension divisions of the universities in England occurred because the universities themselves, with their emphasis on religious-gentlemanly education for the upper classes stagnated and lost any usefulness to the working and middle classes. In response, the University of Cambridge inaugurated its Extension division in 1873, employing as a teaching format lectures accompanied by extensive syllabi. The lectures and syllabi met with immediate adult approval when they were accompanied by question and discussion sessions. Oxford University in 1878 and Victoria University in 1886 followed suit. The divisions offered a wide range of courses in political economy, literature, philosophy, natural sciences, and architecture. The students themselves proved highly capable, some thirty per cent of them receiving honors. A number of the extension schools themselves later matured into full-fledged colleges--Nottingham, 1881; Reading, 1892; Exeter, 1893 (16, pp. 218-242).

Extra-mural education for the adult student on a part-time basis began, with the exception of Leeds and Sheffield, in all Universities by 1939. It reached toward a working class student clientele that had reached a high level of formal education (16, pp. 268-273). Consequently the demand for written work diminished in importance as students furnished

a counter demand for discussion and that and the quality of teaching remained undiminished (16, pp. 268-273).

During the same period, between the two world wars, a number of adult residential colleges continued in operation-- Woodbrooke, Fircroft, Ruskin, the Central Labour College, and the Cooperative College, the latter established in 1919 in Manchester. The Labour College closed in 1929, but Ruskin continued, along with the Cooperative College. In 1920 the Residential College for Working Women, in 1921 the Catholic Workers' College at Oxford, and in 1925 Avoncroft College were founded for adult patronage (16, pp. 280-282).

In 1924 the basic idea of the Village College was advanced and four opened by 1939. These operated about a cradle-to-the-grave educational emphasis, including in their organizations village nurseries and primary schools, secondary district schools, village libraries, and rooms for adult education. Their guiding principle was the abolition of the demarcation between the vocational and the academic and were meant to supply a lifelong continuing education (16, pp. 299-300).

Following World War II, emphasis on adult education continued, as indeed it had done since 1943 when the British were again able to concentrate on things other than war effort. Great use was made of radio, and later television, as educational media. The University of the Air, since officially named the Open University, had its

inception in 1963 in a Glasgow speech by Harold Wilson. The premise was that degrees could be gained from this form of lecture and lesson dissemination. Plans called for teaching to begin in 1971 (16, pp. 345-349).

Presidential adult colleges, formed prior to World War II, closed or curtailed operations for the duration of hostilities and reopened after 1945 (16, pp. 390-395). But the clientele, young adults, had, because of the rising level of education in the country, spent up to age twenty in formal schooling and were not enthusiastic about lengthy course work. Some seventy per cent of the students were taking courses for cultural or professional reasons and were employed in the highest professional categories (16, pp. 365-369). Their emphasis on relevance and the present led to the founding of the short-term residential colleges. Lamb Guildhouse, the first, opened in 1948 and today provides accommodation for some sixty students at a time. By 1950 twenty such schools were in operation; in 1968 there were thirty. One of their greatest accomplishments was the breakdown of the barriers between liberal and vocational studies (16, pp. 390-395).

According to Kelly and Hudson then, the emphasis on adult education centered first about the study of the Bible. The development of the system of education emphasizing the adult status ultimately reached such a level that extra mural education today caters to the

ex-grammar school and ex-university student. Adult education of a more basic type touches only the top twenty-five per cent of the population (16, p. 10). In the United States however, the process appears to have been largely one of making available to a rather raw culture the advantages of a somewhat nicer one through lectures, meetings, and traveling dramatic presentations.

Adult Higher Education in the United States

Benjamin Franklin was one of the forces behind late eighteenth-century adult education. He was an organizer of regular discussion groups and forums in Philadelphia, these having as function the general upgrading of American culture. That there was later a seedbed of hunger for education is borne out by historian and classicist Herbert Muller.

Nineteenth-century America had its traveling lecturers, Chautauqua circuits, lyceums, and literary societies. The works of Stephen Foster, the Gilbert and Sullivan operettas, the Currier and Ives photographs were all available and generally appreciated (26, pp. 312-313). "In general, American amply demonstrated that they were parvenus in culture, but not simply ignorant or depraved" (26, p. 313). Although Muller was thoroughly unimpressed and claimed that Dickens and the classics really paved the way for the muckrakers, he does point out that they were read. Shakespeare's

plays were performed throughout much of the country. Josh Billings, Bret Harte, Lew Wallace, Henry Wadsworth Longfellow, John Greenleaf Whittier, Jules Verne, and Victor Hugo were all relatively widely read (26, p. 312). Desire for education similar to that instrumental in the earlier establishment of adult schools in England apparently existed in a sizeable portion of the American people. American adult schools were founded as early as 1815, seemingly an offshoot of the successful English efforts to attend to the education of illiterate adults. These American schools were begun in New York and Philadelphia for men and for women and for "men of color" by the Society of Friends and the Freemasons, and were considered to have been highly successful (14, p. 8).

Efforts to establish for adults access to the higher educational institutions appear to have foundered along without any real sense of direction. Kenneth Haygood vividly describes the situation.

With a few noteworthy exceptions, adult education has sprung up like a weed in the university rather than being planted there purposefully as a part of the garden. Once there, it often has been treated as a weed, given little nurture or concern, though admired for its vitality (12, p. 192).

After the American Civil War, one of Haygood's "noteworthy exceptions" began its efforts in adult higher education. Harvard University began as early as 1869 to make courses available to adults during its normal summer recess (12, p. 192).

According to Malcolm Knowles, the form of adult higher education in America derives from the efforts at Oxford and Cambridge during the 1870's. The next years, to 1890, saw little additional activity. In 1891 the Universities of Wisconsin and Kansas established extension divisions. These, along with the University of Chicago in 1892, offered course work of the lecture and exam format. Much later, in 1906 and 1907, the University of Wisconsin reorganized its extension division with the purpose of spreading the campus statewide (18, p. 9). The first services of the extension schools were of a general nature but pressure began to develop with a view to specifying them primarily for adults. The Land Grant Colleges, made possible by the Morrill Act of 1862, had as their main purposes the benefits of American farmers. At the same time the development of the Evening Colleges arose out of pressure from young adults for the means of study while engaged in an occupation. These latter programs were originally of the same format as those for the more youthful students but technical and social change has forced their redesign and reorientation toward adult needs (18, pp. 10-11). According to Knowles, this phenomenon can be expected to continue, and even increase. As present youth reaches maturity the frequency of its appearance on campus as inquiring adults will increase. "They will have been taught in their formal schooling to take more responsibility for inquiry than

was the case with the present generation" (18, p. 28).

Knowles is primarily speaking of non-degree seeking students but does largely include the degree-oriented undergraduate adult, whom he sees as a highly motivated specialist in education--a specialist in that he is not drawn in several directions by social college life situations, but rather is concerned almost solely with the requirements of his education.

Pairing these considerations with the delays in formal schooling resulting from the two world wars, it is not surprising to find, according to Haygood, that collegiate efforts oriented toward the adult student had tremendous impetus following World War I, and again following World War II (12, p. 192).

Special degree programs for adults, however, did not appear until after the Korean War, 1950-1953. They seem also to have had little real connection with the demands made by ex-servicemen for quality instruction, specifically taking into consideration their delayed--academically and economically desperate--status. These men had earlier placed on their instructors pressures not experienced before. Some went so far as to inform their teachers they had come to the University to attend classes, to gain an education in its truest sense, and not to be denied classes they had paid for.

The hell with snap courses.

That was their attitude. They said: 'I'm interested in what I can get out of this course, what I can really learn. And I want a prof who teaches, not preaches. I've had enough indoctrination. I'm not the schoolboy I used to be. I'm not just going to copy down every word he says. If I disagree, I'm going to question; if I don't understand, I'm going to find out why' (22, p. 476).

Special Adult Degree Programs

The adult undergraduate was no longer the schoolboy he used to be. This reality formed the basis of the special adult degree program begun at Brooklyn College of the City University of New York in 1953. The Brooklyn College program rested on one assumption, "that the one thing which really distinguishes an adult from a non-adult is the quality of life experience" (30, pp. ii-iii).

Those originating the Brooklyn program believed an adult could gain much of his education through informal but highly demanding professional, artistic, or leisure study. Accordingly it was asked if an academic equivalent of non-academic experience could be determined. They wanted to find if richly experienced adults could earn undergraduate degrees by means other than regular class attendance, whether liberal arts programs for older students should exist, and if there was such a thing as an adult level of teaching. They found that their students were affirmative in response to these questions, especially the last (31, pp. 3-4). They also found that adults respond

positively to the chance for a mature form of education. The program at Brooklyn was begun with a minimum of publicity, with prospective students invited and admitted on the basis of recommendation by teachers. There were thirty-two students in 1953; by 1957, though the program was never formally advertised, word-of-mouth advertisement--apparently primarily by the adult students themselves--had resulted in some five hundred and fifty unsolicited applications (31, pp. 26-27).

John S. Diekhoff in a 1955 essay expressed the quality of educational philosophy that underscores adult higher education.

To provide educational programs designed to foster in adults those qualities which undergraduate education too often fails to develop in undergraduates--whatever else the qualities are that make an educated man. I refer you to Newman. One quality I am sure of--the ability to continue learning without the help of a school (6, p. 11).

And in a footnote Diekhoff goes on to express the same thought that impressed others concerned with the problem of adult higher education--adult experience.

I need hardly add that the university will do none of these things well if it treats adults as if they were late adolescents. It is not enough to repeat in the evening what is done with undergraduates in the morning (6, p. 11).

Brooklyn College expressed its position in regard to this basic consideration by attempting to determine of each candidate three factors: 1) could his experience be translated into an equivalent academic value? 2) had he a real

and outstanding academic promise? 3) how would a liberal education enlarge his contributions to the community and to the fulfillment of his self-realization? (31, p. 27)

The stated purposes of the Brooklyn program are to 1) "create aesthetic awareness," 2) "liberate the personality," and 3) "develop intellectual consistency" in its courses in the humanities and communications. These are to be accomplished through the development of non-verbal, non-intellectual, non-rational aesthetic sensibilities, immersion in the artist's vision, critical insight, articulation of reaction to art; through awakening the adult learner to human aspiration and frustration expressed in art; and through developing a consistent personal philosophy (31, pp. 110-112).

Special adult degree programs at other schools have begun to appear with increasing frequency. One writer complains of files filling with brochures of new programs, descriptions that are out of date at printing because the programs and situations they are to serve are subject to such rapid change (11, p. 17). There appears to be an increasing demand for the right of students to take courses they need and an accompanying demand for academic credit for non-academic experience, causing a gaining popularity of non-traditional study (10, p. 6).

One of the earlier schools to follow the lead of Brooklyn College was the University of Oklahoma. In 1961 that university established a program leading to the

Bachelor of Liberal Sciences Degree, developing within it studies in the humanities, the natural sciences, the social sciences, and inter-area disciplines. Adult students usually take from two to six years to complete their degrees, with an average of four years. The University has set no time limits on completion of the special adult degree. The student is only to show a regular, however slow, progress. He attends and participates in seminars designed to investigate topics in great depth--topics which, in his independent study, he can explore broadly (33, pp. 27-30).

These programs (at Brooklyn College and the University of Oklahoma) tend to remain allied to the more traditional forms, requiring generally, or equivalently, the completion of the standard degree requirements. The University of South Florida also offers a program of this type.

The University of South Florida offers the degree of Bachelor of Independent Studies for adult students. Bloustein points out that traditional programs gave one chance to students, to be taken between the ages of eighteen and twenty-two (10, p. 7). The degrees offered by other schools are not regular Bachelor of Arts or Bachelor of Science degrees but are specially named and structured degrees by their titles and emphases set off from others. At the same time, the structure of the traditionally oriented degree at the University of South Florida appears, on the

surface at least, to be one that a good liberal arts college could well copy for its regular post-adolescent students.

The Bachelor of Liberal Studies degree forms around four areas, each the nucleus of a year of study. In the first year the social sciences form the focal point. In the second, the natural sciences become the hub of academic activities. The humanities assume greatest focus in the third year. And the last year is dedicated to in-depth investigation of a selected issue or thesis topic, in terms of its relation to the areas of orientation during the first three years (15, pp. 31-33). In other words, the last year of the adult's collegiate education is designed to plunge him into the real quality of learning, the relationship of a problem to the main areas of academic thought and philosophy. The importance of the philosophies of those areas to the approach to and solution of a problem, the interpretation of a thesis, the portrayal of an idea itself becomes the emphasis of the adult's fourth year of study. He has, thereby, to relate his own concepts to those to which he has been exposed.

The special program for adults at Brown University ends in the awarding of no special degrees. Brown does not operate upon the premise that the adult needs a special degree, nor that he needs a special kind of gingerly tenderness overly concerned with a late blooming intellect.

Rather, the quality of the adult is such that special provisions need be made for him in the acquisition of a regular degree. These special provisions recognize the maturational and experiential broadening of the student's knowledge, the reference frame against which he must judge and into which he must fit all new acquisitions, acquisitions which themselves alter and reorient his maturity, experience, or reference frame. Brown assumed the importance of these considerations when the proposal for the new adult program was formulated.

The proposal for Brown's program contains the essence of the university's obligations to the adult student in view of his status as not only an adult but also as a particularly and perhaps peculiarly qualified student.

It now remains for . . . institutions to take the . . . step and make their educational resources available to able students who wish to try again. Some of these students are already leaders in their communities and many more are as likely to become leaders as are those to whom these institutions formerly restricted their education (1, p. 19).

Brown places some restrictions on special students. They must be at least twenty-five years old and have been five years away from the college, university, or high school. They are to complete at least sixteen courses at Brown and meet particular departmental requirements (1, p. 16). There appear to be no special courses with special handling provided for special students. Rather, they are required to demonstrate special qualities of academic maturity,

ambition, and initiative. One older student, for example, was accepted because, assigned by the military to a year's service in Thailand, he learned the language while stationed there (1, p. 19). This sort of behavior strongly reinforces the faculty's assumption that since older students have to decide to resume their education, each has a unique set of reasons arising out of personal life experience (1, p. 17).

It was expected that the applicants would come from several kinds of backgrounds, including veterans, non-failure dropouts, employed adults seeking increased specialized knowledge, and women no longer involved in raising families (1, p. 16). In fact, the majority of the older students turned out to be women (1, p. 18).

Brown's experience seems to bear out Thorndike's finding in 1920 that the best years for learning are from the ages of twenty to thirty, while the decade from thirty to forty is held to be on a par with that of from ten to twenty (22, p. 527). The students themselves express positive reactions to the experience of college study and classes, expressing no perceptions of patronization or discrimination because of their age. They often find the teacher delighted to find an older student in class because of the maturity and the depth he is able to lend classroom discussions (1, p. 19).

Brown University's program for adult students, though not unique to the private institution, seems rare enough.

Most adult degree programs are not found in private institutions but instead in the larger public universities (32, p. 26).

The University of Chicago offers a Certificate in Liberal Arts for adults in a program covering a period of four years. The student attends class for six hours per week in a very intensive program designed to cater to his adult status. No exams are given, nor are grades, other than pass/fail, employed. College credits are awarded, presumably applicable only to the special certificate. No definition of eligibility based on age is stated (32, p. 66).

On the other hand, Roosevelt University in Chicago specifies that its applicants must be at least twenty-five years of age. In something of the same manner as that employed in the middle fifties by Brooklyn College, academic credit can be awarded, but on the basis of scores made on the College Level Examination Program rather than on the evaluation of non-academic experiences for academic credit (7, p. 59). There is some implication of an intent to subscribe to standardization procedures in evaluating non-academic learning, but this is never explicitly stated or alluded to. (In addition, such standardization attempts reflect the tendency of the special programs, after gaining college or university status as a bona fide member of the academic community, to assume non-innovational

patterns in an attempt to maintain the prestige and adherence to standards considered necessary to academic respectability.)

The student in the Roosevelt program is required to attend a "proseminar" whose major function is to re-initiate him into the educational skills necessary to his successful study. After this he begins work on a major, without having to acquire the usual credits in Freshman and Sophomore level work. This latter, of course, depends upon his successful completion of the CLEP exams, making it possible for him to waive some seventy-five to seventy-eight hours of degree requirements. A series of team-taught seminars, having as their purpose the integration of "particular aspects of a comprehensive area," are followed by an internship in community service. A Bachelor of General Studies degree is awarded upon completion of the program (7, p. 59). The emphasis on the maturity, responsibility, and capability of the adult and his ability to learn in a non-academic environment, in addition to the fact of his knowledge, is even further borne out. Roosevelt University makes it possible for him to pass over entirely the bachelor's degree program. Those applicants who score at least in the ninetieth percentile on the general college entrance examination and at least in the fiftieth percentile on the Graduate Record Examination may be admitted to the Graduate School without benefit of any undergraduate college courses (7, p. 59).

Syracuse University in New York has recently begun a four-year program leading to the A.B. in Liberal Studies degree for persons over twenty-five years of age (7, pp. 58-59). The program is based on independent study, although that particular form of scholarship is interpreted with many variations. These range from the preparation of class term papers which meet precisely described requirements of length, form, and reference to the acceptance of any sort of unguided and unadvised library browsing as valuable independent study. What Syracuse means by independent study is not defined.

Concern with the college and university requirements of the adult undergraduate began with concern for the adult's need for special classes geared both to his extant level of knowledge and to his need for more education in his occupation. The Extension Colleges and Evening Colleges recognized his limited time and opportunity for study and class attendance. The work offered by the evening colleges, being essentially evening versions of the teaching provided for the daytime, post-adolescent undergraduate, merely shifted time and direction and proved inadequate for adult students. The Adult Degree Programs followed, but these too, perhaps because of campus-tied traditions of teaching not very highly motivated younger students, were still relatively prescriptive in nature. Degrees were awarded after the completion of work rather closely associated with

the residence programs of most American schools. These programs are now producing their own children, perhaps as different from their parents as their parents are different from their grandparents. Emphasis has lately begun switching to the so-called assessment degree.

In the State University of New York system, Empire State College was recently set up especially for the purpose of offering the external degree. The adult student in this program is given to understand, in special seminar presentations, that the real responsibility for learning is placed on him. His degree is based upon the completion of his independent study, itself usually self-directed. After admission, the student plans his first unit of work, and only after the work on the unit has actually begun is he considered formally matriculated. Credit may be, and is, given for previous work done. But if he holds no high school diploma or its equivalent, the adult student must, before admission, demonstrate his ability to do the work toward the degree (13, pp. 97-98).

A final example of the programs especially designed for adults, yet different from those already outlined, is found in the format itself of the New School for Social Research. This institution was founded in 1919, but finds its own special form in the fact that it is not primarily devoted to undergraduate adults. Its advertisement places

its emphasis on the contributions adults can make to the solution of social problems. Its stated purpose is

to draw to its lecture rooms . . . persons of maturity with an intellectual interest, graduates of colleges engaged in professions or in business, and men and women who by reading and discussion have prepared themselves for the serious study of social problems (23, pp. 529-530).

The institution therefore limits itself in its acceptance of students but is in no way really different from recently opened programs. It caters to the highly educated adult layman and from the earliest has offered courses in arts and letters, theatre, and American civilization (23, pp. 530-531). The quality of the students attending this institution in 1969 was very high, including an important percentage of college graduates, some with advanced degrees (23, p. 530). Yet these are laymen--highly intelligent, well self-educated adults, presumably very highly motivated. The emphasis on teaching quality therefore is of the greatest importance. Faculty members thus must meet qualities of scholarship and teaching ability that satisfy adult requirements.

To meet the needs of these students, the faculty must 'be men who can speak the layman's language and understand his interests.' At the same time, however, they must be something more than entertainers and popularizers. 'They must . . . have unimpeachable academic standing as men who not only recognize the academic canons of exactitude and adequacy, but who are also able to carry on and direct productive scholarship' (23, p. 530).

The sort of teaching meant is exemplified by the men who have taught at the New School: Charles A. Beard, James

Harvey Robinson, Roscoe Pound, Felix Frankfurter, Lewis Mumford, John Dewey, as well as many of the excellent teachers displaced from Europe by the second world war (23, p. 530).

Increasing Age of College Students

The age of students in American colleges and universities has been rather rapidly increasing since about 1955, with the twenty through twenty-four group showing the largest gains. In October of 1955 this segment comprised 11.1 per cent of the student population, in October of 1960 it was 13.1 per cent, and in October of 1965 it totaled 19 per cent. The twenty-five through twenty-nine group in the same intervals showed percentages of 4.2, 4.9, and 6.1. The thirty through thirty-four year old students claimed 1.6 per cent, 2.4 per cent, and 3.2 per cent in the same intervals (24, p. 21). A. A. Liveright reported in 1968 that during the 1964-1965 academic year 74.42 per cent of adults enrolled in college courses were enrolled for degree credit courses (20, p. 61). In the same publication he reported that some twenty per cent of all adults in the United States participate in some form of adult education (20, p. 28). At the same time he cites figures that forecast that by 1980 fifty per cent of the United States population will be under 21 and over 65, leaving fifty per cent in the employment age group. Some eighty per cent of the population will be urban, and college enrollment

will increase to 8.7 million (20, pp. 1-10). But economic forecasts indicate that some severe problems for the universities could result. Liveright points out that employment estimates for that time range from a low of ten per cent to a high of one-hundred per cent (20, p. 10). The implications are extensive and serve to emphasize the intense need for a philosophy of teaching directly associated with an older student clientele. These, in response to employment conditions, will attend college classes for reasons ranging from employment improvement to education as a means and purpose of living. If employment is high, demand for work-related education should be correspondingly high. If employment is low, especially if forecasts of unemployment resulting from automation are accurate and the development of a new, non-work centered culture accelerates to accommodate the displaced worker, the need for adult centered philosophies of college teaching will be especially great.

. . . it is conceivable that by the twenty-first century the primary participants in programs of institutions of higher education no longer will be young adults, but continuing learners who are constantly seeking new knowledge and who are permanently associated with educational institutions (12, p. 196).

Modern Conditions

The emergence of non-traditional programs has been in fact accelerating recently. Pointing to the phenomenon are several factors which illustrate again the trend in the

adult movement in higher education. These are demands for unrestricted opportunity for all to develop academic abilities in ways that they have some control over; for the right to return to the classroom whenever the individual chooses; and for reception of academic credit for non-academic experience (perhaps non-academic education is a better descriptor). Additionally, business and industry have begun to employ educational practices paralleling those of the universities. And the students themselves have come to feel the need for and the value of an individualized kind of learning (10, p. 6). The demand is not for the lip service sort of individualization plaguing the elementary and high schools, but for an individualization of the sort possible and basic to independent study programs. Planning by the student of the course of study he perceives necessary to his purposes is integral to those requirements.

The offering of special courses leading to adult undergraduate degrees, beginning formally with the Brooklyn College program and spreading to some six or seven other schools by 1965, had developed vastly more by 1969. A study in that year indicated that of one hundred four schools surveyed, twenty-three per cent offered special degrees for adults and twenty-eight per cent were considering such programs. A repeat of the survey in 1971 showed that thirty-six per cent of one hundred ten schools queried offered the special degree and thirty-nine per cent of

ninety-eight schools asked indicated they were considering such a program (13, pp. 89-90). The author points out, however, that it was not clear that all respondents to the survey meant the same thing when speaking of an adult degree program.

Emphasis on the adult degree program and on non-traditional forms of study has led to the acceptance by higher division institutions of the validity of such plans in the colleges and junior colleges, at least to a certain extent. The University of Texas at Dallas, for instance, has abolished the position of director of non-traditional degree programs. The non-traditional is no longer such but is a full-fledged, academically acceptable part of higher education (35). The non-traditional has become incorporated as a part of the regular program, and this before the school even accepted its first student. As Bereday puts it, in a similar intent,

to read the history of the rising tide of primary and then of secondary education in the past two centuries is to understand the condition of higher education today. The tide of demand surged upward and upward, submerging the traditional bulwarks of education for the few. Now the flood is lapping at the university (3, p. viii).

The demand, however, is more than a demand for a chance to attend a university. The demand is for the chance to study as adults also. "The guiding principle is that the students are men and women, not late adolescents. Old wine may or may not be served, but it is served from new

decanter" (13, p. 89). Similarly, the advent of the assessment degree places greatest stress on the nature of the student and the methods of his learning, as well as recognition of the knowledge he has gained, regardless of how it was learned. The actual learning of the student constitutes the formal center of concern and is the basis for the awarding of the degree. That award becomes then a certificate of competence (13, p. 89).

It is difficult to persuade faculties to accept new forms of teaching and learning because their experience is based on a post-adolescent student population and they fear that academic rigor and institutional prestige will suffer from untried innovation. But the nature of the adult undergraduate in these programs is not the same as that of the youthful student. Samuel Gould points out that the fears are not justified. "More rather than less rigor is demanded of the external degree student; more rather than less initiative is expected. A high degree of motivation is a fundamental principle" (9, p. xi). These demands are true innovation in teaching, whereas the usual claims to innovative practices are often unjustified.

Much of what passes as innovation in colleges and universities is really only fadism and tinkering. Changes in requirements, changes in grading practices, freshman seminars, independent study, or alternatives in the calendar are often introduced into or grafted onto a program without really modifying the views or instructional practices of the faculty (8, p. 1).

Yet faculties are inevitably slow in adopting new practices and in adapting to new conditions. Criticism has been directed at existing degree programs from the beginning of extension work, but only with the flood of veterans and their uncompromising demands could faculties bring themselves to realize that their students' needs could only be met by new patterns of degree requirements (13, pp. 9-10). The institutions met them but now new ones need to be met in terms of modern adult students.

Viewpoints on Adult Students

Janet Harris contends that most adults return to college for job advantage, that those seeking degrees do so at great personal sacrifice but only because they see a payoff at completion of their programs (11, p. 17). Wayne Leys differentiates between the degree and the non-degree course for adults. He sees the degree courses as essentially the same for adults as for post-adolescents, and the non-degree course emphasizing utility of courses pointing directly to the immediate requirements of the adult--"not math but accounting math, not poetry but soul soothing poetry, not psychology but psychology for expectant mothers" (19, p. 13). Malcolm Knowles contends that the fundamental role of the institutions of higher learning is simply to make it possible for the adults to have access to the regular program.

In general, the university should do what it is able to do well, i.e., provide high quality degree and credit courses. Adult students are, on the whole, similar in their educational needs and motivations to regular students. They want college-grade education and degrees of unquestioned quality. The task is to make the regular university programs easily available to students (18, p. 25).

In apparent self-contradiction, Knowles comments on the deficiencies of higher adult education:

The weakness of much higher adult education lies in the mimicry of traditional curricula--the lack of imagination that creates new approaches to the education of adults. The university should actively study the educational needs of communities and individual adults. . . . Similarly, the implications of lifelong learning for the present undergraduate programs should be examined (18, p. 26).

Knowles suggests that the task of the university in making the regular university programs available to adult students consists in applying innovational thought and curricular practices to the problems and procedures of doing so. These innovations certainly must come to terms with the need of meeting adult occupational, cultural, and educational requirements, as well as recognizing the implications of adult maturity and motivations.

The values implicit in a carefully developed program of education for the returning adult college student are expressed in a basic philosophy of liberal education. The society itself is the primary beneficiary.

Of this at least we can be sure--that a society which guarantees freedom of thought and expression, which places a premium on intellectual independence, preferring uniqueness and originality to conformity, which values the intellectual life

for its own sake and rewards those who are creative talents opens new vistas for the future, new ways of thinking about old problems, . . . such a society stands the best chance of bringing viability into its institutions and strength into its culture and lasting power into its civilization (21, pp. 134-135).

Summary

The theme underlying the development of concern in the teaching of adults has been historically one of correcting for a lack of real education. The concern of higher adult education, of the special programs, of the special degrees, and of the assessment degrees has been one of providing the means, the organization, and the emphasis implicit in the academic advantages of the adult. Adult education in its beginnings was basic. Its purpose was to teach the illiterate to read, first the Bible, and later those writings useful to the advancement of industry. Adult higher education has risen from the knowledge of those engaged in basic adult education and from the concern of the university faculty for a special student. The role of the university has been to provide the means to real education, but historically it has dealt with post-adolescents. The early practitioners of adult education quickly came to realize the special nature of their students.

Adults returning to college for degree credit do so for many reasons. The following chapter of this study comprises an investigation of those reasons, insofar as

they pertain to the study of English required by the University, and of adult perceptions of the function of liberal education as it is manifested in English studies. But a final word seems appropriate concerning the intent, the reasons for all education, and in view of the position of the adult undergraduate as possessive of undeniably exceptional and advantageous educational qualities. This study deals with the teaching of required English courses on a college or university level as its stated purpose, but the quality of teaching adults in all areas must precede any such specialization. Teaching of all students, according to Alfred North Whitehead, has suffered from unconcern and unconscionable inertia, a light contempt for the needs of the student.

When one considers in its length and breadth the importance of this question of education, the broken lives, the defeated hopes, the national failures which result from the frivolous inertia with which it is treated, it is difficult to restrain within one's self a savage rage. In the conditions of modern life, the rule is absolute, the race which does not value trained intelligence is doomed (37, p. 13).

That one must have a concept of teaching adults is obvious. That the teacher ought have an extensive knowledge of his students is undeniable. Teaching is both creative and rational, but needs information.

Action ignoring, or ignorant of, pertinent information about students, institutions, social conditions, and their dynamic interactions can be little more than hit or miss. Even with the best information, each decision remains essentially artistic, resting heavily on insight and intuition. But insight and intuition starve unless nourished by new information (4, p. 27).

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CHAPTER III

SURVEY OF ADULT STUDENT OPINION

The existence of a significant difference between the adult and the post-adolescent undergraduate is a fact disputed by few writers and is one supported by most. The intent of this dissertation is not to establish that fact but to employ it as the basis for the development of an English-teaching concept for adult undergraduate students. It is necessary to that development to establish the physical characteristics of the adults and their demands as undergraduates enrolled in required English courses. It is further required to establish how well those demands were, and could have been, met.

The Questionnaire

Operating against this intent, a questionnaire was developed (1) to furnish data describing the adult students, and (2) to determine as clearly as possible their views of the qualities of English courses necessary to their undergraduate and situational status. The questionnaire was based upon the writer's experience as a teacher and his literary and compositional study, upon a review of the literature, and upon suggestions by others experienced and knowledgeable in the teaching of undergraduate English for adults.

The questionnaire was structured to avoid patterned replies--one answer following another automatically. Ninety-nine unnumbered questions made up the final form. Responses to the reliability group questionnaire suggested simplifications which were included in the test instrument.

Six English teachers having extensive experience with adult undergraduate students were asked to rule independently on the right of inclusion for each question, thus determining validity of the instrument. The five responding included teachers from North Texas State University, Texas Wesleyan College, East Texas State University, and the Dallas County Community College System.

Reliability

The purpose of the survey was to obtain opinions and statements of experiences of adult undergraduates enrolled in Freshman and/or Sophomore English courses for the Spring semester, 1973. It was not to gather data for a statistical study. But an attempt was made to establish the reliability of questions used with the questionnaire. Such reliability of the instrument was established by the test-retest method on a question-by-question basis. A ninety per cent agreement between responses on the first and second administrations was intended. The questionnaire was given, over a period of six months, to eligible respondents enrolled in two introductory education courses. A second questionnaire was mailed

four weeks to two months later to those students who responded to the first one. A total of fifty-eight pairs of questionnaire completions from participating students was accumulated.

The reliability test form of the questionnaire contained eighty-eight questions. Of these, eight immediately met the ninety per cent consistency criterion. An additional twenty-two questions had consistency levels between eighty and ninety per cent. Twenty-four questions fell within the seventy to eighty per cent consistency band. Eleven placed between the sixty and seventy per cent levels. The remaining twenty-three questions fell below the sixty per cent point.

Most of the consistency levels of the questions could be raised to an acceptable range. Questions containing multiple response categories of an interval nature and ordered in natural succession could be assumed equivalent when the second response to a given question differed only by one interval. But there could be no adjustments on questions involving yes/no responses, or on those asking for otherwise factual information.

Appendix A includes a sample reliability form of the questionnaire with consistency levels for each question.

Questionnaire Response

Three hundred eleven undergraduates aged twenty-four and over originally enrolled in Freshman and/or Sophomore

English courses at North Texas State University in the Spring, 1973 semester. Of these, ten were known to have been included in the reliability establishment portion of this study, four indicated they had dropped the courses very early in the semester, thirty-six could not be reached by letter or telephone, and one person did not qualify for inclusion in the study. Altogether, therefore, a total of two hundred sixty persons were considered eligible for inclusion in the opinion survey.

Questionnaires and covering letters were mailed to three hundred three persons in early November, 1973 (Appendix B). Three weeks later a follow-up letter (Appendix C) was sent to those persons not responding. By January 8, 1974, a total of 127 completed questionnaires had been returned (45 per cent). On that date a second copy of the questionnaire with a cover letter (Appendix D) was mailed to the eligible respondents who had not yet replied. Telephone calls were placed to those persons living within the near-Denton area.

By February 15, 1974, a total of 172 responses were received. Thus, the report of the opinion survey of over-twenty-four year old students enrolled in Freshman and/or Sophomore English courses at North Texas State University in the Spring, 1973 Semester is based on a 66.153 per cent return of the questionnaire.

Respondent Identity

The identity of the respondents was held strictly confidential, and all identification was destroyed along with the questionnaires after tabulation of the data was completed. Those replying were asked to furnish names and addresses only if they wished to be informed of the results of the survey.

Results of the Survey

Description of the Adult Student

Ages of the respondents.--The average age of the adult student tended to be low. The majority of the survey group were in their middle and late twenties. Percentages generally decline, as shown in Table I, through age thirty-nine, and all ages except thirty-six are represented. Seven (4.07 per cent) of the respondents were over forty years of age. One respondent was fifty-seven years of age.

Marital status of the respondents.--Table II shows the marital status of the survey participants. One hundred eleven students (64.55 per cent) were married. Forty-seven (27.32 per cent) reported themselves as unmarried. Of this group, thirty-eight (80.95 per cent) were men and nine (19.15 per cent) were women. Only one single-woman was over twenty-six years of age, giving her age as twenty-nine. Fourteen single-men were over twenty-six years of age. Divorcees comprised thirteen of the 172 respondents (7.56

TABLE I
AGE OF ADULT STUDENT RESPONDENTS, BY SEX

"What was your age when you registered for the course?"

Age	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
frequency	40	38	27	14	12	10	6	2	4	3	4	1	0	2	1
% of total	23.8	22.6	14.9	8.34	5.36	5.96	3.57	1.19	2.38	1.79	2.38	.536	0	1.19	.536
Men	31	33	22	12	10	3	4	1	1	2	3	0	0	1	0
Women	9	5	5	2	2	7	2	1	3	1	1	1	0	1	1
% Men	77.5	86.9	80.0	85.8	77.8	33.3	66.7	50.0	25.0	66.7	75.0	0	0	20.0	0
% Women	22.5	13.1	20.0	14.2	22.2	66.7	33.3	50.0	75.0	33.3	25.0	100.0	0	50.0	100.0

TABLE I--Continued

Age	39	40	41	42	43	44	45	46	47	48	49	50+	Total	Total % of group
frequency	1	0	0	1	1	0	3	1	0	0	0	1	172	100.0
% of total	.536	0	0	.536	.536	0	1.79	.536	0	0	0	.536	126	73.35
Men	0	0	0	1	1	0	1	0	0	0	0	0	46	26.65
Women	1	0	0	0	0	0	2	1	0	0	0	1		
% Men	0	0	0	100.0	100.0	0	33.3	0	0	0	0	0		
% Women	100.0	0	0	0	0	0	66.7	100.0	0	0	0	100.0		

TABLE II

MARITAL STATUS OF ADULT STUDENTS BY SEX AND AGE--FREQUENCY OF OCCURRENCE

Age \ Marital Status	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
single men	11	13	6	6	1	0	0	0	1	0	0	0	0	0	0
single women	5	2	1	0	0	1	0	0	0	0	0	0	0	0	0
married men	18	17	15	5	9	3	4	1	0	2	2	0	0	1	0
married women	4	2	3	2	2	6	1	1	1	1	1	0	0	1	1
divorced men	2	3	1	1	0	0	0	0	0	0	1	0	0	0	0
divorced women	0	1	1	0	0	0	1	0	2	0	0	0	0	0	0
widowed men	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
widowed women	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0

TABLE II--Continued

Age \ Marital Status	39	40	41	42	43	44	45	46	47	48	49	50+	Total	Total % of group
single men	0	0	0	0	0	0	0	0	0	0	0	0	38	22.10
single women	0	0	0	0	0	0	0	0	0	0	0	0	9	5.23
married men	0	0	0	0	0	0	1	0	0	0	0	0	79	45.95
married women	1	0	0	0	1	0	2	1	0	0	0	1	32	18.61
divorced men	0	0	0	0	0	0	0	0	0	0	0	0	8	46.52
divorced women	0	0	0	0	0	0	0	0	0	0	0	0	5	29.08
widowed men	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
widowed women	0	0	0	0	0	0	0	0	0	0	0	0	1	0.58

per cent), eight of whom were men (61.6 per cent) and five women (38.45 per cent). These latter percentages agree with the sex distribution of the total group, 70.8 per cent male and 29.2 per cent female. It is noted, however, that based on percentages, a smaller proportion of adult male than female divorcees were enrolled in the courses in question. One respondent was a widow, aged thirty-five.

Children reported by respondents.--The largest percentage of respondents reported no children. However, seventy-three of the total (42.46 per cent) reported children ranging in number from one to six. Table III indicates the frequency of children and their distribution according to age and sex of the respondent. Sixty-six of those reporting children were married and six were divorced or single. One single woman, age twenty-four, reported one child; one divorced man, age twenty-five, reported two children; one divorced woman, age thirty, reported three children; two divorced men, each age thirty-two, reported two children each; and one divorced man, age thirty-four, reported one child.

Respondent employment status.--Three categories of employment status are shown in Table IV: unemployment, part-time employment, and full-time employment, differentiated according to age and sex. Of the total, thirty-eight (22.1 per cent) were unemployed men; thirty-nine (22.68 per cent)

TABLE III
 NUMBER OF CHILDREN REPORTED BY ADULT STUDENTS, BY STUDENT
 SEX AND AGE--FREQUENCY OF OCCURRENCE

No. of children	24		25		26		27		28		29		30		31		32		33		34		35		36		37		38		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
none	4	3	2	1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
one	2	0	2	1	1	5	1	1	4	1	0	1	0	2	0	0	3	0	1	1	0	0	0	0	0	0	0	0	1	0	0
two	0	0	0	0	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
three	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
four	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
five	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
six	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE III--Continued

No. of children	39		40		41		42		43		44		45		46		47		48		49		50+		Total	Total % of group				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F						
none	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22	12.79				
one	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	29	16.87				
two	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	13	7.57				
three	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	3.49					
four	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.58					
five	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1.16					
six	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Column Totals																						73	42.46						

TABLE IV
EMPLOYMENT OF ADULT STUDENTS BY STUDENT AGE AND SEX--
FREQUENCY OF OCCURRENCE

age & sex	24		25		26		27		28		29		30		31		32		33		34		35		36		37		38		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
*Unemployed	12	4	9	1	6	2	5	1	2	2	0	4	2	1	0	0	0	2	0	0	1	1	0	1	0	0	0	0	1	0	1
Part-time	11	0	12	1	8	0	1	0	2	0	3	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1
Full-time	6	5	11	3	8	2	7	1	4	0	0	1	2	0	0	1	0	0	2	0	2	0	0	0	0	0	0	1	0	0	0
No response	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE IV--Continued

age & sex	39		40		41		42		43		44		45		46		47		48		49		50+		Total		Total % of group
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
*Unemployed	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	63	36.65
Part-time	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47	27.35	
Full-time	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	58	33.75	
No response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2.33	
Column Totals																							172	100.08			

*includes one retiree.

were men employed part-time; and forty-four (25.58 per cent) were males employed full-time. Of the total, twenty-five (14.54 per cent) were women not listing employment outside the home, with older women primarily tending to fill this category; eight women (4.65 per cent) were employed part-time; seven of the eight were over thirty years old. Fourteen women (8.15 per cent) were employed full-time, but in this category the younger women rather than the older were those working full-time. Of the fourteen full-time employed women, two were over thirty years of age. Twelve women were under thirty and eight women employed full-time were twenty-five years old, or less.

Majors of study.--Persons answering the questionnaire listed fields of study in six different colleges and schools of the University. Table V differentiates majors by age groups and sex.

Eighty persons listed majors in the College of Arts and Sciences, a total of 46.51 per cent of the respondent group. Fifty-four respondents (31.40 per cent) included themselves in the College of Business. Twenty-four (13.95 per cent) listed the College of Education. Home Economics majors numbered four (2.33 per cent), and Library Science majors one (0.58 per cent). Three persons, two women and one man, listing their ages as twenty-six, thirty-two, and twenty-eight, were undecided.

The College of Arts and Sciences was represented by persons of both sexes and the spectrum of the age groups. Business majors tended to be slightly younger, and Education majors still more so. Of the six music majors, five (83.4 per cent) were under thirty years of age. The Library Science and the Home Economics majors were all over thirty-three years of age, and one of each field was over forty-six.

Student undergraduate classification.--Tables VI and VII show the classification of the adult student respondents by age and sex. The ratio of adult males to adult females in the respondent groups was 124 to 48, or 2.58 to 1. The ratio did not hold in all four classification categories, but men invariably outnumbered women. However, the freshman group was divided rather evenly by sex. In this category were seventeen men and fifteen women (53.1 per cent and 46.9 per cent, respectively). Sophomore men outnumbered Sophomore women forty-four to sixteen (73.4 per cent to 26.6 per cent). In the Junior classification there were thirty-eight men (79.2 per cent) and ten women (20.8 per cent). There were nineteen Senior men (67.9 per cent) to nine Senior women (32.1 per cent).

The figures for Freshmen reflect the fact that twice as many of the adults had begun their college work at other schools as had begun at North Texas State University (115 to 57, or 65.9 per cent to 34.1 per cent).

TABLE VI

ADULT STUDENT CLASSIFICATION, BY AGE AND SEX--
FREQUENCY OF OCCURRENCE

age & sex Class	24		25		26		27		28		29		30		31		32		33		34		35		36		37		38	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Freshman	6	2	2	2	1	3	2	1	3	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	
Sophomore	16	4	9	0	8	0	2	1	4	1	1	3	1	0	0	0	2	1	2	1	0	1	0	0	0	1	0	0	0	
Junior	5	1	17	2	9	2	2	0	3	0	0	2	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	
Senior	3	3	4	1	3	0	2	2	1	0	1	0	2	1	0	0	1	0	0	0	2	0	0	0	0	0	1	0	1	
No Response	0	0	0	0	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

TABLE VI--Continued

age & sex Class	39		40		41		42		43		44		45		46		47		48		49		50+		Total		Total % of group	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total	%		
Freshman	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	33	18.61	
Sophomore	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	59	34.90	
Junior	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	48	27.90	
Senior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28	16.29	
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2.33		
																										172	100.03	

TABLE VII

PERCENTAGES OF MEN AND WOMEN AND PERCENTAGES OF MEN AND
WOMEN UNDER THIRTY YEARS OF AGE IN
FOUR CLASSIFICATIONS

Class	Men	Women	Under 30	Of those to 30 years	
	%	%	%	men %	women %
Freshman	53.1	46.9	71.9	60.9	39.1
Sophomore	73.4	26.6	83.3	82.0	18.0
Junior	79.2	20.8	93.8	82.2	17.8
Senior	67.9	32.1	82.2	57.2	42.8

Of the 172 respondents, thirty-two (18.62 per cent) were classified as freshmen. Twenty-three (71.9 per cent) of these were within the twenty-four to twenty-eight-year-old age group. Of the twenty-three, fourteen (60.9 per cent) were men. Of the nine students over twenty-eight years old, six were female and three male.

Sophomore classification included fifty-nine students, 34.90 per cent of the total. Again, the largest percentages were in the lower age range. Fifty (98.3 per cent) were thirty years of age or less. Forty-one (82.0 per cent) of these were males. Three men and six women, all over thirty-two years old, completed the group.

On the junior level, forty-eight students (27.9 per cent) are listed. Forty-five (93.8 per cent) were less than

thirty-one years old. Of these, thirty-seven (82.2 per cent) were male. Two females and one male were over thirty-one years old.

Twenty-eight students (16.28 per cent) were seniors. Twenty-three of the twenty-eight (82.2 per cent) were thirty years old or less and of these sixteen (57.2 per cent) were men. Of those five students above thirty years of age, three were male and two were female.

Summary-typology of the adult student.--The typology of the undergraduate adult student enrolled in a Freshman and/or Sophomore English class at North Texas State University during the Spring, 1973 semester can be delineated as follows.

The student was usually male (though the chances of his being so were only about two in three), was somewhere in his middle to late twenties in age, and was probably closer to twenty-four than to thirty. Yet not infrequently his age could be much greater. He was probably married (64.6 per cent were), though fully one-third of the group was single, divorced, or widowed. The student, if married, may have not been a parent but probably did have one or two children.

Additionally, the adult male student concerned had roughly similar probabilities of being unemployed, employed part-time, or of being employed on a full-time basis. On the other hand, if the student was a woman the chances of out-side employment were quite high (with 45.8 per cent of

the women employed at least part time outside the home). The chances of unemployment, however, were twice those of full-time and three times those of part-time, employment. The younger the female student, the more likely to be a full-time employee.

The choice of major field of study indicated by the adult undergraduate, with little differentiation by age, was most likely in the College of Arts and Sciences. The College of Business was somewhat less attractive for the adult and probably he was even less inclined to enter teaching as a career, as indicated by the small numbers associated with the College of Education. If the student was male, he was equally as likely to be in the College of Business as in the College of Arts and Sciences. The older he was the more likely he was to enter the College of Business. If female the more likely the adult student was to go into Arts and Sciences, then Education, and then Business or Library Science.

Typically, the student was of Sophomore or Junior classification, had not begun his college work at North Texas State University, and had almost certainly been out of college for a period ranging from a few months to fifteen or more years. The student had, almost without exception, graduated from a high school, although ten men and one woman had not. He had been required to take an entrance examination for matriculation, and had maintained a grade

point average of between 2.00 and 3.00, with a strong tendency to post a higher grade average. Further, he was more likely to have enrolled in and completed a Sophomore level English course (See Table VIII). He generally enrolled for the course to meet undergraduate degree requirements and had chosen one of those open to him because it suited him to do so. But in no case did he choose the course as an elective.

Adult Undergraduates and Required English Courses

Course repetition.--Course repetition can partly illustrate the nature of the relationship of the adult undergraduate to the English courses he is required to enroll for as a part of his Bachelor's degree requirements.

Seventy-one of the 172 students (41.25 per cent) repeated courses in the Freshman-Sophomore sequence. Fifty-six persons (32.35 per cent) repeated Freshman courses, and nineteen persons (11.04 per cent) repeated Sophomore level courses. Four persons repeated on both the Freshman and Sophomore levels; one person repeated all his Freshman and Sophomore courses, and one, a chemistry major reporting between a 3.00 and 4.00 average, indicated he had repeated one Freshman course twice and one Sophomore course three times. Table IX differentiates between repeaters by age groups and sex.

TABLE VIII
COURSES INCOMPLETE, BY AGE AND SEX

Courses	24		25		26		27		28		29		30		31		32		33		34*		Total	Total % of Category
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
English																								
131	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
132	0	0	0	0	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
221	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	
222	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
231	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
232	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
235	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	3	
236	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
270	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Column Total	2	1	3	0	6	2	5	1	1	0	0	0	1	0	0	0	0	0	0	0	2	0	24	
Total																							100.00	

*No adults over the age of 34 reported not having completed the course enrolled for, Spring, 1973.

TABLE IX

ADULT STUDENT ENGLISH COURSE REPEATERS, BY AGE--
FREQUENCY OF OCCURRENCE

Age	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Frequency	24	18	13	8	3	1	1	0	1	0	0	0	0	1	0
Freshman	17	14	10	8	3	1	1	0	1	0	0	0	0	0	0
Sophomore	8	4	4	2	0	0	0	0	0	0	0	0	0	1	0

TABLE IX--Continued

Age	39	40	41	42	43	44	45	46	47	48	49	50+	Total	Total % of group
Frequency	0	0	0	0	0	0	1	0	0	0	0	0	71	41.25
Freshman	0	0	0	0	0	0	1	0	0	0	0	0	56	32.35
Sophomore	0	0	0	0	0	0	0	0	0	0	0	0	19	11.04
	*Column Totals												75	43.39

*Some students repeated more than one course--some have repeated all.

Class size preferences.--By far the greatest number of adults seem satisfied with the physical makeup of the classes. Most found themselves in English classes enrolling from sixteen to twenty-four students, presumably of most age groups. Some indicated small classes of under fifteen students and an almost equal number very large classes of from twenty-five to thirty-five students. In two cases, adults reported having been in English classes of more than thirty-six students.

Most adults had no preference for a smaller number of classmates, fully 73.9 per cent expressing no dissatisfaction and no desire to have been in a smaller class. Yet there was a significant minority, 25.59 per cent, who did express a preference for a smaller English class. These most frequently wanted class size to be not more than fifteen students. Thirty-seven adults preferred this category and seven, members of much larger classes, expressed preferences for class sizes of sixteen to twenty-four students. At the same time there was a minority (2.32 per cent) who would have preferred to have been members of larger classes. Of the four students who so stated their preferences, two had been enrolled in classes made up of between sixteen and twenty-four students.

Conferences.--Most students experienced few problems meeting the usual conference requirements of the English classes but 23.25 per cent did say that they were not

granted special appointments. Non-daytime conference times were granted 19.20 per cent of the respondents and 65.75 per cent said they did not need them because they were able to attend the regular hours.

Discomfort in classroom.--Many writers indicate that the undergraduate adult student is often uncomfortable in classes composed primarily of younger students. For the most part, however, the adults at this university expressed little such anxiety. One hundred twenty-three students (71.6 per cent) indicated they had been comfortable. Forty-six students (26.75 per cent) stated they had been uncomfortable and three adults indicated an inconsistent discomfort. Reasons cited for the feeling included all those suggested by the surveyor, and some others besides.

Of the forty-six students indicating some degree of consistent discomfort, four (8.7 per cent) gave class size as a reason, but not necessarily the only one. Fifteen (32.6 per cent) felt discomfort because of their own ages and not necessarily because of the differential. An equal number named teacher communication as the cause of discomfort. Many of the students (36.95 per cent) thought themselves inadequately prepared for the course. Seven of the forty-six students (15.2 per cent) blamed their discomfort on the ages of the class members. And eight (17.4 per cent) blamed the teacher's teaching ability or inability.

Table X shows the distribution of occurrences of discomfort in class by age and reasons given. Many students gave several reasons for that discomfort, and two gave none. Two gave as reasons for being comfortable rather than uncomfortable in the class their lack of academic preparation for the course. Only the younger, under twenty-eight, adults gave class size as a reason for discomfort. Both younger and older adults perceived their ages as a factor in their comfort status. Fifteen of the forty-six experiencing discomfort (32.6 per cent) did so because of age and of these, twelve (26.1 per cent) were under thirty years of age. Of the adults over thirty years old (thirty-eight persons) nine (23.7 per cent) indicated any discomfort in the class, and none of these gave age as a factor. Discomfort in class for all reasons was generally confined to persons under thirty years old.

Antipathy toward the material, the teacher, or the fact of being required to enroll in the course seemed to be the most frequently expressed reason volunteered by respondents for the discomfort they felt. Boredom because of the teacher's style, the irrelevance of the material for the student, an immaturity of methodology, and outright lack of interest in the material being studied were frequently mentioned. The difficulties associated with an extended time interval between high school and college caused strong discomfort for some students. They had forgotten much of

TABLE X--Continued

Reason Given	39		40		41		42		43		44		45		46		47		48		49		50+		Dis-comfort totals	Total % of category
	C	U	C	U	C	U	C	U	C	U	C	U	C	U	C	U	C	U	C	U	C	U	C	U		
None	3	0	0	0	0	0	1	0	1	0	0	0	3	0	1	0	0	0	0	0	0	0	1	0	2	4.35
Class size	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	8.70
Own age	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	32.61
Others' ages	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	15.21
Teacher ability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	17.38
Teacher commun.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	32.61
Others' attitudes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	23.95
Lack of prep.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	32.61
Meeting time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
*Other reasons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	30.22
Column Totals																							*			

*A total of 46 persons reported discomfort in the class--many of these cited several reasons as the cause of that discomfort.

what they had learned and had to study extensively and intensely to stay abreast of the class. Extreme shyness on the part of one student caused his discomfort, but he also indicated that in spite of his shyness he did very much enjoy the class. Several students indicated their foreign cultural backgrounds created difficulty and discomfort for them.

Summary.--Academic preparedness, or lack of it, troubled a number of the adult students. Academic grade point averages, as indicated in Table XI, were generally high, but 11.62 per cent indicated averages falling into the 1.00 to 2.00 interval. Some 55.8 per cent claimed averages in the 2.00 to 3.00 range. And 20.85 per cent reported averages in the 3.00 to 4.00 range.

Individual evaluations of personal academic preparation were generally high, with 80.3 per cent believing themselves academically qualified to enroll. And most, asked to compare themselves with others in the classes, ranked themselves as average to above average, 55.2 per cent in the former category and 31.4 per cent in the latter. Only 13.37 per cent of the adults viewed themselves as more poorly prepared than their classmates.

Adult Undergraduates and Their Instructors

A number of items on the questionnaire dealt directly with the adult student's perception of his instructor, and

TABLE XI

GRADE-POINT AVERAGE OF RESPONDENTS, BY AGE AND SEX

Age	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F
1.00 - 2.00	4 1	4 0	5 0	3 0	1 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
2.00 - 3.00	20 5	22 1	14 3	6 1	5 0	3 1	3 1	0 0	1 1	0 1	3 0	0 1	0 0	1 1	0 1
3.00 - 4.00	8 4	5 4	3 2	3 1	3 2	0 4	1 1	1 0	0 2	0 2	0 1	0 0	0 0	0 0	0 1
No reply	0 0	0 0	0 0	1 0	0 0	0 0	0 0	0 1	0 0	0 0	0 0	0 0	0 0	0 0	0 0

TABLE XI--Continued

Age	39	40	41	42	43	44	45	46	47	48	49	50+	Total of Group
	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	M F	
1.00 - 2.00	0 0	0 0	0 0	0 0	0 1	0 0	0 0	0 0	0 0	0 0	0 0	0 0	19
2.00 - 3.00	0 0	0 0	0 0	0 0	0 0	0 0	0 1	0 0	0 0	0 0	0 0	0 0	96
3.00 - 4.00	0 3	0 0	0 0	1 0	0 0	0 0	0 1	0 0	0 0	0 0	0 0	0 1	54
No reply	0 0	0 0	0 0	0 0	0 0	0 0	1 0	0 1	0 0	0 0	0 0	0 0	4
Column Totals												173*	100.63

*Column total exceeds 172 because one respondent checked two responses.

the former's reaction to the latter. The literature frequently indicates that the age of the instructor has much influence on the student's acceptance of him or her. A majority (71.5 per cent) of the adults at North Texas State University did not initially react to the teacher's age, but 27.9 per cent of them did. Just over 15 per cent indicated the effect by mid-semester and the others who had initially been affected by instructor age indicated that they still experienced it occasionally.

Instructor age.--The age range of the teachers as indicated by the students tended to be quite high. Some 21.5 per cent of the respondents had teachers over fifty years of age; 47.7 per cent believed them over forty years old; 78.5 per cent had teachers over thirty years of age; 20.9 per cent indicated their teachers were under thirty.

Each respondent was asked to state his reaction to a teacher older than himself. One hundred forty-one students (82 per cent) replied to the request; 18.45 per cent of these indicated a negative reaction. These questioned the older teacher's ability to teach and were inclined to question his authority as expert. The largest number, 113 students (80.2 per cent) were inclined to accept both the teacher's ability and his statements.

Additional comments serve to illustrate that the adults felt both negatively and positively toward their older

instructors. Some felt the teacher operated on a level too high for non-English majors, that he was far too old and that the student could not gain by his methods of teaching. Though he might be a good teacher he lacked understanding of the adult students' problems. Some thought the teacher's style of teaching inappropriate to their maturity level. Others believed that the instructor was well versed in his material but that he was uninspiring. There was some inclination to react negatively to a teacher's rejection of any questioning of his own ideas. Students expressed anger over the teacher's demands and strictness and his expectation that the class accept his opinion as fact. One respondent complained of a general tendency of older teachers to wander away from the topic under discussion and to hang on to outdated teaching methods. Additional comments offered by students were generally laudatory, approving of the older teachers' sensitivity to the younger adult's peculiar needs. Students said that some teachers were aware of and approved the characteristics of the youth culture of many of the younger adults.

The adults generally responded well to the younger teacher, with few older students experiencing difficulty with being taught and academically judged by persons much younger than themselves. Thirty-two adults (18.61 per cent) had teachers younger than they themselves were and of these only three indicated they would question the instructor's assertions and his teaching ability.

Teacher Attitudes

Writers dealing with adult undergraduates indicate that in addition to the ages of the student and teacher other factors in their relationship also bear importance. Adult students frequently express a feeling of rejection, or even condescension, by their teachers who appear much more interested in teaching the younger student.

In line with these observations and as a basis for developing student opinions of instructor attitudes toward adult students, respondents were asked to indicate the academic rank of their teachers. Adults were asked to judge whether the teacher in fact had made use of class time to the adult's advantage, and if not how he had not. He was asked to judge if the teacher seemed adequately prepared to teach the class and to evaluate the teacher's attitude toward the adult student.

The incidence of increasing age of instructors of adults has already been mentioned. The tendency reflected in the adults' responses--the teachers tend to be considerably older on the average--parallels a national tendency.

Academic rank.--Academic rank of teachers reported by adult students in this study most frequently was that of professor (34.3 per cent), and other ranks considerably fewer times; 27.95 per cent indicated they did not know the rank of their teachers.

Teacher effectiveness.--Of much greater importance were the questions dealing with the students' perceptions of the effectiveness of the teacher's handling of the class. A comparatively small percentage of the adults viewed the teacher's efforts as wasteful of the students' time. Of the total respondent group, 81.5 per cent thought the instructor made good use of class time and 18.62 per cent thought he did not; 1.16 per cent of the students felt their instructors were usually unprepared for class. Most frequently the objection was to the teacher's failure to discuss the subject matter. In order of decreasing importance, adults perceived the teacher as failing generally to answer their questions, appearing bored with the subject under discussion, having a tendency to dismiss the class early, and ignoring the subject matter. Respondents complained that the teacher was not open to argument and that his manner was immature. He was unwilling to answer simple questions for those who had forgotten basic items. He failed to keep the class open to discussion and was not at all an inspiring teacher. The teacher--though competent--was also arrogant. Too little initiative on the teacher's part was shown and the student was unable to anticipate the teacher's class performance.

Most students felt that their freshman and sophomore English teachers were adequately prepared to teach the course, with only 4.07 per cent of those responding indicating otherwise.

One student indicated that "English Majors seldom are" prepared to teach. Another objected to the teacher's treatment of students as "kids " and his frequent rejection of students' views.

A large percentage of the adults felt unchallenged by the content of the course, although it is possible that many of the respondents dismissed too readily the actual intent of the writing courses. Much of the voluntary commentary reflects weak expression and carelessness of compositional form.

Respondents generally felt neither ignored nor condescended to by their teachers. Two items on the questionnaire dealt specifically with questions of inclusion in class and 88.4 per cent did not feel left out while 92.5 per cent saw little exclusion of younger class members in the discussions.

The Nature of the Required English Course

Questions in this section dealt with the students' views of the quality of the classes as they themselves interacted within them. The intent of the questions was to establish the nature and extent of difficulty the adult student had with his English course, his enjoyment of it, and the manner in which the course met his own requirements, both maturationally and academically. The student was asked to indicate the amounts of time generally necessary to

prepare for class, the reasons for his reaction to the work required, and the maturity level of that work.

Class discussion.--Most students (80.3 per cent) perceived class discussion as a generally effective and useful method of teaching and learning in the English class but a relatively large number (18.6 per cent) did not. The percentage of those disagreeing was identical to the percentage who seriously felt the teacher had not made good use of class time.

Student preparation time.--Adult students usually spent adequate amounts of time in class preparation, as shown in Table XII, especially in view of their other, often very pressing, commitments. Here two questions are dealt with simultaneously: "What amount of time did you spend preparing for the English course?" and "Why did you spend this out-of-class time on your work for the English course?" Of the students responding to the first question, 20.9 per cent indicated they spent less than one-half hour of preparation per classroom hour, but at the same time 13.9 per cent indicated their reasons for not spending more time in preparation arose out of a lack of interest in doing so. Those using about one preparation hour per classroom hour comprised 36.6 per cent of the total group, while 15.7 per cent indicated no more time was available due to other commitments. Between one and two hours of preparation time

TABLE XII
 AMOUNT OF TIME PER CLASSROOM HOUR SPENT PREPARING FOR CLASS---
 BY AGE AND REASON FOR TIME SPENT

Age Amount of time	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
0-1/2 hour	12	9	5	3	2	1	2	1	0	0	0	0	0	0	1
1 hour	15	14	11	4	5	2	2	0	2	3	3	0	0	0	0
1-2 hours	8	12	8	5	2	5	2	0	0	0	1	1	0	1	0
2-3 hours	3	3	2	2	2	1	0	1	2	0	0	0	0	1	0
3+ hours	2	1	0	1	0	0	0	0	0	0	0	0	0	0	1
Reasons															
choice	5	8	5	0	0	1	0	0	2	0	1	0	0	1	1
need	24	15	14	5	7	6	2	1	2	2	2	0	0	2	1
interest	6	8	3	2	2	1	0	0	2	0	0	1	0	2	2
grade	6	10	6	3	4	3	1	0	4	0	2	0	0	1	0
time															
available	4	5	3	4	1	1	3	0	2	0	1	1	0	0	0
lack															
interest	4	8	3	3	1	0	1	1	2	1	0	0	0	0	0

TABLE XII--Continued

Age Amount of time	39	40	41	42	43	44	45	46	47	48	49	50+	Totals	Total % of group
0-1/2 hour	0	0	0	0	0	0	0	0	0	0	0	0	36	20.95
1 hour	2	0	0	0	0	0	0	0	0	0	0	0	63	36.62
1-2 hours	1	0	0	0	1	0	1	0	0	0	0	0	48	27.91
2-3 hours	0	0	0	1	0	0	2	1	0	0	0	1	21	12.21
3+ hours	0	0	0	0	0	0	0	0	0	0	0	0	5	2.91
													Column Totals	173*
														100.60
Reasons														
choice	2	0	0	1	1	0	1	0	0	0	0	1	30	17.45
need	2	0	0	1	0	0	1	1	0	0	0	1	89	51.75
interest	1	0	0	0	0	0	1	0	0	0	0	1	32	18.61
grade	1	0	0	1	0	0	2	0	0	0	0	1	45	26.18
time														
available	0	0	0	0	0	0	2	0	0	0	0	0	27	15.70
lack														
interest	0	0	0	0	0	0	0	0	0	0	0	0	24	13.95

*Column total is more than 172 because three students checked more than one response, and one did not respond.

per class hour were utilized by 25.61 per cent and 24.4 per cent indicated they spent the amount of time on their English courses because they hoped to make higher grades. Those preparing for class on a basis of two to three hours per classroom hour included 12.4 per cent of the respondents, while 18.1 per cent said the time used was due to an unusual interest in the material. Five persons required more than three hours of preparation for class. These percentages are not necessarily paired.

Enjoyment of coursework.--Most adults questioned indicated that they enjoyed, from generally to at least sometimes, the coursework for the class. Some 40.7 per cent of the respondents indicated consistent enjoyment, and 39.5 per cent reported intermittent satisfaction. Those finding no pleasure in the course work included 15.6 per cent of the total.

Numerous reasons were indicated for enjoying the course work, but the most popular reason (45.3 per cent) was interest in the subject matter. Exactly half that (22.65 per cent) indicated the quality of the teacher's presentations was responsible. Rapport between student and teacher, relevance to student needs, and class response to the presentation of the subject matter were cited in 18.03, 13.38, and 13.38 per cent of the responses, respectively. Respondents also indicated other reasons for course enjoyment, and a sampling follows.

Liking for course-work.--Adult students were less generous in their praise of courses and teachers than they were in their objections. One student replied that a real feeling of accomplishment, along with a desire to please, formed the basis for liking the course work. Another indicated the academic and pedagogic competence of the instructor lent the course its quality of enjoyment. One felt pleased with the composition course because it helped satisfy the writing requirements of essay tests in other courses. Two felt the major quality of the course was the teacher's understanding of and helpfulness to the students. Encouragement of controversy and opposition of opinion, especially that conflicting with the instructor's notions, were seen as positive qualities, along with the ability to relate and combine classical and contemporary literature and "to make [the course work] appear meaningful."

Dislike of course work.--A relatively low percentage of students did not like the course work and a much larger portion of them indicated an intermittent fondness. Students in 6.98 per cent of the replies felt that the teacher's presentation was so poor that it caused their dislike of the course work. A not much larger percentage (7.57 per cent) cited a personality conflict between the adult and the teacher as a cause. A large number (45.9 per cent) indicated that their lack of interest in the subject

matter and/or its irrelevance to their needs caused at least part of their feelings of antipathy toward the course.

Other students were more specific about courses. Names mentioned have been omitted and most replies have been paraphrased to retain anonymity of both students and teachers.

Imaginationless assignments; lack of class discussion, mechanical writing assignments; a teacher who made "a dry subject worse;" work that was "boring as hell;" a lack of interest in the material presented; a basic dislike for the study of English; a need to work on a full-time basis that left too little time for adequate study; a belief that the discussion of literary pieces was too subjective to be of value; dislike for the theme of death in much of the literature studies in a specific course; speech habits; a failure of the course to provide for specific requirements in basic language for a particular student; the frustration and difficulty of writing in response to assignments; a failure of the subject matter to be relevant to the student's interest; failure to learn because of the forced speed with which the course was conducted; lack of depth in the study of the material covered; a feeling of displacement arising out of both a lack of emphasis on writing when the particular student was in high school and his forced competition with younger students who were more accomplished in writing because their high schools emphasized it--all were indicated as specific difficulties causing a dislike of the work in the course.

Additionally, however, students had other comments to make suggesting discontent with the fact of the requirement and a rather severe questioning of the value of the requirement. One student reported that "the subject [was] completely irrelevant to my future needs & [a] total waste of time." Another expressed deep resentment at being "forced into [a] situation of 'lessor of two evils.'" Others called into question the course value because "the teacher expected the class to accept his opinions as fact. I resented it," and because the teacher "would B.S. half of [the] class period." The forced study of literature one adult perceived as totally irrelevant to his future brought out this bit of antipathy toward poetry: "was not interested in poetry, will never write any, nor will I more than likely ever read any more."

Ability and Maturity Levels Consideration

Students were asked to respond to questions concerning their positions with respect to the classes. Their perceptions of the assignments as commensurate with their maturity levels, the teachers' expectations of equivalent work from both younger and older students, the instructors' attempts to adjust to the older student, the adult's advantage as a member of the class itself were specifically probed for.

Coursework and maturity level.--The largest portion of the adult undergraduates answered affirmatively when asked

if they thought the assignments and course materials and presentations complimented their maturity levels. One hundred two adults (59.4 per cent) said yes and a considerably lesser group (9.31 per cent) said that they felt the presentations and related materials were above their level. A large minority of students (26.75 per cent) indicated the work, the material, and the presentations were below their abilities. Almost without exception the adults indicated equivalent work was expected from all students in the class and only eight of 172 adults stated otherwise. Six persons indicated attempts to compensate for maturity levels were made on a regular basis and seven others did so on a "sometimes" basis. Most adults (71.5 per cent) believed that their age and experience had a definite effect on their skills and capabilities with regard to the course subject matter.

Adult advantage to class.--Adults in many cases believed their teachers found their presence, as adults, an advantage to the class, with 30.22 per cent responding that this effect was consistent, and another 41.3 per cent replying that the teacher at least sometimes considered their presence an asset. A sizeable minority indicated a negative reaction; 28.5 per cent believed the teacher did not accept their presence as advantageous. Of the forty-nine students who replied, twelve believed the teacher deliberately or inadvertently ignored them as class members.

Adult Valuation of Required
English Courses

Applicability of English courses.--When asked to indicate whether the content of the English course was immediately applicable to their particular jobs or situations, relatively few adults (16.8 per cent) answered in the affirmative. Most (83.2 per cent) indicated the course offered no immediate value. A large percentage (44.2 per cent) indicated they believed the content of the English course offered future value but more (54.2 per cent) indicated otherwise.

Value of course to personal needs.--Students were asked if the subject matter and the writing assignments had in fact answered to some of their personal needs. In this respect 53.5 per cent said those needs had been met but 45.3 per cent indicated they had not. At the same time, the adults responded overwhelmingly that they felt it quite necessary to increase their writing and literary knowledge in their occupations--76.8 per cent believed it necessary, while 20.95 did not.

Credit for non-academic experience.--A question designed to determine the adults' perceptions of the educational values of their maturity, experience, and non-academic reading and writing resulted in roughly even divisions of responses: 34.3 per cent believed they should receive academic credit for those activities, while 31.4 per cent did not; 26.75 per

cent thought that only partial credit for outside experience and education should be awarded. A total of 61.05 per cent felt that some academic credit should be awarded for non-academic activity and study.

Adult Class Preferences

It was rather generally assumed, based upon the literature, that adults in their extensive differences from younger students would show a rather pronounced preference for classes largely or exclusively comprised of older students. Such is not, in any pronounced manner, indicated as a result of this particular study.

"Over-24" English classes.--The adults contacted were asked to indicate whether they would prefer to be a member of such an "adult" class. Almost exactly twice as many adults preferred classes made up of students of various ages as preferred those made up of adults: 64.6 per cent wanted mixed classes; 33.1 per cent wanted classes for older students only; and 0.582 per cent wanted a class of younger students. However, 57.0 per cent indicated such an "adult" class should be available, while 38.35 per cent said it ought not. And 61.1 per cent felt an "over-24" class would be beneficial to the student, while 34.3 per cent did not think so. One respondent suggested that such a class ought to be limited to freshman composition courses only. Other comments generally tended to downplay the necessity for such a class:

"I'm sure if one [over-24 class] were organized it would provide some benefit;" "for those who desire it but not for me;" "questionable--adults can benefit from young peoples' ideas;" "freshman only."

Make Up of the "Over-24" English Course

The Respondents were asked to voice their opinions on the possibility of deliberate orientation of an "over-24" English class about adult interests and backgrounds, of the choice of textual material left to class members, of the establishment of standards equivalent to those applied to younger students, and of the directions the class activities should take.

Content.--Adults replied, in a ratio of four to one, that the content of an adult English class should be adjusted to reflect adult interests and backgrounds on the Freshman and/or Sophomore level--77.35 per cent responded affirmatively and 18.61 per cent responded negatively.

Student selection of textual materials.--When asked about class member responsibility for selection of textual materials in a special adult class, more of the respondents (46.1 per cent) favored than opposed (41.3 per cent) such implementation. In addition, various kinds of cautionary affirmatives were tendered. Some respondents favored a limited responsibility. Others said that some choice should be exercised, that only

partial responsibility should be allowed, and others that only perhaps should adults have such freedom and control over their course content.

Demonstration of writing skills.--A question regarding the requirement of adult demonstration of writing skills equivalent to those demanded of younger students was, unfortunately, inaccurately worded even though its reliability was high. It was not intended to imply that an adult should face a lesser skill requirement, but rather was to determine the respondents' attitude toward imposing a perhaps unrealistic requirement on the adult student. Adults overwhelmingly favored the requirement of a demonstration of equivalent writing skills, in percentages of 75.60 to 17.44. Two or three students thought the requirements should be more strict for adults and one felt it should be the reverse of the implication of lesser requirements for adults, that is that younger students should be required to match the implied higher skills of older adults.

Orientation of course.--Emphasis of the classes for an adult clientele generally tended toward special consideration of adults. When asked whether the orientation of an adult English class should be toward a general proficiency in writing and literature, 80.3 per cent said it should be and 15.1 per cent thought it should not. Additionally, most respondents (58.2 per cent) believed the emphasis should be

placed upon practical problems of an every day nature; 30.22 per cent disagreed.

Compositional topic sources.--Opinions on the emphasis on writing in an adult English class were varied. Six different choices of definite answers were offered the respondents. Responses were chosen as follows: 38.5 per cent said that such emphasis should be based on literary topics; 34.3 per cent preferred questions raised by the instructor; 40.7 per cent believed student writing should flow from class questions the students raised. Fewer adults (30.8 per cent) thought their own questions should serve as a basis of the student's writing. Composition based on current student interests was favored by 32.6 per cent of the respondents and 34.9 per cent chose creative writing efforts.

Additionally, a few students (4.65 per cent) indicated that other subjects were called for. These included philosophical topics, the student's evaluation of the meaning of literary subjects, the relation of current events to the literary areas studied, and the use of topics negotiated between student and teacher.

Usefulness of composition study.--Regarding their opinions concerning the usefulness of the study of writing, the adults were asked to indicate whether they should be required in English composition courses to write according

to various kinds of forms (argument, exposition, comparison and contrast). In response, 50.6 per cent indicated they thought such writing forms should be required and 8.83 per cent disagreed. Additionally, 38.4 per cent indicated that formal writing practice and requirements ought to occur on an intermittent basis only.

Respondents were asked to indicate what elements of a composition course they thought were important. In order of decreasing importance, the adult students selected emphasis on the content (80.3 per cent), emphasis on grammar (36.1 per cent), and emphasis on formal writing (32.0 per cent). A small number of respondents (twelve) offered other suggestions: emphasis on organization of one's writing, spelling, interpretive writing, basic communication, and concern with the writer's audience.

Adult View of Required Composition Courses

Continuing the emphasis on the adult undergraduate's evaluation of his English courses, the respondents were asked to indicate their reactions to the composition courses they were required to take. Further, they were asked to say whether they believed such courses were necessary and/or beneficial in light of their own requirements and backgrounds. Students were to tell whether they perceived a gain in their own writing confidence as a result of having studied composition, whether that course was or would be helpful to them as adult

students in other courses and if not, why not. They were to react to the possibility of the study of composition being made more useful, and to suggest ways of improving the course. Respondents were to evaluate the actual improvement of their writing skill as a result of the composition study they engaged in, the literature study they completed, and whether they believed that their writing skills would have improved had they continued in their employment without returning to the college classroom. And they were asked whether, in their opinions, the Spring, 1973 English course had alleviated some or all of the writing deficiencies they were aware they possessed.

Value of composition course.--A majority of adult respondents (56.4 per cent) indicated that they had developed an increased self-confidence in their writing as a direct result of their composition courses. A rather large minority of students (38.95 per cent), however, did not agree. A number of students (56.4 per cent) felt that the composition course was useful to them as students in other classes. Although a sizeable number of students (38.95 per cent) indicated no increase in confidence, a smaller portion of the respondents (15.2 per cent) reported the knowledge gained was useful in other courses. A larger number (37.35 per cent) believed that such usefulness occurred only on an intermittent basis.

The reasons cited by the adults showed belief that they already possessed the writing skills taught in the course (77.0 per cent of those who found no value in the composition course), that other teachers in other courses do not emphasize careful and skillful composing (61.6 per cent), that the materials dealt with in the classes are not applicable elsewhere (57.7 per cent), and that the students did not think they needed the writing skills taught for present occupations and would not need them for future occupations (26.9 per cent of the group finding no usefulness in the composition course).

On the other side of the issue, many of the adults indicated that an English composition course could definitely be made more beneficial and useful to them as adults and students. Forty-six (27.3 per cent) of the respondents suggested ways of doing so. Such suggestions included the following verbatim quotations: "need to use a more modern writing skill technique. i.e. subject material applicable to today's needs;" "more practical use of English composition-- as required in everyday life & business;" "put more emphasis on student interest, content & presentation & less on agreeing with teacher's viewpoint!;" "By being relevant;" "Buy not requiring readings of books that are no longer applicable;" "aimed at level of older students needs for expressing himself clearly;" "have the writing more in the form you could use all the time;" "by emphasizing proper

writing techniques. Selecting material relevant to today's problem, and way of life."

Student response to composition teachers.--There were also suggestions directed toward the manners and philosophies of the instructors in the composition courses. Students frequently felt antipathy toward teachers who, in the students' estimates, selfishly failed, out of ennui and disdain for the course and/or for students, to do the jobs for which they were paid, and for which the students felt they had paid. Students believed that such problems could be eliminated and reacted as follows: "By providing instructor who is interested in motivating class--not one who's bored with job;" "If there was some way a person could get help with the problem he is having. Most of the time the teacher must go by a schedule;" "Get a teacher who is willing to explain things;" "Instructor should not assume we have proper background of material."

Emphasis on student needs.--On a more immediate basis, adult students thought that the composition course could be made more useful by in fact having it deal with their personal requirements. Recommendations included offering a course in business letter writing rather than the standard composition course, concentration on the most basic of writing mechanics, the use of an increased number of shorter exercises in various forms of writing, emphasis on organization and clarity,

greater explication of the literature studied in a writing class, greater emphasis on business writing in the composition classes, and increased writing practice.

Recommendations for placing greater emphasis on the student himself were numerous but remained generally within the theme of meeting the special requirements of the adult undergraduate. Several sample statements follow. "First, find out Eng. background of student. Work on weak points grammar, structure, etc.;" "By relative it to your current interest;" "More emphasis on technical and creative writing;" "Encourage students to express themselves and grade on content instead of formalities;" "By drilling students on their individual problems rather than having classroom assignments;" "By relating it to other courses' needs;" "In how to compose. The use of specific topics."

Improvement in composition skills.--Most adult students responding to this questionnaire were favorable toward the purposes of the courses they enrolled for, insofar as such purposes proved beneficial in their own writing performance. When asked whether their writing skill had improved as a result of a composition course, 112 of the 172 respondents (64.6 per cent) indicated they believed it had. On the other hand, 27.9 per cent answered in the negative. And 54.6 per cent thought their writing abilities had benefited from a literature course completed on the Freshman or

Sophomore level, while 38.38 per cent did not think so. Additionally, most of the respondents (68.1 per cent) did not think those skills would have improved quite as much had they not returned to school but had instead continued in their particular occupations. A fairly small percentage of the adults (14.52 per cent) disagreed with that evaluation and believed their occupations would have served just as well as a vehicle for writing improvement as the classes themselves did.

The Spring, 1973 course.--One hundred three respondents (59.9 per cent) indicated that the Spring, 1973 English course had not alleviated writing deficiencies. Forty-nine (28.5 per cent) felt that it had. Forty-six of the 172 respondents were in fact enrolled in a Freshman course during that time, the remainder in Sophomore level literature and technical writing courses.

Deficiencies in English.--One hundred thirty-six students listed personal deficiencies in English and thirty-six did not. Difficulties in English that the adults were aware of include these: mechanics, vocabulary, punctuation, form and development of a theme, research skills, spelling, use of business grammar, structure, form, style, sentence structure, continuity, diction, rigidity, idiomatic expression, logic, clarity, "I did not know Grammar rules, I did not know how to spell, I did not know how to write,

such as argument, exposition," idea development, coherence, conciseness, inappropriate usage, a stilted brevity of prose, and lack of writing practice due to having been out of school for several years.

Problems adults experienced with literature indicated that some students felt they had little confidence in their knowledge of literature; no knowledge of the form or structure, or even historical patterns, of poetry and drama; and great difficulty in understanding and appreciating them. They lacked adequate backgrounds in literature, especially literary terminology; they had much difficulty in reading comprehension; and their reading speeds were too slow. They had difficulty in expressing ideas; were not adequately familiar with the short story and the novel; had very scant acquaintance with Shakespeare; were deficient in knowledge of the "classics"; were unfamiliar with American literature; and their interpretations of literature were at variance with those of the instructor. Those faults were each usually expressed by a few students but in several instances the same difficulty was reiterated, especially that of a lack of familiarity with general literature.

Challenge of required English course.--A section of the questionnaire queried the adult students regarding the effectiveness of the Spring, 1973 English course as a challenge and stimulation of the students' capabilities.

Considerably fewer than half the respondents (41.3 per cent) indicated that it had actually been so. An additional 34.3 per cent of the adults felt that they had been challenged and/or stimulated only on an intermittent basis, and 21.55 per cent said they had felt neither as a result of the content of the course.

Omissions in questionnaire.--A second question in this section asked students to indicate whether all of the areas of concern to them about Freshman and Sophomore English had been covered by the questionnaire. Most students (65.20 per cent) responded that it had but a sizeable minority (26.75 per cent) indicated that it had not. These students brought out additional concerns of their own.

Not enough emphases on relevancy. My Soph. English courses robbed me of time that could have been better spent on my art. To some extent I feel this way about any non-art course. Don't ask me why I didn't go to a 'pure' art school--Guess I wanted that degree. I'm particularly irritated because the administration will not allow a senior Eng. course toward my minor because I took it 'out of sequence.' I made an A, but that doesn't seem to matter.

Other students indicated a present-oriented consciousness and asked for more emphasis on modern reading and writing reflecting constantly changing ideas and morals. The problems of repetition of work done on a high school level and high school methods of teaching; a feeling of the general uselessness of course content; a lack of adequate counseling for English courses; a desire for comparative and historical

linguistics; and the availability of language history in Freshman and Sophomore courses; lack of advanced placement for adults; unworkable grading systems in composition courses; special classes for adults with emphasis on grammar and theme outlining; lack of student evaluation of teachers; archaic testing and evaluation methods; the unfairness of older students competing with younger students who have better background training in English; the dearth of stimulating reading on the Freshman and Sophomore levels; the segregation of adults into separate classes; the inappropriateness of required attendance and unannounced quizzes; a desire for more emphasis on the adult's ability to form his own evaluations--these comments all were voiced from one to several times each by the adult respondents.

One student stated

I was satisfied with my English course. For me being an adult in sophomore English seemed no different than being an adult in Bio. Spanish, History, govt. or anything else. No one takes Freshman or Sophomore English for pure interest. If adults want something different, it should be at the junior or senior level, and an elective. There should be no different requirements for adults. [emphasis added]

From another student:

It [the questionnaire] does not deal with my repetition of a course which was due directly to the paucity of intellectual stimulation in the course.

And a final comment by an adult:

Teacher--should not let some wise ass use so much class time to impress others of his knowledge.

Vital Elements

The third and final question in this section was intended to discover those elements of the Freshman and Sophomore English courses found most important by the adult students. A total of 134 respondents replied. Specifically, the question asked: What would you regard as the element of the course that was of greatest importance to you? An extensive sampling of those answers follows.

Students listed as important elements: philosophic meaning of content; discussion of material with varied age groups; writing based on personal interest; interest in literature as influenced by history; "realization of the timelessness of great literature & the intimate satisfaction of thorough presentation and study;" enjoyment of the reading; exposure to poetry that would not have been otherwise read; literary interpretation; the human nature dealt with in comedy; the grade; exposure to ancient literature; fulfillment of a degree requirement; acquisition of writing confidence; passing; "I felt it a total waste of time;" stimulation toward interest in poetry; the term paper process; the difference in literary interpretations by different age groups; the creation of a desire to be creative; acquisition of greater insight into people and their societies; personal attention of the instructor; biblical literature; study of Greek mythology and its connection with daily life; stimulation

of an interest in religion and philosophy; an easy A; nothing at all; a teacher the student could not respect.

Present Enrollment Status

Students were also asked to indicate whether their decisions to remain at or to leave North Texas State University were influenced in any manner by the quality of the Spring, 1973 English course they enrolled in. Only nineteen persons (11.05 per cent) indicated any such influence. One person was indecisive about his answer, 80.8 per cent said they were not influenced by the course to stay or go and twelve respondents did not reply to the question. Three students gave extended replies. One person wrote that "My studies at NTSU, especially in English, have been limited, but I am encouraged by the quality & the sincerity of the experiences. . . ." Another indicated that he had been very successful in English courses at other colleges but had made quite poor grades at North Texas State University and partially for that reason had transferred to another school. A third wrote that "the high calibre of professors and the environment of freedom for students & teachers expressions make me value N.T.S.U."

Regarding the continued enrollment status of the adult students responding to the questionnaire, of the total, 130 (75.6 per cent) were, at the time the questionnaire was answered, enrolled at North Texas State University. Of those who were enrolled, 83.8 per cent attended on a full-time

basis and 16.3 per cent did not. Of those forty persons not enrolled at the time of response (23.15 per cent of the total responding to the survey), thirty-eight gave reasons for their non-enrollment. Those reasons included graduate school, employment, finances, demands of family and work, graduation, transfer, lack of interest in continuation of college study, interference of "busy" work with employment, marriage, lack of discernible progress, lack of time, transfer to a more advantageous program, unavailability of enough night courses, pregnancy, and transfers to professional schools. No student indicated that grades had a direct influence on his leaving this university.

Personal Perceptions

Four questions dealt with personal perceptions of the respondent's own characteristics and academic preparation. The first asked if the adult felt generally receptive to new ideas. No students said they were consistently unreceptive--86.2 per cent thought themselves consistently receptive and 13.4 per cent saw themselves as receptive to new ideas at least sometimes.

The second question asked if the adults were favorable to a slowing of the pace of social and cultural change. Those responding positively numbered 14.52 per cent; 27.9 per cent said no; 11.04 per cent were sometimes favorable; and 48.8 per cent thought there ought to be a slowing in some areas only.

In response to the third question 11.04 per cent favored change for change's sake, 59.3 per cent opposed it, and 19.2 per cent thought such change might sometimes be useful.

The fourth question asked students to indicate the areas of their best academic preparation. Ninety students (52.3 per cent) felt themselves better prepared in mathematics and the sciences. Sixty-eight respondents (39.55 per cent) believed themselves better prepared academically for literature and writing. Seven persons (4.7 per cent) indicated equal preparation in the two categories and two adults said they were prepared in neither. Four persons did not reply.

General Statements by the Respondents

The questionnaire invited the respondents' free comment on the English courses and their value to the students. Because of the extensiveness of the comments, only representative samples are included here. The remainder of those containing cogent ideas or criticisms appear in Appendix E.

One student commented that her experience with the North Texas State University English Department had been pleasant and useful. Additionally she indicated that the study of the arts was of utmost importance to her as an adult.

I have a great love for education--particularly in the Arts. Music, languages & literature are a need & a balm in my life. I hope to return to these pursuits as often as possible for as long as possible. My reward comes from a sense of personal growth--in sensitivity to our heritage--in awareness of mankind's needs for expression both creative & factual.

Another adult respondent wrote what seems to be the consensus concerning the possibility of special English classes for adult students; they would be useful and good but they would largely be for others.

The ideal of having an English course for adults is a good one. Although I would not choose such a course myself, I believe the option should be available. Older students, such as I, who have not been in an academic environment find it difficult to write well for a long period after returning to such environment. (I still cannot communicate adequately.) The English Department must demand cooperation from the Business and Science Colleges. If other instructors required writing proficiency students would develop the skill--they will not until forced. [emphasis added]

A Business Administration major complained that too few of his own requirements were met. As a major in Business, he believed that an emphasis on business communication would have been much more useful.

I feel that grammar & composition should be stressed much more than I found to be the case. In the three semesters of literature I have had I do not feel that I have received anything that will be of use to me in preparation for my particular occupation.

One adult student considered not only the necessity of compositional skill, but also the need of some acquaintance with literature. But his main complaint lay in the failure of the program to develop any writing capability.

I would like to have been in a class where composition was taught, but without the pressure of passing the course. Strictly writing--perhaps no credit. After that would come the 'required' English courses in which one had to 'compete' against other students, where one had to pass the course. As it is, I was disappointed at not having developed my writing skills more. 4 years of college and I still do not feel that I write as even a high school student should.

The difficulties of a student whose first language is not English presents another part of the problems an adult undergraduate faces in meeting the requirements for his degree.

I am Foreign student over here so I have no competency toward english but any how I did best of my effort to pass the english 132. Still I am in lack of vocabulary, composition and I have no full command on english literature. I give more time to english in comparison of other subject. Anyhow I have to take english because it is required course of my major.

Another student was quite explicit in condemning what was perceived as thoroughly unwarranted and unprofessional behavior on the part of the teacher.

I came to NTSU to learn and the first day I entered _____'s class she started telling us that no one really liked to teach Freshman English and that the thing to strive for was to pass the barrier. I worked hard in that class just to keep close to it. I finally learned one form and used it all the time, especially to get through the barrier. When I asked for help I was told that I was though by her to be beligerent when all I was trying to do was to get the information that I had forgotten. I feel that I was cheated out of a proper English course. (both years)

Another student comments

I had doubts about myself upon entering spring '73. However the combination of teachers especially

my Eng. 132 teacher created a desire in me to learn and be creative. He allowed the student his opinions, never did he force his beliefs nor someone else's beliefs upon us. He made us think and want to think. I'm afraid however that this was an exceptional case.

The statements quoted precisely as written by the adult students represent the range of student reactions to perceived requirements as they were met in various ways by various classes and teachers. Other opinions of a sometimes quite different nature are included in the appendices.

Summary

Based on the information derived from the questionnaire responses, it may be concluded that the largest majority of adult students enrolled in an English course at North Texas State University during the Spring, 1973 semester generally found the courses and work to their advantage. At the same time, these students, most of whom hold rather heavy responsibilities outside the academic environment and believe they know rather well what the academically motivating requirements of their positions are, have expressed opinions on how well those needs have been met or not met. The anticipation that the adult students were for the most part uncomfortable in their classes has been largely negated along with the belief that those students would prefer smaller classes of older students, as few of the respondents expressed such desires. However, the majority of those students were in small classes (16 - 24 enrollment). Little difficulty with academic preparation, negative reactions to teachers

because of age or teaching behavior, or wasted time were noted. Most students indicated they genuinely enjoyed their class and outside work and believed that they had been useful additions to classes of students of mixed age. Some slight polarization by age was intimated in a few student responses but for the most part none was noted. Most adults preferred to be in classes of students of various ages but some would have preferred classes exclusively of older ages. Few of the adults saw any immediate value to their jobs and personal situations accruing from the classes and less than half felt such value would occur in the future. Most took the course as a requirement.

Most respondents believed a class for adults should serve their immediate needs. About half believed that some kind of authority other than themselves should decide what material would best accomplish that purpose.

Opinions concerning the viability of the English course ranged from the completely positive to the totally negative. Students rated it as one of the most important events in their college careers to one of the most useless of impositions on their valuable and highly limited time.

Finally, more adult students see themselves as being competent in the sciences than in the arts. And the total group, though generally given to acceptance of new modes of thought and behavior are generally conservative and find

little value in change of mores of thought and behavior simply for the sake of such change. Most look slightly askance at the pace of change and at least in some areas would prefer to see a slowdown.

CHAPTER IV
TEACHERS' VIEWS OF TEACHING ENGLISH
FOR ADULTS

This study has been concerned in Chapters I, II, and III with the justification of itself, historical background, and the responses of students to questions specifically concerned with their views of their positions as adults in required undergraduate English classes. The present chapter deals generally with the views of teachers engaged in teaching adults and then specifically in the teaching of English. The discussion here is not merely a review of the literature but of some detail about views of teaching, teaching English, and teaching English for adults. Little has been written specifically about teaching adult undergraduates in required English courses in a college or university setting. Consequently the reliance here is largely on those few writers who have written extensively on teaching English in an adult university extension environment.

Introduction

Goheen, in The Human Nature of the University, says that the university's "fundamental nature . . . is to be a

site and stimulus for the free-ranging, uninhibited, judicious, impartial action of the mind" (11, p. 11). Watts, in Nature, Man and Woman, says that man's intuition in a full relation with non-fractured nature forms the basis of reasonable thought, the process of arriving at or gaining knowledge from a state of no knowledge (33, p. 67). Barzun defines learning as eternal struggle, "the fierce, secret struggle out of which education may come--the struggle between home and school, parent and child, child and teacher . . . (3, p. 5). Muller, in Freedom in the Modern World, finds a necessity in an industrial society for more literate workers. He contends that Germany under Bismarck industrially surpassed Britain because of educational concern for workers in the vocational schools (26, p. 295). Knowles, in A Handbook of Adult Education, states that one of the major concerns of adult education in the 1930's was how much emphasis to place on vocational studies and how much on cultural. Fortunately, modern solutions included a balance of the two (21, p. xix). And Tracy points out that the awareness of the requirement of "relevance (of the urban college and the college situated in an urban setting) to their urban milieux" became increasingly influential during the decade of the sixties in the United States (30, p. 54).

These references underscore major concerns for the teacher of the adult undergraduate. The difficulties are not

inconsequential. It is estimated that in the United States in 1970 some nine hundred thousand adults were enrolled in extension or evening college programs that lead to a first degree (13, p. 201). If the university is to foster uninhibited, free ranging thought, if the adult is to pass from a state of no knowledge to a state of knowledge, if education is a fierce conflict between maturing minds, if the question of relative emphases on liberal and vocational studies for adults is to work to the advantage of the student, if the university is to become even more relevant to its urban setting and function, if it is to do these things for an increasingly adult student population, what ought to be a guiding principle of the classroom teacher's efforts?

A personal response to such teaching needs proved a simple one for a teacher in one of the late nineteenth and early twentieth century extension divisions of the British universities. G. W. Hudson Shaw, a lecturer in History from 1886 to 1908, relied on painstakingly researched lecture syllabi used extensively for lecture notes. But he stopped short of tying his classes of adults to those notes. He watched, as Kelly puts it, for student interest as a gardner watches for seed germination; where he found it he treated it with corresponding attention and extreme personal interest in its development (19, pp. 231-232).

Dependence upon personal enthusiasm is perhaps more than adequate for a genuinely superior teacher, but as reflected in the student responses to the questionnaires (See Chapter III), such teachers are rare enough. Rather, an intensive knowledge of the adult and a parallel image of how to teach for him seems more appropriate. Kelly, in A History of Adult Education in Great Britain, quotes a 1941 writer, Sir Richard Livingston, who

basing himself . . . on Plato and Aristotle, . . . urged that there are many things in history, politics, philosophy, literature, and the arts which require some experience of life for their full understanding, and can therefore be effectively taught only to adults (18, p. 13).

But, Kelly goes on to say, adult education historically has failed to provide for adult imaginative faculties; it has been seriously faulty for failing to emphasize the pleasure of learning (19, p. 182).

Teaching Problems Associated with Adult Students

The use of memorization and imitation in teaching becomes less important with increasing age of the students, and should be replaced in the learning process by the use of synthesis and evaluation (7, pp. 184-185). Learning difficulties begin to show usually about age thirty-five (7, p. 185). Consequently, difficulties arise with the amounts of time required and preferred by younger and older adults to learn equivalent things. Older students prefer longer classes, of up to ninety minutes, while younger ones want

much shorter sessions, of forty-five to sixty minutes (7, p. 191). The younger adults learn faster and have shorter interest spans. The older are blessed with longer interest durations but are handicapped with a need to learn, unlearn, relearn, and readjust their positions to accommodate their newly acquired knowledge. It seems reasonable that in younger students their lesser and more recent experiential knowledge requires smaller readjustment.

Associated with increasing age of the adult and session duration is term length. It has been found that in the job-training of men over thirty-five years of age the greatest likelihood of success occurs with those going into jobs requiring ten to thirteen week training courses. The least likelihood of success occurs for those going into jobs for which they have undergone six to eight week training courses (7, p. 191).

But beyond such considerations are those of an even more elemental nature related to the adult status. Workun stresses the relationship of the adult college student to a sense of direction in his enrollment. Workun has found that his adult students are highly concerned with the relevance of classwork to their own situations. That concern seems to be reflected in the sense of relation to other adults in the class, as they usually band together according to age lines whenever controversy arises, and in the depth and specificity of discussions they engage in (34, pp. 324-325).

Workun tends to agree with Hoggart's assessment of the purposes and the intents bringing adults to the classroom, but Hoggart finds a good deal of difficulty in approaching students where Workun does not. Hoggart says that the humility of the adult before the presumed expertise and knowledge of the teacher is serious enough to cause concern for the effectiveness of one's teaching; it tends to blight and wither adequate discussion. But the adult student is humble before the teacher, not before the literary work itself. "Adult students are so easily over-impressed, so much readier to be humble before the tutor than the work" (16, p. 220). Yet a number of the North Texas adults seem to scorn both the teacher and the work, especially when they can perceive no readily discernible value of either to them. As one respondent so quaintly asked: "Who needs this shit?"

The student's conviction that there is little of value to him may rest on his prejudices but it nonetheless exists. And it is not likely his antipathy will be easily overcome. As Hoggart indicates, pushing the student to accept the teacher's own convictions does not succeed. The rational proof of a point is useless against emotional barriers. "No one will be moved until he is ready" (16, p. 321). And though Hoggart speaks in the context of a literary discussion, the wisdom of his statement is equally

applicable to the student's attitude toward literature:
until he is ready, he will recognize no need.

Special Considerations of Adult Teaching

Compounding the seriousness of teaching the adult is the extended consequence of the effort. Bergevin bluntly states in A Philosophy for Adult Education,

In every society and in every institution making up that society the adult makes the decisions. While the education of every member of any social order is important, the quality of the society will not usually exceed the educational level of the adults who run it (4, p. v).

Kohl, discussing the nature of the art of teaching, says that the teacher, if he is to work within the democratic vision, necessarily must abandon authoritarianism and provide workable alternatives (22, p. 16). The modern adult undergraduate's psychology is likely to have originated in an authoritarian family and school system. But in his role as a student he must be granted an intellectual independence, for authoritarianism and maturing intellect are not good partners. The instructor's fear of failure as a teacher in extending such freedom cannot be allowed to dictate.

There will always be the fear that one is wrong in letting people choose their own lives instead of legislating their roles in society. There will be depression, for one can never know in the short range if one is succeeding in opening possibilities to people or merely deceiving and seducing them (22, p. 113).

Workun points to a number of difficulties that he has noted as a teacher of adults at the college level, among them their primary concern with classroom relevance to personal

situations they inevitably bring to class with them (34, p. 324). Beyond this the adult sees the instructor as an expert who is supposed also to be a skillful teacher, a mediator of the first class between student and subject, and therefore is not likely to be unnoticing or forgiving of the teacher's failure (30, p.130). But as Hook points out, providing for the adult solely in terms of vocational concepts does him no justice and threatens his education, making him "conscious . . . of his technological responsibilities, but not of his social and moral responsibilities" (17, pp. 156-157).

Petersen and Petersen, in University Adult Education, specifically retain in college and university level teaching for adults the requirement of university quality.

The function of university adult education . . . is college-level education College level means, very simply, the standard maintained in the traditional academic disciplines of the day campus, or in programs with a comparable or greater difficulty and complexity (28, p. 130).

Hoggart adds another dimension to the Petersens' statement. For the question of college-level education and its nature then arises.

What is the function of university teaching? Are those students right who expect a university to concern itself with inquiring about the values of a society and the quality of life that the society assumes . . .? Or do those university staffs act most wisely who ignore this wish and concentrate on the purely 'professional' aspects of their jobs? (15, p. 95)

Hoggart goes on to consider the state of the university's proper perspective in a dual role, and reaches the perhaps not so always obvious conclusion that both needs must be served.

We need to remind ourselves that universities are places for education as well as for the prosecution of research and for professional training; with rare exceptions, where this view has not gone by default today it is held in too crude a form (15, p. 95).

At least some of the task of providing part of the adult's education can be accomplished within the nature of the adult himself. He has made a very large personal investment, financially and otherwise, in coming into the college classroom and needs above many other things assurances that his investment remains worthwhile. Axford says "Each adult coming into class will grow if we provide him with the following for his personality development: Recognition, Response, Sincerity, New Experience" (1, p. 113). Some of the most frequently mentioned complaints from students questioned in the survey were insincerity of the teacher and his obvious boredom with the course and the students, and the failure of the teacher to provide a new kind of learning for adult students.

Yet the teacher is limited in his concern for his adult students even though he has the obligation to them to keep their interests and personalities always within his own pedagogical efforts. Because within the educational scope of the adult, as well as that of any student and necessarily outside that of the teacher, is the means of personal learning. It is something one can only do for himself.

Dr. Carl Rogers takes the point of view that basically no person can 'teach' another person, but that if the person truly learns he will educate himself Walter Langsam [President of the University of Chicago] . . . says only the individual can truly educate himself, regardless of the influences that may be brought to bear upon him which may assist in the process: 'It is doubtful that anyone can educate anybody else. Rather, education is something that happens to the student while he is working on a subject or subjects' thus 'teaching [adults] will be a process of assisting the adult in methods of self-education' (1, p. 98).

Thus no teacher can approach a student successfully if the former does so without an internal, consuming demand.

If the mind of the teacher is not in love with the
mind of the student,
He is simply practicing rape, and deserves our pity (29).

Teaching English for the Adult Undergraduate

Davies, writing on the teaching of English to adult students in university extra-mural classes, furnishes a description of the essence of the teaching of English literature.

Literature is a form of art, and, except in the description of the structure of a poem, or in the analysis of the plot of a novel, it cannot be 'taught' in a formal sense but requires indirect means of communication between tutor and student and an active response to the art form from both (8, p. 99).

Bruffee, writing in College English, condemns the quality of teaching English frequently assumed by student and teacher alike, but which is in fact inimical to the interests of both. Teaching English is too often "an act of assertion, . . . a direct action of one person upon [another], by which we replicate in [him one's] own acquired knowledge and

values" (5, p. 467). But the act of real teaching precludes any such possibility. Real teaching is "the act of creating conditions in which other people can learn. Teaching involves direct action not upon people but on temporary conditions of a particular aspect of life" (5, p. 467). And that no real dichotomy of teacher and student exists in the classroom is asserted by Waage, also writing in College English on the nature of teaching English. "Why the assumption that in the most formal or the most informal classroom situation, there is a student part . . . and a teacher part . . . ?" (32, p. 459)

The adults in an English classroom, as was frequently indicated in the questionnaire responses, are repelled by teachers whose attitudes are condescending, overbearing, or incompetent. There is no question that the adult student is motivated, at least initially. His enrollment testifies that he is serious, for he must fit collegiate study into his life. His motivation probably stems, according to Hoggart, from dissatisfaction about how he lives and is a basis for criticizing his existence and acting on that criticism. "He feels that literature will speak to his condition" (16, p. 219).

Hoggart's contention is not necessarily reflected in the reasons why the North Texas State University adult student enrolled in required English courses. No student questioned admitted taking an English course by choice. The

student enrolled because his degree plan called for the course. Yet it is obvious that the entire degree program is valuable to him in some way, else he would not be engaged in coursework toward that degree.

Frye discusses the problem of the adult undergraduate at some length, and sees him as a particular sort of student studying literature, for instance, for the same reasons that younger students do--to be able thereby to more fully involve himself in his society and not just for retraining (10, pp. 87-123). Naturally enough, then, he expects from his teachers, especially his English teachers, recognition of and acquiescence in his perceived purposes.

Teaching Writing for the Adult Undergraduate

Probably every teacher of English who has considered the problems of teaching captive students to write in any adequate manner has tried and found both successful and unsuccessful ways of exacting results. The teaching of Freshman Composition is an especially difficult task, and teachers are quick to point out that their jobs could be made infinitely easier and infinitely more effective, if only the teachers in all other disciplines would demand, without equivocation, minimum standard writing. Obviously this contention has merit, but it ignores the fact that the teaching of Freshman Composition is infrequently given any real faculty status, despite the lip service paid to its importance. The respondents to the questionnaire in this

study indicated that too frequently the teacher of Freshman Composition literally, openly, hated the courses and was careful to convey his dislike to the students.

There are several, at least, prime factors in the teaching of composition that have been voiced by different teachers of that art. Douglas, writing in The Educational Forum, says that two things are imperative to the viability of a Freshman English course. "The course must be taught by those who have a warm, generous, and devoted feeling for general education, and it must be taught by those who have a stomach for vigorous adult education" (9, p. 273). Wendell, in setting up the composition course at Harvard and on which most other Freshman Composition courses were modeled, viewed it as one that should by its rigor appeal to any university student. His students were required to write in a manner dedicated to a tough, no-nonsense brand of adult education that stressed above all else the clarity of the thought expressed. Wendell believed that careful, logical thinking was most important, and gave no quarter in this respect (9, pp. 273-275). His students were required to pass the course and he did not pass them until he was satisfied they had in fact attained an adulthood necessary to effective university education.

Freshman English was supposed to be a baptism by fire, it was supposed to be a keystone of high-quality adult education; it was supposed to put an end to adolescent mental lethargy

[Freshman English] was supposed to teach [students] to think critically about what they read, to write intelligently, to follow an argument, develop an exposition, to have something important to say (9, p. 274).

But Wendell obviously believed in the value of his composition courses. And, as Douglas goes on to say, "for the present day undergraduate to believe in Freshman English, it has to be obvious that his teacher also believes in it. Nothing else will do" (9, p. 278). The teacher, in other words, must believe that the Freshman English course is in fact the center of the student's intellectual development in that its demand for clarity in thought and expression, for an academic and intellectual adulthood, is uncompromising.

A slightly different, but no less demanding and intellectually rigorous approach to teaching writing with great emphasis on the especially poor writer is one briefly outlined by Lederman. She suggests the seduction of the student "into the pleasure of tough, intellectual work," perhaps because of his interest in fantasy, through the medium of the myth, the fairy tale, and folklore (24, p. 291). One would have the advantage of student interest in writing about something he finds enjoyable. Rather than spending his time on second-hand principle he would be studying the work itself.

Another teacher of Freshman Composition, though not specifically writing in the context of teaching adults, approaches the problem in as demanding a manner as Wendell

intended. Klein presents his composition course in terms of the acquisition of a skill, through repeated, extensive, and rigorous practice.

I think that teaching writing is really a lot simpler than English teachers have made it. It is a skill, perhaps almost a manual skill. Like any skill it can be acquired by practice or imitation of more skilled practitioners (20, p. 586).

Klein's purpose is to teach the student to write by requiring him to become so proficient at composing that he is finally able to turn in an error-free composition on the first attempt.

Simply, what I believe in is making the students write all the time they are in class, correcting their papers in class with them and explaining their errors, making them correct their errors until they have produced an error-free paper, and then having them write another paper (20, p. 586).

But Klein will not tell his students what to write about because to do so holds them in a state of adolescent bondage. And their purpose, as he sees it, is to attain their own adulthood as writers. "To become a writer is to become one's own authority. To become a writer it is necessary to become an adult" (20, p. 587). Even the chronologically adult undergraduate has not attained an adult status so long as he does not command himself, so long as he does not command by being able to articulate his own experience.

Klein's intent is to force the student to independence of the teacher. He expects his student to become increasingly restless under his dominating tutelage as he gains confidence

prerequisite to independent writing. The object of each student is to earn that freedom (20, pp. 587-588). The teacher becomes obsolete as the student progresses beyond his need for instruction and enters the phase of learning that signifies the ability to learn of his own accord.

Macleish, speaking in a somewhat different context, reemphasizes Klein's belief. The student's writing is a failure so long as it is not independent, so long as "it is not itself" (25, p. 230). Thus it is again the job of the writing teacher to move his students to that state of independence. But the adult student often poses a difficulty that is perhaps less frequently associated with the younger student--his frequent reticence.

Hoggart, though not teaching composition, finds that his adult students in the British Extra-Mural courses frequently have to be led rather gently into writing because of a fear that they are not really capable of doing it. The reticence bred by fear can be overcome by a teacher sympathetic to the adult student's shyness. The student is never forced into an isolated participatory corner. He first comes to be known on a personal basis through his papers and in private conversation. His participation is only then elicited by prompting based on the teacher's personal knowledge of him. The teacher may, for example, pose questions that the student can and will likely answer, avoiding putting him into an embarrassed state because he is unable to answer a question (16, p. 241).

This involvement of students in the written work so necessary to adequate teaching Hoggart accomplishes on a gradual basis. He asks groups of students to prepare the notes for a class meeting of the seminar type. He begins with volunteers but quickly assigns the more reluctant students to work with the more forward ones, giving thereby the former the benefit of the self-assurance of the latter (16, pp. 242-243).

Hoggart finds that the most important aspect of the teaching, once the student has begun to participate, is careful and consistent marking. But this marking is not done on a catch-every-error basis. Rather, it is premised on the demonstrated needs of each student. He finds the practice successful because it answers to the student in his personal educational purposes and because it furnishes for the adult the closest personal contact with his teacher (16, p. 244).

Gorrell is somewhat more precise than other writers but he emphasizes what ought to seem obvious to anyone who has ever taught Freshman Composition. For Gorrell there is no way to teach writing except through writing, much as Klein has put it, through thorough, frequent, and extensive immersion in writing. For Gorrell, the teaching and learning of writing is not accomplished by the study of literature. Rather, the student needs to study writing, concentrating on that act as the subject matter of his course (12, p. 111).

According to Gorrell, the failure so often accompanying the efforts of the genuinely conscientious English teacher in Freshman Composition stems from the impossibility of his doing all he would do. His efforts then frequently end in frenzied capitulation to the assumption that almost anything studied in class will help the student writer (12, p. 98).

Teaching Poetry for the Adult Undergraduate

The antithesis of the purpose of the literature teacher is found in comments by Barrows, et al, on one of the worst ways to teach poetry.

What greater violence can be done to the poet's experience than to drag [the poem] into an early morning classroom and to go after it as an item on its way to a final examination? (2, p. 666)

For MacLeish the teaching of a poem can only take the form of an analysis that includes the nature of poetry itself. The idea of a work of art cannot be separated from the work. Therefore it can be taught both as a work of the artist's perception and as his work itself; the teaching of poetry as poetry, as a work of art, is "the only possible way of teaching poetry as knowledge" (25, pp. 215-216). But that knowledge is in kind different from the abstract knowledge of science. It is the thing itself rather than its description. The poem, neither its message nor its explication but its existence as a work in the context of the world and the medium of one's experience, is the concern of the teacher and the student. "Why do we teach poetry in this scientific

age? To present the great alternative, not to science but to that knowledge by abstraction which science has imposed" (25, p. 226). Charles Dickens dramatized the result of one's having abstract knowledge only. His Gradgrind insists, in Hard Times, that the students in his school know the description of a horse in purely scientific terms. "Now, girl number twenty, . . . you know what a horse is." But the numbered students are not allowed to know a horse. They are to know only what the abstract animal is, neither what lives nor what they experience as the nature and existence and fact of a horse.

MacLeish believes the modern student recognizes only abstract knowledge as a result of living in a highly technological society but that "poetry presents the thing as the thing"--and man can "know" something only, as Matthew Arnold said, "when we are filled with a wonderfully full, new and intimate sense of it and, above all, of our relation with it" (25, p. 217). One is reminded of Michelangelo's account of the Creation, as God reaches out to touch the body of the perfect but unalive Adam, to give the body life and make the body into the being, the it into the him.

Davies places special emphasis on the teacher's manner in introducing the adult student to the study of poetry.

Unless [the adult student] is already an addict he often faces the tutor with an initial and ingrained resistance that makes him always reluctant to follow courses that include poetry, or drives him away when poetry is forced too directly upon him (8, p. 110).

Davies blames the adult's reluctance on two characteristics of poetry--its artificial structure and the obliquity of its purpose (8, p. 110). His teacher has the obligation, in discovering poetry with his students, to probe to the depths of the literary form until his students fully comprehend the reasons for the employment of a structure--"until they understand why Shakespeare and Milton, Keats and Wordsworth reserve the sonnet for their most intense experiences" (8, p. 114).

And Hoggart writes that the adult ordinarily does not view the pretty effect of poetry as anything but dressing. He reads the poem not as a poem but as prose decorated with artificiality, looking for the surface statement contained in the work. He frequently perceives only the surface meaning and misses the subtle. He often recognizes no relationship between the language of the poem and that which the poem is. For him, "the things done with language in poetry are . . . decorative, not constitutive. Poetry is prose dressed up" (16, p. 229).

But Davies in her approach to the adult student of poetry seems to minimize the importance of the language used by the poet while simultaneously pointing out that the teacher's duty also lies in explanation. The student is too often ignorant of allusions that others understand and the teacher has to clarify them.

The tutor is . . . able to talk only around the poem, explicating the relative triviality of allusion in unusual words or word associations, referring analogies (imagery, metaphors, conceits) to their historical or local contexts, suggesting sources when they can be found, generally removing the obstacles that arise from the student's ignorance, or misinterpretation, or obliquity of understanding (8, p. 112).

Yet the interpretation of poetry is not to be placed upon any highly formalized basis. It remains instead for both teacher and student to "together formulate standards less in a definitive 'classical' mould than in the functional appositeness of instrument to need" (8, p. 112). For every teacher risks otherwise the arousal of frustration in a student who feels inadequate because he does not see or find in a poem what his teacher does. The risk is compounded because "the central measure of the poetic quality lies in the reader's response" (8, p. 113).

The poem itself is never separable from the language used by the poet to produce his intent. Further, that intent, indeed the very experience that is the poem derives from the totality of the poet's life. And the adult, in apprehending the poem, can but revert to his own experience as the background against which to receive the author's intent. But he needs to try to remove himself from that accumulation of life that he himself is and to try to view the poem, the work of art, from the vantage point of the poet, and in so doing see his own lifetime from the outside just, or similarly, as the poet has done (16, p. 14).

Davies reiterates Hoggart's perceptions. Her intent is to cause her student to penetrate deeply below the poem's surface through awareness of mood and sense of meaning aroused by the verbal effect.

The frame of poetry commonly lies in the unit poem; but when the tutor reveals the quality of poetry to lie less in the frame . . . than in the closeness and intimacy of the verbal effect, he breaks down in his students the conventional barriers of a classification of literary artists into novelists, poets, and playwrights (8, p. 117).

Further, the poem is not to be known as something that exists outside himself. For Davies views the drama especially as a means to teach her adult student that he not only can but should and must extend himself into the personal experience of poetry.

In the liveliness of giving to the play their joint part in the play's fulfillment, the students not merely gain an immediate enrichment of their understanding of the play: they also discover literature to be not something outside them, to be 'learned' with diffidence and uncertainty, but to be an experience to relish in the active enjoyment of it. And in thus directly apprehending the quality of the play they more readily open themselves to an understanding of the poem and the novel as literary forms that no less they can enter into and assimilate in ways equally penetrating (8, p. 121).

Yet the adult often lacks, to compliment his extensive experience, a common language with the poet, especially the modern poet. The lack of commonality limits the way the teacher can explain the poet's intent because the student has no knowledge of the symbolism the poet employs. The result is the necessity of "trusting to nature and the muse

for her students' final understanding, responses, and delight in what the poets do" (8, pp. 113-114).

The Teaching of Literature for Adults

The teaching and study of literature have as at least one of their purposes "to help (the) students toward a higher awareness, . . . the frightening and truly liberating knowledge that man makes his world with words, that words let him know what he sees, and that the more he sees the more there is" (27, p. 2). The objective of the literature teacher engaged in teaching the adult student is to instill in his charges

the method and tools of scholarship and . . . a responsive and attentive attitude to words in their proper position performing their appropriate function, . . . as objectively and unobtrusively as possible (8, p. 106).

To accomplish this purpose requires that students be encouraged toward an inquiry into the nature and reasons for their own behavior, an inquiry effected through a study of literature not as a moral issue but as literature (14, p. 530).

Literature is and can only be taught within the context of its relation to the reader, according to both Davies and MacLeish. Davies believes that because literature itself is an insubstantial but quite conventional, devious, abstruse, and sophisticated art form its very nature is determined by the reader's reaction to it (8, p. 18).

Because literature is, exists, has its effect within the mind and is influenced in its interpretation by the experience of the reader, it has life only in that relationship with the reader.

Its quality and the richness of its content are determined--and limited--by the reader's ability to endow the words with depth of meaning and to translate the author's words into his own (8, p.19).

MacLeish echoes Davies' contentions that literature exists only in its relationship to the reader and his experience. Even though he speaks primarily of the poem, MacLeish carefully emphasizes that all "English" teaching is meant also.

I think 'English' always stands with a foot in the text and a foot in the world, and that what it undertakes to teach is neither the one nor the other but the relation between them. The greatest poem, removed from the ground of our being, is an irrelevance. The ground of our being without the poem is a desert. 'English,' I think, is the teaching which attempts to minister between (25, p. 259).

The relationship of the text and the world of the adult can be aptly elicited by the use of the right kind of questions. Those questions must bring the adult and his experience into some form of agreement with the ways and purposes of literature he may well be unaware of. "What students lack is . . . familiarity with our way of looking at and talking about literature" (16, p. 241). Yet the teacher must teach in a manner that does not place him between the art and the student. His function is to listen and to guide, not as

some sort of omnipotent god but as a mediator between text and student (16, p. 241).

Hoggart liberally employs the use of questions, but deliberately refuses to answer them himself, even when there are extended silences in the class, in order to get the students to respond. "We [the teachers] are not there to give them something so much as to bring their own latent powers into play" (16, p. 20). The students should be encouraged to answer the questions themselves and for themselves, in order to develop their reading perceptions and to help them to do more than merely see the words on the page. The group discussion that occurs as a result of the questioning should uncover meanings that were hidden from individual readers. But the most important thing is to help the student come to see and point out for others what he has seen (16, p. 232).

Frye finds that students, especially students of modern writers, look for wisdom as a result of the formation of social attitudes by literature, in "the more or less unwise" contemporary writers. Consequently they form a vision of society not as it is but as it ought to be (10, p. 105). Burton feels that "the most perceptive among young people wed the esthetic with the ethical and social. Their use of the term 'beautiful' is symbolic of this" (6, p. 270). The adult student possesses a leavening of life experience that can be the framework in which that idealism is made the most

of. Hoggart finds that his students usually possess extensive experience, not only of life, but of literature also. And as a result they need an intensive exposure to good literature, reading at length, slowly, and in great depth (16, p. 15). And Herndl sees his role as a teacher of literature as one of simply providing the students with an adequate reading skill. "Most simply, [the] imparting of resource in skill and method is a matter of teaching students how to read" (14, pp. 526-527). But that reading skill is not merely practice in reading the words on the page, but of deeply engaging in the experience of literature. Hoggart finds this purpose better accomplished if the student frequently hears literature read well, because he often is not able to recreate the sound of it in his own mind (16, p. 12).

Davies writes that the adult student has to be made aware of the complex, but at once directed, interrelationships of diction, syntax, and style, that the writer employs to create his statement.

Once he becomes aware that the words chosen, their reverberations, and the order in which they are put, are not merely idiosyncratic variations on ways of saying the 'same' thing, that a truly individual style is unique both in its sentence construction and in the full content of what it is designed to communicate, the student makes the natural transition from language to literature, and making a distinction between the two, sees no less their interdependence (8, p. 103).

But she recognizes the special limitations under which the teacher of the adult is constrained to operate. That

individual teaches in no sense for the text nor for himself but to enlighten the adult within his own requirements.

[The tutor] weans his students from an ephemeral being--taken-out-of-themselves, moulds his exposition to their enlightenments, and leads them to a refined and sophisticated awareness that in the fusion of matter and manner, profound intention fulfilled by expert technique, the novel or the poem or the play is, when 'perfect,' at once inevitable in its construction, satisfying in its intellectual and emotive content, a harmony of inter-related parts, and a catalyst of experience radically transforming the nature of the students who 'complete the course' (8, p. 122).

Davies' remarks seem to concentrate on the text, but she does briefly include the importance of the work's "emotive content." Hoggart, on the other hand, is more specific, demanding that the teacher recognize the existence of a relationship "between our students' intense moral preoccupations and the experience of literature" (16, p. 14). However, Hoggart qualifies the foregoing. "Our duty . . . is to meet [this issue] only as [it] arise[s] from the discipline of the subject" (16, p. 14).

A much more critical stance is suggested by Lauter, who would base his teaching of literature on political foundations to force a radical reorientation of education.

It isn't that we want to cram socialism down the throats of our students--though bourgeois ideologies are, in fact, what's crammed into them now--but that we shouldn't evade the political content of our subjects, the class, racial, and sexual standards implicit in choices of subject matter, emphasis, analysis. On the contrary, choosing works or projects or areas of interest precisely because of their political importance to us and to our students is one way of overcoming the sterility and abstractness of most college curricula (23, p. 71).

Lauter's position is admittedly radical. but he is not alone in his belief that issues should not be avoided. Those few writers available on adult teaching on all levels agree that the issues that confront the students are those that are important. But there is inherent in all these things a danger that the literature course, poetry course, or writing course for that matter, will be reduced to a political forum, and that patently is not its purpose.

The content of a work is not separable from the work, but no more is it reasonable to expect that the facts of a piece of writing are separable from the meaning of the writing. Indeed, the meaning of a novel is more important than the factual items we can use to determine one's familiarity with the story. ". . . we want [students] . . . to be aware of the content of some works of literature. But what we really wish them to know isn't facts but meanings, to which facts are instrumental" (14, p. 526). The teacher of literature contends with the tendency of the adult student to rely on facts rather than enclosed meaning because, Hoggart says, their expectations are so different from those of the writer. "New students tend to look for statements in literature, for a kind of discourse, a manner of approach to experience, which is not peculiarly nor most importantly that of a creative writer" (16, p. 225).

But, the same writer finds, the adult's response to literature is rich, and courageous. The teacher can take

teaching advantage of these to develop in the adult the sensitivity to the under-surface purposes of literature (16, p. 222). And, he says, the study of literature can only be accomplished in the adult through the study of good literature. To ask him to study anything less is to insult his intelligence (16, p. 222). One can easily tell when his efforts to instill a sensitivity to literature are beginning to have a real effect. The student, rather than accelerating, slows down as he begins to gain in insight, as he reads more and more intensely (16, p. 10).

Trowbridge, discussing the introductory literature courses offered on the college level, by implication points out some of the tendencies of literature teachers to short-change their beginning students. A concern perhaps that they are too immature, too unsophisticated to appreciate the text of the author is responsible. But Trowbridge sees no reason not to deal with the author's standard work. "The work should be the standard; it should be treated with respect, and the interpretations offered by the instructor or worked out between him and the class should be sober, responsible, and generally orthodox" (31, p. 64).

A deeper and perhaps less attainable ideal is outlined by Davies, as she looks to form with her adult students the collegiality of scholarship that produces a real understanding of the work. She finds an obstruction in her teaching that she turns to mutual advantage.

The best [an explicator] can do is attempt on the one hand to base his judgments on objective and impersonally communicable grounds, and on a candid disclosure of his principles of literary criticism, and on the other to convey to his class something of his own reactions to what he finds significant in literary form. When he overcomes the difficulties and is successful in stimulating his class, he finds himself not with a class but with colleagues: when his students find literature to have significance for them, once they respond to it, perforce they actively join him in his exploration in a community of purpose (8, p. 105).

The class, not the course, is the major concern of the adult teacher. The teacher, in all he does, adjusts himself and his presentation to the nature of the class he teaches. In order to recognize the significance of literature the reader must find it possible to identify sympathetically and realistically with the material and authors and characters studied. Conrad is a genius but often the seaman finds him a romanticiser; Frost is acceptable to the farmer because he was a farmer, because he knows what farm life is about; the miner can appreciate T. S. Eliot because he understands that life in The Wasteland (8, pp. 105-106). Hoggart uses such identification to turn his classes for adults into seminars rather than lectures. The student shares his response with the class rather than reacting in a private sense. And he comes to use his own life experience in the analysis of his reading (16, p. 220). Where Hoggart calls for reading aloud to one's student, Herndl says that the student's

involvement in literature arises out of his attempts to compose poems or novels in conjunction with his teacher (14, p. 526). Whatever the approach, the end result of all teaching of literature has to be the evocation of response, of involvement of the reader in the author's creation.

The student becomes increasingly sophisticated and mature in his apprehension of the use (by himself no less than the author) of the literary instrument: he realizes that once he is involved in the plot, once he identifies himself with at least part of the author's creation, once in imaginative response he is caught in the experience the author's words preserve and evoke, he is a man not merely diverted by literature but changed by it (8, p. 108).

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CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of Adult Student Views of the Required English Course

Adult students surveyed expressed various preferences that help to clarify the status of the older college student in English courses.

The adults surveyed did not enroll in English courses by choice but because of degree requirements. Research could illuminate some reasons few adults considered the intensive study of English indispensable to their educations. It appeared that many respondents viewed the English course as an unpleasant requirement to be completed as quickly and painlessly as possible, and then forgotten.

But since some English courses are required, adults believed they should incorporate some special considerations because of adult employment, marital and family responsibility status. Generally respondents considered small to medium size classes of all age level students to their best advantage. Teachers who taught in a mature style for a mature student and who recognized that the adult often was at a disadvantage because of the time he had been out of school and the amount of information he had forgotten were preferred by the adult

students. Teachers fully open to question and unresentful of attacks upon cherished opinions, who taught for non-English majors, who avoided undue digression from the relatively narrow discussion topic, best served adult interests.

Adult students expressed needs for feelings of accomplishment, challenges to their advanced capabilities, adult style education, and academically and pedagogically competent teachers who developed meaningful coursework for the adult. Further they wanted emphases relevant to their interests and recognition of the advantage of their presence in class, along with consideration of their backgrounds and reasons for matriculation. They preferred general proficiency in writing and literature and coursework especially designed to meet their own situations. Many preferred concentration on the mechanics of writing but others emphasis on the content. Above all, adults had no patience for what they thought was nonsense in their classes. If there was no obvious advantage to them in a particular requirement, it had no place in their value systems. Well over half the respondents found no future value, and nearly five-sixths of them found no present value, in the required English course. It was not clear to the adult respondents that English studies had an intrinsic value to them as students or as individuals.

The overriding theme of adult perceptions appeared to be one of establishing not a teacher-student relationship but one of a mutuality of teaching and learning. The adults recognized their personal needs and the limitations of their knowledge and expertise. They appeared also to look for a liberalizing humanitarianism in their English studies and they rejected most authoritarianism. But an authoritarianism of expertise in guidance of their work seemed palatable to most.

Summary of Teachers' Views of the Required English Course

Teachers found themselves responding in various ways to the conditions of teaching the adult. Generally they found him to be a much more responsible and usually more enthusiastic person to work with. Reactions ranged from a genuine enthusiasm for his special requirements to an assumption of no differences between the adolescent and the adult. Some teachers felt that nothing extraordinary need be done for the latter other than making regular classes available.

Of more importance was the knowledge of the changing learning processes of the adult. Teachers found synthesis and evaluation functions to supersede memorization and imitation. Research found that required time for learning increased as did attention span with increasing age. Teachers noted that relevance and identification needs accompanied a concern for depth and specificity. Some teachers found the

adult humble before the teacher and needed to counteract the effect. Yet the student questioned often seemed to have respect for neither teacher nor literature. Student unreadiness for learning some viewpoints ran in an unusual partnership with the need for freedom to learn. But he needed to be guided by someone with the knowledge and authority to direct him. Teachers indicated the student brought his personal problems to class. Further, he expected understanding of those problems as well as expertise in subject and teaching. Yet teachers felt they had to adhere to standards of college-level teaching modified to include the special sincerity of effort and recognition of adult accomplishments the older student demanded. Further, teachers believed an enthusiasm of the teacher to match that of the student was the latter's right and the former's responsibility. Additionally they recognized that the student teaches himself through the guidance of an enthusiastic teacher concerned with the student's mind.

A Conceptual Structure for Teaching the Adult
Undergraduate in Required English Courses

The Teaching Position for the Teacher
of Adults in English

If one considers the form of an ellipse, Figure 1, a path about two points A and B so that the sum of the distances of every point on the path from A and B is the same as that for every other point on the path, the nature of a teaching response to the adult undergraduate student may become

clearer. The point A is the adult as a student and B the influence of his non-academic past life accumulated into his present. The point C is the teacher. The path C travels is the constantly repositioning composite teaching performance the teacher must assume to suit both the adult as a student and the adult as a mature human being. The always changing and redirecting distances cause one to move closer to and further away from both the student and his past as the need arises within the teaching situation.

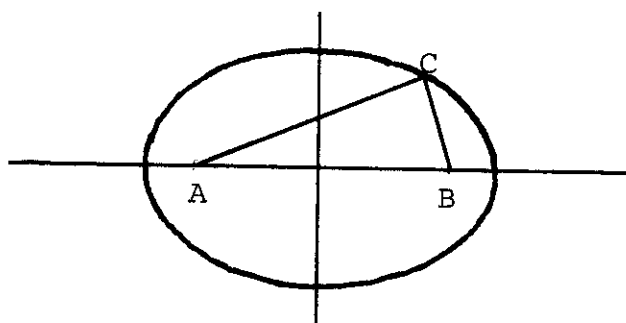


Fig. 1--A representation of teacher and adult student relationship.

Ciardi Expresses the dilemma in the form of a problem of teaching poetry but it holds for English teaching in general and especially for the adult student in English.

There is no poetry for the practical man. There is only poetry for the mankind of man who spends a certain amount of his life turning the mechanical wheel (1, p. 367).

No teacher, certainly no teacher of adults, can teach a fractured human being. Overstreet, in the middle and late 1940's, claimed that the modern adult is one torn

apart by the nature of his society, his own lack of wholeness deriving from the same in his culture--a victim of doubt, fear, and inner tension, so strictly compartmentalized that his different natures are foreign to each other (6, pp. 140-141). Dobie saw in the American adult the uncertainty of his heritage, one bound up in the history of an essentially rootless culture rather than in his being. He therefore is continually at loose ends, without basic ties (2, p. 427). Ciardi finds the adult a man or woman of a nature that includes both practicality and humanity and that it is to these qualities one adjusts his teaching.

What must be borne in mind . . . is the fact that no sane human being is exclusively a practical man. The plant manager may be the most mechanically efficient of calculators during his waking hours; and still his dreams or his nightmares will be human and impractical (1, p. 367).

But Ciardi also sees the necessity of reaching the person in terms of the impracticalities of his nature, utilizing them in a very practical sense to provide for those unexpressed acts of creation most adults possess.

An ulcer, gentlemen, is an un-kissed imagination taking its revenge for having been jilted. It is an unwritten poem, a neglected music, an unpainted water color, an undanced dance. It is a declaration from the mankind of the man that a clear spring of joy has not been tapped, and that it must break through, muddily, on its own (1, p. 367).

Overstreet says the natural intention of man is to gain his maturity through full self expression.

. . . the business of man is to mature . . . along the lines of what is unique in him and what he healthily shares with all his fellows, and to continue the maturing process throughout his life (6, p. 41).

Gross and Osterman call for teaching to the different natures of the man in terms of his professional impact on society.

Clearly, the mere improvement in professional technics is not adequate to today's problems. Improvements in the efficiency of service in a profession, without commensurate improvements in the authenticity of relationships with clients, leads to technocracy (4, p. 28).

General Purposes of the Required English Course

The spoken English language characteristically has various conversational signals serving it. And a speaker has available facial and bodily expressions and hand signals that help him to bypass the barriers of his own and the hearer's vocabularies. And if a listener does not understand a speaker, he can ask for clarification. Or a speaker, gaining immediate reaction from his audiences, is able to readjust his speech signals in order that his hearers better understand him.

However, the writer has few such aids to help convey his intent to his reader. With the possible exception of an increasing awareness of the author's expressive intensity as the reader becomes aroused, the writer has access to very few visible, immediately apparent communication signals.

He cannot include a wry facial expression, a shrug of his shoulders, a fluttering hand or drooping eyelid, except in his prose. His diction and style, his syntax, his organization do these things for him.

Thus required college level English courses must help establish the habit and normal practice of clarity, incisiveness, and conciseness. Such is the purpose of the composition course. Wendell of Harvard demanded and got just that because his composition course was viewed as a demanding, uncompromising adult educational process.

Additionally, one duty of the college is to acquaint the student with the civilizing and humanizing role of a knowledge of other persons, cultures, and philosophies. Consequently the required English sequence usually includes an exposure to literature: the poem, the short story, the essay, the novel. It is assumed that such acquaintance will have an ameliorating effect on the inherent savagery and cultural provincialism of the student and will gain for him at least a modicum of cosmopolitanism. Whether such expectations are ever realized is a debatable point. But research does indicate that persons tend, years after graduation, to possess attitudes very similar to those held at the time of their collegiate terminations. It seems reasonable then that a primary purpose of the required English course ought to be a cultivation of habitual writing and reading about, and criticism of, the culture and the conditions of the times.

Writing should furnish the student the articulateness necessary to his own expression, and hence his own further understanding. One knows a thing when able to articulate the knowing, and each--the knowing and its expression--enhances the other. Reading should furnish continually renewed and altering views of others, other interests, himself, and his own interests. The habit of constructive criticism should help keep him from stagnating in an isolated puddle of inanity because it should provoke counter criticism. Thus arises the question of how to effect habits of continued association with English language and literature, combined with emphasis on the adult student, an apparently uniquely advantaged person continuing his formal education despite the difficulties he faces as a student.

The Adult in the Required English Course

The adult, as described in the chapter introduction, is a duality. The separation between the adult experience and the actuality of the text is great. The reality of the adult's existence is his experience. The literature he studies stands outside his makeup in that the latter has largely been an accumulation of non-literary experience. His past is immediate; his reading is remote. It is imperative that he bring the literature and the composing into contact with and into judgment against his past and present. It is further required that his teacher acquaint him with the

means of rejudging his own past based on insights gained from the study of literature and writing. And he must be shown how that new knowledge becomes more and more valuable and liberating as it increases. He needs to incorporate into his model of behavior, his normality, the practice of extending himself into and judging himself through his study of literature and writing.

One element arising out of the survey of North Texas State University adult undergraduates and one that appeared repeatedly in the literature, was a complaint of irrelevance. There was a consistently expressed belief that any activity not immediately and directly related to degree pursuits was irrelevant. More than one adult expressed the conviction that any study of English was useless for his own major, that he would have need of it neither for subsequent coursework nor for his professional career. This attitude should be countered through the teacher's convictions and enthusiasm with a knowledge that the humanizing nature of language and literature vitalizes all other education. Or, as Overstreet says: "To mature . . . is progressively to accept . . . that the human experience is a shared experience; the human predicament, a shared predicament" (6, p. 51). The relevance of the individual's life only arises out of his awareness of the relevance of other people's lives, and that awareness can be partially acquired through the study of literature.

A mature person is not one who has come to a certain level of achievement and stopped there. He is rather a maturing person--one whose linkages with life are constantly becoming stronger and richer because his attitudes are such as to encourage their growth rather than their stoppage.

[A mature person] is one whose mental habits are such that he grows in knowledge and in the wise use of it (6, p. 43).

Overstreet lends to adulthood and its strengthening maturity a uniquely expressed image of workable adult education. It is one in which new knowledge finds its place through the repositioning and realignment of the old.

The process of psychological maturing is more than the process of receiving impressions, one after another. It is the process of savoring these impressions until they yield up their meaning. It is the process of letting new experiences turn around and around in the mind until they find the angle at which they want to settle down among old experiences (6, p. 160).

The violation of complacency and a newly formed intelligence are the inevitable consequences of new knowledge. And while the formation of new intelligence is the essence of education, it occurs for the adult student out of the extent and breadth of his past. Previous knowledge is, through the acquisition of new, repositioned and altered, and a new sense of its meaning occurs. Overstreet's further comment, in light of a concept of a constantly recurring and newly forming intellect, helps to further clarify the personal sense of adult learning.

A mature adult role . . . can never be one of passive and uncritical acceptance. It must be one of creative evaluation. The mature adult is a thinking adult. He is an adult who meditates values,

considers the bearings of things, tries to foresee consequences, tries to get rid as best he can of 'the personal equation' that makes him see what his fears and hopes tell him to see, imagines better ways of doing things. A mature adult, in brief, is a mind actively confronting life and trying to do what needs to be done to improve the life-situation (6, pp. 250-251).

And:

An adult who ceases after youth to unlearn and relearn his facts and to reconsider his opinions is like a blindfolded person walking into a familiar room where someone has moved the furniture (8, p. 96).

This statement places squarely within the role of the adult student responsibility for learning in a rigorous adult fashion. But it is the responsibility of his teacher to approach the adult in a manner complimentary to his adulthood. Gilbert found in his study that the forms of teaching most appreciated by adult students were those of a consultative nature and the least satisfactory were those of a dominant and benevolent nature (3, p. 1402-A). Powell contended students generally want academic freedom, good teaching, and a voice in their academic affairs; in short they want teachers who are learning colleagues (7, p. 58).

Teaching English for the Adult Undergraduate

The intent of the teaching of English for the undergraduate adult student is to engage the full potential of his innate creativity. Writing and English literature can serve this purpose. The means are within the abilities of

the teacher as he intensifies and extends the competencies of his adult student.

Composition.--The adult undergraduate in English courses has a need to express himself not only for grades in other courses but because the ability to articulate emotions or ideas makes them a part of his active intellect. They become more than formless notions in his consciousness.

But the expression of thought has no value unless it is intelligible in order that others might react by perception, assimilation, and readjustment. The limits of language in the written form require that formal methods of writing be common to author and reader. The adults surveyed in this study were well aware of the necessity as they believed that standard formalities of composing should be required of themselves as well as of younger students. Some thought more demanding requirements for the adult quite appropriate to adult student status. But they urged that emphasis be placed on general proficiency and relevance to adult needs. The majority said the basic rhetorical forms should be taught but with greater emphasis on content than on form.

Composition should concentrate on the adult's writing about his own concerns. It should be subject to criticism by other adults or younger students ready to make a rigorous writing effort. The adult ought to be amenable

to peer criticism similar to the day-to-day demands made by others he is familiar with. Often, for the student, a quality of the unreal exists in the classroom, making it difficult to perceive the teacher of composition as a demanding but disinterested colleague. He is rather something between a god-like figure to be propitiated and an ineffectual and sterile nonentity given to demanding unreasonable standards of correctness no one else cares about. But if the adult were brought to realize that his peers and colleagues also would demand adherence to formal standards as the best and most efficient manner of conveying ideas and would accept no less than accurate and effective habits of writing, he could be well taught. Exposure of one's writing to the scrutiny of another adult then could be employed as an instructive measure. The adult could be paired with another or with a more mature younger student and given freedom to explore different forms of writing.

Under such conditions loss of control over the adult's writing would be inevitable, but the student would return for frequent interviews. The teacher would have to be aware of the work done and the success of the process. At the same time the teacher would be reasonably well assured that the adult would benefit since it would be first ascertained he wrote well enough to manage independently. Tests and actual theme assignments completed early in the semester would determine the capabilities of the student.

Demonstrations of competence would lead to independent study of writing formality, and evidence of acquired ability at each division of instruction, based not on time but on form, would warrant progress to the subsequent division. Demonstration of incompetence at any point would cause careful analysis of the fault by teacher and student before further independent exploration. In each division well written prose would be the invariable criterion of judgment. Failure of the adult to write well at each point would result in intensive and extensive writing and critical revision until competence was demonstrated according to Klein's method of perfection on the first supervised attempt.

Though the adult should learn the formalities of writing because they hold a legitimate place and importance in the communication skills of literate people, he ought also to have the free rein of his past in responding to the need to write. His emphasis of a particular form or style in preference to another would derive from his past, and should be the best means of his expression of it. He is in school at considerable inconvenience and cost. To impose upon him arbitrary limitations of topic, form and style would be to undermine the maturity and motivation that brought him to the classroom.

Literature.--The adult student's relationship with his teachers is quite different from that of the adolescent and his teacher. It has been pointed out that because of his

age he will have lived much more than the younger undergraduate whose course of life has been almost exclusively confined to the home, neighborhood, and the school. Even in college the adolescent's associations tend to be limited to persons as generally naive as himself. In contrast, the adult has of necessity been exposed to a much broader and more varied spectrum of life. Whether delayed as a student because of an early marriage, military service, finances, or simply a desire to do something not associated with the school situation for a time the older undergraduate has gone through a life and its associations the younger student has little knowledge of. The adult therefore has much to draw upon in his evaluations; he can with clearer understanding identify with characters in a story; he can better realize implications of a condition or action or character development. It is not too much to say that the author assumes his audience is mature and knowledgeable enough to appreciate his work. The adult has known the prejudices, the hurt, the desolation as well as the joy that life consists of.

English literature as a consequence should be a part of his education but in a manner and on a level to enhance and to complement his greater maturity. As he ought to be free of the trivial in the Freshman composition course, he ought also to be free of immature teaching methods in literature courses. The use of the "pop" quiz to encourage

adequate study, the identification of unimportant and obscure literary passages, the mere naming of characters in a story, the requirement to remember precisely places and dates as evidence of having done the reading, are coercive devices. The adult should not need such coercion. His motivation should be enough that if the course were one in which he could find a satisfaction of his personal requirements he should be responsible for himself. In his case especially the use of tests for purposes other than evaluation of teaching effectiveness should be nonsense. Grades are seldom accurate indicators of real knowledge and coercion is the antithesis of and anathema to adult maturity necessary to the decision to engage in college work. The adult should understand that rigor in English study is necessary and that he is responsible to himself for it. Grade and test threats do not belong in the teaching.

The student in the study of literature learns through discussion and argument with his teacher and classmates rather than through the opinions, dogma, and unassailable doctrine of the teacher. Teacher and student ideally are each teacher and learner. Yet the adult student takes undergraduate courses because he must and not by choice, while the teacher often enough sees him as studying literature out of a need to solve his personal difficulties and to help him be more fully a part of his world. He should therefore be taught with enthusiasm and understanding but

with rigor and dignity. His education ought to give him a genuine pride and pleasure in his work while simultaneously supporting his need for reassurance and high quality instruction. These things are necessary if he is to attain adulthood of personal expression. His education ought to result in his independence from academic authority as tangible evidence of intellectual adulthood.

Literature for the adult should be taught as a work of art inseparable from its meaning and its form and style. Its reality should furnish for the student an alternative to his abstract technological education. The study of literature should cause in him a recognition that the formalities and niceties are part of the statement. These are themselves part of his understanding of the totality of the work. They create an intimacy with him through his involvement in it.

The study of literature is supposed to liberate the adult, to aid him to his rightful maturity. He should come to know the reality and taming of his world through the use of words. Able to articulate his complex self combined of his past and his forming present, he should more realistically live with it. Scholarship and intellectual maturity should become his possessions as he comes to recognize the importance and the usefulness of language, the uses to which words are put, the ways in which they influence all

human life. The modification of his own behavior should be the object of his literary inquiry and lead to his comprehension of himself.

The study of literature for the adult on the Freshman or Sophomore level should be learning to read in depth, learning to savor and to understand the change in his own thought and behavior as a result of that reading. Literature takes on most of its meaning only as the reader thoroughly enmeshes himself in it. Necessarily the adult has the means to a greater awareness, a deeper reaction to the writer's creation. Ciardi says there is nothing to be gained for anyone from treating the poem as an item for an examination. Rather it ought to be taught with a view to its enjoyment first, its purpose the pleasure to be found in experience with beauty. To read a poem slowly, repeatedly, to let it wander about the mind, to sensually know its effect, is to know something of what the poet must have known. To require the student to memorize the lines, to ask him to identify by poem and author even beautiful lines from any poem, is to place upon him an inexcusable requirement of studying for a grade or for an examination. It is to prevent his pleasure in the poem and to risk causing him to despise it, his teacher, and poetry in general. He will not gain through coercion the knowledge Arnold meant when he said one can know something only through a "full, new and intimate sense of it." Understanding comes from appreciation and apprehension through

one's reaction to the work of art, a reaction that can only occur in proportion to one's maturity and experience, one's knowledge of life.

Accompanying appreciation of a work of art is the knowledge of its detail. As a musical composition is retained in the mind because it is especially beautiful, so also the novel with its details of character and event. The poem with its depth of expression becomes part of one's intelligence with it has caused similar responses.

The study of literature for the adult undergraduate should focus on his reaction to it and that reaction ought to be the center of seminar style classes. The adult should be allowed to present verbally several different responses to his reading. Additionally, a weekly written evaluation-- a review of a particular work should be presented, subject to criticism by another adult student. In both cases the adult would be afforded the opportunity for a responsible interpretation of the material. Additionally he would have immediate reaction from another to his work. A written review by another student would automatically furnish him with either reinforcement or contradiction but in any case a definite and immediate reaction to his own thoughts. Such a practice at first might be risky but in the fire of another's reactions one's own perceptions are hardened. And the conflict with another opinion should cause a finer honing of one's own critical eye. Writing competence could be more

completely effected if adults were aware their peers would be carefully criticizing their interpretations. In such case the student would not be corrected by a teacher but critically questioned by another student who held no grade power over him. Another adult student would be, hopefully, more constructively critical than the teacher.

The study of English is first for one's pleasure and should serve an aesthetic purpose as a function of that pleasure. For those things that please have meaning, because pleasing things are experienced in a very literal sense by body and mind, not in a detached or remote manner.

Jaspers wrote that the culture of a society "is a form of life; its backbone is mental discipline, the ability to think; and its scope is an ordered knowledge" (5, p. 124). But he also wrote the following:

A knowledge of my world provides the sole means whereby I can: first of all, become aware of the extent of the possible; secondly, shape sound plans and form effective resolves; thirdly acquire the outlooks and the ideas that will enable me (a philosopher) to interpret human life as a manifestation of transcendence" (5, p. 29).

Implicit within the two quotations is the reason for the teacher of the adult. It is to provide for the adult, with his character formed via his cumulative experience, the opportunity to enhance that personal culture. But the teacher also is to be responsible for the guidance of a

mature mind that without the ordering of knowledge can only flounder helplessly, not knowing what can be done or how to go about doing it.

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APPENDIX A

SAMPLE RELIABILITY FORM WITH CONSISTENCY LEVELS

QUESTIONNAIRE

Do NOT supply ANY information you do not wish to divulge.

Name _____
 Address _____

Age 89.5% Sex 87.7% Single _____ [Married _____]
 Divorced _____ Widowed 96.5% Number of children 87.7%
 [Unemployed _____ Employed 84.1%] Full-time _____
 Part-time 84.2%

College classification: Freshman _____ Sophomore _____
 Junior _____ Senior 94.7%

Have you interrupted your college career for any period of more than three months since first starting at college?

Yes _____ No 98.3%

If so, how long ago? 75.4% For how long? 71.9%

What is your grade-point average? 1.00-2.00 _____
 2.00-3.00 _____
 3.00-4.00 87.7%

What is your present major? 98.3%

At what college did you enroll for your last Freshman or Sophomore English course?

98.3%

Did you complete the last Freshman or Sophomore English course you enrolled for?

Yes _____ No 98.3%

Check the English course you enrolled in during the Fall 1972 Semester:

Freshman: 1st semester _____ 2nd semester _____ 87.7%
 Sophomore: 1st semester _____ 2nd semester _____

What specific Sophomore English course were you enrolled in during the Fall 1972 Semester at NTSU?

English 221 _____ 222 _____ 231 _____ 232 _____
 235 _____ 236 _____ 270 _____ 89.5%

None of these--enrolled at another school _____

Check any English courses you repeated:

English 131 _____ 132 _____ 131A _____ 132A _____ 92.9%
 221 _____ 222 _____ 231 _____ 232 _____
 235 _____ 236 _____ 270 _____

Check the number of times you repeated any of these English courses:

English 131: 1 _____ 2 _____ 3 _____
 132: 1 _____ 2 _____ 3 _____
 131A: 1 _____ 2 _____ 3 _____
 132A: 1 _____ 2 _____ 3 _____
 221: 1 _____ 2 _____ 3 _____
 222: 1 _____ 2 _____ 3 _____
 231: 1 _____ 2 _____ 3 _____
 232: 1 _____ 2 _____ 3 _____
 235: 1 _____ 2 _____ 3 _____
 236: 1 _____ 2 _____ 3 _____
 270: 1 _____ 2 _____ 3 _____

89.5%

Why did you enroll for the particular Sophomore English course?

- _____ required for my major
- _____ elective
- _____ sophomore literature is required; this sequence was my choice **87.7%**
- _____ interest
- _____ other

The information furnished from this point on should concern the Freshman or Sophomore English course you were enrolled in during the Fall 1972 Semester. If you were not enrolled in such a course, please supply the information for the last Freshman or Sophomore English course in which you were enrolled.

What was your age when you enrolled for the course? **89.5%**

Approximately how many students were in the class? **100%**

under 15 _____ 16-24 _____ 25-35 _____ over 36 _____

Would you have preferred a smaller number of students in the class?

Yes _____ No _____ **79%**

If "yes," how many? **73.7%**

under 15 _____ 16-24 _____ 25-35 _____ over 36 _____

Would you have preferred a larger number of students in the class?

Yes _____ No _____ **97.7%**

If "yes," how many? **0%**

under 15 _____ 16-24 _____ 25-35 _____ over 36 _____

(These respondents answered - ALWAYS INCONSISTENTLY)

Were you comfortable in the English class?

Yes _____ No _____ **82.5%**

If "no," to what do you attribute your discomfort?

- _____ size of the class
- _____ your age
- _____ age of the majority of the class members
- _____ teacher's teaching ability or inability
- _____ teacher's ability or inability to communicate with you
- _____ attitude of other class members
- _____ your lack of academic preparation for the course
- _____ the time the class was scheduled to meet
- _____ other (please explain) _____

45.46%

Do you feel you were academically prepared to enroll for this English course?

Yes _____ No _____ **87.7%**

In comparison with other students in the class, was your academic preparation **84.2%**

above average _____ average _____ below average _____?

The following questions deal with your last Freshman or Sophomore English instructor.

Did the age of your instructor influence your initial response to him/her?

Yes _____ No _____ **77.2%**

By mid-semester, did the age of your English instructor affect your response to him/her?

Yes ___ No ___ Sometimes ___ **78.6%**

How did you classify your response to a teacher older than yourself?

- ___ not applicable (teacher wasn't older)
- ___ inclined to question his ability to teach
- ___ inclined to feel teacher was capable
- ___ inclined to accept his assertions
- ___ inclined to question his assertions
- ___ other (please explain) _____

56.2%

How did you classify your response to a teacher younger than yourself?

- ___ not applicable (teacher wasn't younger)
- ___ inclined to question his ability to teach
- ___ inclined to feel teacher was capable
- ___ inclined to accept his assertions
- ___ inclined to question his assertions
- ___ other (please explain) _____

59.7%

How would you estimate the age range of your teacher? **89.5%**

20-25 ___ 26-30 ___ 30-40 ___ 40-49 ___ over 50 ___

What was the academic rank of your last, or Fall 1972 English teacher?

- ___ teaching fellow
- ___ instructor
- ___ assistant professor **71.9%**
- ___ associate professor
- ___ professor
- ___ don't know

Do you feel the teacher made good use of class time?

Yes ___ No ___ **91.2%**

If "no," how did the instructor not make good use of the class time?

- ___ instructor unprepared for class
- ___ did not answer questions
- ___ did not discuss subject matter
- ___ did not seem to know subject matter
- ___ appeared bored with the class
- ___ appeared bored with the subject
- ___ other (please explain) _____

87.7%

Do you feel that the English teacher was adequately prepared to teach the class?

Yes ___ No ___ **96.5%**

At the beginning of the semester, did the teacher make any specific effort to determine your skill/capability level concerning the subject matter of the course?

Yes ___ No ___ **82.5%**

Did your instructor use the analysis of your skill/capability as a basis for presenting the course materials to you?

Yes ___ No ___ No analysis made 68.4%

Were your skills/capabilities challenged by the content of the course?

Yes ___ No ___ 80.7%

Did the instructor in your last, or Fall 1972, English course attempt to include you in class discussions?

Yes ___ No ___ 87.7%

Did the instructor attempt to include younger class members in class discussions?

Yes ___ No ___ 89.5%

Do you feel that class discussion is a valuable teaching tool for the English course you were enrolled in during the Fall 1972 Semester, or the last Freshman or Sophomore English course you were enrolled in?

Yes ___ No ___ 85.9%

What amount of time did you spend preparing for the English course?

- ___ under 1/2 hour per class hour
- ___ approximately 1 hour per class hour 96.5%
- ___ 1-2 hours per class hour
- ___ 2-3 hours per class hour
- ___ over 3 hours per class hour

Why did you spend this out-of-class time on your work for the English course?

- ___ you chose to 71.9%
- ___ you needed the time to complete the assignments
- ___ you were unusually interested in the material
- ___ no more time was available due to other commitments
- ___ you lacked interest in using more time

Did you enjoy the course work for the Fall 1972, or last, English class on the Freshman or Sophomore level?

Yes ___ No ___ Sometimes 77.2%

If you enjoyed the work, was/were the reason(s)

- ___ excellent teacher presentation
- ___ rapport between you and the teacher
- ___ interest in the subject matter
- ___ subject matter relevant to your needs
- ___ class response to presentation of subject matter
- ___ other (please explain) 68.4%

If you did not enjoy the work in the English class, was/were the reason(s)

- ___ poor teacher presentation
- ___ personality conflict between you and the teacher
- ___ not interested in the subject matter
- ___ subject matter not relevant to your needs
- ___ lack of class response to presentation of subject matter
- ___ other (please explain) 68.4%

Did you find the assignments and/or course materials and presentation at ___ above ___ or below ___ your maturity level? (please check choice) 73.7%

Did the teacher in your Fall 1972, or last, Freshman or Sophomore English class expect the same or similar reading/writing assignments from all class members?

Yes No **96.5%**

If "no," did the instructor attempt to adjust the course content and material presentation to your maturity level?

Yes No Sometimes **59.6%**

Do you feel your age and experience affect your skill and capability regarding the subject matter of the course?

Yes No **77.2%**

Do you feel your instructor found your presence in the class an advantage to class discussions?

Yes No Sometimes **73.7%**

If "no," do you feel your instructor ignored you as an adult in class discussions?

Yes No Sometimes **61.4%**

Do you feel the subject content of the Fall 1972, or last, English course on the Freshman or Sophomore level in which you were enrolled was immediately applicable to your job or situation?

Yes No **84.2%**

Do you feel the subject content of the course had future value for your job or situation?

Yes No **78.9%**

Do you feel the reading/writing assignments answered some of your personal needs?

Yes No **70.2%**

Should you receive academic credit for non-academic reading or writing or professional experience?

Yes No Partial credit only **56.6%**

Do you feel it is important for you, in your occupation, to increase your writing and literary knowledge?

Yes No **85.9%**

What kind of English class would you prefer to be a member of?

84.2%

class of students of various ages

class of younger students (just out of high school)

class of older students (24 years old or older)

Do you feel an English class limited to adults 24 years of age and older should be available?

Yes No **78.9%**

Do you think an "over 24" English class would be beneficial to its members, on a Freshman or Sophomore level?

Yes No **82.5%**

Should the content of an adult English class be adjusted to reflect adult interests and backgrounds, on the Freshman or Sophomore level?

Yes No **84.2%**

Should the members of an adult English class on the Freshman or Sophomore level decide on the textual material to be used?

Yes No **75.4%**

Should adult students be required to demonstrate writing skills equivalent to those expected of the younger freshman student at the end of the second semester of his program?

Yes No **89.5%**

Should the orientation of an adult English class be directed toward general proficiency in writing and literature?

Yes No **84.2%**

In an adult English class, should the emphasis be on practical problems of an everyday nature?

Yes ___ No ___ 71.9%
Writing in an adult English class should be based upon
___ literary topics
___ questions raised by the instructor
___ questions raised by the students for the class
___ questions raised by each student for himself
___ subjects of the student's current interest
___ other (please explain) 59.7%

Should adults in a Freshman or Sophomore English course be required to write according to various forms, such as Argument, Exposition, Comparison and Contrast, etc.?

Yes ___ No ___ Sometimes ___ 66.7%
In an adult English class, which is more important?
___ emphasis on form of writing
___ emphasis on grammar
___ emphasis on content of writing
___ other (please explain) 71.9%

Is a course in English composition helpful to you as an adult student in other classes?

Yes ___ No ___ Sometimes ___ 77.2%

If you do not think a course in English composition is helpful to you as an adult student in other courses, why not?

___ already possessed skills taught in composition course
___ don't need writing skills for present and planned occupations and courses 73.7%
___ materials dealt with in course are not applicable elsewhere
___ other instructors do not emphasize writing skill
If an English composition course is not helpful to you, could it be made to be more useful?
Yes ___ No ___ 63.2%
If "yes," how so? (please explain) 63.2%

Has your writing skill improved as a result of a composition course?

Yes ___ No ___ 84.2%

Has your writing skill improved as a result of a literature course on the Freshman or Sophomore level?

Yes ___ No ___ 70.2%

If your writing skill has improved as a result of a composition or a literature course, would they have improved as much as a result of your job requirements if you had continued in your occupation without returning to college?

Yes ___ No ___ 66.7%

Were your writing deficiencies alleviated as a result of the study involved in the Fall 1972, or last, Freshman or Sophomore English course?

Yes ___ No ___ 77.2%

Please list deficiencies in English you were aware of in yourself at the beginning of the Fall 1972, or last, Freshman or Sophomore English course in which you were enrolled.

89.5%

Were your capabilities being challenged and stimulated by the content of the course?

Yes No Sometimes 89.7%

Does this questionnaire cover all of the areas of concern regarding Freshman or Sophomore English you, as an adult, feel yourself aware of?

Yes No 70.2%

If "no," please list additional concerns you have.

82.46%

What would you regard as the element of the course that was of greatest importance to you?

71.93%

Are you generally receptive to new ideas?

Yes No Sometimes 84.2%

Would you like to see a slowing of the pace of social and cultural change?

Yes No Sometimes 68.4%

Do you find a real value in change for change's sake?

Yes No Sometimes 54.4%

In which areas do you think you are better academically prepared?

 sciences and mathematics 89.5%

 literature and writing

APPENDIX B

2309 Westwood
Denton, Texas 76201
November 7, 1973

Slightly more than three hundred students twenty-four years of age or older were enrolled in Freshman or Sophomore English courses during the Spring, 1973 semester at North Texas State University. I am asking the assistance of those students, many of whom are no longer enrolled at this university, in a study of the teaching of required English courses, specifically as that teaching affects adults. Your cooperation will be much appreciated, and should help to improve offerings for adults.

Since you were at least twenty-four years old when you enrolled for an English course in the Spring, 1973 semester, and if you find it possible to participate, would you complete the questionnaire and return it to me in the enclosed stamped and addressed envelope? I sincerely hope you will be able to do so. The information I am seeking is most important.

Most of the questions can be completed by checking "Yes" or "No" or one of several possible choices, but two or three ask for brief written opinions. Please respond as objectively as possible, and be assured your identity is confidential. A composite of all respondents' reactions will be made, but the questionnaires will be destroyed as soon as the project is completed.

If you wish, I will send you a copy of the results, as a courtesy in appreciation of your consideration.

Thank you for your cooperation.

Sincerely,

Eugene C. Luke

QUESTIONNAIRE

NOT supply ANY information you do not wish to divulge.

You wish to know the results of the study, please fill in your name and address. Your identity will be confidential.

Name _____

Address _____

Sex _____ Single _____ Married _____ Divorced _____

Number of children _____

Employed _____ Employed fulltime _____ Employed half-time _____

College class _____ Freshman _____ Sophomore _____ Junior _____ Senior _____

During Spring, 1973 _____

Do you have a child, did you like to read? Yes _____ No _____

Do you like to read now? Yes _____ No _____

Did you attend high school, were you enrolled in College Bound English classes?

Yes _____ No _____

Did you graduate from high school? Yes _____ No _____

Were you required to take an Entrance Examination in order to enter college? Yes _____ No _____

When did you begin your college work at NTSU? Yes _____ No _____

Did you interrupt your college career for any period of more than three months since first starting at college?

Yes _____ No _____ How long ago? _____ For how long? _____

What is your grade-point average? 1.00-2.00 _____ 2.00-3.00 _____ 3.00-4.00 _____

What is your present major? _____ Minor? _____

Did you complete the English course you enrolled for in the Spring, 1973, semester?

Yes _____ No _____

At English course were you enrolled in during the Spring, 1973 semester at NTSU?

131 _____ 132 _____ 131A _____ 132A _____ 221 _____ 222 _____ 231 _____

232 _____ 235 _____ 236 _____ 270 _____

Have you repeated any Freshman or Sophomore English courses?

Yes _____ No _____

If so, which courses did you repeat? _____

If you were enrolled in Sophomore English during the Spring, 1973 Semester, why did you enroll for the particular Sophomore English course?

_____ required for my major

_____ elective

_____ sophomore literature is required; this sequence was my choice

_____ interest

_____ reputation of the teacher

_____ other

The information furnished from this point on should concern the Freshman or Sophomore English course you were enrolled in during the Spring, 1973 Semester.

What was your age when you enrolled for the course? _____

Approximately how many students were in the class? _____

under 15 _____ 16-24 _____ 25-35 _____ over 36 _____

Would you have preferred a smaller number of students in the class?

Yes _____ No _____

If "yes," how many? _____

under 15 _____ 16-24 _____ 25-35 _____ over 36 _____

Would you have preferred a larger number of students in the class?

Yes _____ No _____

If "yes," how many? _____

under 15 _____ 16-24 _____ 25-35 _____ over 36 _____

Did your instructor grant conference time to you at other than daytime hours?

Yes _____ No _____ Not needed--I was able to attend at daytime conference hours _____

Were you comfortable in the English class?

Yes _____ No _____

How did you classify your response to a teacher younger than yourself?

- ___ no applicable (teacher wasn't younger)
- ___ inclined to question his ability to teach
- ___ inclined to feel teacher was capable
- ___ inclined to accept his assertions
- ___ inclined to question his assertions
- ___ other (please explain) _____

How would you estimate the age range of your teacher?

20-25 ___ 26-30 ___ 30-40 ___ 40-49 ___ over 50 ___

What was the academic rank of your Spring, 1973 English teacher?

- ___ teaching fellow
- ___ instructor
- ___ assistant professor
- ___ associate professor
- ___ professor
- ___ don't know

Do you feel the teacher made good use of class time?

Yes ___ No ___

If "no," how did the instructor not make good use of the class time?

- ___ instructor unprepared for class
- ___ did not answer questions
- ___ did not discuss subject matter
- ___ did not seem to know subject matter
- ___ appeared bored with the class
- ___ appeared bored with the subject
- ___ arrived late
- ___ dismissed early
- ___ other (please explain) _____

Do you feel that the English teacher was adequately prepared to teach the class?

Yes ___ No ___

"no," to what do you attribute your discomfort?

- ___ size of the class
- ___ your age
- ___ age of the majority of the class members
- ___ teacher's teaching ability or inability
- ___ teacher's ability or inability to communicate with you
- ___ attitude of other class members
- ___ your lack of academic preparation for the course
- ___ the time the class was scheduled to meet
- ___ other (please explain) _____

you feel you were academically prepared to enroll for this English course?

Yes ___ No ___

comparison with other students in the class, was your academic preparation

above average ___ average ___ below average ___ ?

the following questions deal with your Freshman or Sophomore English instructor, Spring, 1973 Semester.

Did the age of your instructor influence your initial response to him/her?

Yes ___ No ___

By mid-semester, did the age of your English instructor affect your response to him/her?

Yes ___ No ___ Sometimes ___

How did you classify your response to a teacher older than yourself?

- ___ not applicable (teacher wasn't older)
- ___ inclined to question his ability to teach
- ___ inclined to feel teacher was capable
- ___ inclined to accept his assertions
- ___ inclined to question his assertions
- ___ other (please explain) _____

At the beginning of the semester, did the teacher make any specific effort to determine your skill/capability level concerning the subject matter of the course?

Yes ___ No ___

Did your instructor use the analysis of your skill/capability as a basis for presenting the course materials to you?

Yes ___ No ___ No analysis made ___

Were your skills/capabilities challenged by the content of the course?

Yes ___ No ___

Did the instructor in your Spring, 1973 English course attempt to include you in class discussions?

Yes ___ No ___

Did the instructor attempt to include younger members of the class in group discussions?

Yes ___ No ___

garding the English course itself:

Do you feel that class discussion was a valuable teaching tool for the course?

Yes ___ No ___

What amount of time did you spend preparing for the English course?

___ under 1/2 hour per class hour

___ approximately 1 hour per class hour

___ 1-2 hours per class hour

___ 2-3 hours per class hour

___ over 3 hours per class hour

Why did you spend this out-of-class time on your work for the English course?

___ you chose to

___ you needed the time to complete the assignments

___ you were unusually interested in the material

___ you were hoping to make a higher grade

___ no more time was available due to other commitments

___ you lacked interest in using more time

Did you enjoy the course work for the class?

Yes ___ No ___ Sometimes ___

If you enjoyed the work, was/were the reason(s)

___ excellent teacher presentation

___ rapport between you and the teacher

___ interest in the subject matter

___ subject matter relevant to your needs

___ class response to presentation of subject matter

___ other (please explain) _____

If you did not enjoy the work in the English class, was/were the reason(s)

___ poor teacher presentation

___ personality conflict between you and the teacher

___ not interested in the subject matter

___ subject matter not relevant to your needs

___ lack of class response to presentation of subject matter

___ other (please explain) _____

Did you find the assignments and/or course materials and presentation at ___ above ___ or below ___ your maturity level? (please check choice)

Did the teacher in your Spring, 1973 Freshman or Sophomore English class expect the same or similar reading/writing assignments from all class members?

Yes ___ No ___

If "no," did the instructor attempt to adjust the course content and material presentation to your maturity level?

Yes ___ No ___ Sometimes ___

Do you feel your age and experience affect your skill and capability regarding the subject matter of the course?

Yes ___ No ___

Do you feel your instructor found your presence in the class an advantage to class discussions?

Yes ___ No ___ Sometimes ___

If "no," do you feel your instructor ignored you as an adult in class discussions?

Yes ___ No ___ Sometimes ___

Should the orientation of an adult English class be directed toward general proficiency in writing and literature?

Yes ___ No ___

In an adult English class, should the emphasis be on practical problems of an everyday nature?

Yes ___ No ___

Writing in an adult English class should be based upon

- ___ literary topics
- ___ questions raised by the instructor
- ___ questions raised by the students for the class
- ___ questions raised by each student for himself
- ___ subjects of the student's current interest
- ___ creative writing
- ___ other (please explain) _____

Should adults in a Freshman or Sophomore English course be required to write according to various forms, such as Argument, Exposition, Comparison and Contrast, etc.?

Yes ___ No ___ Sometimes ___

In an adult English class, which is more important?

- ___ emphasis on form of writing
- ___ emphasis on Grammar
- ___ emphasis on content of writing
- ___ other (please explain) _____

Did the course in composition increase your self-confidence in your writing ability?

Yes ___ No ___

Is a course in English composition helpful to you as an adult student in other classes?

Yes ___ No ___ Sometimes ___

If you do not think a course in English composition is helpful to you as an adult student in other courses, why not?

- ___ already possessed skills taught in composition course
- ___ don't need writing skills for present and planned occupations and courses
- ___ materials dealt with in course are not applicable elsewhere
- ___ other instructors do not emphasize writing skill

Do you feel the subject content of the Spring, 1973 English course in which you were enrolled was immediately applicable to your job or situation?

Yes ___ No ___

Do you feel the subject content of the course had future value to your job or situation?

Yes ___ No ___

Do you feel the reading/writing assignments answered some of our personal needs?

Yes ___ No ___

Should you receive academic credit for non-academic reading or writing or professional experience?

Yes ___ No ___ Partial credit only ___

Do you feel it is important for you, in your occupation, to increase your writing and literary knowledge?

Yes ___ No ___

What kind of English class would you prefer to be a member of?

- ___ class of students of various ages
- ___ class of younger students (just out of high school)
- ___ class of older students (24 years of age or older)

Do you feel an English class limited to adults 24 years of age and older should be available?

Yes ___ No ___

Do you think an "over 24" English class would be beneficial to its members, on a Freshman or Sophomore level?

Yes ___ No ___

Should the content of an adult English class be adjusted to reflect adult interests and backgrounds, on the Freshman or Sophomore level?

Yes ___ No ___

Should the members of an adult English class on the Freshman or Sophomore level decide on the textual material to be used?

Yes ___ No ___

Should adult students be required to demonstrate writing skills equivalent to those expected of the younger freshman student at the end of the second semester of his program?

Yes ___ No ___

an English composition course is not helpful to you, could it made to be more useful?

Yes ___ No ___
"yes," how so? (please explain) _____

Is your writing skill improved as a result of a composition course?

Yes ___ No ___
Is your writing skill improved as a result of a literature course the Freshman or Sophomore level?

Yes ___ No ___
Your writing skill has improved as a result of a composition or literature course, would they have improved as much as a result of your job requirements if you had continued in your occupation without returning to college?

Yes ___ No ___
Are your writing deficiencies alleviated as a result of the study involved in the Spring, 1973 course you were enrolled in?

Yes ___ No ___
Please list deficiencies in English you were aware of in yourself the beginning of the Spring, 1973 Freshman or Sophomore English course in which you were enrolled.

Are your capabilities being challenged and stimulated by the content of the course?

Yes ___ No ___ Sometimes ___
Does this questionnaire cover all of the areas of concern regarding Freshman or Sophomore English you, as an adult, feel yourself aware of?

Yes ___ No ___
"no," please list additional concerns you have.

What would you regard as the element of the course that was of greatest importance to you?

Do you feel that you are generally receptive to new ideas?
Yes ___ No ___ Sometimes ___

Would you like to see a slowing of the pace of social and cultural change?
Yes ___ No ___ Sometimes ___ In some areas ___

Do you find a real value in change for change's sake?

Yes ___ No ___ Sometimes ___

In which areas do you think you are better academically prepared?

___ sciences and mathematics
___ literature and writing

Are you presently (Fall, 1973) enrolled at NTSU?

Yes ___ No ___

If "yes," are you enrolled on a full-time basis?

Yes ___ No ___

If you are not presently enrolled at NTSU, why not?

Did the quality of the Spring, 1973 English course you enrolled in play a major part in your decision to remain enrolled at NTSU or to leave NTSU?

Yes ___ No ___

Please explain further if you so desire.

APPENDIX C

2309 Westwood
Denton, Texas 76201
December, 1973

Several weeks ago I sent to you a copy of a questionnaire concerning Freshman and Sophomore English courses you, as an adult, may have taken as part of the requirements for your degree. I have had no response from you since that time, and am concerned that you may have not found time to complete the questionnaire and return it to me. I sincerely hope that you can find the opportunity to do so, for the information is most important to the dissertation study I am engaged in.

Thank you for your time and generosity in putting up with the inconveniences of cooperation in this study.

Sincerely,

Eugene C. Luke

APPENDIX D

2309 Westwood
Denton, Texas 76201
January 18, 1974

Several weeks ago I mailed to you a questionnaire concerning the English course you enrolled in at NTSU during the Spring, 1973 semester. I have not yet received a reply from you. It is possible your return letter was lost in the mail, or that you have simply not had time to answer. In either event, may I presume upon your generosity and again ask you to complete and return to me the enclosed questionnaire.

The information I seek forms a central portion of the dissertation I am writing. Part of the requirements of use are that I get back at least 70% of the instruments mailed. Thus far I have received only about 45%. I do appreciate your help, and hope that you can find the time to answer and return the questionnaire.

Thank you.

Sincerely,

Eugene C. Luke

APPENDIX E

Question:

DID THE QUALITY OF THE SPRING, 1973 ENGLISH COURSE YOU ENROLLED IN PLAY A MAJOR PART IN YOUR DECISION TO REMAIN ENROLLED AT NTSU OR TO LEAVE NTSU?

PLEASE EXPLAIN FURTHER IF YOU SO DESIRE.

Answers:

"No. From what I've heard, and to a slight degree experienced, the biggest problem with Fresh. & Soph. English courses is the qualities. Dr. _____ was excellent, therefore, the course was great. But, I had a bad instructor for Fresh. English and consequently I thought that particular course was worthless."

"No. The instructor ruined the course. He took complete charge--after misleading all students that the course would be student oriented and geared to their personal overall concerns. He also lead all students to believe (to the point of no drop) that grades would be higher at the end of the semester. They weren't. Only 9 students left--of which were no English majors. This particular class was poetry & English literature. The class of students all agreed that we received a (pardon) royal screwing. The instructor gave very little grade credit for good effort or content. He automatically graded all down if we didn't reguritate his exact wording about a particular poem. Having recently talked with a former classmate who also tried diligently to make the grade as well as satisfy his accomplishment desires--we sould like to have the names of others to partition his removal. I received an unjust D, needless to say and my first in any English course. As I mentioned earlier, all English majors dropped--evidently knew the prof. This course gave me a real down feeling about the system (school inequities). My motivation has dropped to the point that I feel I can do much better for myself serving as teacher, judge, jury,--and receive an all better education entirely on my own."

"No. This spring '73 semester was my first back at NTSU and Eng. 232 was a re-take of an 'F.' The maturation experiences of 3 years has changed attitudes and acceptance of ideas and presented an entirely different light on the readings and ideas drawn from the literature in this course. I only wish that the opportunity had been given under the prof's direction to experience this change in some modern literature."

". . . I have found that teachers expect more from me than from the younger students (or this is the impression I get) because of my maturity level, not realizing that it has been a much longer time since I have studied. As with the younger students, it also is my first taste of a particular kind of literature. Seventeen years between high school and college have hurt me some but also helped me some."

"Not necessarily. Generally speaking, I didn't believe 60 problems in mathematics, each requiring at least 1/2 hour and all due within a week's time was necessary to learn how to figure square roots when I know I'd never use a square root the rest of my life. Same w/Eng.--why required a 'perfectly foot noted 20-page term paper' when I know I'll never write one for my job? Useless. I feel that since the student, or his/her parents are paying up the nose for this 'education,' he/she ought to have more freedom of choice, and ought to get more than just a long series of assignments, books to read, dates and words to memorize. A good teacher does not need a book to teach, and it seems more & more students are being loaded with more books--four textbooks required for Gov't. for instance. Most of the time I wouldn't have enough time to read at my own pace, but I had to read the assign. So I would rush-read & not learn or absorb anything. I truly believe N.T.S.U. and the rest of the schools ought to change their modes of teaching to prepare students to today's & tomorrow's world rather than yesterday. If a person is to be an accountant why is he required to take so many hrs. of Eng. literature? What is Hercubah to a Balance sheet? Thanks for the opportunity to 'air my grievances.'"

"There is a serious and basic flaw in the English curriculum for transfer students at NTSU. As a freshman at Oklahoma State I was accepted in the Honors English program and my Freshman English course consisted entirely of creative writing assignments based on classical works. (Conrad, Tolsty, Twain etc, as well as several plays and assorted poetry. The written assignments were two 500 word themes per week plus two 5,000 word research papers. Because I passed this course with an 'A' and I had scored over 700 in my S.A.T. it was decided that I had 'sufficient' literary knowledge and wasn't 'required' to take my other courses, but of course I did. The next year I transferred to Stanford where I took a three-semester course in Western Civilization. The literary part of the course was over five times as extensive as a full year of sophomore English. However when I enrolled at NTSU they only considered the fact that I had taken but one semester of Freshman English!!! and said that in order to graduate I would have to take another full year of Soph. English. So you see--I was, if nothing else, rather bored at having

to sit daily in a class hearing a lecture about Greek literature knowing nearly as much about Homer as the instructor did. There should be a way to determine both literary knowledge and writing ability beforehand so an older returning student should not have to take classes when because of jobs and commuting his time is at a premium and he can take only a limited number of classes per semester."

"Sick of it. I am in Business for myself. I make a good living and was going to school because I would like to have a degree but I wonder if its worth putting up with some of the wise ASS'S in class when you hear them all hour instead of the instructor when you pay to hear them."

"No. Interrupted college career again from beginning of spring, 71 to fall, 71 and again from beginning of spring, 72 to summer, 72. 25-35 students originally enrolled--well over half the class dropped out before the semester was over. I do not feel I was academically prepared in the areas of religion & philosophy--it is assumed 'everyone knows'--why are not these subjects required? I feel it is important that the teacher direct class discussion, & not allow one person to dominate class time. If emphasis is to be on practical problems of an everyday nature, I think this should be a class all by itself. I think emphasis should depend on the particular group of students, their educational level & purpose of the class."

"I felt I had an unusually good teacher who valued his students as real people first. Outside projects included a tape recording, a play, and a film presentation. Students had a chance to be creative and to learn to interact with others in their group. The poetry and plays we read, as well as the compositions we wrote, were of secondary interest. Communication occurs in many ways. My instructor's way of teaching us to communicate was terrific."

"Due to the inspiration of a few dedicated English instructors at N.T.S.U. my entire academic future has been changed. The English department has caught the center of my attention at this time and I believe that English will soon become my major field of study."

"No. I have over 140 semester hrs and have set under quite a few teachers. This teacher, unlike many of the others that I've know, seemed to be interested only in how many people he could force out of the class and how few of the remaining he could pass. I don't remember exactly, but only 7 or 8 of us stayed the entire term and only 4 or 5 passed. I took the course again the next semester (sum) and received an 'A' and compliments concerning my writing skills from a real teacher.

"I am going to school with 1 objective in mind. That is to complete work in my major and minor and receive a teacher's certificate.

"I may like or dislike a course or teacher, but at my age I cannot permit 1 course to make any major decisions for me. I must take into account all the courses I take, the knowledge I accumulate from the combined total, and weigh all these factors plus various others of a personal nature when I make a decision on returning or not returning to any given school. At the present time, though I feel some of the required courses are irrelevant, I would find this same situation at any college and N.T.S.U. fulfills my needs as adequately as is possible, so I will remain there."

APPENDIX F

QUESTIONNAIRE

Do NOT supply ANY information you do not wish to divulge.

If you wish to know the results of the study, please fill in your name and address. Your identity will be confidential.

Name _____

Address _____

M:124

Age ____ Sex F: 48 Single 47 Married 111 Divorced 13

Widowed 1 Number of children ____

Unemployed 63 Employed fulltime 58 Employed half-time 47

College class
Spring, 1973 Freshman 32 Sophomore 60 Junior 48 Senior 28

As a child, did you like to read? Yes 117 No 52 Y & N 1
No response 2

Do you like to read now? Yes 144 No 23

In high school, were you enrolled in College Bound English classes? Yes 103 No 67 No response 2

Did you graduate from high school? Yes 160 No 11 (10 male)
No response 1 (1 female)

Were you required to take an Entrance Examination in order to enter college? Yes 135 No 36 Y & N 1

Did you begin your college work at NTSU? Yes 57 No 115

Have you interrupted your college career for any period of more than three months since first starting at college?
Yes 132 No 39 How long ago? ____ For how long? _____

What is your grade-point average? 1.00-2.00 20
2.00-3.00 95
3.00-4.00 53
No response 3

What is your present major? _____ Minor? _____

Did you complete the English course you enrolled for in the Spring, 1973, semester? Yes 147 No 24 No response 1

What English course were you enrolled in during the Spring, 1973 Semester at NTSU?

131 13 132 30 131A 1 132A 2 221 15 222 24 231 7
232 25 235 25 236 23 270 5

Have you repeated any Freshman or Sophomore English courses?
 Yes 71 No 101

If so, which courses did you repeat? _____

If you were enrolled in Sophomore English during the Spring, 1973 Semester, why did you enroll for the particular Sophomore English course?

41 required for my major
0 elective
82 sophomore literature is required; this sequence was my choice
15 interest
12 reputation of the teacher
7 other
40 no response

The information furnished from this point on should concern the Freshman or Sophomore English course you were enrolled in during the Spring, 1973 semester.

What was your age when you enrolled for the course? _____

Approximately how many students were in the class?
 under 15 25 16-24 122 25-35 23 over 36 2

Would you have preferred a smaller number of students in the class? Yes 44 No 127 No response 1

If "yes," how many?
 under 15 37 16-24 7 25-35 0 over 36 0

Would you have preferred a larger number of students in the class? Yes 4 No 168

If "yes," how many?
 under 15 0 16-24 1 25-35 2 over 36 0

Did your instructor grant conference time to you at other than daytime hours? Yes 33 No 40 No needed--I was able to attend at daytime conference hours 113

Were you comfortable in the English class?
 Yes 123 No 46 -Y&N 2 Sometimes 1

If "no," to what do you attribute your discomfort?

- 4 size of the class
 - 15 your age
 - 7 age of the majority of the class members
 - 8 teacher's teaching ability or inability
 - 15 teacher's ability or inability to communicate with you
 - 11 attitude of other class members
 - 17 your lack of academic preparation for the course
 - 0 the time the class was scheduled to meet
 - 17 other (please explain) _____
-

Do you feel you were academically prepared to enroll for this English course? Yes 138 No 32 Y & N 1 No response 1

In comparison with other students in the class, was your academic preparation

above average 54 average 95 below average 23?

The following questions deal with your Freshman or Sophomore English instructor, Spring, 1973 Semester.

Did the age of your instructor influence your initial response to him/her? Yes 48 No 123 No response 1

By mid-semester, did the age of your English instructor affect your response to him/her?

Yes 26 No 123 Sometimes 20 ? 1 No response 2

How did you classify your response to a teacher older than yourself?

- 26 not applicable (teacher wasn't older)
 - 8 inclined to question his ability to teach
 - 85 inclined to feel teacher was capable
 - 28 inclined to accept his assertions
 - 18 inclined to question his assertions
 - 35 other (please explain) _____
-
-

How did you classify your response to a teacher younger than yourself?

115 not applicable (teacher wasn't younger)
1 inclined to question his ability to teach
19 inclined to feel teacher was capable
5 inclined to accept his assertions
2 inclined to question his assertions
10 other (please explain) _____

How would you estimate the age range of your teacher?

20-25 12 26-30 24 30-40 53 40-49 45 over 50 37
 No response 1

What was the academic rank of your Spring, 1973 English teacher?

22 teaching fellow
11 instructor
14 assistant professor
15 associate professor
59 professor
48 don't know
3 No response

Do you feel the teacher made good use of class time?

Yes 140 No 32

If "no," how did the instructor not make good use of the class time?

2 instructor unprepared for class
6 did not answer questions
9 did not discuss subject matter
1 did not seem to know subject matter
7 appeared bored with the class
5 appeared bored with the subject
0 arrived late
2 dismissed early
17 other (please explain) _____

Do you feel that the English teacher was adequately prepared to teach the class?

Yes 163 No 6 Y & N 1 Probably 1 No response 1

At the beginning of the semester, did the teacher make any specific effort to determine your skill/capability level concerning the subject matter of the course?

Yes 62 No 110

Did your instructor use the analysis of your skill/capability as a basis for presenting the course materials to you?

Yes 42 No 22 No analysis made 96 ? 3
No and No Analysis 4 No response 6

Were your skills/capabilities challenged by the content of the course?

Yes 115 No 51 Some 1 ? 1 No response 4

Did the instructor in your Spring, 1973 English course attempt to include you in class discussions?

Yes 152 No 13 Yes, Sometimes 1 Seldom 1 ? 1
No response 4

Did the instructor attempt to include younger members of the class in group discussions?

Yes 159 No 10 ? 1 No response 2

Regarding the English course itself:

Do you feel that class discussion was a valuable teaching tool for the course?

Yes 138 No 32 Y & N 1 Partially 1

What amount of time did you spend preparing for the English course?

36 under 1/2 hour per class hour
63 approximately 1 hour per class hour
48 1-2 hours per class hour
21 2-3 hours per class hour
5 over 3 hours per class hour

Why did you spend this out-of-class time on your work for the English course?

30 you chose to
91 you needed the time to complete the assignments
31 you were unusually interested in the material
42 you were hoping to make a higher grade
27 no more time was available due to other commitments
24 you lacked interest in using more time

Did you enjoy the course work for the class?

Yes 70 No 27 Sometimes 69 Y, Sometimes 1
No response 3

If you enjoyed the work, was/were the reason(s)

39 excellent teacher presentation
31 rapport between you and the teacher
76 interest in the subject matter
23 subject matter relevant to your needs
23 class response to presentation of subject matter
12 other (please explain) _____

If you did not enjoy the work in the English class, was/were the reason(s)

12 poor teacher presentation
13 personality conflict between you and the teacher
40 not interested in the subject matter
39 subject matter not relevant to your needs
9 lack of class response to presentation of subject matter
7 other (please explain) _____

Did you find the assignments and/or course materials and presentation at 102 above 16 or below 46 your maturity level? (Please check choice) Sometimes 1
 No response 3 at and above 1 at and below 2
 all three 1

Did the teacher in your Spring, 1973 Freshman or Sophomore English class expect the same or similar reading/writing assignments from all class members?

Yes 164 No 8

If "no," did the instructor attempt to adjust the course content and material presentation to your maturity level?

Yes 6 No 18 Sometimes 7 No response 141

Do you feel your age and experience affect your skill and capability regarding the subject matter of the course?

Yes 123 No 46 Mostly No 1 No response 2

Do you feel your instructor found your presence in the class an advantage to class discussions?

Yes 52 No 49 Sometimes 71

If "no," do you feel your instructor ignored you as an adult in class discussions?

Yes 12 No 56 Sometimes 9

Do you feel the subject content of the Spring, 1973 English course in which you were enrolled was immediately applicable to your job or situation?

Yes 29 No 143

Do you feel the subject content of the course had future value for your job or situation?

Yes 76 No 93 Yes, Maybe 1 Y & N 1 ? 1

Do you feel the reading/writing assignments answered some of your personal needs?

Yes 92 No 78 No response 2

Should you receive academic credit for non-academic reading or writing or professional experience?

Yes 59 No 54 Partial credit only 46 ? 2 No response 11

Do you feel it is important for you, in your occupation, to increase your writing and literary knowledge?

Yes 132 No 36 No, not now 1 No response 3

What kind of English class would you prefer to be a member of?

111 class of students of various ages
1 class of younger students (just out of high school)
57 class of older students (24 years of age or older)
2 class of students of various ages or of older students
1 ?

Do you feel an English class limited to adults 24 years of age and older should be available? Yes 98 No 65

Perhaps 1 Not necessarily 1 Debatable 1 ? 1
 No response 4

Do you think an "over 24" English class would be beneficial to its members, on a Freshman or Sophomore level?

Yes 105 No 59 Perhaps 2 Questionable 1 ? 2
 No response 3

Should the content of an adult English class be adjusted to reflect adult interests and backgrounds, on the Freshman or Sophomore level? Yes 133 No 32 Perhaps 1 No response 6

Should the members of an adult English class on the Freshman or Sophomore level decide on the textual material to be used?

Yes 81 No 71 Y & N 1 Some choice 7 Maybe 5
 No response 7

Should adult students be required to demonstrate writing skills equivalent to those expected of the younger freshman student at the end of the second semester of his program? Yes 130

No 30 Depends 1 ? 1 The Reverse 1 Yes, More strict 1

Should the orientation of an adult English class be directed toward general proficiency in writing and literature?

Yes 138 No 26 Partially 1 ? 1 No response 6

In an adult English class, should the emphasis be on practical problems of an everyday nature? Yes 100 No 52 ? 2

Not necessarily 1 Y & N 1 Partial 2 NO response 12

Writing in an adult English class should be based upon

- 49 literary topics
- 59 questions raised by the instructor
- 70 questions raised by the students for the class
- 53 questions raised by each student for himself
- 56 subjects of the student's current interest
- 60 creative writing
- other (please explain) _____

Should adults in a Freshman or Sophomore English course be required to write according to various forms, such as Argument, Exposition, Comparison and Contrast, etc.?

Yes 87 No 15 Sometimes 66 No response 4

In an adult English class, which is more important?

- 55 emphasis on form of writing
- 62 emphasis on grammar
- 138 emphasis on content of writing
- 12 other (please explain) _____

6 no response

Did the course in composition increase your self-confidence in your writing ability?

Yes 97 No 67 Some 2 No response 6

Is a course in English composition helpful to you as an adult student in other classes?

Yes 97 No 26 Sometimes 47 No response 2

If you do not think a course in English composition is helpful to you as an adult student in other courses, why not?

- 20 already possessed skills taught in composition course
- 7 don't need writing skills for present and planned occupations and courses
- 15 materials dealt with in course are not applicable elsewhere
- 16 other instructors do not emphasize writing skill
- 1 outside references are readily available
- 6 No response

If an English composition course is not helpful to you, could it be made to be more useful?

Yes 47 No 26 Y & N 1 No response 98

If "yes," how so? (please explain)

46 suggestions -- some very similar

Has your writing skill improved as a result of a composition course? Yes 112 No 48 Some 6 ? 1 No response 6

Has your writing skill improved as a result of a literature course on the Freshman or Sophomore level?

Yes 94 No 66 Some 1 ? 1 No response 10

If your writing skill has improved as a result of a composition or a literature course, would they have improved as much as a result of your job requirements if you had continued in your occupation without returning to college?

Yes 25 No 117 Probably 1 Doubtful 1 ? 2

No response 26

Were your writing deficiencies alleviated as a result of the study involved in the Spring, 1973 course you were enrolled in?

Yes 49 No 103 Some 8 ? 1 No response 11

Please list deficiencies in English you were aware of in yourself at the beginning of the Spring, 1973 Freshman or Sophomore English course in which you were enrolled.

136 listings -- frequently similar

36 non responses

Were your capabilities being challenged and stimulated by the content of the course? Yes 71 No 37 Sometimes 59

Some 1 Y & N 2 No response 2

Does this questionnaire cover all of the areas of concern regarding Freshman or Sophomore English you, as an adult, feel yourself aware of?

Yes 112 No 46 Probably 1 ? 1 No response 12

If "no," please list additional concerns you have.

47 listings

What would you regard as the element of the course that was of greatest importance to you?

134 replies

Do you feel that you are generally receptive to new ideas?
 Yes 148 No 0 Sometimes 23 No response 1

Would you like to see a slowing of the pace of social and cultural change?
 Yes 25 No 48 Sometimes 19 In some areas 84

Do you find a real value in change for change's sake?
 Yes 19 No 102 Sometimes 33 No response 4

In which areas do you think you are better academically prepared?
90 sciences and mathematics
68 literature and writing

Are you presently (Fall, 1973) enrolled at NTSU?
 Yes 130 No 42

If "yes," are you enrolled on a full-time basis?
 Yes 109 No 21

If you are not presently enrolled at NTSU, why not?
38 replies -- mostly varied

Did the quality of the Spring, 1973 English course you enrolled in play a major part in your decision to remain enrolled at NTSU or to leave NTSU?
 Yes 19 No 139 Y & N 1 Not necessarily 1
 No response 12

Please explain further if you so desire.
 58 replies -- samples found in Appendix E

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